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**PROGRAMME
DIRECTOR'S
ANNUAL REPORT FORM**

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PROGRAMME DIRECTOR'S ANNUAL REPORT 2004

Programme Name: Teaching and Learning Research Programme

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

Reporting period: from 1st January 2004 to 31 December 2004

Number of Projects funded under the Programme: 50 awards made to date

Total ESRC budget for Programme: £709,000

Co-funding amount: £28,534,000

**Total amount of Director's Award
including any supplements:** £29,243,000

1 Introduction

TLRP is an unusual element within ESRC's portfolio because of the scale and proportion of co-funding (see Section 10 of this report). In summary:

- The total programme budget is now almost £30m. It has grown during 2004 through the start of Extension projects in Wales and Northern Ireland, the award of a JISC ICT bid and recent commitment by HEFCE of a further £2m for research on widening participation in higher education.
- Of TLRP's committed budget, some 97% comes from government bodies and agencies *outwith* ESRC. The ESRC contribution is approximately 3% of the total budget, and this is presently expected to decrease as the new external funding is applied.
- ESRC charges a 5% fee for management services in respect of TLRP.
- During 2004, a major 'mid-term review' of TLRP was commissioned from the National Foundation for Educational Research (NFER).

Aims

The public representation of TLRP's aims continues to emphasise the positive contribution being made to research on teaching and learning.

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 Network.

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.

TLRP's work focuses on the outcomes of teacher/learner interaction in many settings, and is thus central to educational research. However, it does not by any means embrace the whole field. In particular, it does not draw significantly on the interface between education and cognitive psychology, neurobiology and other learning sciences. Nor does it fully address the broader concerns of sociology, economics, history, philosophy, political science, etc as they contribute to education.

Key performance indicators

TLRP's KPIs were developed and refined during 2004 to ensure that they would be authentic, practical, informative and measurable. Those selected 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 is presently expected to end in mid-2008. Major publications are expected throughout 2009. The Programme is presently funded to 31st December 2008.

The reporting period, 2004, is the 5th year in which TLRP's funded research activity has taken place. The start-end dates and numbers of investments in each of the eight major TLRP funding competitions presently anticipated 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) supports 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).
- Up to six further projects will be funded in England in the Widening Participation in Higher Education competition (2006-08).
- Five Thematic Groups ran from 2002-4.
- Six Thematic Seminar Series will run from 2005-06.
- Two Career Development Associates (CDA) (2000-03) and five research training fellowships (RTF) (2001-08) have also been funded.

The total number of awards made to the end of 2004 was 50, and the number of discretely managed TLRP research activities was 66.

TLRP was staffed at the end of 2004 by a distributed Directors' Team of six (3.7 fte) and by a Programme Office of three (2.5 fte). The number of researchers engaged in the Programme to the end of 2004 was approximately 400.

Progress has continued in relation to TLRP's dissemination and impact strategies. This included, from January 2005, the relocation of Programme coordination to London to improve access to English policy makers and user organisations. Attempts have been made to contain all empirical work within 2007, but some is scheduled to continue into 2008. Many major publications will appear in 2009 and beyond. To derive the full benefit of the Programme, proposals are being prepared to extend some synoptic, dissemination and impact provision beyond the presently planned end-date of 31st December 2008.

2 Overview of Year

TLRP's development is driven by five key elements of strategic commitment and activity, and these provide a convenient structure for initial parts of this overview. The five elements are:

- User engagement
- Knowledge generation by project teams
- Knowledge synthesis through thematic activities
- Knowledge transformation with researcher/user partnerships
- Outputs for impact

During 2004, because of the duration, scale and complexity of TLRP, these elements were managed simultaneously - for instance, with some projects being commissioned just as others completed. However, as the Programme matures, there is also a progressive change in the balance of activity, with more emphasis being placed on knowledge synthesis, transformation and impact. Explicit strategies to underpin post-Programme *sustainability* were also introduced in relation to capacity building, the use of ICT to support research development in the field and the deepening of partnerships with key cognate bodies.

User engagement:

This strategic commitment was sustained during the year. From February 2004 when the Director met with Charles Clarke, then Secretary of State for Education, and the work of the Programme was endorsed, excellent support from and engagement with senior DfES officials has followed, culminating in the production of a TLRP commentary on 'Personalised Learning'. TLRP completed its sequence of UK 'Showcase' events with a session in Cardiff at which Jane Davidson, AM, Minister for Education and Lifelong Learning spoke, and in Belfast, where TLRP contributed to a major conference on the future of school education in Northern Ireland. The Directors' Team continued their user liaison activities and projects worked closely with their Advisory Groups representing research sites and high-leverage national bodies. Further details are provided later in this report.

