

**Institution: University of Gloucestershire**

**Unit of Assessment: UoA C-26 (Sport & Exercise Sciences, Leisure & Tourism)**

### **a. Overview**

The UoA sits within the University's Faculty of Applied Sciences which comprises three Schools: (i) Sport and Exercise, (ii) Leisure, and (iii) Natural and Social Sciences. The Faculty is one of three within the University. The present submission is made up of 20 staff members from the School of Sport and Exercise, fifteen of them full-time, the others on fractional contracts (two at 0.8 one at 0.6 and two at 0.2 FTE). The UoA's mission is to be located as a centre of excellence in research by academic and practitioner communities and to guide and influence national and international policy development through rigorous and theoretically-informed research and evaluation. The School has enjoyed particular success in more recent years in relation to research publications/outputs, PGR recruitment, research grant bidding, and commercial income generation. Research activities are organised in response to established markets for research, and the demands of social, economic, political and cultural policy change. Staff are experienced in conducting research in a wide range of settings and taking the specific needs of clients, participants, funders and other stakeholders into account. Projects utilise quantitative, qualitative and mixed methodologies and a variety of methods including survey research, case-study and policy analysis. In turn, the School has a strong track-record in collaborative, evaluative and multi-disciplinary research. The School is also a major national provider of innovative programmes and courses in sport, exercise and health the delivery of which draws upon its research base. Research opportunities are initiated through the development of on-going partnerships and proactive bids as well as responses to calls to tender. Research design, processes and outcomes are disseminated and publicised in a variety of ways and to a range of audiences both across and beyond the HE sector.

Research activities are hosted by the School's two research centres: the Exercise and Sport Research Centre (ESRC) and the Centre for Sport, Spirituality and Religion (CSSR) which were established as part of a University-wide initiative to promote research-related activity and dissemination in 2009-10. Of the two, the ESRC is the principal means by which the School communicates and showcases its research activities and is structured around four over-arching and inter-connected 'strands' that capture well the interdisciplinary nature of the UoA which draws principally from the following generic fields: (i) Physical Activity and Wellbeing (Lead: **Crone**), (ii) Sports Performance (Lead: **James**), (iii) Communities, Pedagogy and Participation (including sociology, history, philosophy and policy studies) (Co-leads: **Maclean** and **Parker**), and (iv) Pre and rehabilitation through Sport and Exercise (i.e. biomechanics and physiology) (Lead: **De Ste Croix**). These strands provide a structure around which to organise pro-active and re-active research bids and a coherent external 'brand' for the UoA's research activities in an increasingly competitive research market. ESRC Leads facilitate and direct strategy across the four strands both in terms of research outputs and income generation. The Centre benefits from a number of collaborative relationships with universities both in the UK and overseas (see below).

### **b. Research strategy**

UoG is a learning-led, research informed university and, as such, research is one of the organisation's strategic priorities and is articulated via the University Research Strategy (URS). This strategy is embedded in Faculty Business Plans (FBP) and articulated as a Faculty Research Strategy (FRS). Strategic decision-making at UoA/School level takes place in line with the URS and FRS. The URS is operationalized by the University Research Committee (URC) that is Chaired by the Dean of Research (**James**) and under which Faculty Research Committees (FRC) exist (Chaired by Faculty Leads for Research). All Faculty Leads for Research sit on URC. URC has responsibility for the development and implementation of policies and practices relating to research across the institution. FRC oversees local research priorities and monitors the development of staff research activities and reports to URC.

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At an operational level, UoA research priorities have been revised annually post-RAE2008 via FRS. In early 2008 these priorities were re-focused around the need to promote research growth in five key areas: (i) PGR recruitment; (ii) research outputs; (iii) research grants and commissioned research, (iv) income generation, and (v) research impact. These priorities continue to inform School/UoA research activity. The practical implementation of the FRS is co-ordinated by the Faculty Research Lead (**Parker**). Professors and Readers (**Crone, De Ste Croix, El Ansari, James, Maclean and Parker**) meet three-monthly via the FRC to discuss issues surrounding strategic and operational decision-making regarding tendering, project management and research output activities. Since 2008, UoA/School Leads have met with the Faculty Lead for Research (and periodically with the University's Dean of Research) to discuss and monitor REF2014 preparations. In 2011 an institutional-wide model of research outputs was adopted whereby staff were encouraged to focus on the production of high quality, peer-reviewed journal articles during the assessment period with URC stipulating nine points as the minimum entry threshold.

