Institution: Cardiff University

Unit of Assessment: 29

a. Context [Key: **C[ase]S[tudy]1**: *Illustrations;* **CS2.** *Police;* **CS3.** *HIV comics.* **BHAC:** *Butetown History and Arts Centre;* **CEIR:** *Centre for Editorial and Intertextual Research;* **CLCR:** *Centre for Language and Communication Research;* **REACT:** *Research & Enterprise in Arts & Creative Technology.* **Bold:** text from the REF impact guidelines. ***Bold italic/italic:*** emphasis]

Two impact types feature here. **(1) Influencing understandings and perceptions of cultural and social phenomena and experiences** predominantly maps onto research in Literature and Critical Theory, where the interface of texts and other cultural objects with their audiences is examined from many perspectives, including (re)contextualisation, translation and materiality. **(2) Changing practices** largely reflects research in Applied Linguistics. CLCR has a long tradition of examining discourse practices for interventional purposes, and is distinctive in its theoretical modelling of grammatical and lexical choices within interactional behaviour. The impact targets are non-HEI user groups, beneficiaries and audiences in the domains of **law, healthcare, ethnic minority and socially disadvantaged communities (2)**, and **commercial and public consumers of artistic and literary material (1)**. The Unit's research impacts on people both at *institutional levels* (police, legal services, hospitals, clinics) and as *individuals* (museum visitors, TV viewers, readers of literature, creative writers, and the general public in vulnerable or marginalised situations).

b. Approach to impact

The Unit's primary **approach to interacting with users** has been to build long-term relationships with beneficiaries, working collaboratively to match research to its potential applications. The Unit's links with the police, courts, genetics counsellors and the BHAC all predate the formal introduction of 'impact' as a focus of research outcomes. In contrast, links with Africaid's Whizzkids United project (*CS3)* and the Homeless World Cup reflect opportunities identified in the period, after originally unrelated contact with the charities. Jekyll 2.0, a CEIR impact initiative, has been funded through REACT, one of the AHRC's 4 Knowledge Exchange hubs for research collaborations with the creative industries, http://www.react-hub.org.uk/. This immersive electronic game, currently in prototype, uses biodata to personalise a virtual and physical experience of *Jekyll and Hyde* (see http://bit.ly/UKLZXp for a film clip).

(1) Influencing understandings and perceptions of cultural and social phenomena and experiences: Impact activity focuses on translating research on major and minor authors, literary relations, and the linguistic and visual representations of cultural behaviours and objects, into tangible changes in thought and experience for non-academics. For example, in CEIR, Thomas collaborated with the Victoria & Albert Museum to present the case for conservation (*CS1*); and Mandal, for Jekyll 2.0, teamed up with an independent games company. A collaboration with the BHAC in the multi-ethnic Cardiff Docks area generated *Migrant Memories,* a lasting record of personal stories of the Indian Partition (Mohanram and Weedon, see http://bit.ly/17hn1zH for a clip). The Unit's creative writers produce their own fiction, poetry and poetry in translation, and train the next generation of writers and creative writing teachers. Their activities forge an important link between engagement and potential impact (see **c**). The Cardiff Rare Books collection (cf. REF5) also constitutes impact in the period: this significant library was rescued for Wales, due in part to research into the collection by campaigners within the Unit.

(2) Changing practices: Central is the Unit's research into *professional discourse*. Four CLCR staff deploy their research into *legal language*: (1) Cotterill has given linguistic advice to the courts; (2) Aldridge delivers workshops to the police on interviewing vulnerable witnesses; (3) Rock's work with S.Wales Police led to changed wording in the 999 response in 2008 and has influenced spoken and written police communications with the public (*CS2*); (4) Heffer's research-based input to the *New South Wales Law Reform Commission on Jury Instruction*, on the difficulty for jurors in understanding 'beyond reasonable doubt', was taken up in its 2013 report (see p.62ff, http://bit.ly/1804njd). In *health*, Sarangi's research into the communication of risk and telephone counselling resulted in a protocol, training and documentation for the Clinical Genetics Service in Hong Kong, which informs parents by phone that their child has favism, a serious genetic disorder. Wray's work on formulaic language has influenced carer training in North Carolina and language teaching in China. El Refaie's research on comics was deployed for HIV/AIDS education (*CS3*).

