



Economic and Social
Research Council, Polaris
House, North Star Avenue,
Swindon, SN2 1UJ

**PROGRAMME
DIRECTOR'S
ANNUAL REPORT FORM**

(Edition 9: October 2007)

Tel: 01793 413000

Fax: 01793 413001

PROGRAMME DIRECTOR'S ANNUAL REPORT 2008

Programme Name: Teaching and Learning Research Programme

Director's name: Professor Andrew Pollard,
Institute of Education, University of London

Reporting period: From 1st January 2008 to 31 December 2008

Number of projects and thematic initiatives funded under the Programme:	89
Total ESRC budget for Programme: (to end of 2008)	£6,729,000
Co-funding amount: (to end of 2008)	£36,534,000
Total amount of Director's Awards (2006-08)	
Main:	£2,623,836
Capacity:	£ 483,304

1 Introduction

TLRP is an exceptional element within ESRC's portfolio because of its scale, duration and proportion of co-funding (see Section 9 of this report). The total programme budget from 1999-2012 is projected at £43m – making the Programme ESRC's largest single managed initiative. The Technology Enhanced Learning (TEL) phase will extend the programme beyond the generic phase (ending September 2009) to 2012. Of TLRP's total budget, over 75% has been sourced from UK government bodies, agencies and councils *outwith* ESRC. The HEFCE contribution is still over half of the total. ESRC charges a 5% fee for management services in respect of HEFCE's investment in TLRP.

During 2008, TLRP has:

- Consolidated its reputation among the UK educational research community as a constructive initiative for the development of the field and for innovative projects and thematic activities combining high quality social science with substantive engagement with and high relevance for policy-makers and practitioners.
- Deepened its reputation for authentic user engagement and its relationships with key bodies in each UK country and participation in a number of reviews of policy, including those conducted by parliamentary committees.
- Documented and promoted unambiguous project findings on improving learning outcomes across the life-course.
- Celebrated the impact of a growing number of projects and thematic activities on UK policy and practice, for example on neuroscience and education, learning how to learn, pupil consultation, apprenticeship, work-based and professional learning, proposals for building a more coherent Learning and Skills system and widening participation in higher education.
- Strengthened its international profile through presentations and consultation on large-scale strategies for educational research development in six countries; presentations at ten international conferences and played a key role in the development of a World Association of Educational Research Associations.
- Had continuing success with the TLRP Commentaries, with each of the two most popular commentaries being downloaded over 200,000 times.
- Supported the completion of over 40 projects and 20 thematic initiatives in the 'generic phase' and supported *continuing work* of the 8 'technology enhanced learning' projects in the TLRP TEL phase.
- Continued with the interdisciplinary strategy for TLRP TEL, which saw the completion of the second funding round, which resulted in the funding of five further projects, strengthening the TEL aspects of the Programme which will run until 2011.

In summary, TLRP is made up of over a hundred investments (all of which have been completed with the exception of the eight TEL projects) including:

- 4 research networks
- 56 research projects
- 6 associated projects
- 2 career development associates
- 5 research training fellowships
- 25 'Meetings of Minds' fellowships
- 20+ thematic initiatives.

TLRP was staffed at the end of 2008 by a distributed Directors' Team of four (3.0 fte) and by a Programme Office of two FT and two PT staff (2.5 fte). The number of researchers who have been engaged in the Programme to the end of 2008 was over 750.

2 Overview of Year

- Continued the thematic work and cross-programme analysis in the form of books and journal special issues explicitly to add value to the project portfolio. Engaged in negotiations with SAGE to produce a TLRP series of three volumes in their International Handbook series.
- Continued to develop innovative impact strategies including the use of musical performance, poetry, DVDs, illustrative video-clips, web-tools for news, events and targeted searches, differentiated publications (including on-line 'practitioner applications' of project findings), portal development (in particular the Educational Evidence Portal), data-base linkages (BEI, TTRB, EEP, Intute, ESRC Society Today), and continued exploitation of the Programme's electronic repository (D-space).
- TLRP's major summative event, the Westminster conference on 24th and 25th November, generated an enormous amount of discussion and interest. Meeting with over 30 partner and exhibitor organisations and over 800 practitioners, researchers and policy-makers from all sectors of education, and with particular contributions from NTRP, LSIS, HEA and JISC, the event featured seven thematic and sectoral displays of TLRP's work and sixteen explanatory sessions led by TLRP researchers.
- For capacity building in education, consolidated the popular 'Meetings of Minds' fellowship scheme (an experienced ESRC award holder mentors new researchers within their specialist field), including a meetings of Minds Fellows and Mentors in October to share their experiences of the initiative; maintained an alert service, journal and event programme; developed a series of on-line contributions from a wide range of contributors as part of the development of an on-line research training resource provision; liaised with other ESRC initiatives and contributed to UK strategic discussions regarding challenges facing the field and how to continue to support capacity-building in education in the future.
- Consolidated the development of the new UK Strategic Forum for Research in Education as a potentially long-term source of deliberation for researcher, policy-maker and practitioner stakeholders (chaired by the TLRP Director).
- Concluded agreements with a number of major stakeholders (but especially BERA) on how appropriate TLRP resources and contributions can be sustained, transformed and built upon for a number of years into the future.
- Developed a strategy for maximizing the impact of the post-compulsory projects and negotiated with HEFCE for impact funding through to September 2009.

