

<p>Institution: University of Kent</p>
<p>Unit of Assessment: D30 History</p>
<p>a. Context</p> <p>The School of History's research has had a deep and lasting impact on a wide range of non-HEI users, through collaboration with, and provision of consultancy and advice to, most notably:</p> <ul style="list-style-type: none"> • The Museums, Galleries and Heritage sector. • Local and national cultural bodies, for the enhancement of cultural life. • The media. • Policy makers. <p>Examples include the National Maritime Museum (Leggett, Smith), National Army Museum (Bowman, Connelly, Jones), English Heritage (Anderson), Canadian Broadcast Company (see Welch case study), and significant policy engagement and independent testimony (see Schmidt case study).</p> <p>The impact is related directly to the School's research and spans the entire range of its interests. Impact has been achieved through a combination of publications, the enhancement of existing personal contacts, and the School's emerging impact strategy, based on the public engagement activities it highlighted in RAE08.</p>
<p>b. Approach to impact</p> <p>How staff interacted with key users, engagement and follow-through</p> <p>The School's approach has been to encourage staff to develop and enhance links with a range of users. Particular attention has been paid to the close and established relationships with archives, galleries, museums, heritage organisations and the media. The depth and breadth of these contacts reflects not only a strong research profile, but also staff skills in translating research into approaches valuable to the wider community. Examples include:</p> <p><u>National Maritime Museum</u>: Smith is academic consultant and Trustee who advised on the reshaping of the galleries in 2010-11 and also on future acquisitions policy; Leggett is also advising on the renewal of nineteenth and twentieth century galleries, 2012-13.</p> <p><u>British Library</u>: Macola was a participant in the Library's Endangered Archives Programme (EAP) acting as consultant for the archives of the Zambia Independence Party, 2008-09. This resulted in a digital collection of more than 1,100 CDs containing images, films and documents which accounts for 12% of researcher enquires to the EAP. Bovey wrote the 'Medieval Realms' pages for the British Library's 'Learning' website (2009); the number of website hits between January 2011 and November 2012 exceeded 36,000. Sleigh in 'Ideas in the Bath? Serendipity, Chance and Science', March 2013, acted as the commentator responding to the memories of British scientists as part of the Library's National Science and Engineering Week. [See also Welch case study.]</p> <p><u>English Heritage</u>: Anderson compiled the '1914-1945' and 'Disability Since 1945' sections for the website as a member of the Disability History Steering Group.</p> <p><u>Royal College of Physicians</u>: Anderson took the major role in the selection of portraits, researching their content and provenance and played a significant part in developing the accompanying guide for the 'Reframing Disability' exhibition, 2010. After an initial run at the RCP, the exhibition has travelled to Leicester, Dublin and Leeds where it had its run extended. The exhibition also won the Ability Media International Visual Arts Award, 2011.</p> <p>The provision of talks for the Museums, Galleries and Heritage sector has been a major activity. Staff have been invited to give papers by institutions such as the National Archives (UK & NI), Tower of London, Merseyside Maritime Museum, and the Royal Society of Arts. A particularly strong bond has been formed with the National Army Museum where Connelly has participated in the lunchtime lectures series every year since 2005 (Bowman and Jones have also contributed to this series). Bowman has played a particularly important role in Northern Ireland and Eire participating in cross-community events in schools on issues relating to modern Irish history and addressing audiences including the Public Records Office of Northern Ireland (PRONI).</p>

Impact template (REF3a)

At a local level, members of the School have been particularly active in **supporting heritage initiatives and projects**. **Gittos** played a major role in collaborating with Canterbury City Council, the Cathedral Archives and English Heritage in arranging events to mark the 1000th anniversary of the Viking Siege of Canterbury in September 2011 (School funds paid for teaching relief to assist with this). She acted as historical consultant, advised on the type of events and their content, wrote the script for the re-enactors, and was interviewed by Swedish National Radio. The events were a great success and almost all were sold out. Visitors were clearly very impressed and comments included: 'What a great day. Truly bringing history to life!' and 'Magnificent. We were so lucky to happen upon this.' The month of activities won the Community Award from The Culture Awards (Canterbury for Culture).

Media interaction has been equally diverse. Examples of the way staff research expertise has been utilised include:

BBC National Radio: **Anderson** (History of artificial limbs for Radio 4, 2008), **Ditchfield** (History of Royal Fireworks, Radio 4, 2008), **Jones** (American West, Radio 4, 2009; Pioneer Women, Radio 4, 2011), **Sleigh** (Popular understandings of science, Radio 4, 2009), **Wills** (American West, Radio 4, 2009).

International Radio: **Gittos** (Viking siege of Canterbury, Swedish National Radio, 2011), **Jones** (animals in human history, Australian Broadcasting Corporation, 2013).

National/international television documentaries: **Anderson** (consultant/participant, [History Cold Case: The York 113](#), BBC2, 2011; consultant and participant, [Timeshift: Health before the NHS: A Medical Revolution](#), BBC4, 2012); **Bovey** presented the six-part documentary series [In Search of Medieval Britain](#) (BBC4, 2008; repeated 2010) which used a manuscript known as the Gough Map to explore British history across England, Wales and Scotland; **Macola** (script consultant for [In Africa, sulle tracce di Livingstone](#) RAI, 2010).