The University accommodates PGR strategy, planning and progression via its Faculty Research Degrees Committee (FRDC) structure. FRDC reports to Faculty Research Committee (FRC), scrutinises PGR research proposals and monitors individual student progress through research degree programmes. FRDC are constituted by senior academic staff (Professors and Readers) and are Chaired by Faculty Research Directors (FRDs). For UoA26, FRDC is Chaired by **De Ste Croix** (FRD) and **Crone, El Ansari, Maclean and Parker** are all members. **James** is a past member. The operationalization of all PGR administration is hosted by the University's Postgraduate Research Centre which monitors and records student progress and which reports to URC. Each Faculty has a designated Faculty Research Administrator (FRA) who works closely with the FRD to cascade information from the PRC whilst providing administrative support to the Chairs of various research committees, to staff in research roles, and to the processes governing the monitoring and progress of PGR students. The FRA disseminates information relating to research supervisors and PGR training programmes, maintains the local records of PGR students from original application to award of the final degree by the University's Academic Board (UAB), and is responsible for overseeing arrangements for PGR examinations.

Based upon the strategic priority of the University and the Faculty to take a more proactive approach towards research, since 2008 the School/UoA has set out to structure its research strategy (and related activities) around three main areas: (i) further increasing the number of academic staff in the School/UoA registering for MPhil/PhD study; (ii) investing in staff via one-to-one and group mentoring to develop individual research outputs and profiles (see below); and (iii) instigating a rolling programme of internally funded research projects (IFRP) whereby experienced researchers peer-mentor beginning researchers in bid writing, project management, data collection and research outputs/dissemintation (see below). In 2008 **Parker** was appointed to a professorial post with specific responsibility for research capacity building and mentoring around these three strategic aims.

Since 2008 these three areas have been progressed via the acquisition of funding from within the University. In the last five years the School/UoA has taken a much more intentional approach towards encouraging as many staff as possible to register for MPhil/PhD study by operating a fee-waiver system, this to promote capacity building in terms of research outputs, PGR recruitment, PGR supervision, and high quality teaching. In total 16 UoA staff are currently registered as part-time PGR students compared to just five in 2008, with six successful completions during that time. In 2010 and 2011, the UoA/School successfully bid for internal funding to generate research activity amongst its staff with specific reference to increasing outputs for REF2014 (see below). In turn, in 2012, 'Sport, Exercise and Wellbeing' (SEW) was identified as one of only six priority research areas within the University around which the UoG 'brand' is to be subsequently promoted, this as a consequence of the momentum which the UoA/School has generated around research-related activities in the post-RAE 2008 period.

In addition to the production of research outputs, the UoA readily acknowledges the benefits of promoting a strong research culture as far reaching and integral to the generation of new income streams, the recruitment of PGR, and the delivery of a high quality student experience. Therefore,

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all academic staff are encouraged to undertake scholarship related to their subject and the vast majority engage with one or more of the following research activities: (i) PGR supervision; (ii) income generating/commissioned research, (iii) production of peer-reviewed outputs. Practical and applied scholarship is recognized as a fundamental aspect of the UoA's activities and the School prioritizes and maintains a vibrant research environment and culture. The School has incrementally and sustainably developed PGR as an area of business over the past five years. In addition to further growth, and the development of a professional doctorate (to come on stream in 2014), it is the aim of the School to enhance progress/monitoring, increase completion rates, create further opportunities for practice experience (including teaching), and improve the entitlements of PGR students in parallel with developments in Estates, ICT and Learning and Information Resources (LIS, Library etc.). At an organisational level, the monitoring of research and income generating activities is on-going via the University's Research Office and Business Development Unit. Progress and monitoring of research strategy takes place quarterly by way of URC. At Faculty and School/UoA level the monitoring of research and income generation activities and KPIs/targets (i.e. FBP/FRS) takes place quarterly via the FRC structure and annually via data collection and analysis processes concerning the Faculty Business Plan (FBP). The FBP also outlines KPIs and targets for commissioned research activity and income generation and monitors these. The School utilises the findings of PRES to formulate and deliver a series of actions in line with the feedback received. The University's Research Office provides monitoring and updates on all research-related income generation including contract management and specific budget allocations and spend for individual projects.