Aims

The Programme's public statement of aims reads as follows:

Learning: TLRP aims to improve outcomes for learners of all ages in teaching and learning contexts across the UK.

Outcomes: TLRP studies a broad range of learning outcomes. These include both the acquisition of skill, understanding, knowledge and qualifications and the development of attitudes, values and identities relevant to a learning society.

Lifecourse: TLRP supports research projects and related activities at many ages and stages in education, training and lifelong learning. The Programme is concerned with patterns of success and difference, inclusion and exclusion through the lifecourse.

Enrichment: TLRP commits to user engagement at all stages of research. The Programme promotes research on teaching and learning across disciplines, methodologies and sectors, and supports various forms of national and international co-operation and comparison.

Expertise: TLRP works to enhance capacity for all forms of research on teaching and learning, and for research-informed policy and practice. This work is the particular focus of the Programme's research capacity building strategy.

Improvement: TLRP develops the knowledge base on teaching and learning and contributes to the improvement of policy and practice in the UK. The Programme works to maximise the impact of its research.

Key performance indicators

TLRP's KPIs are intended to be authentic, practical, informative and measurable. They are clustered around three major issues and are being used for monitoring and reporting purposes as appropriate. The clusters concern:

- Contributions to knowledge;
- The development of research capacity and expertise;
- User engagement, communication and impact.

Programme dimensions

The Programme's research projects started work during 2000 and the last funded research activity (on technology enhanced learning) is presently expected to end in 2012. Major publications are expected throughout the period. The Programme's present award ends on 30th September 2009.

The reporting period, 2008, is the 9th year in which TLRP's funded research activity has taken place. The start-end dates and numbers of investments in each of TLRP funding initiatives are as follows.

- Phase I (2000-03) supported four networks of projects (three in school sectors and one in post-compulsory education);
- Phase II (2001-04) supported nine projects (six in school sectors and three in post-compulsory sectors);
- Phase III (2003-08) supports twelve additional projects in post-compulsory sectors.
- Building on Phase II funding, 'extension projects' have been funded in Scotland (four from 2003-05), Northern Ireland (three from 2004-07) and Wales (four from 2004-07).
- Widening Participation in Higher Education (2006-08) supports seven projects in England.
- Five Thematic Groups ran from 2002-4 and two others ran from 2006-7.

- Six Thematic Seminar Series ran from 2005-06 and two others ran from 2006-7.
- Three thematic consultancies were awarded in 2000-2 and two more were funded for 2006-7.
- Six associated projects have been inducted into the Programme (2004-07)
- Two Career Development Associates (CDA) (2000-03) and five research training fellowships (RTF) (2001-08) have also been funded. Twenty five 'Meetings of Minds' fellowships have been funded so far (2006-2008).
- Seven six-month Development Projects on technology enhanced learning were funded during 2006, and bid for major project funding during 2007.
- Phase 1 TEL (2007-12) supported three major projects.
- Phase 2 TEL (2008-12) supported five major projects.

TLRP is seen as a leading influence in research in the field of education and has, we believe, developed a strong reputation for quality and relevance. It is estimated that, over the past nine years, TLRP has at some point directly funded approximately one quarter of 'research active' staff in education.

TLRP's overall development continues to be driven by six key elements of strategic commitment and activity:

- User engagement for relevance and quality
- Knowledge generation by project teams
- Knowledge synthesis through thematic activities
- Knowledge transformation for impact
- Capacity building for professional development
- Partnerships for sustainability

Because of the duration, scale and complexity of TLRP, these elements are managed simultaneously. However, as the Programme has matured, there has been a progressive change in the balance of activity, with more emphasis being placed on knowledge synthesis, transformation and impact, together with explicit strategies to underpin post-Programme *sustainability*.

