

Research Excellence Framework: Impact pilot exercise

Example case studies from English Language and Literature

November 2010

Introduction

1. This document provides some examples of case studies submitted to the impact pilot exercise that the English Language and Literature panel scored highly, and that indicate good practice in terms of the pilot submissions.
2. They are presented here in a revised format to that in which they were submitted. The original template required the impact arising to be described first, followed by the underpinning research and ending with evidence for both previous sections¹.
3. The expert panels recommended that the sections in the template should be reversed, starting with a clear description of the research and justification that it is of high quality, followed by an explanation of how it led to the impact and what that impact was. It was also recommended that the references to the research should be separated from references to 'user contacts' and external sources of corroboration.
4. For the purposes of publishing these examples, therefore, we invited participating institutions to revise the case studies that had been identified as suitable for publication². A revised template and guidance were provided to ensure clear presentation of the evidence for publication. Further refinements to the template and guidance for the full REF will be made subsequently.
5. The examples published were selected from among the highest-scoring case studies submitted to the pilot, to show a range of types of impacts that were submitted, and to provide examples of good practice from among the pilot submissions.
6. The examples do not represent model case studies that should be replicated in REF submissions. As the range of published examples is intended to show, there are many and diverse ways in which impacts arise and can be described for assessment in the REF.

¹ This template can be viewed in the 'Guidance on submissions for institutions participating in the pilot' available at www.ref.ac.uk under Impact pilot exercise.

² For this we provided further guidance, 'REF impact pilot: revised case study template and guidance' (July 2010), available at www.ref.ac.uk under Impact pilot exercise.

Topography, Ecology and Culture (University of Cambridge)

1. Short summary of the case study

Dr Robert Macfarlane's research focuses on interrelations between landscape, nature and culture. As an essayist, broadcaster and public speaker, Dr Macfarlane (born 1975) communicates this research far beyond academic audiences to reach a general public through his engagement with the traditions of nature writing. His work has led to enhanced public awareness of the natural world and engagement with issues concerning the destruction of habitat. A significant dimension to such impact has been its influence on the broadcast and print media, which have devoted ever more space and attention to the agenda represented by Macfarlane's work.

2. Underpinning research

The underpinning research is Dr Macfarlane's body of work on the interrelations between topography, ecology and literature, which he conducted at Cambridge as a Fellow of Emmanuel College from 2002 and as a University Lecturer from 2006, both to date. His research is particularly focused on the tradition commonly known as 'nature writing' in Britain, Ireland and the US, and he has played an important role in both analysing the historical development of this tradition and encouraging the resurgence of British nature writing over the last decade.

Dr Macfarlane has published two books on the relationships of landscape with memory and literature and is currently writing a third. The first book, *Mountains of the mind: a history of a fascination*, was written during 2002 and published in 2003. The book offers insights into the transformation of mountain landscapes in the European imagination over the past three centuries. The second book, *The Wild Places*, was published in 2007 after four years of research into the wild places that remain in Britain and Ireland. The book is a mixed-genre work of travelogue, history and ecology, which tests competing ideas of wildness (literary, philosophical and ecological) against different kinds of landscapes.

Dr Macfarlane has published numerous influential essays on topography, ecology and literature during the period. Between May and September 2005 he published twelve essays in *The Guardian* investigating the relationship between a specific writer and his or her landscape. The essays were subsequently grouped together under the title *Common Ground*.

Another area of Dr Macfarlane's research relates to the relationships between climate change, environmental consciousness and literature. Dr Macfarlane both analyses the role literature has to play in increasing public awareness of climate change, and writes to this effect. His work includes a series of essays for *The Guardian* on climate change and in particular on the role writers can play in helping the public to imagine the impact of climate change, and an essay contribution to *Burning Ice: Art & Climate Change*.

3. References to the research

(i) Authored books and articles:

Mountains of the mind: a history of a fascination (London: Granta, 2003)

The Wild Places (London: Granta, 2007)

'Turning Points', in *Burning Ice: Art and Climate Change*, ed. David Buckland (Cape Farewell, 2007), pp. 170-172.

(ii) Essays:

Common Ground essay series (London: The Guardian, May to September 2005)

(iii) Introductions to new editions of nature writing/topographical classics

John Christopher, *The Death of Grass* (Penguin Modern Classics, 2009)

John Stewart Collis, *The Worm Forgives The Plough* (Vintage Classic, 2009)

William Daniell, *A Voyage Round The Coast of Great Britain* (Folio Books, 2008)

Jim Perrin, *The Climbing Essays*, (Llandysul: Gomer Press, 2006)

JA Baker, *The Peregrine* (New York: NYRB Classics, January 2005)

4. The contribution, impact or benefit

Dr Macfarlane's research into the interrelations between topography and literature has been disseminated through books, newspapers, radio and magazines, leading to enhanced public awareness of and engagement with issues concerning nature and the destruction of habitat.

Throughout his academic career, Macfarlane has been committed to communicating his work beyond an academic audience and, more generally, to the principle that literature should have a role to play in increasing public engagement with environmental issues. Macfarlane has worked with climate-change/consciousness-change organisations including TippingPoint and Cape Farewell and in June 2007 he co-convoked 'Passionate Natures', a conference that brought together poets, writers, activists, conservationists, scientists, photographers to discuss the activist potentials of the arts on the environment. 'Passionate Natures', was open to members of the public and was covered by the Guardian and the Times Higher Education Section, and by Radio 4's Broadcasting House programme.

Macfarlane's research has also contributed to a resurgence of 'nature writing' in Britain. He has written introductions to eight topographical books and has been working with HarperCollins to create a library of classics from this tradition, each one chosen and introduced by him. *The Guardian* essay series *Common Ground* has been read over 200,000 times online and has inspired the founding of a new publishing imprint, Little Toller Books, dedicated to re-issuing 'lost classics' of the nature writing tradition.

The **reach** of Macfarlane's research's impact is evidenced by sales figures: c.60,000 copies of his *Mountains of the Mind* (2003) in the UK, with continuing annual sales of 7,000 to 10,000; c.50,000 copies of *The Wild Places* (2007) in the UK, 8,000 in the US, with 8,000 in various translations into Dutch, German, Italian and Spanish, and continuing annual sales between 6,000 and 10,000). Another measure of **reach** comes through *The Wild Places* being serialized as BBC Radio 4's Book of the Week in September 2007 (estimated audience, BBC figures: 1.2 million). In September 2009

it was the subject of a half-hour programme by James Naughtie (estimated audience, BBC figures, 1.3 million). The book was also adapted into an hour-long film, screened on BBC 2 on 10 February 2010 with an estimated audience of 1.5 million (printing viewers' enthusiastic letters afterwards, *Radio Times* captioned Macfarlane's photograph 'The next David Attenborough?').

