

Institution: University of Winchester
Unit of Assessment: 27 English Language and Literature
<p>1. Unit context and structure, research and impact strategy</p> <p>1.1 Context and Structure</p> <p>This submission is the first for English Language and Literature, the result of strategic planning over the REF cycle. The Unit of Assessment 27 descriptor encompasses a wide range of fields within English Language and Literature; the Unit being submitted by the University of Winchester, which may be small, nevertheless reflects this diverse field of inquiry and research. Within the area of creative writing, we have staff specialising in creative writing for adults, young adults and children (Heneghan; Waite); poetry (Rutter; Stannard), and song lyrics (Fosbraey). In addition, Melrose's (retired, 2019) research focuses on creative and critical approaches, Farnell conducts research in the field of literary criticism, and within linguistics research the Unit covers old English and sociolinguistics (Esser-Miles; Lacey; Löster). The Unit is situated in the Department of English, Creative Writing and American Studies, in the Faculty of Arts.</p> <p>Within the Unit, we have the Centre for Research into Language (CRiL) which supports members of the Unit and postgraduate research (PGR) students, but it also actively draws in and supports staff members who are working towards REF submission; indeed three of the Unit's submitting members (Esser-Miles; Lacey; Löster) are closely affiliated with CRiL. The Centre is also open to non-research active staff whose work covers the remit of the Centre, principally our colleagues working in the English Language Support Unit who work with students for whom English is not their first language.</p> <p>CRiL has a record of hosting events with external speakers, such as Professor Bill Kretzschmar (University of Georgia, USA) and Professor Jonathan Culpeper (Lancaster University, UK), which are open to staff and students at the University and to members of the public. The Centre also provides opportunities for staff within the Unit and those aiming to join the Unit to present and disseminate their research. A roundtable was also organised which brought together staff and student researchers within the Unit to present work in progress and provide both taught and research postgraduate students with a forum to present their work, thus promoting the postgraduate environment.</p> <p>As a small Unit, members regularly engage with other research centres across the University, including contributing research to the Culture Media Text Research Centre (CMT) - also based in the Faculty of Arts - and presenting and disseminating research at the Faculty of Arts Research Seminar Series. Lacey is also a co-convenor of the Centre for Medieval and Renaissance Research in the History Department while Esser-Miles has collaborated with the Psychology Department and is affiliated to the Forensics group within the Department of Applied Social Sciences, Forensics and Politics.</p> <p>CRiL, as the research centre within the Unit, is fundamental to the Unit's strategic development. The Unit has regularly sought funding for CRiL to continue its important work of providing a platform for dissemination and public engagement for staff and postgraduate work, hosting public events, and facilitating research and networking within and beyond the Unit in general. The networking opportunity provided by CRiL events has, for example, led to Löster being part of a conference panel on superdiversity and a subsequent output on cultural borders (2017). The centre has also been integral to supporting and encouraging interdisciplinary researchers with its co-hosting of events, and has provided a local space for PGR students and newer researchers to engage with the wider academic community, in addition to the institutional level PGR room in the main library [REF 5a, 3.3, 4.2]. Löster, as the convenor for CRiL, has co-hosted relevant research events with the Centre for Gender Studies (CGS), CMT and The English Project, a charity based in Winchester [see section 4]. These connections facilitate the wider dissemination of events and</p>

ensure that researchers, including PGR students operating within CRiL, can benefit from collaboration with larger research centres and more experienced researchers within them. This approach has also enabled a more interdisciplinary outlook in some of the research trajectories of staff in Unit 27. **Farnell's** and **Waite's** research in particular shows distinct connections to cultural studies and education, respectively, and thus connects to other Units of Assessment, namely 34 (Communication, Cultural and Media Studies, Library and Information Management: **Farnell**) and 23 (Education: **Waite**).

1.2 Research Strategy and Impact

Whilst the Unit was not submitted to REF 2014, following that REF the Faculty and University took a strategic decision to allocate QR research funding to Unit 27, in order to build research capacity and support the Unit's development towards REF submission. Thus, the Unit has implemented its research strategy and built capacity over this REF cycle.

