

## EXPLANATIONS TO DIFFERENT CATEGORIES ON MAPS

“Pri only” – primary initiatives or programmes covering key stages (KSs) 1 and 2

“Sec only” – secondary initiatives or programmes taking place at secondary level and covering KSs 3 and 4 and up to ‘A’ level

“FE only” – initiatives taking place at post-16 level including ‘A’ level and up to degree level

“HE only” – initiatives taking place at university level including undergraduate, graduate and postgraduate

“Adults only” – initiatives for adults.

"Adults+" - Initiatives or programmes taking place in the Adults sector plus the other sectors of education at the same time.

"Pri+" - Initiatives or programmes taking place in the primary sector plus the other sectors of education at the same time.

"Sec+" - Initiatives or programmes taking place in the Secondary sector plus the other sectors of education at the same time.

"FE+" - Initiatives or programmes taking place in the FE/Post 16 sector plus the other sectors of education at the same time.

“HE+” - Initiatives or programmes taking place in HE sector plus the other sectors of education at the same time

"Adults++" - Initiatives or programmes taking place solely within the Adult sector, plus adults initiatives involving the other sectors of education as in "Adults+" above.

“E+” represents initiatives or programmes evaluated and appear to be working or producing positive results

“E” means some sort of "evaluation" ongoing including end of year reviews to check whether programme is worth pursuing further

“NE” means not evaluated for any reason

“NEA” - no evaluation anticipated

**MAPPING - TEACHING AND LEARNING INITIATIVES IN SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS – (OTHER GOVERNMENT DEPARTMENTS/PARTNERS)**

<b>NAME OF INITIATIVE</b>	<b>TYPE OF INITIATIVE</b>	<b>SUMMARY (What's it about)</b>	<b>FUNDING (Amount, over what period, to whom)</b>	<b>IMPACT OF INITIATIVE (summary of any evaluation, hard data e.g. targets, nos. of students benefited, no. of places created etc)</b>	<b>CONTACT DETAILS</b>
Primary Maths Challenges <b>[PRIMARY]</b>	<b>MATHS</b> <b>NE</b>	Variety of projects and challenges engaging primary school pupils in employer-led maths events	Funding to EBPs from LSC, CITB, community funds, BiTC, company sponsorship Total £11,000	3,200 pupils	NEBPN members Lyn Hargood, 01635 279112, lynh@wbebp.co.uk
Primary Technology Challenges <b>[PRIMARY]</b>	<b>TECH</b> <b>NE</b>	Variety of projects and challenges engaging primary school pupils in employer-led technology events	Funding to EBPs from LSC, CITB, company sponsorship, SRB, Children's Fund Total £30,500	4,380 pupils	NEBPN members
Primary Science Challenges	<b>SCI</b> <b>NE</b>	Variety of projects and challenges	Funding to EBPs from LSC, SRB, company sponsorship, Children's	7,150 pupils	NEBPN members

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<b>[PRIMARY]</b>		engaging primary school pupils in employer-led science events	Fund, Royal Society of Chemistry, RDAs, NOF Total £59,200		
Primary Engineering Challenges <b>[PRIMARY]</b>	<b>ENG NE</b>	Variety of projects and challenges engaging primary school pupils in employer-led engineering events	Funding to EBPs from LSC, CITB Total £10,300	950 pupils	NEBPN members
Nuffield Primary D&T <b>[PRIMARY]</b>	<b>TECH NE</b>	A project which has produced 24 units of work for design & technology to cover Years 1-6, available at minimal cost via DATA, and a supporting	Funded by the Nuffield Foundation from 1995 – 2003	First print run of packs sold out in one year, currently on second reprint. Website averages 10,000 visitors per month and 7000 units are downloaded per month	David Barlex and Nina Towndrow at Nuffield Design & Technology, 28 Bedford Square, London, WC1B 3JS; 020 7436 4412; <a href="mailto:ntowndrow@nuffieldfoundation.org">ntowndrow@nuffieldfoundation.org</a> <a href="http://www.primarydandt.org">www.primarydandt.org</a>