The Unit's **approach to developing effective relationships** entails being alert to the needs of

beneficiaries and discussing how research might help solve very specific problems. Rock worked with staff at Companies House to address their public communication needs, developing scoping analyses and detailed research-informed intervention plans. In order *to establish that impact has occurred*, and to *evaluate and evidence* its nature, we have collected public documents (*Migrant Memories* with the BHAC) and private reports (*CS3*), and sought feedback through questionnaires (genetic counselling), email (*CS1, CS2*), audio and video interview (*Migrant Memories*) and Skype (*CS3*). In the forensic sphere, for reasons of security (e.g. advice on terrorist cases) or prevailing culture (e.g. Heffer's advice on 'beyond reasonable doubt'), the research contributions are not always acknowledged publicly. However, non-classified interventions have featured in the news (e.g. evaluating a change to the emergency call protocol, http://bbc.in/cAOnw1).

In order to **support staff to achieve impact** from their research, *workload time* is allocated to impact as required. In addition, probationers have 75 hours p.a. ring-fenced for engagement and impact, to embed user-awareness in their research vision. The School Director of Impact and Engagement has a time allowance of 100 hours p.a. *Mentoring* is provided to communicate the purposes and mechanisms of impact and support project development. There is a ring-fenced School impact and engagement *budget*. The Unit's spend in the REF period was £35,675. This was drawn from QR, the University's Innovation and Engagement fund (£14,950) and the British Association for Applied Linguistics 'Applying Linguistics' fund (£5,100 for *CS2* and £2645 for a new project on communication in the Wales Homeless World Cup team—see **c**). To maximise their effectiveness, feedback on emerging impact projects is provided by the Director of I&E and by external experts in Public Humanities.

The Unit benefits from extensive **institutional facilities, expertise and resources**, including the University's share of Welsh Government funding for *Innovation and Engagement* and a well-resourced *Community Engagement Team*, which promotes research-to-impact by *building links* with potential beneficiaries, *creating opportunities* for impact, engagement and dissemination (e.g. press releases, public talks, book launches), and *giving guidance* on impact-related processes and documentation. AHRC funding for Cultural Engagement (£40k) secured by the Cardiff Humanities Schools, and the funding for REACT (in collaboration with other universities), was facilitated through *co-ordination* by the *University's Humanities Research Support Officer*. The *University's Business Development Team channels* information about knowledge transfer funding. *Appraisal and promotion criteria* feature engagement and impact, so all staff report on them. The Unit is represented in the University's *Innovation and Engagement Policy Network*.

c. Strategy and plans

As part of the *impact strategy*, staff were invited to identify how their research was making or could make impact, and then provided with guidance on how to maximise the opportunity for instigating real change. This included conversations about why they were doing that research, and what they knew about the needs of potential users. The impact team identified 5 projects, jointly involving 8 staff, for full development into potential case studies, but also advised others on how to progress their work for impact (see **b**) and encouraged them to consider, through the lens of their research knowledge, how user needs might be met. The *onward strategy* builds on this firm foundation, and will exploit the high level of interest in and commitment to impact generated over the period. Specifically, we will approach impact development in three linked stages.

Stage 1 will use the REF submission as a milestone for evaluating and celebrating our impact achievements, and setting the forward agenda. The cases developed in both Units in the School, including those not selected for return, will be presented to all staff in workshops, to share and discuss the processes of achieving impact and of reporting and evidencing it. Drawing on these experiences, a review will also be conducted by the Director for Impact and Engagement, to consider ways of optimising our approach to impact for the future, informing Stage 2.

Stage 2 is a long-term investment of time and vision, to sustain a full integration of impact in the School's academic life. Key here will be addressing the challenge of how to achieve impact from theoretically-oriented research. *Building teams* will enable staff to contribute to impact projects in different ways, including identifying audiences and topics that could benefit from our research, planning, innovative and critical thinking, interactions with users, and materials-writing. Attention will be paid to the quality of the underpinning research, understanding needs, planning interventions with target end-users, and gathering evidence of impact from the early stages. The strategy will enable new ideas to flourish, sustain the values appropriate to impact, and support the

two boundary activities, engagement and research, so as to maximise the routes into impact.