The **significance** of Macfarlane's impact is witnessed by public recognition of his work. *The Wild Places* was awarded three prizes in 2007-8 and shortlisted for six others. It was so extensively reviewed in print and broadcast media in the UK, Europe and the USA that the record of the clippings service of the UK publisher alone runs to several hundred pages. Chosen as a Book of the Year over twenty times in the British press, 2007-8, it continues to receive regular mentions and discussions in print and on radio, and has been a popular selection for numerous book groups in the UK. During the impact period Dr Macfarlane has been invited to give over 50 public lectures at venues including schools, bookshops and literary festivals, amounting to a total audience of c.5000 members of the public. Particularly notable audiences have included the Royal Geographical Society (800), Nottingham High School (2000) and the Edinburgh Festival (250).

Indicators: Prizes: Boardman Tasker Prize for Mountain Literature (2007); The Scottish Arts Council Non-Fiction Book of the Year Award (2008); The Grand Prize, Banff Mountain Festival (2008; joint winner). Shortlisted for six other prizes: The Dolman Best Travel Book Award; The Sunday Times Young Writer of the Year Award; The John Llewellyn Rhys Prize; The Independent Booksellers' Award; The British Book Awards Non-Fiction Book of the Year Award; The Orion Book Award. Book sales figures (listed above). Invited lectures (as listed above). Radio broadcasts: Macfarlane broadcast five radio essays entitled 'Wild China' on BBC Radio 3 in June 2008 (repeated June 2009), and five further radio essays, entitled 'Five-day Walk' on Radio 3 in November 2009. BBC audience figures. Publisher's clippings file. Hundreds of letters a year from members of the public.

5. References to corroborate the contribution, impact or benefit

External corroborating sources

TLS <http://www.patrickcurry.co.uk/papers/TLS%20green%20review.pdf>

'As these fine books [three inc *The Wild Places*] show, a renaissance in British nature-writing is now well underway. Their authors join some distinguished company, including Richard Mabey, Fraser Harrison and the late John Fowles, but they can do so unabashed. The only shadow is an unavoidable suspicion that our cultural appreciation of nature is gradually increasing in tandem with its destruction – and with it, our own.'

Independent <http://www.independent.co.uk/arts-entertainment/books/features/call-of-the-wild-britains-nature-writers-870367.html>

'Quite rapidly, a gifted but unruly flock of British writers have found fresh ways to tell stories about humankind's connection to – or disconnection from – an ever-more fragile earth. A new issue of *Granta* magazine devoted to The New Nature Writing captures many of the hybrid forms – blends of memoir, ecology, meditation and travelogue – that have resurrected a mode long considered moribund. In 1938, Evelyn Waugh voiced the views of a generation of urban scoffers when he

invented William Boot of Scoop, plugging away haplessly at his nature notes: 'Feather-footed through the plashy fen passes the questing vole.' Remarkably, the questing vole has had the last laugh. Granta editor Jason Cowley has harvested contributions from many of the most influential of the new naturalists: Richard Mabey; Mark Cocker; Kathleen Jamie; Robert Macfarlane; and Roger Deakin.'

Sunday Times http://entertainment.timesonline.co.uk/tol/arts_and_entertainment/books/non-fiction/article2307570.ece

'When, perhaps 500 years from now, historians manage to gain some perspective on our restless and greedy age, they may identify a group of figures who, like the Celtic hermit-saints of the post Roman period, kept going the flame of a compelling belief – in this case, that the human spirit should be constantly refreshed by exposure to the natural world. They might rediscover the work of Henry David Thoreau, Annie Dillard or the ethics of the 'deep ecology' movement. From our own shores and our own time, they may dust off the lyrical writings of Richard Mabey, the late Roger Deakin, Kathleen Jamie, Mark Cocker or Alice Oswald, and find in them an ancient wisdom given new urgency – the transcendent joy that can be gained from hours spent in close scrutiny of a river, from watching rooks flood the evening sky or from listening to the rise and fall of the wind high in a canopy of beech. Robert Macfarlane and his beautifully pitched *The Wild Places* can be placed at once at the centre of this vibrant literary school.'

As manifested in higher education courses:

The new Exeter MA in 'Nature, Writing and Place', <http://www.exeter.ac.uk/nature/>

'Devoted to the history and practice of writing about the environment, this unique MA is designed to help you produce writing of outstanding quality as you develop an appreciation of how writers from Shakespeare to Heaney to Macfarlane have related, shaped and responded to the notion of place.'

The new Essex MA in 'Wild Writing: Literature, Science and the Environment',

http://www.essex.ac.uk/lifts/pg/MA_WildWriting.aspx

'The programme's core module, [The Wild East and Beyond](#), offers a full-year focus on writing about the environment, organised by themes such as migrations, birds, water, coasts, and trees. Indicative writers for these themes include Mark Cocker, Robert Macfarlane, Ronald Blythe, Richard Mabey, and Garry Kilworth. A special feature of the module will be field trips led by writers themselves. Assessment can be via essay or creative writing.'

Recent invitations to lecture:

Numerous invitations to lecture, including:

'The Nature Writing Tradition', University of East Anglia (public event), May 9th, 2009.

'Wildness and Imagination', Oxford Literary Festival, April 5th 2008

'The Panoramic View', South Bank Centre, September 2007

'In Wildness Is The Preservation Of The World', Edinburgh Literary Festival, August 20th 2007

Henry VIII at Hampton Court Palace (Kingston University)

1. Short summary of the case study

In February 2007 Erica Longfellow, drawing on research completed by Thomas Betteridge, began a three-year Knowledge Transfer Partnership grant (No. 6238), supervising a KTP Associate (Suzannah Lipscomb) as a research curator at Historic Royal Palaces (HRP), a large charitable organisation that manages the five non-residential royal palaces. This KTP represents an innovative partnership between a university humanities department and a heritage institution that aimed to carry out cultural research to inform an exciting new interpretation for visitors to the Tudor palace at HCP ('Henry VIII: Heads and Hearts') along with a new website and publications, and to strengthen links and consensus between 'public history' presented at HCP and the academic community. The project has achieved three key impacts:

1. substantially increasing income from visitors to Hampton Court Palace (HCP)
2. enriching public appreciation of Henry VIII and Hampton Court Palace
3. enhancing the role of research throughout HRP's operations.