As a major development focus of the Unit was to create a viable submission for REF 2021, this has been embedded in the strategic and operational objectives in the Unit's Research Strategy throughout the assessment period. Initially, the Research Strategy focused on increasing outputs, with more focus on quality of outputs then being added. As this objective was established, the strategic focus shifted slightly to consider continuing staff development, and the wider impact of research. More recently, the strategic objectives have been further developed to move the Unit into a more mature stage, where established, research-active staff become mentors for newer and early career researchers. The importance of interdisciplinary work has also become evident as researchers have been able to move into the Unit from other, cognate units, with **Farnell**, **Löster** and **Melrose** having moved from Unit of Assessment 34 to Unit of Assessment 27. As such, the Unit's Research Strategy has increasingly focused on supporting and embedding interdisciplinary work; this includes guidance to staff on selecting the most appropriate outlets for publishing work, alongside mentoring and monitoring [see section 2] to ensure Unit members' work is submitted to the most appropriate Unit of Assessment [see above]. Importantly, the practical aspects of supporting a diverse range of researchers working within a diverse Unit have been woven throughout the evolution of the Unit's Strategy. Such support measures have included engagement with external consultants to highlight practice-as-research (PAR) elements in the work of creative writers, alongside mentoring by experienced staff from cognate or related disciplines where research foci overlap.

The Unit has been committed to maximising the research activity of established researchers and early career researchers, whilst also increasing the quality of their research outputs. Initially, the focus of the Research Strategy was allocating funding for teaching remission to allow staff to complete research projects through to publication, and actively encouraging and funding early career researchers in particular, to allow them to present research at conferences. For example, **Lacey** presented conference papers at Leeds International Medieval Congress (Leeds, 2016) and at Winchester: An Early Medieval Royal City (Winchester, 2017).

As this became a frequently met objective, the Unit was able to move into an active engagement with the University's REF Preparatory Exercise to ensure that potential outputs for submission were appropriately reviewed. These reviews have resulted in specific training and development opportunities for not only members of the Unit but those aspiring to join the Unit for the next REF. These activities involved external consultants leading sessions that included training on identifying impact in research (targeted at newer and early career researchers) and understanding creative writing as research; all were funded through the Unit.

An important strategic objective for the Unit has been developing and expanding the number of creative writers submitting creative and critical works to the REF. To achieve this, the Unit brought in an external consultant to guide creative writers in developing their understanding of themselves as both researchers and creative practitioners, and how to crystallise this into the supporting statements for their creative works. This has led to greater confidence in seeing the synergy in

creative works as both research and practice.

PGR students are a fundamental part of a healthy and productive Unit of Assessment. As such, their recruitment and support is an important focus that has been woven into the strategic development of the Unit. The Unit has supported nine PGR students to completion within the REF assessment period. The supervisory teams in all cases have been interdisciplinary, and so the number directly attributed to Unit 27 is 3.99. These interdisciplinary supervision teams have allowed for successful recruitment of PGR students, drawing on expertise within the Unit; the majority of the teams include staff within English Language and Linguistics, and Culture, Communication and Media Studies, but two of the PGR students' teams were between English and History, and English and Theology. This model has also allowed researchers to recruit talented PGR students with support from other more established Units, but also with the students largely being supported by the two research centres within the Faculty of Arts. This close working relationship between CRIL and CMT has produced seven of the nine completions. The doctorates in the Unit thus display a degree of variety in terms of subject focus. One of the completions is a creative writing doctorate.

1.3 Future Strategy

The Unit's Strategy is aligned with the Faculty and University Research and Knowledge Exchange (RKE) Strategies 2020-30, which are integrated with the University's Strategic Vision, oriented around social justice and sustainability.

With sustainability in mind and looking to the post-REF 2021 research environment, the Unit has utilised external consultants to review its research, as well as assessing the scope for including a wider potential pool of members. The externally-led training sessions focusing on impact, and creative practice were designed in response to the specific needs of the Unit. Continuation of this support is intended to produce a network of research-active staff who will then provide mentoring and career development support for future Unit members. This looks forward to enhancing the Unit and enabling more colleagues to submit work to the next REF.

