

Institution: University of Central Lancashire

Unit of Assessment: 26

a. Overview

During the current assessment period, sports studies, sport management and tourism were brought together within the newly established School of Sport, Tourism & the Outdoors (SSTO), subsequently being joined by colleagues in sport science, physiotherapy and nutritional science. This has not only created an identifiable and cohesive 'home' for sport, leisure and tourism-related teaching and research within the university but has also underpinned a growing international reputation for excellence in research in these fields. Indeed, since 2008 significant advances have been made in developing research within UoA 26 – for example, high growth rates have been secured in PGR student enrolments – whilst specific research groups have made significant and recognised contributions to relevant disciplines, research bases or areas of practice worldwide. For example, practice-based research in sport development and coaching is undertaken with sporting organisations around the world, whilst work in equine and sports biomechanics is focused on a growing number of international collaborations. Moreover, individual researchers within the UoA are internationally recognised for their contribution to their academic field.

UoA 26 at the University of Central Lancashire (UCLan) is, therefore, based upon research activity within SSTO. It is organised around four broad thematic groups, each with professorial leads: sport and rehabilitation sciences (Richards and Selfe); sport studies and management (Horne and Hughson); sport development and coaching (Collins); and tourism (Sharpley). Within these thematic groups, a number of research institutes reflect the development of specialist areas of expertise, whilst each group also provides the focus and support for research / researchers in other subject areas relevant to that group. It is the university's first submission to a sports and tourism-related UoA, research in relevant fields having been submitted across a number of UoAs in previous research assessment periods.

b. Research strategy

UCLan's strategic research ambitions recognise that engaging in and developing research is fundamental to the core commitment of being a modern University. Specifically, UCLan seeks to significantly enhance its research standing through strengthening its research community, developing research infrastructure, focusing on world-leading areas and maximising research income. Building upon the appointment of a number of professors from 2007 onwards (Collins, Horne, Hughson, Sharpley) SSTO has, since its formal establishment in 2009, not only reflected these ambitions through its prioritisation of research, ensuring a symbiotic relationship with both its teaching and knowledge transfer activities, but has also established itself as a world leader in a number of specialist research areas in the fields of sport and rehabilitation sciences, sport studies and sport management, sport development and coaching, and tourism. For example, the Institute for Dark Tourism Research Research (iDTR) is recognised worldwide for its leading role in developing research in dark tourism. Thus, research within the UoA seeks to enhance academic knowledge in relevant subject areas, to contribute to economic and social development regionally, nationally and internationally, and to contribute to policy making and professional practice leading to the enhancement of the professional reputation of the School and University. Overall, its vision is to enhance its international reputation for excellence in research, as measured by the following strategic aims:

- i. develop all academic staff as research or KT active and, consequently, increase the number of high quality published research outputs;
- ii. increase the number of doctoral students enrolled and maximise timely completions;
- iii. enhance the social and economic impact of research;
- iv. increase research income;
- v. ensure adequate levels of technical and administrative support for research activity
- vi. increase international collaboration and participation in esteem-raising activities appropriate

to School research disciplines.

In order to achieve these aims, a number of policies and actions are embedded and are being implemented under the leadership of SSTO Professoriate within the UoA's research strategy. First, in order to encourage and support wider research activity within the School, all academic staff are formally assigned to a research mentor / leader (a member of Professoriate) appropriate to their subject area. More specifically, the mentorship system facilitates the identification and encouragement of new / early career researchers, the development of research in areas key to the School's strategy and opportunities for collaboration within and between disciplines whilst underpinning the building of an open, mutually-supportive research community within the School. Second, output targets are established between the researcher and mentor and, where relevant, formalised within the annual appraisal system. Targeted timetable allowances are also provided where appropriate to encourage / support individual researchers. In such cases, outputs are monitored by researchers' line-managers (Division Leaders), whilst the monitoring of overall School research outputs is undertaken by SSTO Professoriate (see also Ci below). Thirdly, key research themes reflecting distinctive and successful areas of research activity are promoted both internally and externally and, as appropriate, formalised through the establishment of and support for a recognised institute. In this UoA are:

