

<p>Institution: University of Liverpool</p>
<p>Unit of Assessment: 31 - Classics</p>
<p>a. Context</p> <p>Classics and Ancient History at Liverpool works with many user groups to deliver impact, including libraries (e.g. the Bodleian); NGOs (e.g. the UN); a range of independent documentary-makers and creative practitioners; cultural organisations (e.g. National Museums Liverpool, Foundation for Art and Creative Technology (FACT)); business (esp. the mining industry and financial services); schools exam boards (esp. the OCR awarding body); educational charities (e.g. the Historical Association and Reading Odyssey project), as well as other universities and countless schools and colleges in the UK and internationally.</p> <p>Many of these partners are direct beneficiaries, including: libraries, documentary-makers, creative practitioners, exam boards, businesses, educational charities, teachers, as well as popular historians, and school audiences and the public internationally. The impact of our research takes a number of forms:</p> <ul style="list-style-type: none"> • Education - informing the content of UK schools curricula (e.g. through engagement with awarding bodies); contributing to the personal and professional development of teachers; extending and deepening participation in our subjects, and improving the educational experience of secondary students more broadly (indirectly through CPD, directly through provision of resources); • Influencing Policy - informing policy debate and business ethics through a long-term perspective (e.g. through Hirt's work in relation to the environmental impact of mining, or Adams' focus on administrative corruption); • Public Discourse and Civil Society– influencing public discourse on, and enhancing public understanding of the ancient world and the many contemporary challenges that it touches on (e.g. the perceived clash between East and West); widening and deepening public access and understanding of the ancient world and its interfaces with the present, enriching and expanding the imaginations of a wide general audience. • Cultural Life & Economic Prosperity - shaping creative practice, through critical engagement with the work of documentary-makers and film directors (e.g. Hobden's <i>Documenting Antiquity</i> workshops, and Paul and Harrison's engagement with Oliver Stone), and contributing to their professional development; influencing new forms of creative expression (e.g. through the use of Harrison's work in performance art, or by popular historian Tom Holland);
<p>b. Approach to impact</p> <p>Our approach is based on a set of underlying principles. i) With a few exceptions (such as the provision of language teaching to local schools and the community more broadly), planning for KE and impact are managed together, with our focus on the dissemination and impact of internationally high-quality research. Hence there is a positive overlap between our research groups and the main themes of our impact strategy. ii) We seek to exploit our own resources (in particular the newly refurbished Garstang Museum of Archaeology, central to many of our outreach programmes) and our distinctive geographical position (for example Liverpool's status as a centre for the wealth management industry). iii) At the same time, in relation to each of the three main strands of our impact strategy, we seek to benefit national and international as well as regional audiences:</p> <p>1. The study of the ancient world in the secondary school sector. This originates from Harrison's involvement with the Joint Association of Classical Teachers (of which he was Chair, 2006-9), and reflects our commitment to ensure the sustainability of our subjects, and to expand access to Classical research and teaching. Our work here took root through a conscious drive to ensure that Classics was at the heart of Liverpool's year as European Capital of Culture in 2008. Classics 2008, which received extensive coverage in the media, has now been expanded into a broad programme of activities which translates our research, especially in Ancient History, to inform the teaching of related topics at school level, to enrich the experience of pupils and influence the shape of school qualifications. Activities have included our Summer School for Teachers of Ancient History, now a series of CPD courses for teachers nationwide, our Latin and Greek outreach programme (enriched by events rooted in our distinctive research interests), and</p>

our partnerships with OCR in relation to the Ancient History curriculum. It also included the piloting of a new contextual approach (based on the research of Oliver) to the teaching of epigraphy in the US classroom, as well as engagement with wider international audiences through the webinars run by the New York-based Reading Odyssey project, and a series of podcasts being developed in partnership with the Historical Association.

2. The creative industries. Activities here have not only contributed to the personal and **professional development of practitioners**, but have **indirectly enriched the understanding** (of the ancient world and of its interface with the present) of a wide general audience in the UK and internationally. We have used various forms of media to develop the research of our Classical receptions group, especially relating to reception in television and film, and to stimulate critical reflection by practitioners and influence their practices. Examples of impact include those resulting from a newly developed network on Classical documentary-making *Documenting Antiquity*, driven by the research of Hobden. The principle of two-way engagement with documentary makers was integral to Hobden's project from inception; this idea has now spawned a wide network of documentary practitioners and academics, with rich implications for further impact through Hobden's ongoing research. Other examples include Paul's engagement with Oliver Stone's Alexander (supported by the award of the Postgate Fellowship), and the use of Harrison's work on ancient and modern imperialism by Australian artist, Alison Richards.

3. The third main focus of our impact strategy is the financial and business sector and civil administration. Our work here relates primarily to our long-standing research group in the ancient economy and administration, in particular research on **retail trade, financial crisis, and corruption in administration**. Examples here include Adams' 2011 participation in a UN Expert Group on 'Engaging Citizens to Enhance Public Sector Accountability and Prevent Corruption in the Delivery of Public Services', leading to a detailed report, and the development of a related network on corruption in comparative perspective, in collaboration with Liverpool's Centre for Archive Studies (with links to the UK civil service). We have used **recruitment** as a mechanism for impact e.g. the appointment of Hirt, a leading international expert on Roman mining, to a lectureship in Roman History extends our engagement with partners to include the international mining industry.