A major strategic objective, highlighted in the Unit's Impact Strategy, is the enhancement of the creative writing element of the Unit, with a goal of developing an impact case study around the work of creative writing staff in the Faculty of Arts. Unit 27 has the potential to build on an already well-established series of impactful engagements including with the Hampshire Writers' Society, which is chaired by **Farnell** (since 2018) and of which he is a founder member, and the Winchester Writers' Festival, which **Heneghan** was Director of (from the start of the assessment period until 2018). Additionally, the Unit's plans for further development include increased engagement with local and national communities, such as a continued involvement with the Writers' Festival and with public engagement initiatives led by the Faculty of Arts, such as Tavern Talks (a regular series of public talks held locally) and Theatre Royal Winchester events. This is part of a strategy to ensure that research within the Unit can be used for wider good, such as education at a variety of levels. The two Impact Case Studies (ICS) for this REF submission demonstrate the Unit's commitment to this goal, with **Lacey's** research often being used in public engagement and education activities, both local to the University but also more nationally. Likewise, **Waite's** research is supporting and encouraging creative writing in young people and children, and her work is being used in schools around the country as well as internationally, for example in China [see Waite's ICS evidence 5.2].

The Unit has organically built its PGR supervisory capacity and aims to continue to grow it sustainably in a number of ways. An already well-established and successful way for new and less experienced supervisors is to join supervisory teams to gain experience, in addition to providing all team members with gaining insight into different subject areas. The most notable interdisciplinary connections already in place are with History, Forensic Studies, and Theology and Religious Studies. There is clear capacity to develop supervisory links with other subject areas, such as Education.

The Unit's plans for increasing PGR student numbers link to its aim to increase income, for example through factoring support for PGR students into external funding bids. The strategy for income generation also includes utilising internal funding as seedcorn funding to allow individuals or small teams to develop partnerships and to undertake research pilots, integrated with external funding bid preparation. For example, work on the representation of immigration in museums, from a linguistic landscape perspective, is being developed with a view to applying to the British Academy/Leverhulme Small Grants scheme.

In addition to setting up tailored funding alerts, using Research Professional, members of the Unit will be mentored to develop individual bidding plans. The Unit also plans to utilise internal funding to buy-in external consultancy as appropriate, to complement the support provided by the University's Research Funding Manager [REF 5a, 4.3]. CRiL is ideally placed to facilitate income generation through hosting conferences and events, by drawing on the existing experience and networks of its members, alongside providing consultancy for external partners. The institutional-level support for preparing external bids will also support this long-term plan to increase the level of income and engagement with external stakeholders.

1.4 Open Access

The Unit is committed to Open Access (OA) publishing, where this is feasible. As some members of the Unit are creative writers, it is not possible for all of their work to be available through OA means. However, members of the Unit have engaged proactively with the University of Winchester's research repository to ensure that their work is added to the repository for OA. Colleagues within the Unit also regularly present or disseminate their research and/or outputs for benefit to the public. For example, members of the Unit in creative writing engage in public readings of their work and undertake school visits [see section 4 for further details]. **Löster** and **Lacey** have also both been interviewed by news outlets on their research [see section 4].

This commitment to OA continues with the Unit's collaboration with Springer Nature, the University of Glasgow, and OAPEN in the development of support materials for OA book publishing. The Unit provided financial support to allow Puckey, a staff member aligned with the Unit, to attend a collaborative workshop organised by Springer and OAPEN to provide scaffolding for their development of a toolkit to support researchers, universities, librarians and publishers in producing OA books. These workshops were attended by 53 participants in total who tested and provided feedback on the toolkit.

1.5 Research Ethics and Integrity

The Unit is committed to supporting a culture of research integrity. Its members conduct research within the appropriate ethical and professional frameworks and fully engage with the University's ethics policy and procedures and with the Concordat to Support Research Integrity. **Melrose** was a contributing author to the Creative Writing Benchmark Statement published by the National Association of Writers in Education (NAWE) in 2018. In 2017 a member of staff representing the Unit participated in an ethics training session, run by the Association for Research Ethics, which focused on 'training the trainers'. This was then adapted as a staff development session for the Unit and Faculty, led by the Faculty Head of RKE (who has oversight of ethics in the Faculty).