Knowledge generation by project teams (by funding initiative):

Phase I networks: During 2004, Research Briefings were published and policy-orientated events took place following the conclusion of Phase I funding in 2003. Each network worked on the manuscript of a holistic book to be published in TLRP's *Improving Learning* series. Despite being beyond their funding period, colleagues from Phase I projects continued to contribute to the Programme and to participate in events. *Phase II projects:* The nine research teams were heavily involved in analysis and writing up during the year. Four projects ended, with five negotiating extensions. The use of 'Output Summit Meetings' to coordinate a range of dissemination outputs and plans was a particular success. Participation in Programme events has been excellent. *Scottish Extensions:* Four small projects continued their work during 2004 and have been making good progress. Constructive interaction continued with linked projects. *Phase III projects:* As indicated in their progress reports, the twelve projects in this phase established effective working patterns during the year. Valuable contributions were made to the 2004 TLRP conference in Cardiff. *Welsh and Northern Irish Extensions:* Four Welsh and three Northern Irish projects were selected following open competition, and representatives of the successful teams attended TLRP's annual conference in November 2004. The projects started in early 2005. *Associated projects:* Four projects were endorsed under the Programme's scheme, thus enhancing TLRP's portfolio without bearing the responsibility of core funding. These projects address: early years and primary provision; identity and learning through schooling, skills strategies of multi-national corporations and the development of virtual research environments. Associated projects on school teacher professionalism and on learning by the elderly are anticipated.

Knowledge synthesis through thematic activities:

The Programme's strategy for thematic development was a major focus of work throughout the year, and is a growing focus for the activity of the Directors' Team. The portfolio of initiatives to add value through cross-Programme analysis includes: 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 could be organised and integrated was discussed, endorsed and operationalised through the Directors' Forum, the

Steering Committee, the Annual Conference, a meta-tagging system in an electronic repository for outputs and within the Programme's database. Five Thematic Groups concluded their work during 2004, and arrangements were made for publication of outputs in special issues of journals. Six Thematic Seminar Series were commissioned to start work in January 2005. The TLRP Annual Conference held in November 2004 was evaluated highly for stimulating thematic exchanges across the Programme. A review of outstanding thematic issues is underway, including especially work on diversity and difference, and will lead to initiatives by members of the Directors' Team where appropriate or to proposed consultancies if additional expertise is required. Cross-Programme analysis of specific thematic issues is scheduled for completion in 2007/8, with 2008/9 being devoted to meta-analysis of generic concerns.

Knowledge transformation with researcher/user partnerships:

TLRP seeks to transform and disseminate research knowledge in partnership with a small number of high-leverage user organisations in each educational sector and in each part of the UK. Key users, such as the General Teaching Council (England), the National College for School Leadership, the Learning and Skills Development Agency, the National Institute for Adult Continuing Education and Department for Education and Skills, have been extremely helpful in the dissemination of results through their communication systems. For example, agreement was reached with GTC(E) to feature TLRP projects on their popular 'Research of the Month' website, NCSL distributed a booklet on learning to all schools in England which drew extensively on TLRP, LSDA issued a TLRP 'Review of Research in Practice' in their Building Effective Research Series and the DfES circulated widely the TLRP Commentary on 'Personalised Learning'. Excellent working relationships have also developed during 2004 with the Higher Education Academy and will continue with the development of the Hefce-funded work on widening participation in higher education. TLRP also works directly with governments in each part of the UK to maximise the use of its research. TLRP is represented by the Director on significant national bodies for the coordination of education research - in Wales (Education and Training Research Liaison Committee of the National Assembly for Wales); England (National Education Research Forum and the DfES Schools Research Advisory Group); Scotland (Management Committee of the Applied Educational Research Scheme). The Programme developed further its links with government officers in Northern Ireland. TLRP's other operational partnerships for knowledge transformation and dissemination also deepened during the year. Formal partnerships exist with the British Education Index (BEI) for electronic knowledge management, the Cambridge Centre for Applied Research in Education Technology (CARET) for an advanced ICT infrastructure, and RoutledgeFalmer and Taylor & Francis for book and journal publications. A strategy to produce a set of sectoral reviews, developed in partnership with others, was further developed during 2004. An excellent start was made in 2004 by TLRP contributors to the Nuffield Foundation's 14-19 Review.