In terms of new and developing initiatives post-2008, in 2010 and 2011 the School/UoA was awarded £102,000 of internal funding to generate research activity and build research capacity amongst staff with specific reference to increasing staff outputs for REF2014. This investment was used to set up a series of internally funded research projects (IFRP) the aim of which was to encourage established scholars to work alongside and mentor beginning researchers in order to generate an 'apprenticeship model' of grant bidding, research activity and writing/publication. The first round of internal funding (£60,000) was distributed in 2010. Funding was allocated via a formalised bidding/interview process and by a funding panel which included senior research staff. 19 bids were received (collectively involving 24 staff), 12 of which were funded (with awards ranging from £3,000-9,000) to a total of £49,000. To date these projects have spawned 12 outputs with a further 8-10 expected to follow by July 2014. In 2011 the School/UoA successfully bid to the University for a further £42,000 which was invested directly into staff (teaching) 'buy out' with the specific aim of bolstering the REF2014 submission. This investment led to a further 6 outputs being produced during 2012-13. In 2012, the School/UoA utilised the remainder of its internal (2010-11) funding (c£20,000) to initiate a second round of IFRP, the specific aim being the generation of research outputs for REF2020. A total of 11 bids were received (collectively involving 38 staff) of which 6 were funded (with awards ranging from £3,000-4,000) to a total of £19,000. It is expected that between 12-15 research outputs will result. On the basis of this success, the UoA aims to bid for further internal funds on an annual basis in order to replicate the IFRP process thereby establishing a sustainable model of succession planning around research-related activities and outputs and increasing the number of staff eligible for REF2020.

In 2012 'Sport, Exercise and Wellbeing' (SEW) was identified as one of six priority developmental research areas within the University, this as a result of the School/UoA being awarded in excess of £250,000 internal funding towards the promotion of grant bidding and income generation activities. This funding has been invested specifically around succession planning through the appointment of four (junior) full-time Research Fellows, two of which (**Sarkar** and **Curran**) feature in REF2 as Early Career Researchers. There has also been substantial investment in the School/UoA around the promotion of existing staff specifically in line with research strategy priorities and targets. During 2012-13 **Crone** and **De Ste Croix** were promoted from Reader to Professor and **Maclean** from Senior Lecturer to Reader which, alongside existing professorial posts in Public Health and Sociology/Policy Studies (**El Ansari** and **Parker**), provides the School/UoA with a critical mass of expertise across its disciplinary groups and the capacity to take on increasingly large and complex research projects.

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In terms of the achievement of strategic aims, significant progress has been made in the School/UoA since RAE2008. Notably, output rate, breadth of staff producing outputs, research environment (including PGR numbers and Research Centres), and income and indicators of impact, have all improved considerably. For example, eight (FTE) Category A staff were entered into UoA46 in 2008 compared to 17.6 for REF2014. A total of 79 research outputs were published in peer-reviewed journals during 2012-13 compared with 40 in 2008-09, with 40% of staff being research-active in 2012-13 as opposed to 24% in 2008-09. Income from research contracts and grants totalled in excess of £300,000 in 2012-13 with 15 (28%) staff contributing to successful bids, this compared with £37,000 and 8 (10%) staff in 2008-09. PGR student numbers are buoyant with a growing proportion of self-funding (i.e. income generating) doctoral students; 66 PGR students (from a baseline of 20 in 2007) are currently registered for a higher degree with an additional five expected to begin study in February 2014. Currently 50% of UoA staff are involved in PGR supervisory teams compared to 39% in 2008-09. PGR completions since 2008 total 24 (MSc by Research n=15, MA by Research n=1, PhD n=8). Hence, the UoA is operating from a position of considerable strength in comparison to RAE 2008.