2. People

2.1 Staffing

As a small Unit, within a small HEI, and one not previously submitted to the REF, supporting researchers towards this goal has required significant strategic planning and support from the wider Faculty and University. The Unit comprises nine individuals, equating to 7.75 FTE. The Unit currently largely contains Senior Lecturers (**Esser-Miles; Farnell; Fosbraey; Heneghan; Lacey; Löster; Rutter; Waite**) with one Reader (**Stannard**). A Professor of Writing (**Melrose**) was a member of the Unit until his retirement in 2019. Two members of the Unit joined as early career

researchers towards the start of the assessment period and have been supported into mid-career research positions (**Heneghan; Lacey**) and two members of staff were promoted from Lecturer to Senior Lecturer during the assessment period (**Fosbraey** in 2016, **Lacey** in 2019). Since 2015 the Unit has had a Visiting Research Fellow - Professor Erik Roraback (Charles University, Prague, Czech Republic) - whose expertise in literature and critical theory complements both the Unit's focus and the connections to Unit 34. Roraback's appointment is also connected to the development of international links, as highlighted in the Erasmus staff exchanges that have taken place with **Farnell** (2014, 2015) and **Stannard** (2015) as outgoing and Roraback as incoming scholars, respectively. In 2017, **Stannard** was also an Erasmus Scholar at SWPS University of Social Sciences and Humanities (Warsaw, Poland).

2.2 Equality and Diversity

The Unit is also diverse in terms of gender, family situations, ethnicity and nationality. Overall, strategy in relation to supporting and promoting equality and diversity is centralised and covers all aspects of the institution's operations. It is led by the HR Department and the Director of Equalities and Staff Development. The Unit is committed to the University's values in supporting and promoting equality and diversity in research careers. As a small Unit, data which could potentially identify colleagues with Protected Characteristics cannot be included in this statement. However, the Unit will be working closely with HR and the RKE Centre to address any equality and diversity issues arising from the REF Equality Impact Assessments. In compliance with the REF 2021 Code of Practice (p. 2), all members of the Unit's Working Group took part in bespoke mandatory training in conscious and unconscious bias in relation to REF. This was led by the Director of Equalities and Staff Development and was in addition to online training in Equality and Diversity which all staff are required to undertake. In terms of staffing strategy, the Unit has supported staff to undertake doctorates. During this REF cycle **Heneghan** completed a Professional Doctorate (creative writing) and **Waite** submitted her PhD by Publication.

2.3 Mentoring

Mentoring within the Unit has not always been straight-forward due to the diverse nature of research outputs, from creative works and literary criticism to empirical linguistic research. Consequently, the Unit has sought to incorporate interdisciplinary, informal and formal mentoring through shared events and collaborations with the two other Units within the Faculty of Arts, both of these Units comprising more researchers and both having been submitted to REF 2014. Experienced colleagues from Unit 33 provided support for creative writing colleagues. In particular, Professor Yvon Bonenfant led training sessions for creative writing practitioners on framing the creative process as research, complementing the external training offered, which was focused on how to explain the creative-research interaction [see section 1].

Similarly, colleagues from Unit 34, provided mentoring for those working within literary criticism and linguistics. This was achieved through shared Unit meetings for the first half of the assessment period, in order to share good practice and support not only the Unit as a whole but also the Unit Lead who had not previously been through the REF cycle. In addition to this, colleagues in Unit 27 are encouraged to engage with research centre activities in the associated Unit 34 CMT research centre. Readers and Professors in the workload model are allocated 50 or 75 hours respectively, pro rata, for mentoring [see REF 5a]. In the Unit, both staff members at this level (**Stannard**, **Melrose**) have primarily mentored creative writing staff, based on their expertise.

2.4 Reporting on Research and Planning

As part of a wider Faculty approach, later adopted by the University as an exemplar of good practice, Unit members have an annual reporting process in the form of the Research Planning Form which includes reflection on the previous year, reporting on completed outputs and planning for the year ahead. This is in addition to the reporting on research activity as part of the University Individual Review and Development Scheme for staff [see REF5a]. This process allows the Unit

Lead and Faculty Head of RKE to identify the particular support needed by staff, at all levels of professional development, whether in developing research plans or mechanisms for documenting impact. Staff are only able to apply for research funding upon approval of their Research Planning Form, to ensure that funding is used to increase not just the quantity but, more importantly, the quality of their outputs.