2. Underpinning research

The research for this project was undertaken by Thomas Betteridge (Lecturer 1998-2000, Senior Lecturer 2000-2003; Reader 2003 - 2006) and the KTP Associate Suzannah Lipscomb (2007-2010), and exploited by Erica Longfellow (Lecturer 2000-2004; Senior Lecturer 2004-present). From 1998 to 2004 Betteridge undertook pioneering research on the cultural milieu of Henry VIII's court, disseminated in the monographs *Tudor Histories of the English Reformation* (1999) and *Literature and Politics in the English Reformation* (2004) (LPER). Betteridge's work is part of a new wave of court studies that has aimed to recast the debate about Henry VIII beyond the question of whether Henry was a good or bad king. Instead, Betteridge and others have investigated the socio-political and cultural milieu of the court as a group of political individuals with Henry at its centre. 'The Henrician court of the 1530s was a new institution' (LPER, 68), composed of influential 'new' men empowered by a king who insisted on his ultimate and absolute authority. Betteridge focused particularly on how this new model of the court affected the strategies of writers aiming to influence the king's policies for religious change.

Lipscomb carried this research forward, further investigating the stories of individuals at the court as well as considering how this political model is reflected in material culture. Lipscomb and Betteridge are editing a collection of essays on the material culture of the court, performance and reaction, drawn from the 'Henry VIII and the Tudor Court' conference at HCP in summer 2009. The collection draws together contributions from leading academics from history, art history, material culture, and literature, including Eamon Duffy, Susan Brigden, G.W. Bernard and Steven Gunn. Together the essays move the study of Henry VIII beyond moralising about the king's own actions and towards a wider assessment of the impact of Henry and his courtiers on politics, culture and religious change in the period. Lipscomb's essay in this collection furthers the study of influential individuals at the court by reconsidering the fall of Anne Boleyn as a crisis in Henry VIII's masculinity, an argument she also promulgated in an innovative popular study of Henry VIII, *1536: The Year that Changed Henry VIII* (2009).

'Henry VIII: Heads and Hearts', the new visitor experience at HCP, draws directly on Betteridge's and Lipscomb's findings, and thus in itself provides a new research model for how the humanities can inform public engagement with heritage institutions. Lipscomb acted as a research advisor for every aspect of 'Henry VIII: Heads and Hearts', writing text for various media, designing new Tudor-inspired visitor costumes and warders' uniforms, and briefing staff and volunteers on research findings. For example, Lipscomb's cultural research revealed how the Privy Council of Henry's closest advisors worked in practice, enabling the Council Chamber to be opened to the public for the first time with an innovative multimedia display that immerses visitors in key debates of the time. Lipscomb recounts the research findings of this experiment in translating cultural research into public engagement in an article in *The Public Historian*.

3. References to the research

Research Outputs:

Thomas Betteridge, *Tudor Histories of the English Reformation* (Ashgate, 1999) (peer-reviewed and published by a highly-regarded independent academic press)

Thomas Betteridge, *Literature and Politics in the English Reformation* (Manchester UP, 2004) (peer-reviewed and published by a highly-regarded university press)

Public History:

Suzannah Lipscomb, *1536: The Year that Changed Henry VIII* (Oxford: Lion, 2009)

Research Grants:

Knowledge Transfer Partnership (No. 6238) between Kingston University and Historic Royal Palaces, funded by the AHRC. Total project cost £170,502. KTP funding 50% (£85,251). The project lasted for three years and finished in February 2010. Erica Longfellow (KU) was the Lead Academic and Kent Rawlinson (HRP) was the Company Supervisor. The grant was one of the first KTPs in the humanities and the only three-year KTP in the humanities. The final report was rewarded an 'A' for outstanding.

4. The contribution, impact or benefit

Longfellow researches social history and cultural production in early modern England, and together with Betteridge she aimed to exploit Betteridge's research in a series of grant applications made jointly with HRP. In February 2007 Longfellow began a three-year Knowledge Transfer Partnership grant (No. 6238), supervising a KTP Associate (Lipscomb) as a research curator at HRP.

The KTP had two aims: to carry out cultural research to inform an exciting new interpretation for visitors to the Tudor palace at HCP ('Henry VIII: Heads and Hearts'), and to strengthen links and consensus between 'public history' presented at HCP and the academic community. In achieving these aims the KTP offers a pioneering model for the application of humanities research—literary, historical, and cultural—to a project that impacts both a company's financial position and its engagement with the public. 'Henry VIII: Heads and Hearts' includes new live interpretation, refurbished interiors, interactive displays, and multimedia elements, all inviting visitors to imagine themselves as courtiers attending the wedding of Henry VIII to Kateryn Parr at the Palace in 1543. This new visitor experience immerses members of the public in an experience of the court drawn

directly from the model explored in Betteridge's work and furthered in Lipscomb's. Lipscomb conducted original cultural research to inform the new interpretation, and also translated her research into text for written interpretation, a new website, a Henry VIII twitter feed and an in-house publication, *Henry VIII: 500 Facts*. She also delivered historical briefings for front-of-house staff and appeared on television and radio and in person to promote the new visitor experience.

The launch of 'Henry VIII: Heads and Hearts' and the accompanying media and promotional activities have helped HRP achieve its goal of stabilising income streams from domestic family visitors. HCP has seen a 43% increase year-on-year in day visitors in the six-month period of April-September 2009 (an additional 115, 287 visitors), compared to a 12.8% increase at comparable London attractions. Income is forecast to increase 22%, or £11.038 million. The number of visitors from the domestic market increased sharply, from 50,000 in July-August 2008 to 77,000 in July-August 2009.

In addition to attracting new visitors, the new visitor experience has enhanced public awareness of Henry VIII and the Tudor court. *Which?* named Hampton Court Palace as 'Top Heritage Day Out' in the southeast, with interpretation that 'all heritage attractions should aim for'. Visitor expectations were exceeded for almost two-thirds (62%) of visitors. Visitors commented that it was 'a living Tudor world', 'like you're back in the time of Henry VIII'. Visitor surveys also show an increased level of awareness of the changes in Henry VIII over the course of the reign. In addition, 78% of visitors (98,000) will tell others that they should visit, so that the high number of visitors in 2009 will most likely translate into powerful recommendations and visits in the future. These figures indicate the importance of quality, research-based interpretation for maintaining high visitor numbers and particularly repeat visits from the local and domestic markets, and thus increased community engagement with HCP as a heritage institution.