- Institute of Coaching and Performance (ICaP)
- Allied Health Professions Research Unit (AHPRU)
- International Football Institute (IFI)
- International Research Institute for Sport Studies (IRiSS)
- Institute for Transport and Tourism (ITT)
- Institute for Dark Tourism Research (IDTR)
- Centre for Applied Sport and Exercise Science (CASES)

Such institutes are required to produce strategic action plans to be presented to SSTO Professoriate and to report back regularly on activities. At the same time, research in other related areas is encouraged through the mentorship system.

Fourth, the number of PGR students has been increased to meet agreed targets (see Cii below for more detail). Such growth has been facilitated by UCLan's dedicated Research Student Register and the resourcing of administrative support for the PGR Programme within the School. Finally, articulation between research and teaching activities has been achieved through the implementation of research informed/inspired teaching as embedded in the School's teaching and learning strategy.

Further specific strategic actions are outlined below. However, during the assessment period, significant progress has been made towards achieving these objectives. With respect to developing the research culture across the School, an increasing number of staff have become engaged in research activity, with some 70 (63%) members of staff currently undertaking research and/or producing published outputs. Collectively, in excess of 300 peer reviewed journal articles, books and book chapters have been published by SSTO staff since January 2008. In particular, significant growth has been achieved in the number of PGR student enrolments throughout the REF period, with a consequential increase in PhD completions (see Cii below). More generally, the breadth and depth of research within the four research theme areas has increased and a number of new research institutes have been established, whilst those operating prior to RAE 2008 have continued to work towards realising the UoA's research objectives.

For example, in the sports rehabilitation and sciences area, research focusing on physiological fitness testing and performance measurement and enhancement is carried out in a number of sports contexts, and includes assessment of ergogenic aids on performance and performing in extreme environments. Work in equine and sports biomechanics, involving a growing number of international collaborations (see E below), is a notable focus for the Centre for Applied Sport and Exercise Sciences (CASES) which also undertakes research into sport and exercise related to technology, nutrition, physiology and psychology. In particular, the Allied Health Professions Research Unit (AHPRU) supports research in health care professions, including the study of the

effectiveness of surgical and therapeutic treatments and of products designed to interact with the body. In addition to numerous collaborative research activities, AHPRU is 'home' to over 30 PGR students and in 2011 secured a £126K Knowledge Transfer Partnership (KTP) award to use advanced biomechanics technologies to develop new designs of sports footwear and protective equipment.

In sport studies and management, the International Football Institute (IFI) focuses its research on the socio/cultural/historical aspects of football, its work including research into 'non-violent' supporter culture in Serbia, an AHRC-funded studentship focusing on sport, museums and cultural policy, and post-doctoral research into women's sporting culture in Britain during the inter-war period. This is complemented by research in emerging key sub-theme areas, a notable example being history (Hughson, Vamplew and Adams) and through the International Research Institute for Sport Studies (IRiSS), sports mega-events (Horne). Similarly, the Institute for Transport and Tourism's (ITT) established reputation for research in sustainable transport for tourism and leisure, particularly in the European context, has been augmented by work in tourism and sustainable development (Sharples), tourist experiences and quality management. Also building on internationally-recognised work in dark tourism, the Institute for Dark Tourism Research (iDTR) under the directorship of Stone has been established to further develop the School's work in this area; 7 PGR students are currently undertaking dark-tourism related PhDs. Finally, in the area of sport development and coaching, work under the auspices of the Institute of Coaching and Performance (ICaP) focuses on developing providers of, and the systems employed in, the enhancement of performance. As the predominant support profession, coaching and its variants (such as instruction, teaching and leading) are the major focus. However, the Institute also works with other key providers, in particular science and medicine, both as single disciplines and as members of an integrated support team. A notable development in this area has also been the launch of the Professional Doctorate in Elite Performance, with more than 30 students currently engaged on this programme.