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		<p>website with Tutorials and a Showcase of children's work and downloadable resources</p> <p><b>Resources Available:</b> Pack containing a sample unit, a CD ROM with all 24 units in B&amp;W and full colour and a Teachers Guide launched summer 2001</p>			
EDiSET Website (Educational Development in Science, Engineering and Technology)	<b>STEM</b>  <b>E</b>	Portal for 7-16 yr olds and their influencers (i.e. teachers, parents, careers)	Funding to ETB from DTI – exact amount to be spent not yet known.	Measured by website hits, and broken down by section. Linked into SETNET aims to expand the possibility of each Key Stage	Catherine Mortimer – ETB – Education and Professional Development (EPD). Reporting to Dr Sa'ad Medhat

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<b>[PRIMARY &amp; SECONDARY]</b>		advisors). An aggregator of STEM information initially focussing on careers advice and guidance, case studies, teaching and homework help, database of STEM activities and events.		experiencing a STEM activity and following up with careers information.	0207 557 6413 cmortimer@etechb.co.uk
Developing Designing Thinking in the Foundation Stage <b>[PRIMARY &amp; SECONDARY]</b>	<b>TEA (TECH &amp; ENG) NE</b>	The exemplification of teaching and learning processes and materials that could improve innovative approaches to delivery of D&T related contexts	£170,000 from DfES D&T Strategy Group	Materials developed and being distributed through a nation wide INSET programme	Professor Clare Benson, University of Central England (0121 331 6100) or QCA D&T Team Ian Williams

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		in the foundation stage			
RPM338: Maths Year 2000: teachers' guide for OU/BBC programmes  [PRIMARY & SECONDARY]	<b>TEA (MATHS)</b>  <b>NE</b>	Teachers Guides to accompany television programmes covering 1) critical path analysis, 2) 'natural' variation in the likelihood of events, independence in probability, 3) constraints and optimisation in design, 4) describing form with algebra and geometry, 5) the mathematics of	Core funded	Teachers Guide for OU / BBC TV programmes. Numbers Day / associated activities to disseminate information	Liz Lawson

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		digital codes, 6) modelling vibration.			
STEM Delivery and SETNET (The Science, Engineering, Technology and Maths Network) <b>[PRIMARY &amp; SECONDARY]</b>	<b>STEM E R 2.1, 2.12 &amp; 2.13</b>	SETNET co-ordinates a UK wide network of 53 SETPoints which aim to ensure that every child under 16 has the opportunity, at least once in each Key Stage or the equivalent, over the three years to 31 March 2004 to participate in an appropriate STEM activity in order to encourage the young to take an interest in STEM,	In each of FYs 01-02, 02-03 and 03-04 the DTI have funded SETNET with £270K for running costs and SETPOINTS via SETNET with £2m.	Not yet Known. Market penetration has risen from 2% before we began to c. 10% over the first of the three years and is on track to achieve the objective. Evaluation is being carried out.	<a href="http://www.setnet.org.uk">http://www.setnet.org.uk</a> . Dr Ray Peacock SETNET 2 <sup>nd</sup> Floor 6 Cavendish Square London W1G 0PD 0207 636 7705 Fax 0207 636 7706  Tony Kesten DTI Tel 0207 215 1811

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		<p>the STEM subjects and the career opportunities these offer.</p> <p>NB Average SETPoints turns over c.£250k p.a. DTI and its funding partners provide an average of £45k to each. The remainder is raised by SETPoints from various sources.</p> <p><b>SETNET undertake an annual effectiveness</b></p>			



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		<p>survey of the SETPoints to assess market penetration, popularity of national schemes, main Industry participants and many other statistical breakdowns.</p> <p>Take-up of major national schemes</p> <p>Primary schemes</p> <p>In all, 40 individual schemes at primary level</p>			

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		<p>were mentioned by the SETPoints. In order to rationalise the analysis, the following combinations have been made, bringing the total number of separate primary schemes down to 36:</p> <p>- K'Nex, Junior Engineer for Britain and Young Engineer for Britain have been combined into one heading, which reflects an organisational change, whilst</p>			

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		<p>aggregating the number of student involvements reported</p> <p>- Similarly, BAYS Clubs, First Investigators and Young Investigators have been combined into one heading.</p> <p>DfES (Schools Plus) provides some funding, amount unknown, for YEB.</p> <p>Of the 36 separate schemes only six were listed and pupil numbers given, by five or more SETPoints. These were:</p>			

