

Impact and Outputs Strategy

TLRP aims to maximise impact by collaborating closely with potential users of the Programme's research. An aspiration to be 'interactive, iterative, constructive, distributed and transformative' is set out in the Communication and Impact Plan, produced in the early years of the Programme.

Communication and Impact Objectives:

TLRP's objectives for effective communication and maximum Programme impact on policy and practice are to:

- support the Programme's primary objective of enhancing outcomes for learners at all ages and stages in education, training and life-long learning;
- engage with teachers, trainers and learners to ensure our research reflects their needs and is transformed and communicated effectively in discussion with them, so as to maximise its relevance, usefulness and impact;
- form effective partnerships with organisations, groups and individuals who can contribute to and benefit from the Programme's work;
- promote the Programme's contribution to the development of policy in the field of teaching and learning.

What is "Impact" for the Programme?

For TLRP, impact 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 from formulating research questions through to evaluating research influence on individual practice, not just "what we do with the results". We further recognise that impact comes not just from "successful" research: lessons from unexpected outcomes of activities may be just as valuable.

Strategy for Impact

The main components of our strategy are:

- working with networks of practitioners, learners and others to deliver, transform and communicate research evidence and other assets (reviews, methodologies, perspectives, etc.) to the widest possible number of their peers, and to convince practitioners to apply its recommendations to their practice;
- engaging with a wide range of user organisations and other stakeholders to embed the aims, approaches and findings of the Programme in the cultural context of

both research and practitioner communities;

- contributing to (and where appropriate organising and leading) strategic debates about teaching and learning, to influence policy and practice;
- working with key organisations in the field to raise the profile of evidence-informed teaching and learning as a significant and effective route to lasting improvements in attainment of learners;
- communicating conceptual, methodological and practical approaches at both Programme and project level to research, practitioner and relevant policy communities;
- supporting training and other capacity-building activity which improves the ability of the teaching and learning community to undertake relevant research and transform it appropriately for a range of audiences.
- facilitating the learning and co-operation opportunities generated by discussion between projects within the Programme, to develop both conceptual and practical advances in transforming research into impact.

For more information: contact TLRP's Director Professor Andrew Pollard, a.pollard@ioe.ac.uk, or visit www.tlrp.org

An Overall Strategy - Targeting and Collaboration

Every TLRP project, network or other activity has unique features. A differentiated publication/output strategy is thus likely to be most effective in maximising impact. We also want to fully benefit from the energy, enthusiasm and specialist expertise of researcher/user teams. All TLRP teams are therefore encouraged to publish and produce outputs in whatever ways they collectively feel are most appropriate for their key findings, circumstances and audiences

Additionally however, there are significant benefits from the presentation of degree of overall Programme coherence. Among these benefits are the establishment of a quality expectation and brand recognition. Increased effectiveness and economies of cost and effort are also possible through a degree of collective organisation for impact.

TLRP expects the following to be normally included in each project's portfolio of outputs

'Gateway web pages'

- This is a simple project description provided on the TLRP website and is a key requirement for all networks, projects, research fellows, etc. The Programme's standard template is used. More complex and individually designed 'developed' websites can be accessed through this summarising page.

Appropriate user representation on Advisory Groups

- All projects are expected to have appropriate Advisory Groups, with significant user representation. This should normally include some colleagues from research sites (providing grounding) and some from national bodies (offering potential impact leverage).

Media training of a nominated spokesperson

- As projects move towards their conclusion, TLRP will arrange for a spokesperson from each project to receive ESRC media training at no cost to the project. This should ensure that there is somebody who is equipped to take on a higher profile in explaining the key findings of the project, if called upon to do so, and the training should help in developing the project's impact strategy

Project website

- This is specialised website which all projects are expected to establish and maintain during the period of their funding and, as appropriate, thereafter.

Use of the British Education Index

- This database provides access to a very wide range of 'grey' research literature. It includes Educationline and depositions from many major UK conferences, including BERA. All material is professional indexed and will be maintained indefinitely. TLRP has a partnership agreement with BEI and links can be provided with project websites

Identifying 'key findings'

- These are intended to be the most significant intellectual outcome of each research activity, and the organisational lynch-pin of impact activities. Clarity about key findings is crucial to the production of Briefings, Improving learning series books and pro-active press strategies.

Pro-active press strategies

- When significant key findings have been identified, a pro-active press strategy is developed, including the use of press releases and briefing of key journalists.

'Briefings' for policy makers and others

- These are simple four-page summaries of outcomes directed at policy-makers, journalists and other interested users and intended as a effective means for achieving rapid and highly targeted impact.

Improving learning series books through Routledge

- A Programme series, directed at 'intelligent, interested, user audiences' has been established to provide accessible overviews of projects and to show the relevance of key findings. The series title is 'Improving Learning'.

Journal papers

- These are the traditional range of peer-refereed outputs.

Participation in targeted academic conferences

- Presentations at academic conferences are well established for most individual networks and projects. Coordinated, targeted TLRP presentations are being developed for BERA, AERA, EERA, EARLI, etc and other major events up to 2008/9.