Lipscomb achieved the second aim of the KTP by implementing a strategy to build links with the academic community and position HRP as a research institution, including:

- an interdisciplinary Research Advisory Panel, including Longfellow, Betteridge and leading academics from other HEIs and national cultural institutions.
- a highly successful academic conference on Henry VIII, co-sponsored with Kingston University and Oxford Brookes University
- a well-attended public talks series by leading specialists on Henry VIII, sponsored by *History Today*

The success of these ventures has significantly changed the culture at HRP. The KTP has demonstrated that research can produce both an enhanced reputation and commercial success. The CEO, Michael Day, commented that HRP has 'found ways to value and promote academic research and relationships alongside commercial success as mutually important components of successfully achieving our charitable Cause. At a practical level, we have been able to transform our palaces for visitors and undertake events such as academic conferences with equal flair and energy. The KTP has played a significant role in this change process.' The cultural change has affected projects across the organisation, including a redesigned visitor experience at Kensington Palace and a similar KTP with Norma Clarke (Researcher, 1998-2002; Senior Lecturer, 2002-2008; Professor, 2008 – present) to revitalise the Baroque Palace at HCP. This cultural change is beginning to impact the valuing of research partnerships at other heritage institutions, and

Lipscomb and Longfellow have both been sought as consultants.

5. References to corroborate the contribution, impact or benefit

'Henry VIII: Heads and Hearts', permanent re-presentation of the Tudor route at Hampton Court Palace, funded by Knowledge Transfer Partnership Grant between Kingston University and Hampton Court Palace, validity of historical research verified by Research Advisory Panel Historic Royal Palaces, 'Henry VIII: Heads and Hearts' website, <http://www.hrp.org.uk/HamptonCourtPalace/stories/palacehighlights/HenryVIIIheadsandhearts.aspx>
Brett Dolman, Suzannah Lipscomb et al., *Henry VIII 500 Facts* (London: Historic Royal Palaces, 2009)
Suzannah Lipscomb, 'I am Henry VIII' twitter feed, <http://twitter.com/IamHenryviii>
The Henry VIII talks at Hampton Court Palace, co-sponsored by *History Today*, speakers including Eamon Duffy, Philippa Gregory, and David Starkey, April – October 2009.

External Sources:

bdrc (Market Research Agency), Hampton Court Palace Visitor Survey, Summer 2009
Which?, June 2009
Communication with CEO of Historic Royal Palaces

The impact of Literacy Research on informing policy-making and improving public services (Lancaster University)

1. Short summary of the case study

The Literacy Research Centre at Lancaster University is a major partner in the National Research and Development Centre for Adult Literacy and Numeracy (NRDC). We work to understand the role of literacy in all areas of social life and to improve communication and collaboration between researchers and educational practice. Projects have focused on literacy in contexts involving, for example, young people in prison, disaffected people in education, job seekers and people in health care settings. Our research outputs frequently have immediate impact, as they often take the shape of, for example, raising awareness of user issues and making recommendations regarding **changes to public service practices/guidelines** or **improved educational attainment among disadvantaged groups**. Our work has shaped national curricula relating to literacy and directly contributed to the development of teaching staff and other professionals, thereby, for example, helping the government achieve its national target for adult literacy early.

2. Underpinning research

From 2002 to 2009, the Literacy Research Centre was funded by the then Department for Education and Skills as part of a national research and development consortium, the National Research and Development Centre for Adult Literacy and Numeracy (NRDC) to support the major government initiative Skills for Life. SfL was a high profile government policy; it was regularly reviewed and achieved its targets. Barton was on the national NRDC management team and a member of the Quality Management Team, ensuring the impact on policy and practice of the research and development projects.

Based on earlier underpinning research at Lancaster (e.g. Books 1, 3) and established networks (e.g. RaPAL and Workplace Basic Skills), and being part of ALPHA/UNESCO network, we were specifically included in the original consortium and seen as one of the few expert groups in the UK able to inform the development of the new policy, and having the networks to impact immediately on the field of practice.

From 2002 to 2009, we carried out 25 research projects, total funding £3,009,352, at Lancaster and produced 21 NRDC reports (17 in the period 2005-9), as well as 12 academic and practitioner-oriented articles and 5 books. The work was led by Barton and carried out by members of the LRC (Prof. M. Hamilton, Prof. R. Ivanic, Dr. U. Papen, Dr. K. Tusting, Dr. C. Satchwell, Dr. A. Wilson, Dr. K. Pitt, R. Hodge, P. Davies, Dr. Y. Appleby, L. Pearce, Dr. M.L Tseng, K. James, Dr. S. Walters). There were 2700 downloads of NRDC reports in 2009. The LRC is identified with: close textured

research into language and everyday social practice; research that is focused on learners' experience; and experienced working in sensitive areas, such as health, offenders and homelessness; plus a 25 year track record of linking research and practice. We work with a coherent theory of impact, starting with local activities and moving out to regional and national in order to have an effect on policy, and involving stakeholders in all stages of a participatory research process.

Examples include:

- Enabling literacy and ESOL teachers/managers to review and improve the way health is integrated as a topic in their teaching (e.g. how students manage the language and literacy demands of health care) (Report 9);
- Engaging new learners, based on supporting practitioners to carry out their own projects to improve their practice (Report 10);
- Improving the literacy levels of young offenders (14);
- Enabling more people in the Skills for Life priority groups to access education including homeless people (7);
- Enabling disaffected young people and other 'at risk' groups to engage and progress in education (8, 12);
- Improving teaching methods, particularly by demonstrating the effectiveness of embedding language and literacy work in other learning (13);
- Improving teaching and support for speakers of other languages learning English, by drawing on their existing knowledge and improving the social support for their learning.

3. References to the research

Underpinning research outputs includes:

1. D. Barton & M. Hamilton, *Local Literacies: Reading and Writing in One Community*, London and New York: Routledge, 1998.
2. D. Barton, R. Ivanić, Y. Appleby, R. Hodge, K. Tusting, *Literacy, Lives and Learning*. Routledge, 2007.
3. D. Barton, *Literacy: An Introduction to the Ecology of Written Language*. Oxford: Blackwell, 1994. Second edition 2007.
4. U. Papen, *Adult Literacy as social practice: more than skills*. Routledge, 2005.
5. K. Pitt, *Debates in ESOL teaching and learning: cultures communities and classrooms*. Routledge 2005.
6. K. Tusting & D. Barton, *Models of Adult Learning*. Leicester: NIACE, 2006.

NRDC reports aimed at policy and practice. All project reports were part of a peer review process whereby they were reviewed by at least 2 academic reviewers, 2 practitioners and by the Strategy Unit before publication. Reports are available in hard copy and online and are included in section 5 for corroboration purposes.