More broadly, reflecting the UoA's strategy to both disseminate and inspire research amongst its student body, research informed teaching/learning is manifested in a number of ways. Research methods modules are embedded in all taught programmes whilst more specific activities include the engagement of students in research projects during study visits and, in the 'The Sporting Image' module, the opportunity for students to undertake research within a specified theme, a selection of their resultant work being then collated in a published volume. This has been found to enhance research skills and self-reflection on the part of students. Additionally, in the sports and rehabilitation sciences area, students have been successful co-applicants on the University's undergraduate student research internship scheme which, launched in 2008, offers students the opportunity to work with the UoA on research projects over the summer months. Specifically, in 2012, one SSTO student undertook an internship with the Heartbeat Cardiac Rehabilitation Charity. Her work was presented at the BMA Evidence Live Conference in March 2013 and is targeted for subsequent peer review publication. In 2010, another student worked with the Cheetahs Disabled Children's Sports Club in Blackpool and, with continued staff support, has since had a peer reviewed journal paper published.

Thus, beyond this submission, the UoA will continue to work towards fulfilling its research ambitions of optimising research activity and income, enhancing its international reputation and contribution and, in particular, further developing the real-world application of its research. In so doing, it will continue contributing to the enhancement of the University's research reputation and record. Progress towards the achievement of these objectives will be monitored by SSTO Professoriate which receives regular reports on research outputs, research institute activities and achievements, and PGR student enrolments, progression and completions.

b. People, including:

i. Staffing strategy and staff development

Staffing policies lie at the heart of the School's research strategy, seeking simultaneously to engage existing academic staff in research whilst recruiting research active staff. The objective is

to enhance the School's research culture by developing the skills and competences of staff and, reflecting the University's policy on equality and diversity, by providing the opportunity for all to engage in research and to benefit from training and development programmes. In addition, all staff are required to complete training and assessment in equality and diversity. The six strands of the Equality and Diversity legislation (age, gender, sexual orientation, race, faith and disability) are embraced in the strategy and all policies and practices are subject to equality impact assessments that are documented and reviewed at the University level.

Specifically, the School's policy is to appoint research active individuals, both experienced and early career academics. As previously noted, since 2008, four key professorial appointments have been made to strengthen leadership in research areas; this has been augmented by the addition of two professors in the sports and rehabilitation sciences area (Richards and Selfe) following restructuring within the University. All new staff must possess or be enrolled on a PhD. Existing staff benefit from internal funding and timetable allowances for PhD study, whilst those nearing completion may request a semester-long School-based 'sabbatical' for writing up. Research is a key dimension of appraisals for all academic staff, whereby individual research plans are discussed and targets set with line managers. As noted above, this process is complemented by a system of mentoring in which each member of staff is mentored by a member of the School's Professoriate in order to support the development of their research skills. Releasing staff from other commitments to undertake research is proving to be a key way of fostering research; subject to discussion and agreed targets, appropriate workload arrangements are made to support active researchers whilst, each year, the School makes available a targeted amount of funding for which staff can bid competitively to support specific research projects – such bids are assessed and subsequent outputs monitored by SSTO Professoriate. A number of staff in this submission have received such support (Buraimo, Donlan, Hobbs, Stone). The School also supports staff applications to the University's annual sabbatical scheme (Donlan, Hobbs and Atkins) whilst Stone and Buraimo have participated in the University's Research Leaders Development Programme.

Where appropriate, early career researchers and those with limited or no experience are included in PhD students' supervisory teams. They participate in the University's supervisory training scheme, thereby not only enhancing individual researcher's skills but also building the School's supervisory capacity to support the growth in PGR student enrolments (see (ii) below.)

ii. Research students

Reflecting the University's ambition to achieve annual growth in postgraduate research student enrolments, a key element of the UoA's research strategy is to increase the number of PGR students in each of its key discipline areas. This is considered fundamental to enhancing the vitality of the research culture within the UoA. There have been over 18 research doctoral degrees awarded by the UoA over the REF assessment period. As indicated in the table below, significant growth has been achieved during the assessment period, to the extent that further recruitment is currently based upon maintaining a sustainable cohort of students across the School commensurate with supervisory capacity and offering a superlative student experience. It should be noted that as of 31st July 2013:

- i. The current enrolments total of 110 comprises 29 full-time and 81 part-time students.
- ii. The high number of part-time students is evidence of engagement with relevant areas of professional practice that realises the strategic objective of developing 'real-world' research. In particular, the innovative Professional Doctorate in Elite Performance, attracting professionals from a variety of fields, promotes practical research in, for example, the relationship between training and operational readiness within the Armed Forces.
- iii. In addition to supervising PGR enrolments within SSTO, staff are engaged in cross-disciplinary supervision and support a total of 17 PGR students in other schools.

The majority of PGR students are self-funded although earlier in the assessment period the School funded a number of studentships associated with the appointment of professors and the establishment of research institutes. Such studentships, which were advertised internationally, have proved to be a valuable way of strengthening the critical mass around specific research fields

Environment template (REF5)

reflected in the research institutes. The School has also taken advantage of specific (competitive) University scholarship schemes as well as the Gilbertson scheme under which UCLan students graduating with a 1st Class Honours degree may apply for funding to cover full-time PhD fees for three years. The latter has enabled a number of outstanding students to continue onto postgraduate study in this UoA.

PGR student (FT and PT) enrolments 2008-2013

	2008 / 09	2009 / 10	2010 / 11	2011 / 12	2012 / 13
Full-time	4	12	15	23	29
Part-time	17	33	45	73	81
Total	21	45	60	96	110

The predominance of part time PGR student enrolments during the assessment period means that the start to completion time has necessarily been longer than for full time doctoral candidates, but the growth in enrolments highlighted above will be reflected in the growing number of successful completions in the years immediately following the 2014 REF assessment period.

Currently a total of 23 staff in the submission are engaged as members of doctoral supervisory teams, with 18 acting as Directors of Studies. As previously noted, the School has a policy of increasing the active engagement of its staff in the supervision process, usually under the mentorship of its key research leaders and with the support of the University’s training programme on research degree supervision. The administration and quality control of research degrees operates within University structures. UCLan has a dedicated Research Student Register (RSR) that supports the recruitment, progression and examination of postgraduate research students. The Chair of SSTO Professoriate (Sharpley) acts as co-chair of the relevant University Research Degrees Sub-Committee, the membership of which also includes the School’s Research Degree Tutors. Sharpley is also a member of the relevant ethics committee.

All full time students are required to attend a compulsory two-week block, the Graduate Research Skills programme, at the outset of their study. This is a validated programme, and contains around £1700 worth of training. Part time students can elect to come to parts of this course, but if they are unable to do so, the University has invested close to £80k through the purchase of the on-line Research Masters Programme from Epigeum. The suite of programmes enables progressive learning via a combination of face-to-face, e-learn and web-based training. PGR students in the UoA are also recommended to take the PG Certificate in Research Methods delivered by Lancashire Business School. In consultation with their DoS, they are also able to attend any of the other numerous PGR student training courses offered by the university free of charge.

During each semester, monthly research seminars for postgraduate students are held; students are expected to present their work once a year at a conference or seminar, whilst the annual progression process ensures that appropriate progress is maintained through to submission. As well as this, each year the RSR hosts a three-day, university wide research student conference. It showcases individual research student’s work by oral and poster presentations with awards for outstanding contributions. Thus is an initiative in which SSTO PGR students have fully participated in. Also UCLan has a thriving research student society – PROGRESS- that organises monthly events, talks and social outings as well as running its own small travel grant scheme.