**c. People, including:****i. Staffing strategy and staff development:**

The present submission comprises 16 staff on conventional academic contracts (full-time or fractional, permanent) and four on research-related contracts (full-time or fractional, short-term) (**Curran, Collins, Hockey and Sarkar**). All of the former have responsibility for delivering varying amounts of undergraduate and/or postgraduate teaching and for academic-related administration. Three staff (**James, Maclean and Hill**) hold significant structural management and/or administrative positions.

In terms of staffing strategy and development around research related-activity, since 2008 a significant amount of time and resourcing has been invested into the one-to-one and group mentoring of School/UoA staff specifically in relation to research outputs and profiles. As part of **Parker's** wider responsibilities, all staff are offered monthly, bespoke support sessions in relation to research outputs, consultancy and grant bidding and broader career development. Senior staff routinely offer to co-author with beginning researchers to initiate publishing presence/profiles. Beginning researchers' first author all work which emanates from their own research (and/or data sets) and, in addition to an equal contribution to writing, specific (additional) authorship duties are allocated to the senior staff member concerned in order that the administrative burden is carried by them, i.e. corresponding author responsibilities. **Kilgour's** appearance in the present submission is an example of this process. In terms of mentoring around contract research and consultancy activity, an emphasis is placed upon increasing the number of staff involved in grant bidding and contract research funding applications whereby less experienced staff are co-opted onto research projects for their specific expertise and subsequently involved in analysis, outputs and dissemination. Where broader career development is concerned, junior colleagues are encouraged to explore and expand their involvement in relation to activities such as: reviewing for journals, publishers and research councils, income generation opportunities, and internal research management responsibilities. In 2009 regular group mentoring sessions were initiated with less experienced staff around the collective venture of producing an edited book. This resulted in **Parker and Vinson (Eds.) (2013), Youth Sport, Physical Activity and Play** (London, Routledge) which was produced by 25 (past and present) colleagues from the School/UoA, five of whom were postgraduate students - one of eight authored/edited books produced by UoA staff since 2008.

The development of early career researchers and on-going career progression remains core to the staffing strategy of the School/UoA. Since 2008 the recruitment of new staff has been driven by the identification of up-and-coming academic scholars who have successfully completed (or almost completed) PhD study and who demonstrate significant research potential. Candidates without a PhD are not normally shortlisted for research-related appointments. More recently the criteria for research-related posts has been amended to stipulate that all incoming staff are REF-eligible. Hence, the present submission features four Early Career Researchers (**Cole, Curran, Hughes, Sarkar**) all of whom receive research mentoring and career development planning as part of their

entitlements package. Whilst recruitment to academic teaching posts is commonly on a permanent contractual basis, research-related posts (i.e. Research Fellows) tend to be shorter term (two-three year) appointments. In the case of the latter, the research mentoring process is more intensive with three-weekly, one-to-one or group/team meetings being the norm.

Research Fellows are eligible to complete the University's Postgraduate Certificate in Higher Education (PGCHE). It is also common practice within the School/UoA to promote the combining of postgraduate study with contract research. For example, where a research project warrants the employment of a full-time Research Assistant, staff will often negotiate for the project funding to at least partly cover the PGR (i.e. MPhil/PhD) fees of the RA. This provides appropriate RA capacity for the project whilst contributing to UoA PGR numbers. This model also provides an excellent platform for RAs who, as beginning researchers, are able to gain valuable contract research experience whilst obtaining a higher education qualification. In these instances, Project Leads act as part of the RAs supervisory team.

On-going support for the career development of all staff is systematically provided through the annual process of Staff Development Review (SDR) which is undertaken in accordance with UoG's Human Resource procedures. SDRs are carried out in the spirit of personal and professional development where opportunities for career progression are discussed alongside teaching and research performance review and (for research staff, i.e. Professors and Readers) target-setting around income generation. The SDR process also accommodates the identification of 'gaps' in terms of career profiling whereby Line Managers are able to advise staff of potential barriers to progression and recommend suitable opportunities/courses of action. Where these opportunities relate to research-related activities and/or experiences, individuals are advised to seek the help of senior staff in relation to mentoring opportunities.