Outputs for impact:

During 2004, the Programme's ninth 'Research Briefing' was produced offering concise summaries of project findings and providing for targeted distribution. The first 'TLRP Commentary' was published following the formation of a 'Policy Task Group', to respond quickly to the contemporary issue of 'Personalised Learning'. The first 'TLRP Video-asset' was demonstrated at the Annual Conference. TLRP established an accessible knowledge management system that included the D-Space electronic repository and a meta-tagging system negotiated across the Programme. This was used for deposition of all 2004 project publications as part of the annual reporting procedure, and ensures that all outputs will be available via the internet and major databases. TLRP contributed actively to discussions and development work on the establishment of a National Education Evidence Portal (NEEP). The first three books in TLRP's 'Improving Learning' series are due out in 2005. The use of 'special issues' of journal has been growing as a means for TLRP projects and thematic groups to communicate findings, with seven published or in production during 2004.

Capacity building:

All TLRP projects, many with particular strengths in capacity building through user engagement, continued with the activities which are integral to their research designs. RCBN offered high quality activities during 2004 and its award was extended. Professor Steve Baron was appointed to the Directors' Team to lead a new strategy for provision in association with learned societies, designed to enhance sustainability. To facilitate this further, the TLRP Director stood for, and was elected, to the Council of the British Educational Research Association. The work of the

Programme's Research Training Fellows was reviewed during the year and found to be very sound, despite a number of unanticipated structural challenges.

Leadership and administration:

Professor Robert Burgess, Vice-Chancellor of the University of Leicester, took the Chair of the TLRP Steering Committee and began to focus its work on key policy issues. A transitional phase in Steering Committee membership was completed. One member of the Directors' Team resigned (Dr Kathryn Ecclestone) and was succeeded by Professor Miriam David (Keele). Professor Steven Baron (Strathclyde) joined the Directors' Team to lead future capacity building provision. The Director (Andrew Pollard) and Deputy Director (Mary James) accepted posts at the Institute of Education, University of London, with effect from 1st January 2005 – thus moving TLRP from Cambridge to a London location. A new office team was appointed, thus providing expertise in production control and marketing/promotion as well as providing for routine administration. ICT development work was retained in Cambridge. ESRC's administrative servicing of TLRP improved, though some issues remained concerning the time taken to issue awards.

Research challenges:

Discussion on the identification and measurement of research outcomes (or appropriate indicators of outcomes) continued within the Programme during 2004. The complexities are increasingly recognised by others, and DfES invited a TLRP team to facilitate a seminar/workshop on this topic, to be chaired by David Hopkins, Chief Advisor to the Secretary of State on School Standard. The significance of 'warrants', or the provision of transparent information to enable users to evaluate the quality of research findings, was accepted in principle across the Programme during the year, whilst debate continued concerning appropriate ways of providing such information. The scale and complexity of some TLRP projects posed some management challenges. In all cases, project teams were successfully supported in resolving such difficulties.

TLRP made a number of contributions during 2004 to the framing of the 2008 Research Assessment Exercise, in particular concerning the assessment of 'applied and practice-based research'. Given the Programme's commitment to combining high quality social science with high levels of relevance and application, the criteria used to assess research outputs in education are of considerable importance to the success of the Programme as a whole.

Research Highlight 1

Early Career Learning at Work – The LiNEA Project

Michael Eraut, Stephen Steadman, Carolyn Miller and Fred Maillardet

This is an excellent project, which has been influencing people from a wide range of work contexts. The use of theory and evidence, and its constructive application, is gaining attention. Users claim that their understanding of workplace learning is enhanced and recognise many practical ways of facilitating learning in their own workplaces, which are currently neglected.

Research Highlight 2

Enhancing Teaching-Learning Environments in Undergraduate Courses

Dai Hounsell, Noel Entwistle, Charles Anderson, Adrian Bromage, Kate Day, Ray Land, Velda McCune, Erik Meyer, Jennifer Nisbet, Nicola Reimann

In an age of mass higher education, contemporary undergraduate courses represent complex and dynamic teaching-learning environments. The effectiveness of these environments can be seen as dependent on the extent to which various key elements within them are congruent with high-quality learning goals, with students' backgrounds and aspirations, and with subject requirements.