The review process embeds impact as a vital aspect of the research process, with research-active staff asked to report on how their research fits within the framework of impact. This allows for the identification of impact in research and potential beneficiaries, but it also encourages researchers to consider the importance of developing a strategy for documenting and sustaining impact while developing their research ideas.

In this REF cycle the University moved to a system with defined role profiles – Teaching and Scholarship (T&S), Teaching and Research (T&R), and Teaching with Enhanced Responsibility for Research (TERR) [see REF5a 1.2]. The roles come with differentiated hours for research, with T&R and TERR roles having 400 and 500 hours respectively. The hours benefit Unit members by providing time to engage in a wide range of research-related activities, as described further in section 4.

2.5 Research Students

The monitoring and support of PGR students is important to ensure both their progression and wellbeing; this is especially so when working with PGR students with Protected Characteristics and those who are the first in their family to attend university. To achieve this, there is regular monitoring of student supervision sessions, where issues can be identified by the student, supervisory team and/or the PGR administrative support team. The University also ensures that PGR supervisors engage in regular training on practical and pastoral support for their students [see REF5a, 3.3].

PGR students are an important part of the Faculty and Unit-level communities, complementing a wider University-level community of practice. PGR students have an elected representative who is a member of Faculty RKE Committee. The PGR representative reports on news and activities within the Faculty's PGR community and raises any issues relating to the group. The Faculty of Arts Research Seminar Series frequently features PGR students disseminating their research and actively engaging in discussion. PGR students within this Unit have also presented papers at CRiL and CMT research centre events. This enables those PGR students who come into smaller units, such as Unit 27, to engage with students and staff in other, larger units as well as with their supervisory team.

In addition to the opportunities to disseminate their work, students are also given the opportunity to attend training and development sessions hosted by the University. In the Faculty, post-doctoral researchers provided an online workshop for current students in the Unit, based on the theme 'tips for completing a doctorate'.

In this REF cycle, the Unit has also hosted two Visiting Early Career Research Fellows (in the areas of nineteenth-century literature and digital reading); this is a University-wide scheme which allows postdoctoral researchers to apply for a Fellowship, after having been awarded their doctorate by the institution.

3. Income, infrastructure and facilities

3.1 Income

As recorded in the HESA data, the Unit has received external income for **Esser-Miles'** collaborative work with Dr Goeres at UCL (£7,185, AHRC grant), and as part of an open competition with UK-based charities (£1,395) [see section 4 for further details].

Additionally, **Melrose** was awarded £15,000 by Arts Council England for The Boat Project, an illustrated book aimed at engaging younger readers with issues around asylum seekers and immigration. **Lacey** was in receipt of £1,000 consultancy fee from Ubisoft for his work helping them with the development of the latest *Assassin's Creed: Valhalla* game.

The University supports all academic staff in applying for external funding through opportunities for teaching remission, but all staff can work with the University's Research Funding Manager to support external funding applications and working towards OA compliance. In particular, the Research Funding Manager and Post Award Funding Administrator are available for support and guidance in identifying, applying for, and administering external funding awards. The Research Funding Manager also supports staff engaged in consultancy activities from the start through to the end of the process [see REF5a, 4.1].

As a Unit not previously submitted to the REF, Unit 27 has not been in receipt of the internal £3000 funding directly as a result of REF2014 performance. Instead, the University committed to providing the Unit with some funding in order to support it to REF submission. The Unit took a strategic stance to mainly use these allocated monies to support individual researchers towards producing quality research and outputs and the wider dissemination of these. One initiative that the Unit has directly funded is the development and maintenance of **Waite's Wordtamer** website. In addition to this localised funding, the Unit has advocated for centralised funding to develop infrastructure, and utilised the interdisciplinary status of some members of the Unit (for example, **Esser-Miles**) to enable a shared usage of other specialist spaces, such as the Forensics Laboratory or the eye-tracker in the Psychology Laboratory (see below).

