

<p>Institution: University of Exeter</p>
<p>Unit of Assessment: Classics and Ancient History</p>
<p>a. Context</p> <p>A longstanding feature of the unit, going back to the 1990s and the leadership of T.P. Wiseman, is a conviction that using public engagement to explain the significance of the ancient world for the present is an integral part of our role as scholars. The three case studies, whose activities go back well before the institutional emphasis on impact, reflect this conviction; in addition, they aim not only at cultural enrichment but at producing public benefit in connection with particular current social issues. For instance, they seek to promote a sense of belonging and cultural identity in immigrant or deprived communities; to support high quality provision of sex education, embracing social and emotional aspects; and to encourage a more holistic approach to healthcare. More broadly, the range of beneficiaries and impacts outlined in this template reflects the character of the unit as illustrated in REF5. They express a vibrant, proactive and supportive research ethos throughout the unit, among staff covering most key sub-divisions of the discipline, and the readiness to present this research to a broader public. They reflect the growth of study of material culture, closely linked with social history, and other distinctive focuses, including ancient medicine, Black Sea history, Greek literature and its cultural context, Latin linguistics.</p> <p>The main non-academic beneficiaries for the research of the unit include:</p> <p>(1) young people, especially schoolchildren (in SW England and nationally); (2) museums, archaeological services and the public using these (e.g. the Royal Albert Museum in Exeter, Tbilisi National Museum); (3) professionals in law, sex education, healthcare (e.g. medical researchers and patient groups); (4) students and general readers of educational resources; (5) the public (as audiences of open lectures, outreach sessions, media, internet).</p> <p>The main types of impact achieved include: engaging young people in shared reflection on significant social questions by special exhibitions, workshops, public events, new resource-packs for schools; supporting and enhancing the work of museums in interpreting cultural heritage by expert advice and collaborative meetings; informing the work of specialists in healthcare and legal ethics, by contributing to interdisciplinary workshops and projects with practical objectives; contributing to education (in schools, higher education, the reading public) by providing widely used published resources; contributing to public debate on topics of broad human interest.</p>
<p>b. Approach to impact</p> <p>This section illustrates, first, the way that the unit has supported staff in achieving impact and, second, the types of impact achieved.</p> <p>The unit operates, within the College framework, a generous (though competitive) programme of study-leave and reduced teaching loads, designed to maximize world-leading research. Since 2010-11, this has allowed time for completing impact plans; e.g. Isayev and Gill had study-leave/teaching relief for one term each to complete AHRC-funded 'Follow-on' projects on memory and place (2011) and Stoicism in action (2013). Impact plans linked with AHRC-funded projects, benefiting from advice from departmental colleagues, include: Lynette Mitchell (2011), workshops with school-children on leadership, one in an Exeter comprehensive school; Dickey (2011), trialing Latin language textbook in Exeter schools; Ní-Mheallaigh (2012) 4-day workshop with school-children and two teachers from the Titus Brandsma Lyceum in Oss, the Netherlands; Langlands (2012) Roman Heroes resource for schools; Gill (2012-13) workshop and public engagement activities on Stoic ethics and psychological health. Impact plans have also benefited from funding linked with long-term research collaborations, e.g. those of Langlands, Gill, Rocca and Wilkins in the Wellcome-funded Exeter Centre for Medical History (2008-), and Isayev's in the University-funded interdisciplinary Migrations Network (2006-9). Funding from the University initiatives on the interface of humanities, medicine, social science and science has also supported the work of Gill and Wilkins on healthcare (2012-13). Separate funding (£5K) has been provided by the University (Research and Knowledge Transfer unit) to provide external evaluation of Langlands' public engagement project on history and sexuality.</p> <p>The unit's overall approach has facilitated impact in the period under the headings outlined in a.</p> <p>(1) Public engagement targeted at school-children.</p> <p>Regular one-day school conferences at the University and talks in schools support Classics education in SW schools: e.g. a staff visit to Exmouth Community College, one of the UK's largest comprehensive schools (2010), along with three visits by students to the Department for a two-hour model university seminar (2009-11). Ní-Mheallaigh edited the national magazine <i>Omnibus</i>,</p>