As requested, three outstanding highlights are listed below. Other research and dissemination highlights are incorporated later within the report in respect of each of TLRP's strategic priorities.

Research and dissemination highlights:

For a wide-ranging set of highlights, please dip into the TLRP News at: http://www.tlrp-archive.org/cgi-bin/tlrp/news/news_log.pl

Widening Participation in Higher Education

Our seven projects made coordinated contributions to public debate on this issue and to HEFCE's deliberations (as acknowledged by David Eastwood, Chief Executive, at the November conference). An event for HEFCE policy makers and others was held in London in the summer and a TLRP Commentary was produced. There has been a significant amount of press coverage. A book is in press.

Technology Enhanced Learning

Following the second round of commissioning, a portfolio of eight projects now exists. There have been two main meetings during the period to bring these colleagues together. The first affirmed the goals and challenges of the initiative whilst the second focused particularly on inter-disciplinarity. The researchers are developing an excellent rapport and collective sense of purpose around the four TEL themes. An exciting new website has been created at www.tlrp.org/te/ and the first TLRP TEL Commentary has been produced. Engagement with key user organisations is deepening in very satisfactory ways.

Mapping the Ripples

This study of the experience and impact of TLRP's capacity building activities has been very successful in illuminating dimensions of tacit research processes and their consequences for career and skill development among researchers. As such, it is an important contribution to the evaluation of the 'social practices' model of capacity building – particularly for the theorisation of expansive/restrictive research development work contexts. A summary of the report was distributed to all BERA conference attendees and a symposium on the topic was very popular. The full report was distributed widely and discussed at a recent NCRM Advisory Committee.

Improving Teaching: Enhancing Learning (November Conference, QEII, Westminster) This event, with key partners, was a great success and attracted over 800 attendees. An additional 400 expressed interest and received a post-conference pack of materials. TLRP's commitment to the evidence-informed policy and practice was affirmed and demonstrated in very constructive ways across every sector. For a photo-narrative see: http://www.tlrp-archive.org/tlrp/upload/assets/1228316460_TLRP08confpics.pdf

Strategic Forum for Research in Education

The main partners in the forum are ESRC and BERA, with financial support from CfBT and DCSF. TLRP has been the pivotal promoter of the concept as part of the Programme's sustainability effort in relation to providing opportunities for strategic thinking in the field. The TLRP Director chairs SFRE and is promoting constructive thinking about UK provision and relationships in terms of a knowledge management system for educational research, policy and practice. The website has been developed and is at: www.sfre.ac.uk. The first meeting took place in Harrogate in October 2008 and attracted an excellent range of stakeholders from across the UK. It focused on research quality and capacity building.

User engagement for relevance and quality:

During 2008, it was noticeable that nearly all project teams (including those that had finished some considerable time previously) continued to engage in dissemination activities, and the response to requests for support in making the Westminster event such a success were very impressive. Extensive work with practitioners (especially in the post-compulsory area) and with key national organisations by project teams continued throughout 2008. The Directors' Team maintained links with high-leverage user organisations in each educational sector and in every part of the UK. TLRP also works directly with governments in each part of the UK to maximise the use of its research and held a major impact event in Belfast in April 2008.

Knowledge generation by project teams (by funding initiative):

Phase I networks: The four networks were successfully concluded, with four 'gateway' books produced in TLRP's *Improving Learning* series, production of research briefings, outcomes briefings and full participation in impact events.

Phase II projects: The nine projects were successfully concluded, and all projects produced their full range of required outputs, including books in the Routledge *Improving Learning* Series and/or the *Improving Practice* series, and participated fully in impact events.

Scottish Extensions: The four small Scottish projects were successfully concluded and continued with impact events engaging policy-making and practitioner communities.

Phase III projects: The twelve projects were successfully concluded, and all projects have either produced their full range of required outputs, or are in the process of doing so. These projects were engaged in a wide variety of impact events throughout 2008.

Welsh and Northern Irish Extensions: Four Welsh and three Northern Irish projects were successfully completed and again these projects had excellent links with their policy-making and practitioner communities and participated in both individual and collective dissemination strategies.

Associated projects: The associate projects were a major success in extending Programme coverage to a number of important area with foci on: early years and primary provision; older learners; teacher's lives and professional careers; identity and learning through schooling; skills strategies of multi-national corporations and the development of virtual research environments. The project teams also participated fully in impact events.

Widening Participation in HE projects: Seven English projects completed their work in 2008. They have collaborated on three events in 2008 to develop a commentary on Widening Participation in HE, including at the post-compulsory event at the November conference. They are also all contributing to the edited book in the *Improving Learning* series.