The School provides a dedicated room for its research students, each having use of networked PCs, and desk/storage space. They have full access to the resources of the University’s Library and Learning Resources Service, including inter-library loans and full-text services.

d. Income, infrastructure and facilities

In this UoA, year-by-year external research income has remained reasonably stable over the period of assessment, to date totalling approximately £819K. This equates to approximately

£38.5K per FTE submitted to this UoA. Notable achievements include the Institute for Transport and Tourism's study on travel awareness and the EuroVelo (European Cycle Route Network) study; in the Sport Development and Coaching area, a KTP focusing on Talent Identification with the Rugby Football League; and in the sport and rehabilitation sciences area, funding for a KTP on sports footwear design, an MRC Strategic Grant Consequences for active, happy and health ageing, Arthritis Research UK funding for Targeted Interventions for Patellofemoral Pain Syndrome and additional commercial funding for research on the efficacy of products that interact with the body. However, it should be noted that numerous other projects and grants have contributed to the total income to the UoA.

To facilitate the successful identification and development of bidding for external research income, the UoA has been supported by the university's Funding, Development & Support (FDS) unit. New research programmes with external partners are guided by the Innovation and Enterprise (I&E) Unit including writing contracts and revenue sharing agreements, licensing and IP ownership. The School has also benefitted from internal QR funding, in the assessment period to date totalling in excess of £1 million. Reflecting the School's research development priorities as indicated above, this has supported conference attendance, the employment of Research Fellows, a number of school-funded studentships, research infrastructure and other research-related activities.

As stated, the School provides a dedicated room for its research students, with each having use of PCs, a desk and storage facilities. With respect to research facilities, both AHPRU and CASES (Centre for Applied Sport and Exercise Sciences) benefit from state of the art laboratories. In AHPRU, the Movement Analysis Laboratory is supervised by Richards and Selfe. This facility is equipped to conduct advanced motion analysis, force measurement, pressure measurement, muscle and strength assessment, and thermal imaging. The Sport and Exercise Biomechanics' performance analysis laboratory contains a large performance space to allow 3-D analysis of a vast number of practical sport and exercise activities. Both the AHPRU and CASES laboratories, which together benefitted from some £220,000 investment during this assessment period, support a growing number of PhD students and others, with in excess of 60 projects being conducted since 2008. These include research into and the development of several new sports, exercise and rehabilitation products which are now in the market place. The physiology laboratory has world class equipment that is used for physiological assessment of individuals, research, and teaching.

e. Collaboration or contribution to the discipline or research base

Collaborative and inter-disciplinary research is explicit within the School's research strategy whilst, as stated in (b) above, the strategy more generally seeks to enhance academic knowledge in relevant subject areas, to contribute to economic and social development regionally, nationally and internationally, and to contribute to policy making and professional practice. Staff in this UOA are active in collaboration both nationally and internationally with the wider academic community and public and private sectors.

For example, during the assessment period, *Horne* has been appointed to the REF 2014 panel for UoA 26 as expert in the social science of sport and leisure. Also, he has been conferred as an 'Academician' of the Academy of Social Sciences (AcSS) and also appointed as Trustee, Council Member and Deputy Publications Director of the British Sociological Association. In the sport rehabilitation field, *Richards* and *Selfe* have undertaken collaborative research projects with numerous UK and international partners, including: NeuroMuscular Research Center, Boston University; Centre for Rehabilitation Science, ARC Epidemiology Unit, School of Translational Medicine, Manchester University; Institute of Human Performance, Hong Kong; Health Sciences, AUT, New Zealand; Division of Health Sciences, University of South Australia; and the Department of Rehabilitation Sciences and Physiotherapy, University of Ghent. Specific collaborative projects have included: exploring the application of advanced EMG decomposition techniques to assess muscle function, investigation of the changes in joint control and how it may be managed through conservative management, understanding movement reinvestment in individuals with knee pain, the development of new equipment to assess joint stability and function, and the development of new rehabilitation and exercise equipment. In the area of sports science, *Hughson* collaborates