Communication highlight

'Personalised Learning: a TLRP Commentary'

Andrew Pollard and Mary James (introduction and conclusion), with individual sections by Mary James, Peter Blatchford, Jean Rudduck, Martin Hughes and Ros Sutherland.

TLRP published the first in a planned series of *TLRP Commentaries* designed to make research-informed contributions to contemporary discussion of issues, initiatives or events in UK education. Supported by rapidly convened 'Policy Task Groups', they are part of a 'quick response' strategy, enabling research expertise to be applied quickly.

3 Capacity building and research environment

Capacity building is an intrinsic part of TLRP's work. In all phases of TLRP funding, it has been a criterion for project selection, and this work is supported, monitored and reported on each year. Particular attention is paid to skill and career development of contract research staff.

With support from the Department for Education and Skills, TLRP has funded five Research Training Fellowships. These enable senior practitioners to study part-time for PhD's in association with TLRP projects.

Additionally, TLRP has provided cross-Programme training services in the research methods which are particularly appropriate in the study of teaching and learning. This has been managed through the Programme's Research Capacity Building Network (RCBN) and extended to the wider research community in education.

The principal focus of RCBN's work through 2004 was on the implementation of a practical programme of research-capacity building activities, reflecting the priorities established during an initial skill survey and consultation. This programme comprised the following elements:

- Workshops, seminars and conferences aimed at enhancing participants' knowledge and competences with respect to the methods necessary to conduct empirical research on teaching and learning.
- The journal, *Research Capacity Building*, aimed at disseminating information and analysis about research methods and related issues.
- A website (www.cardiff.ac.uk/socsi/capacity) aimed at providing a resource for TLRP researchers and others, through direct provision of information (about forthcoming events, references on methods and so forth), as well as through links to other providers (training providers, publishers, the ESRC Research Methods Programme, etc.).
- The provision of training and other support to individuals and projects at their request to our 'hotline'. Two awards were made under a scheme of small grants for capacity building.

RCBN activities focused on the following areas:

- Research design issues
- The use of large-scale data-sets
- The uses of quantitative analysis in teaching and learning research
- The uses of qualitative analysis in teaching and learning research
- Combining quantitative and qualitative methods
- Researching the impacts of interventions.

Following an earlier consultation, the Programme moved during 2004 to implement a new strategy for capacity building provision during 2005-8. This is based on an explicit attempt to embed processes for the development of research expertise within the social practices of educational researchers and is intended to complement ESRC's provision through the Research Methods Centre and Research Methods Programme. Additionally, there are close working relationships with the Applied Research in Education Scheme in Scotland and with relevant UK learned societies, such as the British Educational Research Association.

The research environment within TLRP is becoming increasingly positive concerning the development of capacity and expertise. From initial reluctance, there are now signs of engagement and of increasing sophistication in the forms of provision being made. In short, the objective is to work *with* the academic community and to support the development of new forms of commitment and provision for professional self-improvement.

4 Internal communication

During 2004, the TLRP Steering Committee met for four 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. The Steering Committee continued the transformation begun in 2003, so that an almost complete mid-Programme renewal of membership has now been achieved. 'Retired' members of the Steering Committee continue to liaise with specific projects as 'critical friends'. New members have been allocated to projects and projects have been encouraged to involve such 'critical friends' through their Advisory Groups. All TLRP projects are required to convene Advisory Groups with significant user representation.

The Directors' Team has continued work very effectively together and the mix of skills and expertise has been a great source of strength. There have been a number of changes to the team, however, and yet good transitional arrangements have meant that there has been continuity with respect to specific projects. Twice termly meetings, group email lists, electronic discussion facilities and an intranet have continued to be used, as has the Action Planning and Reporting template devised to facilitate coordination and accountability. New ICT developments, and enhanced facilities available in London, will enhance communication further.

To enhance information exchange and inter-project working, TLRP's 'Compendium' (containing the major elements of each project's 2003 annual report) was distributed across the Programme for the second time. 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. Website facilities were strengthened considerably with ESRC and JISC support.

A pattern of holding a major cross-Programme event each term has been established – capacity building; directors' policy discussions; annual conference. In spring 2004, a major Capacity Building Conference took place in Cardiff, and discussion on training in techniques and embedding research practices informed TLRP's subsequent capacity building strategy. In the summer term a 'Directors' Forum' was held in London. The purpose was to discuss key strategic issues with senior colleagues in this very large Programme, and thus enhance engagement. In this case, the major debates were on strategies for thematic development and meta-tagging of outputs – issues which were subsequently followed through in the annual conference.