3.2 Subject-specific Facilities and Infrastructure

Within this REF cycle, the University invested in the development of a dedicated Linguistics Laboratory. **Esser-Miles**, **Lacey**, **Löster** and other staff within English language and linguistics collaborated with the Estates and Facilities Department to produce a bespoke research and learning space for linguistics staff and students. Within the laboratory, we have specialist transcription hardware and software, and access to a wide variety of language corpora and corpus linguistics software, including Wordsmith Tools. The University also supports staff and PGR students in English language and linguistics with licenses for Ethnologue, as well as supporting all staff and PGR students with licenses for SPSS, NVivo and ATLAS.ti. Outside of the Linguistics Laboratory, staff within linguistics also have access to several other specialist facilities across the institution, specifically the Forensics Laboratory and the Psychology Department's Eye-Tracking Laboratory.

4. Collaboration and contribution to the research base, economy and society

4.1 Research Collaborations and Networks

Researchers within the Unit engage in research projects and outputs in collaboration with researchers from other institutions, supported with funding for travel and teaching remission through the Unit's monies where this is applicable. As explained above, in 2016, **Esser-Miles** collaborated with Dr Erin Goeres, of UCL's School of European Languages, Culture and Society, on The Siege of London project, leading to her co-organising the conference The Siege of London: Aethelred II and Cnut. **Stannard** has collaborated closely with the University of Genoa in the construction of his book *Sottoripa*.

The £1,395 funding by UK-Based Charities, highlighted in section 3, was a Leverhulme Trust award made to The English Project and the University of Winchester for an artist-in-residence (Mary Kuper), attached to The English Project. The English Project [see section 1] is a charity based in Winchester, which aims to 'promote awareness and understanding of the unfolding global

story of the English language in all its varieties – past, present and future. We present ideas about English in an intelligent, entertaining, inclusive and interactive way'. The charity hosts a number of public events annually, most notably the English Language Day hosted by the University of Winchester, and several staff members of the University overall are involved with it; a member of the Unit (**Esser-Miles**) is part of its Steering Group.

Lacey, as part of his University Early Career Fellowship (competitively awarded), collaborated with Dr Ruth Nugent, of the University of Chester, and Dr Kris Poole, of the University of Sheffield, on a multidisciplinary research project to create a freely-accessible electronic database – The Electronic Database of Animals Known in England, c.500-c.1100. This is the first integrated catalogue which draws on linguistic, literary and archaeological research. **Löster** has been a long-standing member (2014-present) of the International Advisory Board of CERGU (Centre for European Research at Gothenburg University). The role includes advising on and evaluating the research centre's activities, and taking part in and facilitating collaborative research on European research.

4.2 Dissemination

Staff within, and aligned with, the Unit are active in disseminating their research and knowledge gained through practice as research. **Melrose**, in collaboration with the University of Canberra, Australia, and the International Poetry Society, organised a number of themed Poetry and Prose Symposia (for example, Creativity, Poetry and Culture, 2015; Inside/Outside Carnival, 2017). Unit members from Creative Writing (**Fosbraey; Heneghan; Rutter; Stannard; Waite**) are members of NAWE and regularly attend and present their research at NAWE conferences. **Löster** has regularly presented at the biennial Sociolinguistics Symposium.

4.3 Wider Activities and Impact of Research

Importantly, the Unit is also highly engaged with non-academic audiences, stakeholders and beneficiaries. With a focus on the publishing industries, the Winchester Reading Series, which is open to the public, is comprised of readings and talks by staff, writers and professionals in those industries. Dr Vanessa Harbour, who is aligned with the Unit, has worked as an editor and mentor to aspiring writers of children's fiction through her work for the Golden Egg Academy (2014-2020) where she also initiated and established their diversity award for authors of underrepresented backgrounds in 2017. As highlighted in her ICS, **Waite's** work on *Wordtamer* involves working with librarians and educators not only in producing impactful materials, but also through library and school visits where her work is tailored to her audience, engaging children, librarians, teachers, and parents in the process of creative writing and developing those skills in creative work. The *Wordtamer* website complements this and allows for a much wider audience to continuously engage with her work.