with the National Football Museum and the Sports Heritage Network in developing his work on the cultural history of sport whilst, in the tourism field, the ITT works on a wide range of national and international collaborative projects. These have included the MAX-project led by the Austrian Mobility Research (FGM-AMOR), which was the largest research project on mobility management within the EU's sixth framework programme, involving 28 partners across Europe. ITT also leads a consortium providing external tourism expertise to the Transport & Tourism committee (TRAN) of the European Parliament, which includes the Centre for Sustainable Tourist Travel at NHTV Breda in the Netherlands and Tourisme Transports Territoires Environnement Conseil in France. Also in tourism, *Stone* collaborates with academic partners in a number of countries, developing knowledge and research in dark tourism through joint research and conferences. *Hobbs* is a member of RACES (Research and Consultancy in Equine Surfaces), a team of independent researchers from Anglia Ruskin University, Myerscough College and UCLan with expertise from a wide range of disciplines including, sports sciences, equine physiology, sports, biomechanics, sports turf, ecology, soil science and statistics. In collaboration with University of Maine, RACES have a range of equipment and techniques for taking standardized, highly detailed measurements from equine surfaces that replicate the landing characteristics of a horse. This equipment was used by RACES to assist in the development of the equestrian surface produced by Andrews Bowen for the Olympic Games 2012. In addition, *Hobbs* is also working on a collaborative project with Michigan State University investigating fundamental aspects of equine locomotion and a collaborative project with University of Utrecht and University of Antwerp on the biomechanical effects of uneven feet in horses.

Reflecting the UoA's focus on 'real world' research and knowledge transfer, a number of staff are engaged in **consultancy and policy advice**. For example, in the sport development and coaching arena, *Carling* provides match analysis services for a UK Premier League football club, and has undertaken medical and scientific research amongst elite male/female youth football players from the Clairefontaine National Football Centre, France. He also is creator of the soccer science and coaching website: www.soccerperformance.org. *Collins* provides consultancy and advice on talent identification and Development (TID) with various academies, including Chelsea Football Club, British Motorsport Association, and Singapore Sports School. Having led the first generic talent development project with SportsScotland, he is now engaged in TD-related training and consultancy with, amongst others, British Ski and Snowboard; English Golf; Leicester Tigers RFC; National Institute of Sport, India; and Fiji Rugby Union. He is a member of the Wellcome Trust's 2012 Project Group, developing and disseminating science-based educational packs to every school in the UK, and also works as Performance Psychologist with 5 current World/Olympic medallists. In the same area, *Donlan* has undertaken marketing consultancy with Wigan Warriors Rugby League Club. Similarly, *Sinclair*, *Atkins*, *Hobbs*, *Hurst* and *Edmundson* have acted in advisory/consultancy roles with: David Horsey and Finn Keely (PG tour professionals) on 3-D kinematic swing analysis and 3-D kinematic provision; Wigan Warriors RLFC (Sport Science and 3-D gait and kicking analysis support); Preston North End Football Club (3-D gait and kicking analysis support); Burnley FC (Sport Science support); Wallis Cycles (Sport Science support); Team GB (epee) – Sport Science and strength and conditioning provision; and Team NZ (epee) – Strength and conditioning provision. In sport rehabilitation, *Richards* has undertaken numerous consultancy projects, including: HLSP Clinical Biomechanics in the Biomedical and Healthcare Industries, NWDA; TrustTECH testing on Hip Protectors; Testing of a new lower cost rehabilitation device - TrustTECH (NHS Innovation) Pathfinder funding, March 2010 to Sept 2010; and, The Effectiveness of Different Cueing Devices for People with Parkinson Disease with Gait Initiation Difficulties Parkinson's Disease Society. In the same field, *Selfe* is an invited Expert Panel member of the CSP Physiotherapy Research Priorities project. *Vamplew* has advised the Scottish government on golf tourism.