The defined research strand areas and groupings within the School/UoA provide a substantive framework that guides the scale and nature of staff appointments dependent upon the teaching requirements of the School. Hence, succession planning may be dictated by gaps in seniority and/or discipline. For example, the recent round of Research Fellow appointments was designed specifically to address an identified need for expansion in SEW. Opportunities for extending the careers of research staff, securing tenure and increasing FTE equivalent for non-permanent staff are constantly monitored and reviewed through line management and SDR processes and where individuals demonstrate capability around income generation, contract extension becomes a possibility. Given the gradual turnover of staff within the School/UoA it is not uncommon for those who enter on research-related contracts to be appointed to full-time, permanent academic contracts before the end of their initial period of tenure. Every opportunity is sought to provide such permanence.

The School/UoA utilises the Researcher Development Framework (RDF) as a model around which to base (and enhance) the career development and progression of its research staff, i.e. transferability of skills, employability, personal development needs, career progression, and public engagement. All of this forms part of the research mentoring package which staff in research-related posts receive. The RDF is implemented alongside (and in line with) the key principles of the Concordat to Support the Career Development of Researchers. At a structural level, these processes are an embedded part of the University's Human Resources Department whilst at the School/UoA level they are overseen and monitored by **Parker** and **Maclean**. Senior staff, research mentors and Line Managers are aware of these protocols and the specific responsibilities in play.

Maintaining standards of research quality and integrity on an on-going basis remains a crucial function of the School/UoA. Quality Assurance is built into competitive and pro-active tendering with all research bids and reports edited and signed off by a senior staff member (usually the Project Lead). It is common practice for a senior member of the UoA (Reader or Professor) to be named on each external research project thereby ensuring that a level of competence, expertise and experience is built in. Project management is self-selecting as a consequence of the fact that staff lead on and manage the projects that they initially bid for, hence, ensuring a measure of expertise and seniority. Where staff wish to bid for research funding and issues surrounding

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competence, expertise and experience are identified, the project team may be broadened either from within or outside the School/UoA or indeed outside the University. In the interests of maximising quality and rigour of outputs, the authorship of peer reviewed publications arising from commissioned research is an organic process which takes place within and across UoA members and project teams.

It is also monitored and encouraged formally through the SDR process (individual level) and collectively through the Faculty and School/UoA calendar of scheduled and informal activities, including an annual Faculty Symposium where staff present on current project work (including those registered as postgraduate research students), seminar series and research development groups whereby draft papers and reports are internally discussed and peer reviewed. In terms of the present submission, all research outputs were subject to review both internally (by the School/UoA Lead) and (twice) externally by a nominated external assessor. Where borderline cases emerged around the minimum (nine-point) entry threshold set by the University, outputs were reviewed again by the Faculty Lead for Research and Dean of Research.

All research tenders, formal bids and associated data collection procedures are subject to mandatory internal procedures surrounding research ethics and are dealt with at an institutional level by the University's Research Ethics Sub-Committee (RESC) and/or at the Faculty level by the Faculty Research Ethics Panel (FREP), depending on status. RESC is made up of representatives from each of the University's Faculties in addition to practitioner and ethical contract guidance expertise and is Chaired by **MacLean**. FREP deals with the majority of ethical applications arising from research activity within the School/UoA and since 2008 has been Chaired by **Maclean, Parker** and **El Ansari** respectively. The current incumbent is **Ryall**. Research-active staff also work in accordance with the (national and/or international) ethical codes and guidelines of their specific disciplines, bodies and societies.

**ii. Research students:**

The operationalization of all PGR administration is carried out by the University's Postgraduate Research Centre (PRC) which monitors and records student progression. The PRC also oversees the admission, training, supervision and progress of PGR students although the individual allocation of supervisory teams is negotiated at Faculty level. The PRC also hosts a centralised system of supervision recording and an annual Training Needs Analysis (TNA) and Joint Annual Progress Reporting (JAPR) both of which are completed by way of open consultation between students and supervisors. Student record-keeping and reporting is managed through the online *Skills Forge* package, and the PRC maps PGR research at the University against the QAA Research Development Framework. Student research proposals are submitted, following a rigorous process of scrutiny of their viability amongst supervisory team members, to the FRDC, then URC. This happens normally within one year of registration, and is a pre-requisite of proceeding to data collection and the ultimate completion of the thesis.