Schools have also been important in the work **Melrose** engaged in as part of The Boat project, with children being provided with copies of this book at a time when many were becoming acutely aware of the challenges and dangers faced by asylum seekers. This was a timely book that provided a way to engage children in a debate that they are often left out of, but are aware of and affected by, nonetheless.

4.4 Engaging With Diverse Communities

Many staff within the Unit, and those who aspire to join it, engage in public events. Some of these events are organised and hosted by the University, others are events or activities that staff have been invited to collaborate or engage with. The Hampshire Writers' Society, chaired by **Farnell**, includes academic and non-academic members with an active speaker schedule open to members of the public. Similarly, the Winchester Writers' Festival brings academic delegates together with non-academic writers/delegates and a non-academic audience, blending the creative and critical. The Festival is renowned and has featured high-profile authors, alongside academics, providing

lectures, workshops and networking opportunities with other writers and industry professionals; **Heneghan** was the Festival's director [see section 1 above]. **Farnell** has regularly taken part in a series of pre-theatre talks hosted at the Theatre Royal in Winchester and has also contributed to the series of Tavern Talks, the Faculty of Arts' programme of public talks hosted locally. The visual poetry, alongside paintings and prints, created by **Rutter** have been exhibited both in the USA and in the UK, including the Sandy Art Gallery in Oregon, USA (2016), the Little Gallery in Maine, USA (2016, 2017, 2018), and the University of Winchester's Link Gallery (2016, 2017). In addition, **Rutter's** 2019 book launch in Winchester highlighted the collaboration with the artist and printmaker Kate Dicker. Since the publication of her novel, **Heneghan** has spoken at a number of national events, including academic as well as non-academic readings and talks, about her research, as well as the creative process that shaped her work. Similarly, **Stannard** has taken part in readings at festivals and literary venues throughout Europe and in the USA, most recently many of them virtual, thus attracting more geographically diverse audiences. In addition, **Stannard's** work has been published in the national press, including the *Times Literary Supplement*, the *Guardian*, the *Spectator* and the *Sunday Telegraph*.

Staff have been involved in BBC events, with Richard Kelly (aligned with the Unit) taking part in BBC Radio 4's Open Book programme with a commentary on Stevenson's *Dr Jekyll and Mr Hyde*. **Lacey** has worked with the BBC a number of times: some of this is reported through his ICS. Recently, **Lacey** was interviewed for a BBC piece on the Exeter book and the Advent lyrics. **Löster** has been interviewed on national German radio regarding her work on Scots and Bavarian. The Unit has also been actively engaged in developing links with regional cultural stakeholders. One of the more recent examples (2019) of this is '200 Years of Autumn – Keats in Winchester', held at the Theatre Royal in Winchester. This event was part of the celebrations of the bicentenary of John Keats' stay in Winchester when he wrote 'To autumn'. The events involved staff (**Farnell**) and students, in collaboration with the Hampshire Writers' Society, the Hampshire Cultural Trust, the Winchester Poetry Festival, the Keats Foundation, and the Keats-Shelley Memorial Association. During the 2020 Winchester Heritage Open Days **Lacey's** talks about the stories behind Winchester's place names received very positive feedback, highlighting the value of such public engagement activities [see Lacey's ICS for further details].

4.5 Indicators of Wider Influence

Within the Unit, staff are also recognised nationally and internationally for their research and expertise. **Löster**, for example, reviews for Palgrave Macmillan, Cambridge University Press and the Open Access journal *Moderna Språk*, aimed at academics as well as practitioners, such as teachers of modern foreign languages; she has also reviewed ESRC grant applications. In 2015 **Stannard** became an editor on the international board of the Italian journal *Nuova Corrente*. Another example is **Melrose's** co-editorship of the international journal *Write4Children*. In addition, **Heneghan's** novel *Snegurochka* was shortlisted in the Edward Stanford Travel Writing Awards and **Stannard** has been nominated for the Forward Poetry Prize. Having received a lifelong Bogliasco Literary Fellowship in 2014, **Stannard** has been resident at the Bogliasco Foundation (Genoa) on several occasions (2014, 2017, 2019), taking part in public engagement events, including the Hemingway Festival (2017) among others. Recently, **Stannard** was appointed as part of the Southampton City Cultural Advisory Team regarding their City of Culture Bid for 2025.