A number of staff are **editors and/or on editorial boards** of academic journals, including *Horne*, who has been Managing Editor (Editor-in-Chief, 2009-2012) of *Leisure Studies*, and editorial board member of: *International Review for the Sociology of Sport*; *Sport in Society*; *Asia Pacific Journal of Sport and Social Science*; *East Asian Sport Thoughts*; *International Journal Sport and Health Science*; and *Sociological Research Online*. *Hughson* is Deputy Executive Academic Editor of *Sport in Society* and *Soccer in Society* and on the editorial board of *Ethnography* and *Cultural*

Sociology. *Sharpley* is co-editor of *Tourism Planning & Development*, a resource editor for *Annals of Tourism Research* and a member of the editorial board of *International Journal of Tourism Research*, *Tourism Recreation Research*; and *Skyline Business Journal* (Skyline University College, Sharjah). *Buraimo* is a member of the editorial board of *Soccer & Society* and on the editorial board and book review editor of *International Journal of Sport Finance*. *Carling* is Football Section Editor for the *Journal of Sport Science and Medicine*. *Majumdar* is Executive Editor of both *Sport in Society* and *Soccer and Society*. *Hobbs* is a member of the review panel of the *Equine Veterinary Journal*. *Selfe* is a member of the International Editorial Advisory Board of *Physiotherapy Ireland* and of the International Editorial Board: *Prosthetics and Orthotics International* and *Stone* is a member of the Editorial Board of the *European Journal of Tourism, Hospitality and Recreation*. *Vamplew* is managing editor of the *International Journal of the History of Sport* and immediate past editor of the *Journal of Sport History*.

Staff are also involved in **grant and final report reviews**. For example, *Horne* has been an invited expert referee and rapporteur for the Economic and Social Research Council (ESRC, UK), the Social Science and Humanities Research Council (SSHRC, Canada), the Nuffield Foundation, the NWO-WOTRO (the Netherlands Organization for Scientific Research/Research for Global Development), the Swiss National Science Foundation and the European Commission FP7 on research proposals. *Richards* has sat on the Grant review panels for: Orthopaedic Research UK; Research for Patient Benefit (RfPB) NHS 2006-2010; Stroke Association Grants; Engineering and Physical Sciences Research Council Grants (EPSRC); and NEAT Grants (The New and Emerging Applications of Technology programme). *Sharpley* has reviewed grant bids for the ESRC, the Research Council of Oman and Mid-Sweden University, and has also acted as rapporteur for an ESRC Grant Final Review. More generally, *Atkins* is a member of the Professional Accreditation Committee of the British Association for Sport and Exercise Sciences (BASES).

During this REF period, staff in this submission have presented **numerous conference keynote lectures**. For example, *Sharpley* has presented keynote lectures at a number of international conferences, including the *Social Sciences Conference*, University of Akureri, Iceland, 2009; MESEA (Society for Multi-Ethnic Studies: Europe and the Americas) 7th Biennial Conference, Pécs, Hungary, June 2010; Twilight Memory and Tourism International Symposium, National Taiwan University of the Arts, Taipei, 2010; Island and Small States Tourism Conference, University of South Pacific, Suva, Fiji, in 2011, and the ATLAS Africa Chapter conference in Kigali, Rwanda, in 2013. He was also an invited speaker at the Inter-American Development Bank/Brazilian Ministry of Tourism: Tourism & Development Seminar, Sao Paulo, Brazil, May 2010. In addition to a number of invited presentations, *Stone* was also keynote speaker at: Twilight Memory and Tourism International Symposium in Taipei, 2010: the Dark Tourism: Morals vs. Commence Symposium, Ostfalia University of Applied Sciences, Salzgitter 2011; and the Educational Travel – Expanding Horizons Conference, Tallinn University, 2011. *Richards* has presented 9 keynote papers at UK and international conferences, and has been invited speaker at a further 26 events, whilst *Selfe* has made a total of 28 invited international presentations, including at events in Belgium, Finland and Denmark. *Hobbs* was keynote speaker at the Myerscough Equine Scientific Symposium in 2009 and the Alltech Conference, Hartpury College in 2011. *Horne* has presented keynote lectures at 10 international conferences, including Urban Impacts and Human Rights Violations of Sports Mega-Events, Universidade de Sao Paulo, Sao Paulo in 2010; Mega-Events and the City, Universidade Federal do Rio de Janeiro e Universidade Federal do Fluminense, Brazil, 2010; and the 2nd International Conference for the Sociology of Sport, 2010, Taiwan Society of Sport Sociology, Taipei, 2010.