The highlight internal event of the year was the TLRP annual conference. This took place on November 21st-23rd at Cardiff. By popular demand, this again brought together representatives from all TLRP funding initiatives and selected, key user organisations. There were presentations with pre-circulated papers from every investment and a number of more flexible round-tables. The Programme's new knowledge management system of meta-tagging was developed through specific contributions at each session and some of the initial work on new thematic groups, such as diversity and difference discussed. Keynotes included those from Yrjo Engestrom (Finland), Anna Sfard (Israel) and Frank Coffield (Learning Society Programme). Feedback on this event was extremely positive with a strong sense of social and intellectual cohesion evident. Several suggestions for increasing the added value of the Programme were made with Projects wanting to take ownership of joint Programme activities.

Work on publications, outputs and media strategies continued during the year, with promotion of the Outputs Portfolio as a guide to projects on a 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. Two rounds of media training for project spokespersons were provided by the Programme's Media Fellow.

5 External communication

Work continued during 2004 to deepen the relationship of TLRP with the education policy-making communities of the four UK governments. Links were maintained with relevant government departments in England, Wales, Scotland and Northern Ireland. In England, a very constructive meeting took place with the Secretary of State for Education and Skills. Excellent working relationships were established with various sections of the Department for Education and Skills and with key staff in the National Education Research Forum. At the end of 2004, the Director was invited to serve on the National Education Research Forum and on the DfES Schools Research Advisory Group. In Wales, the TLRP Director continued to contribute to the development of the research strategy of the Department for Training and Education as a member of the Liaison Group for Research in Education and Training. In Scotland, the Director serves on the Management Committee of the Applied Educational Research Scheme, thus enabling contact with representatives of many significant agencies. Such contacts are deepened by the cross-over role of TLRP's Associate Director for Capacity Building with the AERS and his extensive contacts in Scotland. He also serves on the Management Committee of the National Centre for Research Methods. In Northern Ireland, close contacts have been maintained with specialist officials in the Executive through a number of visits. In all such discussions with government agencies, TLRP has continued to position itself in terms of ESRC's commitments to 'Quality, Relevance and Independence'.

Beyond central government departments, TLRP aims to work as closely as possible with relevant user organisations and to promote projects and their findings through multiple forms of output. For example, Alan Brown was involved in giving specialist advice to the assessment sub-committee group for the (Tomlinson) 14 – 19 Review.

Links with many research users have been developed since the inception of TLRP and progress during 2003 is described in Section 9 of this report. TLRP works across every educational sector and over 4000 user organisations (excluding schools) are now registered on the TLRP database. 'Key user organisations' have been identified in each sector, with selection based on a judgement of significance and potential leverage for impact. Working relationships with contacts in these organisations are developed by members of the TLRP Directors' Team. The benefits of these relationships have been sustained during 2004 with new forms of cooperation emerging.

The Programme's infra-structure for managing external communication to 2008/9 was maintained during the year. This includes partnership arrangements with: Taylor & Francis for journal outputs and RoutledgeFalmer for several forms of book and e-book publications; the British Education Index for promoting TLRP occasional publications; and Fieldfare Press, Cambridge, for TLRP's print requirements.

Established TLRP strategies for developing user engagement have been affirmed. All projects are encouraged to work closely with users in their research sites to enhance validity and relevance, and to develop links with appropriate bodies with high impact leverage. In many cases, this is formalised through Advisory Groups. Projects are requested to submit names of their user contacts to the Programme office for entry into the database so that information can be appropriately targeted.

Users are also represented in all thematic activities. The Programme's partnership with Routledge now includes provision for three forms of publication, including a series of 'gateway books' in the *Improving Learning Series* explicitly targeted at users. Research briefings and A5 and A4 books and pamphlets will also be aimed at user audiences.

A Media Fellow, Martin Ince, was appointed with ESRC support and took up his post fully on January 1st 2004.

