

<p>Institution: The University of Edinburgh</p>
<p>Unit of Assessment: 26 Sport and Exercise Sciences, Leisure & Tourism</p>
<p>a. Context</p> <p>This submission consists of staff from The Institute of Sport, Physical Education and Health Sciences (ISPEHS) within the Moray House School of Education (MHSE), and close research collaborators from both the University's College of Medicine and Veterinary Medicine (MVM) and elsewhere in MHSE (which in turn sits within the University's College of Humanities and Social Science (CHSS)). The close relationship between research, teaching and public engagement has always been integral to our approach to delivering effective impact. The impact of our research enables an enhanced understanding of sport, physical activity/education and health sciences, and the shaping and informing of professional practice and policy. Staff are supported to offer their time to roles which foster the development of active civil society engagement with research, e.g. by providing expert opinion via the media or contributing to cross-party Scottish Parliament working groups. The University promotes a culture that values the role of academic research in contributing to sustainable and socially responsible developments in education, health, social, economic, environmental and cultural wellbeing. Research users include policy makers and practitioners, with the main beneficiaries being:</p> <ul style="list-style-type: none"> • HEALTH: public and clinical health including the World Health Organisation (WHO), NHS Scotland, the National Institute for Health and Care Excellence, Scottish Health, Promoting Schools Unit, and local authorities; • SPORT: national governments (including Scottish and UK-wide bodies, Malaysia, Montenegro, Romania, Singapore), voluntary sector sport clubs, professional associations in sport, government bodies of sport (including World Swimming Coaches Association, Youth Sport Trust, SportScotland, the Scottish Rugby Union and the Church of Scotland); • EDUCATION: school and pre- and post-school education providers and users including, Scottish Government, local authorities, Education Scotland, General Teaching Council for Scotland, Active Schools Co-ordinators, Singapore Ministry of Education, Academy of Principals in Singapore; Curriculum for Excellence (national education policy); Oman Ministry of Education; • ENVIRONMENT: public bodies and commercial companies in planning and environment including, e.g., Scottish and Welsh Governments, UK local authorities, Visit Scotland, Scottish Tourism Alliance, Scottish Renewables, Scottish Natural Heritage and UNESCO; • INTERNATIONAL DEVELOPMENT: global international development organisations including the UN, UNESCO and UNICEF. <p>We have concentrated on enabling our research to have impact by influencing policy and practice, contributing to professional and personal development, influencing design and development of curriculum and pedagogy in schools and universities, and contributing to public debates.</p>
<p>b. Approach to impact</p> <p>Our strategy to maximise research impact is guided by CHSS's knowledge exchange strategy. We support our staff to become publicly engaged, user-friendly public intellectuals as evidenced through the regular contributions to public events, cultural festivals, press, radio, and TV. ISPEHS staff readily take up formal appointments (under the public appointments process) to public bodies within sport, physical education, education, and environment where we bring our research expertise to discussions about national and international policy, practice, relationships and resources. We encourage staff to take full part in training and funding opportunities provided by the MHSE, CHSS and the University to support knowledge exchange. We take advantage of the University and City of Edinburgh location and infrastructure to increase regional, national and international engagement.</p> <p>MHSE's Research and Knowledge Exchange (RKE) Office has a Seed Corn Research Fund that provides funding of up to £2,000 per research project. Many of these are specifically targeted at commercialisation and impact among non-academic users. This funding supplements a similar funding offered by College and University, and which Sanders, Martindale, Mutrie, Turner and Richards have secured in the current REF period.</p>

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Part of the role of Edinburgh Research and Innovation (ERI), a wholly owned subsidiary of the University, is to support the commercialisation and impact of research through consultancy, technology licensing and company formation. ERI acts as an intelligence gathering and business partnership service, brokering links between academic, public, commercial and third sector organisations *inter alia* via a KE office funded by the College. Staff training sessions are run by ERI and brought to the attention of staff through regular and targeted mailings. Staff receive guidance from ERI/RKE Office staff to test ideas and develop strategies for research impact, including the development of: knowledge exchange networks; research dissemination to non-academic audiences; research websites; hosting and publicising of research and KE events aimed at non-academic audiences; media engagement; commercialization of research and KE.

The work of ERI and the RKE Office is supported more generally by the University's Communications and Marketing staff. A Marketing Officer works specifically with MHSE to assist with marketing and publicity and a Media Officer (previously a sports journalist for a leading national newspaper) has been instrumental in developing links with the press that have provided extensive local, national and international exposure for ISPEHS research. The very close proximity of ISPEHS to the Scottish Parliament has enabled close links to political processes and politicians including the Minister for Education, Minister for Sport and the Commonwealth Games and Minister for Climate Change, Energy and Tourism. In addition Ministers and MPs have contributed to our research seminars, eg Tessa Jowell and Shona Robison (2013). Relationships have been fostered with cross-party Parliamentary Committees, Commissions and Working Groups. For example **Jarvie** sits on the Cross Party Universities Working Group and was asked to co-ordinate the Group's response to the post-16 Education Bill. **Mutrie and Such** secured a Beltane Fellowship to work with the Scottish Parliament to effect changes in physical activity and public health through an action research project.