Grants funded by Department for Education and Skills:

Principal Investigator	Title	Award £	Period
David Barton	NLRC - Ethnographic Project	730,000	Apr 02- Mar 05
David Barton	NLRC - Central Management Costs	437,000	Jan 02 - Mar 08 Sep 02 - Mar 05
Mary Hamilton	NLRC – Teacher Researcher Programme Model	42,460	Jan 02 - Sep 02
Mary Hamilton	NLRC - Educational Research MA Development	77,000	Oct 03 - Jul 06
Uta Papen	Literacy and Health	135,730	Oct 03 - Mar 05
Murray Saunders	NLRC - Skills for Life	384,000	

Grants funded by National Literacy Research Centre:

David Barton	Practitioner Guides	81,865	Jun 05 - Mar 07 May 05 - Mar 07
David Barton	Creating a resource for policy practitioners and researchers	127,319	Oct 03 - Aug 06
Mary Hamilton	Practitioner Projects	317,663	

Grants from other funders:

Roz Ivanić	ESRC	Literacies for Learning in FE	804,867	Jan 04 - Aug 08
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4. The contribution, impact or benefit

Research carried out at the Lancaster Literacy Research Centre, 2002-2009, has had a major impact on the government's Skills for Life (SfL) policy and practice. Twenty one reports (17 in 2005-9) are aimed primarily at the English SfL strategy, where they are used in teacher training and professional development and circulated across government departments. The impact of these included **changes to public service practices/guidelines** and/or **improved educational attainment among disadvantaged groups** (for example, the Public Service Agreement **target for adult literacy was met two years early**; see http://www.dius.gov.uk/skills/skills_for_life). More specifically, they have had impact in the following ways:

- Our work has a central role in the revised adult National Curricula for England both for Literacy and for English for Speakers of Other Languages and national revisions of the subject specifications for teacher training. Our books are listed as core reading in curriculum guidance documents, and referred to in training materials for teacher training and professional development (see underpinning research books 1-6) and in forthcoming teacher handbooks.
- Practitioners were involved in projects at all stages to ensure impact on practice, through advisory groups of stakeholders, online user consultations, trialling of materials in training and dissemination meetings.
- We worked in ways to ensure impact. The Developing Practitioner Guides project had 3 stages: provide digests of our research findings; work with groups of practitioners to develop implications for teaching; put on events to cascade new methods of working. The guides were then published and are available through the NRDC website. For instance, the first guide was produced in consultation with practitioners at Cumbria Professional Development Unit and further consultations with practitioners at The Adult College, Lancaster, and an expanded regional follow-up (Oct – Dec 2005). Meetings at SfL national conferences ensured the relevance of the guides, and practitioners were involved as critical readers.
- We have made direct contributions to professional development and practice in the SfL workforce. We have run local, regional and national events on specific policies such as Individual Learning Plans, embedded skills, personalisation, working with offenders. We contributed to major evaluations of SfL that impacted on the quality of public policy delivery and future targets (Reports 11, 16).
- We also presented our work at the Home Office, the Department for International Development, Downing Street, Department of Health, and Barton was a featured speaker at a House of Lords reception (Nov 2005) leading to discussions of effective practice with Labour, Conservative and Liberal Democrat teams.
- We have worked for and advised policy makers in Scotland, Ireland and Wales regarding adult literacy.
- Internationally our work is drawn upon in the Unesco Decade of Literacy and the Literacy and Assessment Monitoring Programme (LAMP), most recently in the reports *The global literacy challenge* (Unesco Paris 2009) and *The next generation of literacy statistics* (Unesco Institute of Statistics 2009) (See report 15). We have addressed teacher groups and policy makers in Canada, Switzerland, Sweden and Norway.

5. References to corroborate the contribution, impact or benefit

NRDC reports aimed at policy and practice.

Reports are available in hard copy and online.

7. Reisenberger, D. Barton, C. Satchwell, A. Wilson, C. Law and S. Weaver, (2009) *Engaging homeless people, Black and Minority Ethnic and other priority groups in Skills for Life*. London: NRDC.
8. R. Hodge, D. Barton and L. Pearce (2009) *Progression: moving on in life and learning*. London: NRDC.
9. Uta Papen and Sue Walters. *Literacy, learning and health: Research report*. October 2008
10. Mary Hamilton and Kathryn James. *The practitioner-led research initiative (PLRI): Impact report*. February 2007, revised January 2008
11. K. Tusting & D. Barton, (2007) *Programmes for unemployed people since the 1970s: the changing place of literacy, language and numeracy*. 58 pages.
12. Barton, Appleby, Y., Hodge, R., Tusting, K. & Ivanic, R. (2006) *Relating adults' lives and learning: participation and engagement in different settings*. 40 pages.
13. Helen Casey, Olga Cara, Jan Eldred, Sue Grief, Rachel Hodge, Roz Ivanič, Tom Jupp, Desiree Lopez and Bethia McNeil. "You wouldn't expect a maths teacher to teach plastering...": *Embedding literacy, language and numeracy in post-16 vocational programmes – the impact on learning and achievement*. November 2006
14. Jane Hurry, Laura Brazier, Kate Snapes, Anita Wilson. *Improving the literacy and numeracy of disaffected young people in custody and in the community*. February 2005
15. Barton & U. Papen (eds.) (2005) *Linking literacy programmes in developing countries and the UK*. 100 pages.
16. Paul Davies. *Study of the impact of the Skills for Life learning infrastructure on learners: Interim report on the qualitative strand*. February 2005

External sources to corroborate.

NRDC carried out systematic evaluation and monitoring of projects through a Quality Management Group (QMG). The NRDC reported directly to the Department for Education and Skills SfL Strategy Unit which reported to the Cabinet Office. All research grants were initially reviewed and approved by the QMG and then by the SfL Strategy Group. Overall impact of NRDC research is discussed in:

- J. Vorhaus, (2006) *Four years on: NRDC Annual Report 2005-6*. London: NRDC
- J. D. Carpentieri, (2008) *Five years on: Research, development and changing practice, NRDC 2006-7*. London: NRDC

See www.nrdc.org.uk for all individual reports and practitioner guides. Also see department of Business, Innovation and Skills website for effectiveness of Skills for Life Strategy [http://www.dius.gov.uk/skills/skills for life](http://www.dius.gov.uk/skills/skills_for_life).

- Media interest. Research reported in Times Educational Supplement (19/5/06); Times Education (22/5/09, 11/6/04, 20/5/05). Barton in New Statesman round table panel on Adult skills (28/3/05), also on Radio 4, Radio 5, local radio, and overseas, passim.