Technology Enhanced Learning projects: In 2008 the three major projects, funded in 2007, continued their work and five new projects were funded under a second commissioning round. A TEL Commentary was produced in 2008. There was also continuing discussion and interaction on the TLRP TEL Virtual Research Environment that was being used to support the TEL application cycle and a new project has started in this area. The work on TLRP-TEL is now treated as and reported on as a distinct programme for ESRC administrative purposes.

Knowledge synthesis through thematic activities:

The Programme's strategy for thematic development was a major focus of work with the aim to 'add value' to the work of projects. The portfolio of initiatives included: consultancies, thematic groups, thematic seminar series, conferences, workshops, thematic meta-tagging of outputs and sectoral reviews. A conceptual framework through which the products of such initiatives is organised and integrated has been used to provide a web-based means of entry to the thematic output of TLRP as a whole. Cross-Programme analysis of specific thematic issues was undertaken in 2008 (for example,

looking at findings across the workplace learning projects and those concerned with Widening Participation to HE).

Knowledge transformation for impact:

All major investments produced 'Research Briefings' and 'Outcomes Briefings' providing concise summaries of project findings for use at impact events and for targeted distribution. Twelve 'TLRP Commentaries' have been published by the end of 2008. The success of the Commentaries can be gauged from the fact that two of the most popular have been downloaded well over 200,000 times. The TLRP '*Improving Learning*' and '*Improving Practice*' series, published by Routledge, have continued to expand with twenty four either published or with agreed dates for publication and over twenty in earlier stages of the development and publishing process. The use of 'special issues' of journals has been an especially strong feature of TLRP, with twenty two 'special issues' published, with others in the pipeline, and these remain a major means for TLRP projects and thematic groups to communicate their findings.

TLRP seeks to transform and disseminate research knowledge in partnership with others. Key users, such as the General Teaching Council (England), the National College for School Leadership, the National Institute for Adult Continuing Education, DCSF and DIUS have been extremely helpful in the dissemination of results through their communication systems. Excellent working relationships have also developed with the Higher Education Academy in relation to pedagogy in higher education and there are proposals to collaborate further in relation to dissemination of TLRP findings. Dissemination through the Evidence in Education Portal has been implemented and agreement reached with BERA about their role in continuing to disseminate TLRP findings in the future.

Capacity building:

Capacity building is an intrinsic part of TLRP's work. Indeed, in all phases of TLRP funding, it has been a criterion for project selection, and this work was supported, monitored and reported on each year. Particular attention has been paid to skill and career development of contract research staff. Additionally, with support from the then Department for Education and Skills, TLRP funded five Research Training Fellowships, which enabled senior practitioners to study part-time for PhD's in association with TLRP projects. A final major capacity building event is scheduled to take place in London in March 2009. See Section 4 for more details.

Partnerships for sustainability:

To maximize the potential for sustainability, we have sought to develop close working relationships with other organisations. A least five different forms of partnership can be identified.

First, we seek expertise from which we can benefit. Such partnerships exist with the British Education Index (BEI) for electronic knowledge management, the Cambridge Centre for Applied Research in Education Technology (CARET) for development of an advanced ICT infrastructure, and Routledge for book and journal publications.

Second, as indicated above, we work with key user organisations which are generous enough to promote TLRP work through their communications systems, and thus lend us some of their leverage as we attempt to maximize impact.

Third, we work with partners where cooperation enables us to be more effective – for example, a number of recent commentaries have been co-funded with appropriate partners. TLRP's aspiration to contribute to a series of sectoral reviews, developed in partnership with others, has also progressed. TLRP continues to contribute to the Esmee Fairbairn review of Primary Education and remains active in respect of the Nuffield Foundation's 14-19 Review. Co-funded work with the Institute for Employment Research on a review of work-based learning continued during 2008, as has work with NIACE on lifelong learning.

Fourth, we work where we can with the government bodies which help to form policy regarding education research within each country of the UK. TLRP has led establishment of the Strategic Forum for Research in Education UK, with ESRC and BERA as core partners.

Finally, we work with organisations which may, in due course, take on some of the resources, assets or commitments of TLRP into the future. Indeed, one of our informal goals is to 'give everything away' by the end. The most important legacy organisations are seen as the professional research associations – and, in particular, BERA. There are many areas where cooperation has been established, including joint capacity building activities and the transfer of much of TLRP's IT infrastructure. Other associations with which we have collaborated closely include SERA and SRHE.