Through this work we have: **contributed to wider understandings of basic standards of wellbeing, social inequality, and human rights conceptions:** Global agencies such as the UN, UNESCO, UNICEF and the World Health Organisation have used research produced by the Institute to inform policy relating to health, social justice and international development. On-going research on education for sustainable development, led by **Higgins**, resulted in the University of Edinburgh being selected as the UNESCO European Centre for Sustainable Development. Large-scale longitudinal research funded by the World Health Organisation and led by **Currie** until 2011, has been instrumental in shaping global physical activity and health policy for children and young people and has also developed new methodologies for data collection and analysis. **Mutrie** has been an expert panel member on two WHO projects relating to inequalities and economics within physical activity promotion. **Jarvie's** recent research on Kenyan women runners and racism in sport contributed to his appointment as UNESCO special advisor for sport and physical activity, and to Commonwealth Ministers Advisory Groups on Sport.

We have informed and influenced policy and practice: Research has had an impact on policy and practice, reinforced by our leadership of UK and Scottish research collaborations and through close collaboration with Government bodies and public policy. ISPEHS response to the Scottish Government consultation on community sport led to the institute being asked to provide evidence on the impact of community sport to the Sport and Health Committee of the Scottish Parliament. **Jarvie** led the Universities Scotland report into Universities and Curriculum for Excellence that has resulted in 16 university public policy statements on Universities and Curriculum for Excellence. **Mutrie** was Director of the Scottish Government-funded Physical Activity Research Collaboration (SPARColl) and **Sanders** has been Chair of the Scottish Universities Collaboration in Sport and Exercise Sciences (SUCSES). **Mutrie** was also Chair of the National Institute of Health and Clinical Excellence (NICE) Programme Development Group for Physical Activity and Environment. Staff have developed dialectic relationships with these bodies such that the research needs of user groups identified through these collaborations have informed funded research proposals, PGR bursaries and taught postgraduate provision that, in turn, has informed policy.

Jarvie is Board Member and Director of Sportscotland, (the national agency for sports policy in Scotland); member of the Advisory Board for the Highlands and Islands Enterprise Centre for Health Science, QAA Scotland and a member of the Scottish Sports Hall of Fame Committee. He is advisor to the Cabinet Secretary for Education and Life Long Learning on Curriculum for

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Excellence. **Mutrie** is a member of the Ministerial Oversight Group for Sport and Physical Activity 2013-2016. **Higgins** has provided extensive expert advice on outdoor learning, environmental education and education for sustainable development to the Scottish Government, Education Scotland, and the General Teaching Council for Scotland, with resulting policy responses leading to Scotland being recognised as a world leader in this field.

We have contributed to continuing professional and personal development: ISPEHS research has been translated into professional learning opportunities for policy makers and practitioners including health professionals, teachers, coaches, sport development officers, Active Schools Co-ordinators, local authority education officers and planning officers. This has been achieved through public lectures, an active seminar programme with invited non-academic audiences, bespoke short courses, certificated and credit bearing learning and the hosting of national conferences (See 5e). Staff have presented research at a range of non-academic conferences and policy fora in sport, tourism, physical activity, and physical education.

We have contributed to innovation and entrepreneurship through design and delivery of new products: The development and uptake of 'Glidecoach', a software product developed from an EPSRC- funded project (**Sanders**), has resulted in new methods of analysis that have enabled swimming coaches to improve the technique and performance of swimmers.

We have influenced design and delivery of curriculum and pedagogy in schools: Research within the Institute influenced the development of Scottish Government education policy in both physical education and outdoor learning. This led to an increased pressure and evidence for an increase in the amount of physical education within the school curriculum and a new Scottish curriculum in outdoor learning. In response to policy shift, and drawing on their research in physical education curriculum and pedagogy, ISPEHS developed and delivered a professional postgraduate certificate in 3-14 Physical Education (400 teachers).

c. Strategy and plans

Building upon an established culture of public engagement ISPEHS will:

- Continue to foster research-informed public engagement and impact;
- Further embed impact in practice and be more systematic in our collection of ISPEHS research impact data. This will involve extending our use of Edinburgh Research Explorer to capture and make available impact activities;
- Build relationships for collaboration and draw upon the expertise of bespoke knowledge exchange officers to cultivate new relationships and increase the number of public events involving ISPEHS research;
- Place a greater emphasis on impact within postgraduate training.

ISPEHS will continue to develop local, national and international impact in collaboration with a wide range of users across all research themes. A focus for the next five years will be the development of world-leading policy research and impact, for example through the Physical Activity for Health Research Centre and collaboration with the Centre for Cultural Relations. ISPEHS research and knowledge exchange will be supported by new approaches to linking national and international policy development and revised strategies for marketing and internationalisation.

d. Relationship to case studies

The 3 case studies: **Monitoring Global and National Levels of Physical Activity in Youth; Life after Stroke – The Influence of Physical Fitness and Exercise;** and **Outdoor Learning and Education Policy Development** have developed from more than a decade of funded research. The first has had a major impact on policy and practice nationally and globally, and contributed to wider understandings of health and wellbeing. The second has provided clinical guidelines for stroke rehabilitation and evidenced-based practice for the training of professionals delivering post stroke rehabilitation, and the third has impacted upon outdoor sport and environmental learning policy and practice both within the UK and beyond. The case studies are evidence of our commitment to public engagement, and address significant areas of public concern (physical activity, health and the environment). They also illustrate our collaborative approach to research within and external to the University of Edinburgh.