Public understanding of poetry (Queen Mary, University of London)

1. Short summary of the case study

This case study concerns the public understanding of poetry. Reading and interpreting poetry is one of the core functions of English Studies research. Poetry has very high status in conceptions of literary merit and ambition, and commands large public audiences; and yet it is also recognised as difficult to understand. This is especially noticeable in the public engagement with contemporary poetry. Mediating the complex and rewarding pleasures of poetry to a wide audience is central to QM English's impact on the public understanding of poetry. Research on poetry in the department has developed from scholarly modes of close reading and explication, analysis of poetics, and the print culture of poetry, focusing especially, but not exclusively, on women's poetry. In exploiting this research, the department has encouraged diverse strategies to enhance public understanding of poetry, including broadcast and internet dissemination, publishing ventures, poetry readings, and public archiving of poetry recordings.

2. Underpinning research

The English department at Queen Mary has a well-established reputation for research on poetry in the nineteenth and twentieth centuries, especially on the contexts of literary production, poetics, and women's writing. Researchers in the department have made wide contribution to scholarship in this field, including important monographs, edited collections, scholarly editions and anthologies. The impact-related activities described in the case study use insights from this research, both at the level of analysis and of methodologies for reading, to deepen and extend public engagement with poetry and verse.

Margaret Reynolds has an established international reputation in nineteenth century literature, especially poetry, and the history of women's literature, including her edition of Browning's *Aurora Leigh* (1992), and anthology of *Victorian Women Poets* for Blackwell (1995, with Angela Leighton). Reynolds's more recent research, in her monograph *The Sappho History* (2003) extends this examination of the relationship between women's literary creativity and historical consciousness. Reynolds's research on Victorian women poets was at the forefront of a return to the archive in the 1990s, work that both recovered and evaluated a wide range of women's poetry, broadening scholarly understanding of the contextual print culture and aesthetics of women's poetry in the nineteenth century. Reynolds's research has taken place within the context of further research on Romantic and Victorian women's poetry at Queen Mary by Anne Janowitz (employed at QM from 1999), Paul Hamilton (from 1995), Catherine Maxwell (from 1997).

Brady's research on contemporary poetry examines contemporary experimental poetics in Britain and America. She has been invited to serve as an expert by the Arts Council, the Poetry Society, and the British Council. Brady's own poetry has been the subject of extensive academic debate and publications. She has performed her poetry in a very wide range of non-academic venues in Britain, Europe and America (for example, the Berlin Poetry Hearings (2007), and a reading tour of the northeast US sponsored by *The Chicago Review*). Brady also supports poetry and poets through

the small poetry press Barque (co-founded in 1995), which has published 61 books by 35 poets, 4 CDs, a DVD, and the little magazine *Quid* (554 unique buyers). Brady's work as a practitioner, editor and major critic of contemporary poetry has been mutually informing, both about contemporary poetics and women's writing. The department's contemporary poetry research group has supported further research on modernist and contemporary poetry and poetics by Peter Howarth (since 2008) and Clair Wills (since 1994).

Key researchers:

- (i) Margaret Reynolds: research carried out 1995 to present. 1995-98, Lecturer in English, University of Birmingham; 1998-99: Visiting Fellow, Clare Hall, Cambridge; 1999-2010 Reader in English, QMUL; 2010-present, Professor of English, QMUL.
- (ii) Andrea Brady: research carried out 2002 to present. 2002-2007, Lecturer in English, Brunel University; 2007-present, Lecturer in English, QMUL.

3. References to the research

Key outputs (10)

- Reynolds, Margaret, 'The Child in Poetry', *Proceedings of the British Academy*, 151 (November 2007), pp. 1-52 [peer reviewed].
- Reynolds, Margaret, *The Sappho History* [monograph], (Basingstoke: Palgrave, 2003), 301pp. [peer reviewed].
- Reynolds, Margaret, *Victorian Women Poets: an Anthology*, ed. by Reynolds and Angela Leighton Oxford Blackwell (1995, reprinted 1999). Widely reviewed post publication: see *Review of English Studies*, 48: 190 (1997), 272-273, *Victorian Literature and Culture*, 27 (1999), 601-609.
- Andrea Brady, 'Distraction and Absorption on Second Avenue', in *Frank O'Hara Now: New Essays on the New York Poet*, eds. Will Montgomery and Robert Hampson (Liverpool: Liverpool University Press, 2009).[peer reviewed].
- Andrea Brady, 'The Other Poet: John Wieners, Frank O'Hara, and Charles Olson' in *Don't Ever Get Famous: Essays on New York Writing after the New York School*, ed. Daniel Kane (Illinois State University: Dalkey Archive Press, Dec. 2006) [peer reviewed].
- Andrea Brady, *Vacation of a Lifetime* (Cambridge: Salt, 2001, 130 pp): debated in Tom Jones, 'Andrea Brady's Elections', *Litteraria Pragensia* (December 2007): 139-147; reviewed *Publishers Weekly* (29 Feb 2002).
- Peter Howarth, 'Housman's Dirty Postcards: Poetry, Modernism, and Masochism', *PMLA* 124 (3): (2009), pp. 764-80 [peer reviewed].
- Clair Wills, *Reading Paul Muldoon* (Newcastle-upon-Tyne: Bloodaxe 1999), 222pp. Widely reviewed: *Irish Literary Supplement*, 19:1 (2000), 25; *Contemporary Literature*, 41:2 (2000), 362-4; *Times Literary Supplement* (19 Nov 1999), 20.
- Anne Janowitz, *Lyric and Labour in the Romantic Tradition* (Cambridge: Cambridge University Press, 1998) [peer reviewed].
- Catherine Maxwell, *The female sublime from Milton to Swinburne: bearing blindness* (Manchester: Manchester University Press, 2001) [peer reviewed].

Justification about the quality of the overall body of research indicated as peer reviewed (pre-publication) or reviewed in academic journals post publication (sample as stated).

Key grants

Archive of the Now: Collaborative Doctoral Award with the Sound Archive at the British Library: for a project on British Poetry in Performance, 1960 to the present. 2008-2011. Value c£50,000.

Archive of the Now: £6500 from the Westfield Trust.

Barque Press: a grant for £12,600 by the Arts Council in June 2005 for the development of its publishing programme as well as to host a series of readings and a poetry festival in Cambridge.

4. The contribution, impact or benefit

Scholars in the English department have exploited their research on poetry and poetics in the Victorian period and twentieth century to enhance the public understanding of poetry, using broadcast media, web-based media, and public events, to disseminate poetry in print and performance, information about poetry, and skills for poetry reading, to a wide public audience.