These monitoring and training process address the broad range of skills and development that a student needs in preparation for employment and effective further academic work (in accordance with the RDF). The PRC holds an annual conference and summer school at which students have the opportunity to present papers to their peers. The Faculty of Applied Sciences also holds an annual PGR Symposium and a bi-annual international symposium in collaboration with Chemnitz University from which **De Ste Croix, MacLean, M.**, Schultz, H. and Wright, P. (2011), *Sports Science, Public Health and Rehabilitation* (Chemnitz, Chemnitz University Press) was published. PGR students have access to teaching opportunities and are encouraged to engage fully with the Postgraduate Research Experience Survey (PRES). Students are also encouraged to participate and network nationally in their subject area and are allowed £250 p.a. for this specific purpose (part-time students £120), and have access competitively to further funding through FRC. The table below articulates the FTE of postgraduate research students enrolled on doctoral programmes within the School/UoA from 1 August 2008 to 31 July 2013.

Academic Year	PGR Students Enrolled (FTE)	Number of Students Enrolled
2008-09	15.74	25
2009-10	18.50	29
2010-11	14.75	24
2011-12	9.90	20
2012-13	9.70	20

#### d. Income, infrastructure and facilities

In recent years, the UoA has witnessed significant growth and expansion in relation to its research and income generation activities across local, national and international contexts. Since 2008, research and income generation has been in the region of £1,000,000. Some of this research features in our impact case studies (see REF3b). Since 2008, numerous grants have been secured from a range of clients including National Governing Bodies of Sport (NGBs), government departments, UK charities and private funders, and health and social care services/providers. Income generated through EU sources over the period has been significant via two EU projects: HELP (Healthy Europe through Learning and Practice Project, Leonardo, €320K, 2012) (**Crone** (PI) and **James**) and EGS (Employability of Graduates in Sport, EU Lifelong Learning, €400K, 2013-2015) (**Crone** - PI). Medical and public health work with the Qatar National Research Foundation (QNRF – Pearl Study, 90-100,000 USD, 2010-2013) has also proved fruitful (**EI Ansari** - Co-PI). Research funding contributes not only the financial sustainability of the UoA/School but also to the breadth and quality of research publications and a number of submitted outputs draw on work funded through these income streams.

A key priority for the University in more recent years has been to embed a Faculty support service for all separable income (including income generating research). This has resulted in a restructuring of internal administrative provision to further support research, enterprise and income generating activity. Since 2008 the University has also invested heavily in the establishment of research support services including a specifically tasked Research Office and European Funding Office. This support is recognised as critical to ensure the efforts and capabilities of the broadest possible range of staff are deployed to best effect in their areas of expertise. It is envisaged that such activities will further enhance the income generation and business development profile of the University during the next REF cycle, broadening the expertise (and reach) of the School/UoA. Core strategies of generating grant income are integral to the overall research strategy as detailed above. The reputation and identity of the UoA/School in the research marketplace is strong. One central focus for future income growth will be continuing to secure research evaluations with charitable organisations and government departments, as well as targeting research council thematic initiatives which cohere with recent SEW investment. Most importantly, the School/UoA will build on its successes in EU funding through new collaborations, responding to anticipated calls for research.

The UoA/School is located amidst purpose-built sports facilities at UoG's Oxstalls campus, which opened in 2002. The physical environment facilitates excellent internal networking and communications featuring permanent office space as well as hot-desking with equipment such as laptops with docking stations to enable staff to work flexibly from both office and home, and whilst travelling. PGR students enjoy protected workspace and facilities. The School fosters a family-friendly and flexible policy on work location and working hours and strives to enable a good life-work balance for all its members. In 2013 further campus development took place involving the installation of new laboratory and strength and conditioning facilities at a cost of £250,000.