3. Capacity building and research environment

TLRP's capacity building strategy has been to work with the flow of academic practices and to try to support the academic community in taking ownership of initiatives and resources which can support sustainable self-improvement. As well as capacity building initiatives at the programme level, in each phase of TLRP funding, it has been a criterion for project selection that capacity building was addressed, and this work is supported, monitored and reported on each year. Particular attention has been paid to skill and career development of contract research staff and individual projects report on achievements in this area and links have been established with the ESRC Researcher Development Initiative. Additionally, TLRP has supported five Research Training Fellowships, which has enabled senior practitioners to study part-time for PhD's in association with TLRP projects.

From 2002-2006 the Programme's Research Capacity Building Network (RCBN), based at Cardiff, provided cross-Programme training services in the research methods which were felt to be particularly appropriate in the study of teaching and learning. RCBN also initiated a journal, *Research Capacity Building*, and a website offering advice and resources. From 2006, an explicit attempt was made to embed processes for the development of research expertise within the social practices of educational researchers as a complement ESRC's provision through the National Centre for Research Methods and Research Methods Programme. Additionally, there were close working relationships with the Applied Research in Education Scheme (AERS) in Scotland (which was completed in January 2009) and with relevant UK learned societies, such as the British Educational Research Association. The TLRP website, which is mirrored on the BERA site which will progressively take over this function, now contains a range of specially commissioned resources expressly designed as guided 'walk throughs' of topics and issues that have an explicit capacity building dimension.

Continuation of aspects of RCBN

TLRP's Journal, *Building Research Capacity*, continued to be published from Cardiff, led by Chris Taylor, and achieved its final, 14th edition during 2008. TLRP's e-mail Alert service has been managed by the University of Strathclyde and as a JISCMail list. The RCBN Website has been integrated into the main TLRP site.

TLRP on-line resources

Following the success of TLRP website in generating huge volumes of hits (over 650,000 per month) it was decided that TLRP on-line capacity resources should principally do two things. First, those resources should point to other high quality resources elsewhere on the TLRP. Second, they should give a brief introduction to a topic and then act as a mediated guide to other resources available on the web. This approach involved commissioning a range of specially chosen resources expressly designed as guided 'walk throughs' of topics and issues that have an explicit capacity building dimension. Integration with NCRM and AERS resources was also negotiated during 2008.

Developing Networks in the Learned Societies

Liaison was maintained with BERA, SRHE, HEA, AERS and UCET to discuss capacity building issues and, in particular, the development of on-line resources.

TLRP Fellowships – ‘Meetings of Minds’

This scheme, which offers a modest award to enable researchers with potential to seek the advice of highly experienced colleagues, has proved both popular and cost effective. Twenty five awards were made in total and a conference to review these experiences was held during 2008.

TLRP Research Environment

During 2008, the TLRP Steering Committee met for three 1 day meetings (one per term plus a special commissioning session). Between meetings, there were links among members by email. The Chair, Deputy Chair/Strategic Research Board member, Programme Manager and Director (the TLRP Troika) liaised regularly when pressing matters arose between meetings. All TLRP projects are required to convene Advisory Groups with significant user representation, and often involve critical friends from the Steering Committee in this. The Directors’ Team has continued work very effectively together and the mix of skills and expertise remains a great source of strength. The team met several times each month and the Action Planning and Reporting system continued to be used in order to facilitate coordination and accountability.

To strengthen cross-Programme information exchange and inter-project working, termly ‘Bulletins’, providing news and information for Programme participants, continued to be produced. Cross-Programme administrative tasks were supported through web downloads and web/data-base links. The website at www.tlrp.org continues to be a major communication resource and the search tools were significantly developed during 2008 to suit the needs of different users as part of a major overhaul of the website.

A pattern of holding a major cross-Programme event each term was maintained – capacity building; directors’ policy discussions; annual conference. In the summer term a ‘Directors’ Forum’ was held in London and enabled senior colleagues to express views on the Programme’s future direction – a very valuable process.

The TLRP annual conference in November was held in London with a special ad hoc conference in Belfast in April 2008 – completing a commitment to take our emerging findings to all four countries of the UK.

Work on publications, outputs and media strategies continued during the year, with the Outputs Portfolio providing a guide to projects on the range of electronic and paper-based outputs they are encouraged to consider. For coordination purposes, ‘Output Summit Meetings’ were held with all projects as they approached six months of completion. New rounds of media training for project spokespersons were provided by the Programme’s Media Fellow.