Reynolds has exploited her research in nineteenth-century poetry as a writer-presenter of 'Adventures in Poetry' on BBC Radio 4 (since 1998). Now in its eleventh series, Reynolds has produced and presented over 44 separate 'Adventures in Poetry' broadcasts, with an audience regularly rated over 750000 listeners (RAJAR). The programmes 'explore the background, effect and lasting appeal' of a poem over 26 minutes, including recitation of the poem, and interpretative commentary by Reynolds and invited guests, exploring moments of insight and difficulty, poetic technique, form and meaning. Reynolds' commentary, derived from insights explored in her research, provides listeners with an interpretative framework for the poem, igniting curiosity through lively and compelling contextual material, and inviting the listener to undertake their own interpretative journey with the poem. The programme is one of BBC Radio 4's flagship programmes in arts programming. Reynolds has also contributed to the *Poet in the City* programme, a charity supported by business (including Lloyd's of London, BT, Pfizer, Pearson and Linklaters), whose aim is to promote 'a love of poetry amongst new audiences by means of live poetry events, and of funding educational work' (Charity No. 1117354). She delivered the British Academy's Warton Lecture in Poetry in 2005, has reviewed contemporary poetry for *The Times* (a daily newspaper), and spoken on poetry at the Ledbury Poetry Festival (2006, 2007).

Brady has an established international reputation for research in contemporary poetry and poetics, and as a poet and poetry publisher (Barque Press). Brady is the founder and director of the 'Archive of the Now' <<http://www.archiveofthenow.org/home.html>>, an on-line repository of recordings of poets performing their own work. Founded in 2006, the Archive presents readings by over 100 British poets, available for download as mp3 files, as well as an extensive collection of printed materials and poets' archives. The archive is distinctive for supporting the experimental poetic tradition, for being a 'creative commons' site with free access and downloads, and for its commitment to fostering emerging poets. With Howarth (QM), Brady organised a series of public seminars in the City bringing poets and academics into dialogue (2008).

The underpinning scholarly research is fully embedded in the impact-related activities. Reynolds's

research on poetry and women writers in the nineteenth century has informed the public outputs of her impact strategy by developing and refining a methodology for the public understanding of poetry. Both public and academic modes of her research employ a consistent approach to poetic practice, examining and exploring questions of form and style, research on context and biography, modes of close reading and explication. It is a practical criticism grounded in excellent and innovative research practice. Brady's research is practice-led, and incorporates both traditional scholarly research and creative inquiry. Her own poems (published in three books of poems, three chapbooks, and over thirty magazines and journals) are based on extensive archival and historical investigations, and make use of late modernist experimental techniques. This practice-led research reflects on contemporary experimental poetics, while her artistic commitment to a radical poetic tradition informs her research. For 'The Archive of the Now' Brady has commissioned and recorded readings (both public and private) by contributing poets.

The institution, as part of its research strategy on the public understanding of the humanities, encouraged the exploitation of the research. QM English has supported Reynolds's research through its sabbatical system and research funding. QM has hosted events in the Poet in the City programme. Reynolds's appointment in 2000 was a 0.5 contract (now 0.75) to support her media and public dissemination interests, and was conceived as a bridge between scholarship and the public domain of culture and literary heritage. Brady's research on poetry has been supported by the institution through its early career research adviser system, through research funding and through its sabbatical leave scheme. The college has hosted, and provided funding, for the QM Poetry Seminar, and hosts the web-site and mp3 archive of the 'Archive of the Now'. The college hosts the Collaborative Doctoral Award (in partnership with the British Library Sound Archive), held by Stephen Willey. More generally, QM English exploits excellent research in the department through the Media Centre and LCACE, a university initiative promoting the exchange of knowledge and expertise with the capital's arts and cultural sectors.

5. References to corroborate the contribution, impact or benefit

Poet in the City. Chief Executive <www.poetintheCity.co.uk/about-us>

Adventures in Poetry. Executive Producer, BBC

'*Archive of the Now*': Curator of Drama and Literature, British Library Sound Archive, London, NW1 2DB;

Creating educational and commercial access to English language resources: the development of corpora for English language teaching and learning (University College London)

1. Short summary of the case study

The Survey of English Usage (SEU) is an English Language research unit based in the English Department at UCL known for its work in the area of corpus linguistics. A linguistic corpus is a collection of written and spoken material, compiled for language research. The SEU houses three corpora: the *Survey of English Usage Corpus*, the *British Component of the International Corpus of English* (ICE-GB), and the *Diachronic Corpus of Present-Day Spoken English* (DCPSE). They contain spoken and written material from a wide variety of sources. ICE-GB and DCPSE are fully *parsed*, which means that every sentence is *grammatically analysed*, and *searchable* with dedicated software.

The research consolidated in the ICE-GB corpus was used to build web resources for grammar teaching and learning, specifically, the *Internet Grammar of English* (IGE; www.ucl.ac.uk/internet-grammar), an introductory web-based grammar designed for learners of English. It contains examples of real English sourced from ICE-GB.

The resource has had an impact in the educational and commercial sectors where it has been used for English language teaching purposes.

2. Underpinning research

The main underpinning research was the work carried out to create the *British Component of the International Corpus of English* (ICE-GB) between 1993 and 1997. (See www.ucl.ac.uk/english-usage/projects/ice-gb) This is a tagged and parsed corpus of contemporary English that is fully searchable with the corpus exploration software ICECUP (*International Corpus of English Corpus Utility Program*) designed and developed at the SEU.

ICE-GB contains 600,000 words of fully parsed (grammatically analysed) spoken English, one of the largest collections currently available globally (see www.ucl.ac.uk/english-usage/projects/ice-gb/compare.htm). For anyone interested in the grammar of the spoken word this corpus is indispensable for data mining.

The research was funded by the ESRC (Grant R000232077), the Leverhulme Trust (F134BG) and the British Sasakawa Foundation. The ESRC also funded the development of the corpus exploration software ICECUP (Grant R000222598). The development of the parser program was funded by the EPSRC (Grant GR/K75033). The Principal Investigators on these projects were Professor Sidney Greenbaum, Dr Mark Huckvale and Sean Wallis.

The research allowed the Survey of English Usage to use the grammatical annotation of spoken and written English to construct the *Internet Grammar of English* and the exercises contained in it.