Our approach to impact is developed and monitored by a **working group**, with impact forming a standing agenda item for Classics group meetings; this then is overseen by the departmental Research Committee. The strategy is developed in dialectic with the detailed development and support of individual research plans (including KE and impact), which all staff are required to maintain as part of their online **Portfolio of Activity**. These plans form the basis of discussion with individual research advisers, in regular meetings with the departmental Research Committee; and through the annual **Professional Development Review** with the Head of Department.

This **integration of impact with research planning** ensures that we consider the best strategies to address appropriate audiences from a project's inception throughout its development. Examples include Tuplin's Arshama project (with John Ma), and the associated **exhibition** in the Proscholium of the Bodleian Library, Oxford, seen by around 19,500 visitors, and the British Academy-funded Ancient Religions and Cognition network (Harrison, with Esther Eidinow) with its partnership with documentary-maker David Wilson.

The Department **allocates financial support** for impact initiatives on the basis of individual discussions, and within the context of our overall goals in relation to impact (see above). In the case of Classics and Ancient History such support is provided primarily from the Postgate fund (e.g. £15K reserved for impact in 2013/14), and from external funding (British Academy and AHRC). Grants from the Postgate fund have substantially underwritten our programmes of CPD, as well as funding the *Documenting Antiquity* forum and a developing '**City Forum**' to be launched publicly in early 2014 in Liverpool. Additional support has been gained from the School, and from a University-wide KE Voucher Scheme (which provided start-up funds for our Classics 2008 programme).

Postgraduate research students have been actively involved in planning and delivering impact-related activities including the 'Documenting Antiquity' forum for documentary-makers, city forum, and CPD courses and are encouraged to undertake placements with partner organisations (e.g. with FACT, or the Liverpool World Museum).

Impact template (REF3a)

c. Strategy and plans

Our strategy for the next period is to continue to enable all staff (regardless of contractual status or career stage), and postgraduate researchers, to plan and develop the impact of their research; to ensure that our research agendas are informed and shaped by the widest engagement with research users; and to confirm, through continued leadership in national subject bodies, that our distinctive commitment to broadening access informs the profession more broadly. We will continue to seek ways to reach **new audiences** for our research (an example is Harrison's projected book on Herodotus for a broad audience), and to **deepen and extend** our engagement with research users, learning lessons from work to date. The embedding of impact within research planning means that a number of plans are well advanced. In the next assessment period, we expect specifically:

- to develop our engagement with **school audiences**, through a further series of podcasts for the Historical Association (e.g. on Alexander and Athenian democracy); through further engagement with exam awarding bodies on the design of new curricula; and through the development of CPD activities. Based on our early experiences, we plan to partner academic specialists with experienced teachers to deliver CPD sessions to ensure that new developments in research translate more clearly into workable teaching strategies in the classroom;
- building on our **involvement of PGRs in impact**, to develop 'Graduate Teaching Fellowships' for excellent postgraduates to develop the impact of Liverpool research, with funding tied to engagement work, based either in the Garstang Museum or within our Latin and Greek outreach programme;
- to extend the work of the *Documenting Antiquity* forum in two main areas: first, with the collaborative development of an 'ethics guide' on the use of (esp. junior) academics within documentary-making, to prevent where possible the phenomenon of 'academic collateral' and reputational damage; secondly to extend the forum's challenge to the narratives taken for granted by documentary-makers, suggesting alternative models. Further plans here include a parallel project in relation to Classical video-games, taking advantage of Liverpool's status as a leading centre of the industry, and the joint work of Harrison (with documentary-maker David Wilson, and Eidinow) to develop the impact of their project on 'Ancient Religions and Cognition';
- to extend the focus of our **'city forum'** to London, using it as a springboard for critical reflection on the pressing financial and administrative challenges of the present day; and finally
- to build on our recruitment strategy and to capitalise on the **impact potential** of recently appointed staff, e.g. to develop Hirt's potential in relation to the long-term environmental impact of mining; and to co-develop short CPD courses (with the Centre of Archive Studies and an established City of London training partnership) for professionals in the civil service.

d. Relationship to case studies

Two case-studies exemplify both the focus of our strategy on a broad range of beneficiaries and the mechanisms for delivery of impact. '**Ancient History beyond the Academy**' describes the impact of our research on the secondary school sector as well as on broader popular audiences by focusing closely on a discrete body of research (Harrison's and Tuplin's work on Herodotus, Persia and the Greeks). '**Creative communities**' focuses on the impact of Liverpool research on documentary-making and on the cinematic reception of the ancient world back on to creative practice.

Both case studies reflect our planned development of impact projects from their initiation (and the relationship of impact planning to research planning more broadly); 'Creative Communities' also reflects the close relationship of our impact strategy to our research groups (seen also in our work with the financial and business sectors). Both case studies also reveal how wide-reaching impact can result from the incidental take-up of distinctive research themes (e.g. the use of Harrison's work on imperialism or on Aeschylus' *Persians* by Alison Richards or Tom Holland, respectively), as well as by strategic design.