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aimed to reach school-children and teachers in Classics (2010-11). Special initiatives linked with research projects: (a) Isayev's projects (2009-13, see case study) have engaged school-children in Exeter (over 200) Swansea (over 2,700), and Glasgow (60 worked with intensively over 2 weeks) in shared reflection on key social questions relating to community and identity, by workshops and public events using collaborative artistic activity as a medium for involvement. (b) Langlands' project Sex and History (2009-13, see case study) has involved school-children in reflection and debate on sexuality by using historical sex objects in exhibitions and workshops, and informed development of a sex education resource-pack *Talking Sex* trialled in Cornwall schools. (c) Wilkins' project on healthcare, supported by MA students, has brought Galenic healthcare principles to GCSE History classes at Queen Elizabeth's Academy in Crediton (2012).

(2) Supporting and enhancing museums and archaeological services.

Academic staff have acted as advisers for museum exhibitions or archaeological services, or taken initiatives leading to special exhibitions designed to enhance public interpretation of cultural heritage and its social significance: E.g.:

(a) Pitts acted as consultant on an English Heritage-funded project ('Town and Country in Roman Essex') on testing the quality of pottery data from developer-funded excavations by professional archaeologists in England (2011). He also organised outreach for the 2012 season of excavations (University of Exeter) at the Roman settlement at Ippleden (Devon), aimed at making residents and school-children aware of their Roman archaeological heritage (500 visitors in 3 weeks with local media attention). (b) Braund's work over 20 years on the ancient Black Sea region has entailed three collaborative forms of public engagement. In 2009 BP outreach sponsorship enabled him to show in Tbilisi important Roman-period burials (Georgian National Museum) with a major supporting catalogue ('The Treasures of Zghuderi', co-authored by Braund). In 2009-10, in New York and Cambridge (UK), he gave public lectures and outreach sessions to support the Georgian National Museum's exhibition, 'The Land of the Golden Fleece'. In 2010, with local colleagues, he saved the major site on Pichvnari (W. Georgia) from over-building, through TV appearances. (c) Langlands' project on history and sexuality has involved a programme of exhibitions (2010-11) on sex objects from past cultures with the SW Museums Hub, also using artefacts from the Wellcome Collection, London, aimed at engaging young people in informed and thoughtful discussion of sex. (d) Isayev's projects on memory, place and identity have involved a special exhibition, along with a new musical composition in Exeter, 2009, large-scale public events launching the exhibition of collaborative art-works in Swansea museums (2011). In Glasgow (2013), they have included a live choral performance and soundscape, with a forthcoming documentary film and exhibition at the People's Palace, Glasgow. (e) Borg prepared 11 catalogue entries and a substantial paper for a major exhibition on Roman art (Rome, 2009);

(3) Supporting professionals in healthcare, law.

Research on ancient medicine has led to involvement in a symposium designed to influence debate on current practice regarding legal ethics (Rocca, 2008). Gill and Wilkins have initiated workshops and conferences (2008-11) intended to promote collaboration with specialists in healthcare and well-being in advancing debate on best practice in these areas. Wilkins conducted 5 workshops, training volunteers in a health centre charity to disseminate good practice on healthy lifestyles (2012). Wilkins and Gill have worked with the Exeter Medical School in a project aimed to promote health and wellbeing: key elements were working with a medical focus-group and carrying out a large-scale questionnaire on healthcare in Devon (2012-13). Gill organised a workshop and collaborative on-line life-style trial, centred on Stoic philosophy, in collaboration with cognitive psychotherapists (Gill, 2012-13). (See case study on healthcare).

(4) Supporting students in other universities and general readers of educational resources

Academic staff have made significant contributions to education, esp. at university level, by producing handbooks or source-books based on their research which open up new areas or perspectives within the discipline, e.g. Ogden, Oxford University Press source-book on magic (2002, 2nd edn, 2009; life-time book sales in region of 10,000), Blackwell's Companion to Greek Religion (2007), Dragons, Serpents and Slayers (2013); Gill, edited translations of works on Stoic practical ethics by Epictetus (Everyman, 1995, often reissued), Marcus Aurelius (Wordsworth Classics, 1997; The World's Classics, 2011, sales to date 4516).