Significant upgrade of TLRP Virtual Research Environment

This unique online space or ‘VRE’, originally developed by TLRP in partnership with the Centre for Applied Research in Educational Technologies (CARET) in Cambridge, is now being used not only by TLRP groups and projects but by members of BERA to support their research activities. The upgrade includes a range of features, including a ‘dashboard’ interface which allows any user to configure their ‘personal space’ with the tools and features they find most useful. This is the beginning of a development process which will convert the Virtual Research Environment into a full ‘Social Network’ along the lines of ‘Facebook’ or ‘MySpace’ - but oriented towards the needs of researchers and

practitioners. Patrick Carmichael (CARET) and Chris Taylor (Cardiff) have a new ESRC funded project to explore how the VRE might be used to support academic networks.

4 External communication

TLRP's Communication and Impact Plan states that 'we conceive impact not as a simple linear flow (of research followed by transformation, dissemination of findings and adoption), but as a much more collaborative process: *interactive, iterative, constructive, distributed and transformative*. ... For us, impact therefore includes increasing awareness of new ideas and openness to change as well as direct influence on practice and policy. Working for impact is embedded in everything we do' (TLRP 2001, p. 1) (emphasis in original).

It is reflected in seven components of the TLRP strategy:

- Working with networks of practitioners, learners and others;
- Engaging with a wide range of user organisations and other stakeholders;
- Contributing to strategic debates about teaching and learning;
- Raising the profile of evidence-informed teaching and learning;
- Communicating conceptual, methodological and practical ideas;
- Supporting capacity building activities, including knowledge transformation;
- Facilitating discussion within the Programme on transformation and impact.

It is implemented through a portfolio of outputs. In particular, these are:

- TLRP Commentaries
- Research Briefings
- Improving Learning book series
- Improving Practice book series
- Journal special issues
- Websites and electronic resources

The TLRP website is now sophisticated with provision for particular audiences, news, features and advanced search tools. Behind it lies an electronic repository, DSpace, for which the Programme is an advanced application. Hits on the website averaged over 650,000 per month during 2008.

The website has *News* and *Features* sections which are available on RSS feeds. News is also archived. A review over several years gives an excellent impression of the wide range of activities which TLRP supports - within the UK and internationally, and across every educational sector. A wide range of audiences and collaborators is also demonstrated (see www.tlrp.org).

TLRP Commentaries have continued to be particularly successful at bringing the expertise of researchers to bear on contemporary issues at speed.

TLRP's Westminster final conference on 24th and 25th November 2008 generated an enormous amount of discussion and interest. The meeting involved over 30 partner and exhibitor organisations and over 800 practitioners, researchers and policy-makers from all sectors of education. There were also contributions from NTRP, LSIS, HEA and JISC, and the event featured seven displays of TLRP's work, organised by theme or sector, and sixteen explanatory sessions led by TLRP researchers. Jill Martin, Chair of the National Teacher Research Panel, emphasised the importance of 'the worlds of

research and practice getting their relationship right' and praised the conference as an example of progress towards this. She suggested that: "Barriers have now been removed which previously might have been obstacles to the widespread take up of research findings. TLRP was specifically designed to include practitioners in their work and teachers have felt that research findings now have more relevance with an emphasis on teaching and learning. The development of TLRP's ten principles (<http://www.tlrp.org/themes/themes/tenprinciples.html>) are an important starting point for engaging more teachers in taking risks and challenging accepted practice" she argued.

Roger McClure, Chief Executive of LSIS, said that "there was now a real, genuine effort to put the FE sector in charge of its own improvement. The key strategy is the professionalisation of the delivery of the service – to try to get away from the decade we've just emerged from, a lot of top down prescription and imposition of very detailed targets. There is a belief now that improved performance will only come from within, and if it is self-motivated". Andrew Pollard, TLRP Director, welcomed this new approach with its high apparent compatibility with the findings of two TLRP projects: Transforming Learning Cultures in FE (<http://www.tlrp.org/proj/phase11/phase2b.html>) and Policy, Learning and Inclusion in the Learning and Skills Sector (<http://www.tlrp.org/proj/phase111/coffield.htm>).

John Hayes, Shadow Minister for Lifelong Learning, Further and Higher Education, spoke from a 'compassionate Conservative' perspective and demonstrated a wide-ranging commitment to widening participation in HE. His analysis strongly complemented the TLRP Commentary on the same topic (<http://www.tlrp.org/pub/documents/HEcomm.pdf>) and suggested that progress on widening participation requires both improvement in school outcomes for all and the development of a wider, and more flexible, range of modes of delivery for HE and lifelong learning.

Paul Ramsden, Chief Executive of the Higher Education Academy also raised the complementarity of the work on TLRP's widening participation in HE and the HE projects on teaching and learning to HEA strategies.