Stage 3 will be an iterative process of impact reporting. The Unit will draw on best UK practice and on the guidelines of funders to broaden its range of approaches and skills for evaluating and reporting impact, thus building capacity across the Unit. All developing impact projects will be reported at least annually, to track effectiveness and capture evidence systematically.

Many *plans* for impact activities are already mapped out. All the existing impact work has a *continuation plan*. *CS1* will be enhanced by enabling the public to use the DMVI protocols to mount and describe their own image collections and to comment on the DMVI images. *CS2*, itself only a sample of a wider suite of collaborations, has already moved into new areas of police communication. *CS3's* comics workshops have been trialled in Ghana and funding is in place for the next round in South Africa. In the broader portfolio, the two types of impact outlined above will continue to be focal. In *(1)* we will deploy research for *collaborations with the creative digital industries*, inspired by Jekyll 2.0 and building on the technological capabilities associated with CEIR. Impact-rich activities arising from research on the Cardiff Rare Books collection are currently being planned, and may include collaborations with public libraries managed by CYMAl and with the National Theatre of Wales. *(2)* will be enhanced through applying the Unit's research in Systemic Functional Grammar to *engage primary school children with grammar.* As a result of presentations at a teacher's conference at Aston in June 2013, staff in the Unit have offered a writing/grammar project within a school improvement bid to the Buckinghamshire Learning Trust (funding decision pending). A project supported by the British Association for Applied Linguistics Applying Linguistics fund will develop a toolkit for *assessing improvements in communication skills* in the Welsh Homeless World Cup team. Research into vocabulary knowledge (Fitzpatrick) and formulaic language (Wray) is on track for further impact in *language teaching and dementia care.*

Training will be a central activity for staff and students, building on the legacy of an AHRC Collaborative Skills Development award (2012-13, £2920) which *developed postgraduate research students' practical partnership skills* through impact work with the BHAC. Impact will be further *embedded* in the PhD through the ESRC Wales DTC, and the Unit's understanding of Public Humanities will benefit from its participation in the *Professional Researchers in the Humanities Training Programme* to be offered by the AHRC DTP and its partners in the cultural economy. Since several of our impact activities have had roots at least partially in engagement, the Unit will continue to invest in *dissemination and engagement*, recognising it as a *gateway to impact*. For example, the bi-annual Cardiff Fiction Fiesta and intervening initiatives will give a public platform to authors, poets, translators and critics exploring international fiction and poetry. These, along with *Cardiff BookTalk* (2011-), a literary book club for the general public, at which 11 of the Unit's staff have given research-based talks, and the *Cardiff Children's Literature Festival* (2013-), allow our researchers to meet potential impact partners.

d. Relationship to case studies

The Unit has long had clusters of researchers whose work is naturally user-facing, particularly in the Digital Humanities (including *CS1*) and Applied Linguistics (including *CS2,3*), but also in areas not represented in the case studies: Postcolonial Criticism, Creative Writing and Book History. *CS1,2* and *3* were selected for their quality and their *capacity jointly to reflect the Unit's two impact types. CS1* illustrates type 1 impact, and was developed in CEIR, as part of its generic activity combining traditional scholarship in literature with innovative IT methodologies to create open access research tools for investigating book culture. Other type 1 impact includes the prototype literature-based computer game Jekyll 2.0, materials and activities beneficial to the local multi-ethnic community through the BHAC, and enriched cultural life through creative writing. Plans include developing the impact potential of the new Cardiff Rare Books collection. Type 2 impact draws on work that applies discourse, metaphor and textual theory to health, legal and social contexts, and grammatical and psycholinguistic theory to education and health. *CS2* and *CS3* exemplify interventions in the former, which at present is the more developed domain set. Of the other activities, e.g. genetic counselling, grammar teaching, vulnerable witnesses, advice to the courts, Alzheimer's care, and communication skills with the homeless, some are anticipated case studies for the next REF. The case studies and other examples demonstrate the Unit's capacity to grow its own projects by establishing and nurturing long-term working relationships with end-users and also to respond to opportunities that arise. Meanwhile, the case studies in turn have extended perceptions within the Unit of what research in the Humanities can be for, and what it can achieve.