Approximate expenditure on Programme-wide external communication activities (excluding all Directors' Team liaison with user organisations) was:

- Design: £16k
- Showcase events: £16k
- Research Briefings: £10k

- Newsletters: £17k
- Commentaries: £8k
- Posters: £2k
- Exhibition equipment and materials: £3k
- Website development: £30k
- Spring capacity building conference: £8k
- Summer Directors' Forum: £3k
- Autumn Annual conference: £63k

Significant Programme communications included:

- *The Learning Texts* and *The Teaching Texts*, National College for School Leadership
- *Science Education: 'Research of the Month'*, General Teaching Council for England
- *Research in Practice: Building Effective Research: 5*, Learning and Skills Research Centre
- *Personalised Learning: a TLRP Commentary*, October 2004
- Special issue of *International Journal of Training and Development*, Vol. 8, No. 1, March 2004
- TLRP Newsletter, *Research for Learning*, May 2004
- Special issue of *Adults Learning*, NAIEC, No. 1, November 2004
- Special issue of *FE Focus*, Times Education Supplement, May 14th, 2004

The two of the most significant engagement initiatives of 2004 were the 'TLRP Showcases' in Wales and Northern Ireland. These events were based on invitations to significant users to attend a short presentation on the Programme, followed by a buffet, poster-display on all projects and opportunities for discussion with project teams.

- A TLRP Showcase took place in Cardiff in February 2004. The Minister, Jane Davidson, AM, announced the new research competition for 'Welsh Extensions'.
- In Northern Ireland, with the support of the Department of Education and Department of Employment and Learning, a TLRP Showcase was embedded within a major conference reviewing school education. It took place in May 2004.

Project-level meetings with potential research users in the private and public sectors are so numerous in this very large programme that it is not possible to represent them in this summary report. Full details are provided in the reports of each project.

6 Scientific Representation

International scientific representation

TLRP had played a leading role in an ERA-NET bid to seek funding for collaboration between national educational research programmes. Although these efforts were unsuccessful in achieving funding support and a great deal was achieved in terms of substantive collaboration. TLRP collaboration with the national programmes of Norway, Finland and Netherlands has been particularly strong with a range of joint activities undertaken, with links also to Swedish and French programmes. A key role for TLRP, providing the ICT infrastructure, has been proposed for a new European consortium, led from Italy.

Members of 9 TLRP projects have presented at 22 international in forums such as AERA, ECER, and in countries such as Australia, Finland, Denmark, Greece, Netherlands and Germany and the USA. Information on these activities is available in project reports.

Professors Eva Baker (UCLA) and Harry O'Neil (USC) continue to be involved in contributions to the Programme's work on learning outcomes.

Alan Brown coordinates TLRP's work in Europe and has reached agreement with EARLI and EERA to collaborate in using research on work-related learning as an exemplar of co-operation between European organisations and national research programmes.

Pacific Rim and Australasia: The Directors' Team continue to receive visitors and requests from Hong Kong, Singapore, New Zealand and Australia with specific enquiries about the Programme.

7 Key Performance Indicators

The matrix below relates KPI for projects and the programme as a whole to TLRP's main goals. Where ratings are given, ESRC's standard project evaluation scale was used: outstanding, good, problematic, unacceptable.

These data are based on 19 project reports – some Phase II but mostly Phase III and Scottish Extensions. During 2004, Phase I networks had concluded, as did several Phase II projects. Thematic Seminar Series, Welsh and Northern Irish Extensions had not begun.

Overall TLRP goals

Project KPIs

Programme KPIs

Contributions to knowledge

KP1 Number of project articles in refereed journals

25 articles from the 19 projects reporting. 15 articles came from two projects which have almost completed. Nine other projects, starting within the year, had no outputs in refereed journals. This raises an interesting question on at what stage to collect KPI data.

KP2 Proportion of completed projects evaluated as 'good' or 'outstanding'

100%. Five projects have been formally evaluated so far, three as 'outstanding' and two as 'good'.

Development of research capacity and expertise

KP5 Proportion of current researchers reporting a broadening of knowledge, skill and understanding

94%. This seems a healthy figure, with many recognising the role of the Programme. Some more experienced researchers felt they were using existing expertise.

KP6 Numbers of researchers leaving TLRP work obtaining other research posts in HE and elsewhere.

9 appointments made. This figure is from the 19 reports for 2004 from projects in process. It does not represent the career progression from projects which have completed.

User engagement, communication and impact

KP8 Number of *Research Briefings* published

9 Research Briefings have been published.

KP9 'Significant' UK initiatives, events or outputs from projects

189 significant UK initiatives, events or outputs were reported by projects, with 22 of a significant international character.