The major foci of the substantive sessions are indicated in TLRP's downloadable impact leaflet (<http://www.tlrp.org/pub/documents/ImpactLeaflet.pdf>). At the event, TLRP also launched Commentaries on School Experience, Further Education, Technology Enhanced Learning, Widening Participation in Higher Education, Apprenticeship and Globalisation.

5 Scientific representation

During 2008, TLRP continued to represent UK research at a wide range of conferences and special events in the USA, South America, Australia, Europe and Asia. Members of the Directors' Team spoke about the Programme in ten countries, often at the request of research councils or academies. The TLRP Director continued to serve on AERA's International Advisory Committee and was appointed to the Task Force on International Exploration which is investigating the establishment of a global research association for education. TLRP is providing a virtual workspace to facilitate this initiative. The major links for TLRP projects have continued with projects in linked educational research programmes in Finland, the Netherlands and Norway, with more informal links to projects in Canada, France, Germany, Israel, Spain, Sweden, Australia and USA. Symposia, workshops and conferences have been held to facilitate project to project interactions in order to facilitate mutual learning, with outcomes including publications, collaborative research design and exchange of information on methodology, data collection and data analysis. A UK coordinated study, funded as part of the European Lifelong Learning Programme, but initially supported through ESRC TLRP, is investigating the implications of the changing patterns of career development across Europe for continuing vocational training in the light of the Lisbon 2000 goals. TLRP were also represented on the advisory committee of the European SINCERE project that sought to establish stronger links between educational research in Europe, Latin America and South East Asia.

Projects in TLRP are involved in four types of international collaboration:

- as an integral component of some projects;
- through co-operation between projects in different countries;
- through formation of other national and international partnerships;
- participation in international conferences, symposia and workshops.

6 Key Performance Indicators

In previous years detailed KPI could be gathered for projects using their annual reports. However, as no projects were continuing beyond 2008, annual reports were not submitted to the Programme for 2008. We do, however, have cumulative data from previous reports, end of award reports and our garnering of information on substantive project outputs for entry into D-space (TLRP's electronic depository). So it is possible to make some judgments of the contributions of Projects and the Programme as a whole to TLRP's main goals. Where end of award reports are used, these reflect ESRC's standard project evaluation scale: outstanding, good, problematic, unacceptable. Excluding for this purpose the TEL projects that are separately reported upon and Associate Projects that are funded outside the TLRP umbrella leaves us with 51 substantive projects.

Overall TLRP goals	Project KPIs	Programme KPIs
Contribution to Knowledge	KPI 1 – Number of project articles in refereed journals 61 articles produced in 2008 (cumulative total 394 with many more in the pipeline; particularly from projects that completed in 2007 or 2008)	KPI 3 – Thematic initiatives facilitated The work of the thematic initiatives was brought together and showcased on the website
	KPI 2-Proportion of completed projects evaluated as ‘good’ or ‘outstanding’ Nearly all TLRP projects that have been evaluated so far have been graded as outstanding or good. Our current estimate is that at least 90% will be so graded. The only project so far judged problematic was because of delays with publication of outputs (now rectified)	KPI 4 – Proportion of reporting projects rating the support of the TLRP core team as ‘good’ or ‘outstanding’ In every year this was 100%
Development of research capacity and expertise	KPI 5 – proportion of researchers on reporting projects indicating a broadening of knowledge, skill and understanding Cumulative figure was running at almost 95% of respondents recognizing the role of the Programme in creating the context for such personal development	KPI 8 – Proportion of researchers rating the capacity building strategy as ‘good’ or ‘outstanding’ The cumulative figure is about 75%
	KPI 6 – Numbers of researchers leaving TLRP work obtaining other research posts in HE and elsewhere An earlier survey of TLRP researchers (n=92) of whom 58 had completed working on TLRP projects showed 44 (76%) of these are still working in HE (as research staff or lecturers). Many projects have provided an excellent launch pad for researchers career progression and this might be an issue to be followed up in the Programme evaluation	
User engagement, communication and impact	KPI 9 - Number of Research Briefings published All 51 projects have contributed to at least one published Research or Outcomes Briefing (some projects working in the same area have produced joint briefings), with several projects producing two briefings	KPI 10 – Number of TLRP Commentaries published 12 TLRP Commentaries have now been published, with a six of these during 2008
	KPI 9 – ‘Significant’ UK initiatives, events or outputs from projects During the last three years of the programme over 100 significant UK initiatives, events or outputs have been held, with a further 50 of a significant international character	

7 Forward Look

Overview of proposed developments in 2009

During 2009, TLRP will continue to support funded projects in the production of their final outputs (mainly in relation to contributions to the Routledge Improving Learning book series).