#### e. Collaboration and contribution to the discipline or research base

Aside from formal collaboration within the institutional structure of the UoA/School, staff collaborate regularly with a wide range of other organisations in research, evaluation, policy and practice. This includes inter-disciplinary collaborations within the UK and across Europe with psychology, public health, nutrition, physiology and public policy. In terms of multidisciplinary working, co-collaborators

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include those from primary care (GP's, nurses, physiotherapists), mental health (psychiatrists, mental health nurses, exercise scientists), public health (public health consultants, promoters), local government (leisure services, physical activity promotion specialists), and the Third sector (CEO's, etc.). UoA staff have forged many long-standing partnerships with colleagues at other HE institutions with whom they have actively tendered for a variety of research projects. Principle examples in the UK include the Universities of: Loughborough, Exeter, Salford, Warwick, Birmingham, Leeds, York St John, Chichester, Royal Holloway, Portsmouth, Lincoln, King's College, Swansea, Chester, Plymouth, Ulster, Bath Spa and Cardiff (Metropolitan); and internationally: Bielefeld (Ger), Southern Denmark, Thrace (Greece), Murcia (Spain), Vitoria (Spain) Massey, (NZ), Rochester (US) and New England (Australia). The success of the UoA in securing significant European funding over the period is testament to the quality and depth of some of these relationships. Collaborations with high level consultancies, NGBs and private industry providers are also central to the UoA's mission and success in securing commissioned research; notable examples include the Football Association, UEFA, FIFA, British Association for Cardiac and Pulmonary Rehabilitation, British Heart Foundation and Phiten® sports clothing technology.

Members of the UoA contribute to the discipline and research base in a variety of ways through the provision of expertise, assessment and peer review across the external academic and research environment. **El Ansari** is a Fellow of Royal Institute of Public Health (RIPH), an appointed member of The European Court of Auditors for their EU-funded Public Health and Health Determinants research projects (FP2 to FP7), and a member of National Institute for Health & Clinical Excellence Centre for Public Health Excellence, Programme Development Group (PDG). **Maclean** convenes the British Society for Sports History Small Grants Fund, was Chair of the British Society for Sports History (2007-2011), is a Council member of the International Society for the History of Physical Education and Sport (2008-) and of the New Zealand Studies Association (2011-). **Ryall** is Chair of the British Philosophy of Sport Association and Executive Committee member of the International Association for the Philosophy of Sport. **De Ste Croix** is Deputy convenor of the BASES special interest group: Paediatric Sport and Exercise. **Crone** is a consultant reviewer for Health Technology Assessment (UK), Welsh Office of Research and Development for Health and Social Care, and the National Institute for Health Research (UK) whilst also being actively involved in the Horizon 2020 Framework Programme for Research and Innovation sub-group for 'Health Medical Research, Pharma, Drug Discovery, Health Care and Life Sciences'. As Director of the Centre for Sport, Spirituality and Religion (CSSR), **Parker** hosts a global network (and associated list-serve) of over 350 academics in the area of sport and spirituality. All research staff regularly peer review papers for high quality international journals across a range of mainstream and specific disciplinary areas including: physical activity, public health, psychology, physiology, biomechanics and social science. Staff sit on a variety of journal editorial boards including: Isokinetics and Exercise Science (**De Ste Croix**), Journal for the Philosophy of Sport (**Ryall**) International Journal of Religion and Sport (**Parker**, and Co-Editor 2010-12), Qualitative Research (**Parker**) and the Journal of Public Mental Health (**Crone**). Collectively, UoA staff act as reviewers for over 80 academic journals and a range of funding bodies including: the ESRC, AHRC, the Leverhulme Trust, Nuffield Foundation, Joseph Rank Trust and beyond Europe the Social Science and Humanities Research Council of Canada (**Parker**) and the National Research Foundation of South Africa (**Maclean**). The majority of staff are members or Fellows of their respective academic societies (i.e. BASES) and regularly make contributions as members of the organising committees of national and international conferences. Academic and disciplinary development is especially pertinent to HE collaborations, and UoA staff are regularly involved in higher degree external examinations; recent appointments at Durham, Cardiff and Murcia Universities (amongst others) exemplify this. At a broader consultancy level, **Hughes** has worked with the Great Britain Ice Hockey Association, **De Ste Croix** with English and Welsh FAs, UEFA and FIFA, and **Sarkar** with the British Triathlon and Paratriathlon teams, the England and Wales Cricket Board, WorldSkills UK, Lane4 Management Group Ltd, and the Youth Sport Trust. In 2012/13 **Maclean** provided research methods training as part of an EU funded European Science Fund and Czech Ministry of Education initiative, 'Youth and Sports Investments in Education Development' which comprises a new researcher development programme in the Czech Republic.