How the unit supported and enabled staff to achieve impact from their research

Appointment of an Impact Co-ordinator. This is now a key strategic management responsibility for a member of academic staff (**Anderson**). The Co-ordinator heads a committee to implement the School's impact strategy and advise on use of the School's Impact fund. This commenced with an internal impact audit, designed to identify the School's existing strengths in this area and to highlight areas of staff research and expertise which might lend themselves to developing the impact agenda further. The School's impact strategy has been promoted through a series of workshops designed to share best practice and offer guidance and support to colleagues: **2011, 'Working with museums', 'Talking to the public'; 2012, 'Working with the media'; 2013, 'Heritage partners', 'Digitising history'**. Intrinsic to the School's approach to impact has been the identification of **reach** and **significance**. The Impact Co-ordinator and Director of Research have worked together to ensure that these ideas are embedded in the School's approach by drawing valuable lessons from the National Co-ordinating Centre for Public Engagement and UCL's Public Engagement Unit, as well as engaging with the University's Strategy for Public Engagement with Research. New evaluation forms have been developed, to be distributed in 2013/14, and are designed to target relevant users and audiences, determine the precise nature of the impact, and identify ways in which reach and significance can be enhanced.

Mentoring: An annual impact return has been introduced which feeds into the School's research review system. This allows the Director of Research, assisted by the Impact Co-ordinator, to help each staff member maximise their impact and public engagement profile, consider ways of embedding impact in their research, and highlight common themes which can then feed into the School's overarching impact strategy. Mentoring is regarded as particularly important for those at early career stages in order to embed the concept of impact to ensure that it is seen as a useful and valuable integral component of any research project.

Utilisation of institutional networks and funding streams. These included: 1) liaison with the Centre for Heritage at Kent (which links the University with the heritage sector in Canterbury and the wider region); 2) the assistance of the Communications Office; 3) Kent Institute for Advanced Study in the Humanities was particularly useful in providing funds (£980) for the School's impact audit, and the Humanities Research Funding Officer provided expert advice to **Sleigh** that assisted in gaining

AHRC Cultural Engagement funding for the project *Chain Reaction!* (2013). This project is centred on the creation of an exhibition of specially commissioned artistic representations of contemporary and historical scientific practices, designed to enable artists, scientists and the public to think more widely about science as a human and practice-based activity.

c. Strategy and plans

The School's future impact strategy is to develop still further its significant role in the enhancement of cultural life through collaboration with the heritage and archives sector. International partnerships will also be used to further the impact potential of its research. Led by the Impact Co-ordinator with support from the University's Communications Office and Kent Innovation and Enterprise, the School has identified a series of key objectives based around areas of existing and emerging research expertise (see below).

The Impact Co-ordinator will assist in every stage of the programme through continual review of staff and PG plans and will encourage staff to utilize established affiliations, networks, facilities and financial support, and assist and advise on developing new partnerships.

Play a leading role in the First World War anniversaries (2014-18):

(Anderson, Beckett, Bowman, Connelly, Goebel, Schmidt, Welch).

A major strategic objective, supported by £500,000 AHRC award, Co-ordinating Centre for First World War centenary, with a number of component projects:

- 1) A series of films related to the Great War to be exhibited in the University arts centre.
- 2) Participation in the Europeana Roadshow Project in collaboration with the Royal Engineers Museum and the Western Front Association.
- 3) Leading community history projects with the intention of linking the local to the national and international. For example, **Connelly** is on the steering panel of an EU Comenius project with schools in Kent and West Flanders, Belgium.
- 4) A PhD programme on Stately Home and War Hospitals in association with English Heritage; collaborative projects with the In Flanders Fields Museum, Ieper/Ypres including a public lecture series, exhibition development and studies of visitor reactions.
- 5) AHRC-BBC Our Place in the First World War: **Beckett** and **Connelly** are members of this partnership advising the BBC regions and BBC online.
- 6) The development of an 'Augmented Reality' app for visitors to the Western Front.

Further enhance public understanding of science and medicine: *Chain Reaction!*, Sydney Cooper Gallery, Canterbury, November 2013 (**Sleigh**); an exhibition, 'War of Nerves: Secret Science during the Cold War' in co-operation with Wellcome Trust and Imperial War Museum, 2015-16 (**Schmidt**); using the 2014 Commonwealth Games to highlight sport and disability through public talks and media engagement in association with the National Archives, Kew (**Anderson**).

Reconciliation and commemoration in Northern Ireland: **Bowman** will lead this through his involvement in various projects in the province in collaboration with PRONI.

d. Relationship to case studies

The **four** case studies (**Connelly, Christmas [1], Fincham, Clergy [2], Schmidt, Medical Ethics [3], Welch, Propaganda [4]**) reflect the strengths in the School's impact strategy which has been supported by School, Faculty and University funds and input. The strategy has focused on social and cultural life, heritage, public debate, media engagement and informing public policy. Much of the impact activity focuses on public engagement outside the HE sector, involves a range of partners and is enacted in a variety of diverse contexts. The particular achievements have been:

1. Contributing to wider public access via the media and IT: **(1-4)**
2. Extending and enhancing public discourse on history: **(1-4)**
3. Preserving and presenting history and heritage: **(1-4)**
4. Enhancing public understanding of ethical issues in a historical context: **(3, 4)**
5. Deploying digital technology to generate new ways of thinking about history: **(2, 4)**
6. Influencing government policy through the provision of expert testimony: **(3)**