KP3 Proportion of projects rating Programme Team contributions as 'good' or 'outstanding'

100%. Some of the returns mixed ratings. Over half gave 'good/outstanding' or simply 'outstanding'. The remainder were 'good'.

KP4 Thematic initiatives facilitated

14 thematic initiatives were facilitated. These comprise six Thematic Groups and two Policy task groups at work. Six Thematic Seminar Series were also funded during the year.

KP7 Proportion of current researchers who use capacity building events rating them as 'good' or 'outstanding'

100%. The returns were extremely consistent in rating capacity building activities as 'good' during 2004. Given the unease which was recorded in some previous years, this is a commendable endorsement of RCBN's recent work.

KP10 Number of *TLRP Commentaries* published

1 TLRP Commentary, on Personalised Learning, was published during 2004.

8 Forward Look

During 2005, TLRP will continue to recognise diverse forms of research expertise, engage constructively with users of educational research and work to maximise the impact of the research generated by TLRP's projects. Increasingly, effort will also be devoted to cross-Programme thematic analysis.

An organisational and procedural infrastructure now exists which is capable of supporting specialist research developments in the various sectors in which we operate, and of achieving serious significant impact. The relocation to London brings significant advantages which we will capitalise on, given a new office team and substantial time will be spent on staff training, the introduction of new software systems during 2005 in respect of the Programme's data-base and project management. Provision will also be made for permanent exhibition and presentation space in association with these new TLRP offices. Subject to completions of project outputs, a specific campaign to disseminate the results of school sector projects is planned for the 2005/06 academic year.

Close relationships will be maintained with key users in every sector in which TLRP's research is taking place. Following the 2005 election, we will re-engage with key politicians holding education portfolios across the political spectrum and will maintain excellent working relationships with colleagues in six government departments with responsibility for education and training across the UK. We will continue to build confidence in TLRP and will use any resulting influence to promote a constructive approach to change and development in the field of education. We intend to promote recognition of the value, in principle, of diversity in research approaches in education, combined with recognition of the present imbalance in capacity for different forms of expertise. We will continue to argue that all forms of research should satisfy appropriate criteria of quality and will lead efforts to establish warrants and greater agreement on these. We aspire to a more sophisticated appreciation of strengths and weaknesses within educational research and will promote such ideas in all settings open to us, including the National Education Research Forum.

Internationally, ERA-NET applications to the EC with European partners during 2004 were unsuccessful. Many of the national programmes involved though have continued to collaborate. Rather than seeking further funding, TLRP will put increasing emphasis upon developing its international work bilaterally in future. There are still a number of multi-lateral strands being pursued, however. First, TLRP is investigating the development of an ICT-based knowledge-sharing system to link national programmes. Second, European organisations (EARLI and EERA) have agreed to support TLRP in seeking to develop a network on researching work-related learning. Third, recent links with OECD CERI promise many new opportunities.

We will focus increasingly on sustainability issues, manifested particularly through the progressive implementation of our new capacity building strategy, working directly with the learned societies and associations to embed such activity within social practices. We will also prepare proposals to develop TLRP's IT systems in partnership with BERA so that, when the Programme ceases, much of TLRP's communication infrastructure will be taken forward by the major UK education research association. We will investigate further the potential for sustainability of TLRP activities within the structures of the Institute of Education, University of London.

TLRP continues to 'look forward' on the basis of what it can do with the intention of being respectful and constructive, but also realistic, open-minded and practical. Where we can do something useful, we will and we aim wherever possible to form alliances with other, more sustainable bodies. The ultimate future-oriented goal of TLRP is 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 2005

January Scottish Executive Education Department Conference

February Open relocated Programme Office at Institute of Education,
University of London

	Capacity Building Conference, Cardiff
March	Steering Committee meeting Call for applications on Widening Participation in Higher Education
April	American Educational Research Association Conference
May	Directors' Forum, London DfES Learning Outcomes seminar
June	Social Science Week Publication of TLRP Commentary on 14-19 Education UK-Finland International Seminar TLRP-sponsored CRLL Conference on Lifelong Learning
July	Steering Committee Meeting
September	British Educational Research Association Conference European Educational Research Association Conference
October	Steering Committee Meeting on commissioning WP in HE projects Educational Review Lecture Royal Society of Arts Lecture
November	Annual Conference, Warwick Steering Committee Meeting
December	Department for Education and Science Research Conference Society for Research in Higher Education annual Conference Researching Work-related Learning Conference