5) Broader public engagement:

Staff have also used open lectures, outreach events, radio and TV broadcasts to contribute to public debate on topics of interest for cultural enrichment or social concern. Some examples:

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Seaford: address as President of the UK Classical Association on money and society (reported in the *Guardian*, 6.4.09 and *TLS* 19.6.09), London public lecture (2013); Gill: public lectures on the contemporary value of ancient ideas of healthcare and Stoic ideas of happiness (Newcastle, 2008, Dublin, 2010, London 2013), and on-line blogs with videos on these subjects (Gill, Wilkins); Braund (Georgia TV broadcast linked with Tbilisi art exhibition, 2009); Ogden (radio broadcasts on ancient magic, 2008). In 2012, the Department hosted the annual conference of the Classical Association, centred on the theme of the Olympics. It was the largest CA conference ever, attended by 470 delegates, including many teachers and members of the public as well as academics.

c. Strategy and plans

During the review period, impact has been progressively embedded in the unit's regular research processes. The unit Director of Research and (since 2011) a unit Impact Manager have advised staff in developing impact plans linked with research projects. They have worked with their counterparts in other units in the College of Humanities in evolving impact strategies; they have consulted with staff in the University Research and Knowledge Transfer unit (2009 onwards). The unit's strategy for impact is led by the Impact Manager, Professor Wilkins, whose role is to coordinate the case-studies and integrate them with the impact-related work of the unit as a whole. An annual department meeting (Spring Term) reviews progress in impact and promotes the sharing of good practice, while smaller working group meetings help colleagues in formulating impact plans for research projects. From 2012-13 University training in impact has been provided for MA, PhD students and early career academics, and forms part of the MA methodology module. All three projects in the case studies, as well as some other projects (e.g. Seaford's project on Greece and India, Borg on Roman topography), have well-defined plans for action to embed their findings or outcomes in education or public practice; and these will be fully supported by advice or additional study-leave time as needed. As regards the sustainability of the case study projects, Isayev and Langlands are in mid-career, while the work of Gill and Wilkins will be supported in the future by Leith, recently appointed as research fellow in ancient medicine. Other new staff members (Flower, Galluzzo, Holleran) will be helped by the systems in place within the unit to make their own distinctive contribution to impact. Specific future plans for the case studies include 'Follow-on' public engagement activities on Stoicism (Gill, Autumn 2013); 'the Galen Roadshow' on history and health for GCSE students in schools in Cornwall and Crediton (Wilkins 2013-14); in sex and history, Langlands plans (1) collaboration with Barnardos and a socially engaged arts group called Effervescent to develop and test a programme for at risk young people. (2) Langlands and Fisher are just coming to the end of a REACT funded pilot project 'Conversation Pieces', developing social games for use in the classroom. They will apply for the next, bigger tranche of REACT money to develop this package further. Their planned future work includes market research and promotion of the 'service' being developed, identifying potential users for this service (e.g. charities and government agencies), and contacting them so that they can shape the development of the service as well as informing them about its potential usefulness for their work in education, sexual health, social care and so on. Lastly, they are preparing a major exhibition in the RAMM, entitled 'Intimate Worlds', in April-June 2014. In the memory case study, Isayev is exploring possibilities of doing workshops in London and Rotherham, and is co-writing a book, with R. Kay, A. Phipps and C. Webster (eds.) *Engaging communities with complex contemporary issues through research in the humanities, via art and performance: Methods, Practice and Case Studies*.

d. Relationship to case studies

Departmental and College strategies (e.g. in relation to study leave) have successfully facilitated Impact work and promoted a positive attitude to impact in the unit as a whole. The underpinning research of the three case studies ('Healthcare and Wellbeing', 'Memory, Mobility and Place', 'Sex and History'), and some of their plans for public engagement go back earlier than the development of formal structures within the unit and university for promoting impact. However, as impact has come to form an explicit part of university and unit policy and planning, those involved in case studies have acted as motors for change within the unit, helping other colleagues to formulate and carry out impact plans. This process has been promoted by longstanding general characteristics of the unit, including a dynamic and supportive research ethos, extending to interdisciplinary collaboration, and a readiness to explore the larger implications of this research for public benefit.