The TLRP website will continue to be adapted in order to highlight the developing thematic and capacity building work. There will also be some further redesign to enhance ease of use by practitioners, policy makers and researchers. The growing portfolio of books, special issues of journals, research briefings and TLRP Commentaries will continue to be actively promoted, including through the use of a number of media activities.

Close relationships will be maintained with key users in every sector in which TLRP research took place, particularly in relation to government departments, although the focus is upon post-compulsory work. We will continue to build confidence in TLRP amongst politicians, civil servants and others, and will use any resulting influence to promote a constructive approach to change and development in the field of education across the UK.

We will work with BERA, NIACE, SRHE, SERA, the HEA and others to maximize the embeddedness of TLRP's work in the educational research community and to enhance sustainability. We will continue to support the Strategic Forum for Research in Education UK, the Educational Evidence Portal (EEP), the British Education Index (BEI) and other UK resources for knowledge transfer in education.

Our work with BERA is the foundation of plans to provide continuing support for capacity building in the field of education, although TLRP will also host one final major capacity-building conference for up to 150 participants: Research Methods conference, March 19th/20th 2009, London - taking stock of methodological achievements, implications and next steps.

We will run an impact campaign to promote TLRP's Ten Principles of Effective Teaching and Learning, as adapted for post-compulsory settings. Three major impact events will be held: Careers, Learning and Employability seminar (Warwick, March); Teaching and Learning in Global Higher Education (London, May); and Higher Skills Development in HE and Employment (London, September). Throughout the period, there will also be targeted mail-outs or placement of all surplus TLRP printed stock.

We will produce another six commentaries on: Teaching and Learning in Global Higher Education (HEA); Adult Basic Skills (SKOPE); Higher Skills Development (IER); Lifelong learning (NIACE); Pedagogy and professional development (GTCs); Assessment, pedagogy and learning (ARG). Each of these will be the focus of a small team of researchers and users, working with journalistic assistance where relevant. In most cases, these Commentaries will be developed and distributed with partner organizations as indicated.

International impact activities will focus upon:

- Development of international web provision and handover of the WERA site
- Symposia at AERA, San Diego, April 2009, 'Disciplined Enquiry: Education Research and Knowledge'

- Symposia and keynotes at CRPP, Singapore, June 2009, 'Redesigning Pedagogy'
- Conference for international educational research programmes, London, July, with OECD
- Symposia and exhibition at EERA, Vienna, September 2009, 'Theory and Evidence in European Educational Research'.

For data review, placement and archiving, there will be a significant tidy of all paper and electronic records to satisfy data protection requirements and prepare for archiving for any future historical uses. All relevant outputs to be pro-actively placed on public databases – EEP, ARRTS, BEI, Society Today, GTRB, etc.

Research Briefings:

Up to seven more expected, based on thematic group activity, to compile a set. Distribution of this set to UK HEIs for research training purposes.

Research Training Resources:

Finalization of tagging and transfer of TLRP and AERS resources to BERA. For work so far, see: <http://bera.caret.cam.ac.uk/blog/category/development/resources/> Also, integration with NCRM developments and significant promotional activity.

Meetings of Minds Fellowships

Consolidation within BERA provision

Website development

Consolidation and promotion of the new, TLRP-sponsored, web 2.0, website for BERA with full VRE tools for SIGs and distributed up-dating, etc.

SFRE

Progression with planning for the June meeting, Forum II

Strategic responses to RAE

Deliberations with Steering Committee and contributions to strategic discussions.

The ultimate future-oriented goals of TLRP remain to contribute both to a more capable, self-confident and respected body of researchers in this field, and to the improvement of knowledge about teaching and learning on which better educational policy and improved practices can be based.

Indicative forward plan for 2009

	TLRP Generic Phase
January	Reworking of SAGE series proposals;
	Planning for website redesign, Dspace completion and publications strategy.
February	14-19 Advisory Group;
	Detailed planning, preparation and implementation activities
March	Careers, learning and higher skills development symposium
	Capacity-building and research methods conference
April	TLRP Steering Committee meeting
	American Educational Research Association annual meeting
May	AP starts fellowship; MD assumes formal PI responsibility
	Teaching & Learning in Global HE dissemination seminar
June	Asia-Pacific International symposium: Singapore
July	Steering Committee Meeting
	TLRP presentation at HEA conference
	TLRP international knowledge-sharing event
August	Final planning, preparation and implementation activities
September	European Educational Research Association Conference
	HEFCE and other policy-makers' feedback impact event on Higher Skills Development
	Launch of TLRP Manifesto on Teaching and Learning, Westminster