The *Internet Grammar of English* was developed in a project funded by the Joint Information Systems Committee (JISC; grant reference JTAP 2/247), whose Principal Investigators were

Professor Bas Aarts and Dr Doug Arnold (University of Essex). The researchers working on this project were Dr Gerald Nelson (now Professor of English Linguistics in Hong Kong), and Justin Buckley.

IGE is one of the most recent in a long line of grammars informed by Survey of English Usage corpora, including the *Comprehensive Grammar of the English Language* by Randolph Quirk, Sidney Greenbaum, Geoffrey Leech and Jan Svartvik (1985, based on the Survey Corpus), Sidney Greenbaum's *Oxford English Grammar* (1996, based on ICE-GB), and Bas Aarts's *Oxford Modern English Grammar* (2011; also based on ICE-GB).

3. References to the research

End-of-Award Reports and their assessments for EPSRC project GR/K75033 and ESRC project R000232077.

EPSRC project GR/K75033 (1998) was graded as a 'very significant contribution to the field' with 'good use of resources'.

ESRC project R000232077 was graded by different assessors as 'outstanding' and 'good'.

4. The contribution, impact or benefit

As noted in section 2, the research consolidated in our corpora was used to construct the *Internet Grammar of English*, an online resource for grammar teaching and learning in the shape of an introductory web-based grammar designed for learners of English. It contains examples of real English sourced from ICE-GB. The sections below describe the impact IGE has had outside the academic domain in the educational and commercial sectors.

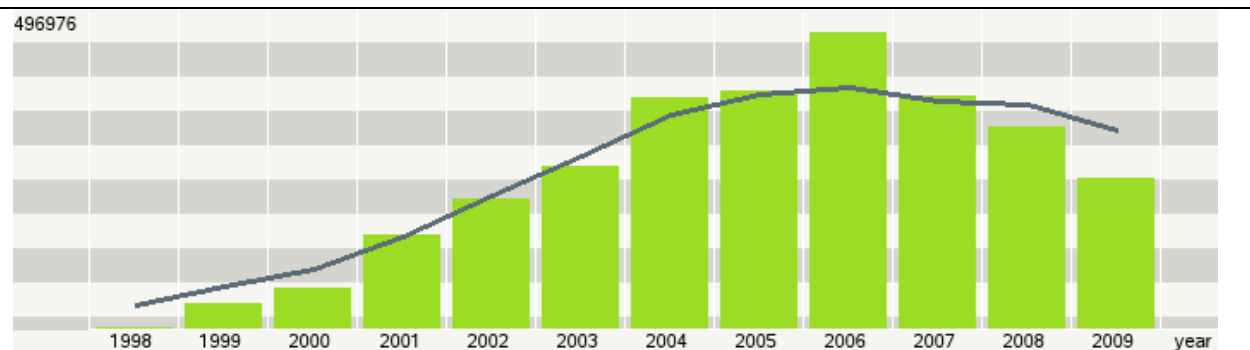
4.1 Non-academic educational impact

There has been a long tradition in language teaching of using artificial, invented examples to illustrate grammatical phenomena to learners (e.g. *The cat sat on the mat/Papa fume une pipe.*). In the past this was a necessity, because no alternative resources were available. However, teachers and learners find the artificiality of these examples a barrier to their ability to get to grips with how grammar applies to real life.

IGE has made an impact on English language teaching and learning by remedying this problem: it makes use of authentic English language examples sourced from the ICE-GB corpus to help learners acquire real English.

We have sold user licences to several Colleges of Education and Sixth Form Colleges in the UK, as well as abroad, e.g. to the *Shaana Religious College* in Israel, the *Institute of Foreign Languages* in Norway, the *Abu Dhabi Men's College*, the *Centre for Educational Technology* in Canada and the *National Institute of Education* in Singapore, as well as to private individuals.

The IGE resource has been used online throughout the world by learners of English, as evidenced by the graph below which tracked access to the website.



The graph clearly shows the greatest impact (measured as the number of page hits) during the years 2005-2007. A peak in impact was measured in 2006 with almost half a million hits. IGE has a global reach and significant user-base, as evidenced by the pie chart shown below.



IGE is recommended on many 'Learning English' websites throughout the world. These include *BBC Skillswise*, *English Teaching in the UK*, *Educyclopedia*, *BUBL English Language Education*, *UsingEnglish.com*, *Intute*, etc.

4.2 Commercial impact

English Language Teaching (ELT) is a huge industry world-wide. Indeed, as Ammon, Dittmar and Klaus (2006) note:

“The English teaching business is now second in importance to the British economy, after North Sea oil.”

It thus represents a huge market internationally, especially in the Far East. Globally, ELT publications and courses sell in their millions and are a major source of income for Britain's commercial publishers. Unlike North Sea oil, the supplies of which are dwindling, the ELT market is continuing to grow.

The Survey of English Usage partakes of this global market by selling commercial licences of IGE to various end users. English Language Schools in the private educational sector are a particularly good example. Several such schools have included IGE in their own web resources. These include a company based in France and another based in the United Arab Emirates. Various companies have also bought the software to teach English to their employees, including the *Commonwealth Academy* (<http://www.commonwealthacademy.org>), the *Institute of Physics Publishing* (<http://www.iop.org>), and the *Afghan eQuality Alliance Teaching and Training Centres* (<http://afghanistan.usaid.gov/en/Activity.74.aspx>).

IGE is also being used as a prototype for a new Knowledge Transfer project funded by the AHRC

at the Survey of English Usage entitled *Creating a Web-Based Platform for English Language Teaching and Learning* (www.ucl.ac.uk/english-usage/projects/grammar-teaching), which started in February 2010.

Sources:

- http://webstats.motigo.com/s?interval=day_peryear&tab=1&link=2&id=275341
- <http://www.bbc.co.uk/skillswise/words/grammar>
- <http://www.english1.org.uk/language.htm>

5. References to corroborate the contribution, impact or benefit

The resources were reviewed in the national and international press.

The *Guardian* wrote: “[T]his excellent site offers a detailed and clear course in English grammar for undergraduates. As well as a glossary and guide to every aspect of grammar, there are simple but effective tests to help reinforce learning, making it of use for TEFL and A-level students as well as teachers”. (<http://education.guardian.co.uk/netclass/tefl/links/0,5607,109745,00.html>)

The *Chicago Tribune* writes: “Brush up on your passive participles and other parts of speech at this cleanly laid out site”. (<http://archives.chicagotribune.com/2007/jan/03/news/chi-0701020248jan03>)

See also:

Latham Skaggs, Bethany (2005) Review of The Internet Grammar of English, *Reference Reviews* 19.8, 32-33. (<http://tiny.cc/Ds033>)