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		K'Nex/JEB/YEB: 25 SETPoints, an aggregate of 22,936 pupils BAYS/FI/YI: 18 SETPoints, an aggregate of 16,405 pupils Neighbourhood Engineers 13 SETPoints, an aggregate of 20,205 pupils CITB: 11 SETPoints, an aggregate of 24,305 pupils Shell: 6 SETPoints, an aggregate of 8,851 pupils National Science			

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		<p>Week: 5            SETPoints, an aggregate of 6,154 pupils</p> <p>(NB. it is likely that other SETPoints had primary pupils involved in National Science Week but did not mention this in their responses).</p> <p><b>Secondary schemes</b></p> <p>Of the 61 schemes, ten were listed, with student numbers, by five or more SETPoints. These were:</p>			

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		<p>CREST Awards:</p> <p>35 SETPoints, an aggregate of 30,604 students (Creativity in Science and Technology, run by BA – contact Steven Chapman)</p> <p>Young Engineers Clubs</p> <p>19 SETPoints, an aggregate of 4,623 students</p> <p>Neighbourhood Engineers</p> <p>17 SETPoints, an aggregate of 18,441 students (now part of</p>			

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		<p>SEAs, administered by SETNET, as such all SETPoints will administer in future) WISE Vehicle</p> <p>13 SETPoints, an aggregate of 3,901 students CITB</p> <p>12 SETPoints, an aggregate of 4,018 students Engineering Education Scheme</p> <p>12 SETPoints, an aggregate of 685 students</p>			

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		<p>BBC Techno games 11 SETPoints, an aggregate of 2,858 students Nuffield Bursaries</p> <p>10 SETPoints, an aggregate of 253 students BAYS/YI</p> <p>7 SETPoints, an aggregate of 1,504 students Young Engineer for Britain</p> <p>7 SETPoints, an aggregate of 208 students</p>			



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		<p>(NB. The Engineering Education Scheme, Nuffield Bursaries and Young Engineer for Britain are included in this list because five or more SETPoints listed student numbers participating, but they are relatively low-numbers activities catering for specific segments of the market, and some other schemes not listed above will have had higher</p>			

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		<p>aggregate numbers of students than these).</p> <p>Teacher involvement</p> <p>The numbers for all of the 40 reporting SETPoints can be aggregated to produce a UK-wide picture. It emerges that, in the primary sector, at least 2,900 individual teachers were involved in national STEM schemes and at least 7,400 were involved in regional and</p>			

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		<p>local schemes. Total primary "teacher involvements" in schemes were about 5,400 in national schemes and about 16,700 in regional and local schemes. In the secondary sector, at least 2,000 individual teachers were involved in national STEM schemes and 5,700 in regional and local schemes. Total secondary "teacher involvements" were about 4,700 in national</p>			

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		<p>schemes and nearly 12,000 in regional and local schemes.</p> <p>Major Industry Participants</p> <p>In the fourth and final section of the survey, SETPoints were asked to identify organisations and institutions with which they had collaborative contacts, by reference to a list divided into eight sections. 118 were identified and the most frequent are listed below.</p>			

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		<p>Of the four <b>Teacher Organisations</b>, the two identified by the most SETPoints were the Association for Science Education (34 mentions) and the Design and Technology Association (27 mentions). Mathematics organisations have not yet achieved comparable visibility for the M of STEM: The Association for Teaching of Mathematics had 2 mentions</p>			

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		<p>and the Mathematical Association 10.</p> <p>Two <b>Engineering Institutions</b> were mentioned by more than 30 SETPoints: the Electricals with 36 and the Mechanicals with 31.</p> <p>The <b>Research Council</b> with the highest number of collaborating SETPoints (21) was Particle Physics and Astronomy, PPARC, a significant achievement for</p>			

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		<p>a Research Council covering a more specialised area than some others.</p> <p>Amongst the <b>Learned Societies</b>, perhaps surprisingly, none was mentioned by more than 26 SETPoints but five had mentions in the range 23 – 26: The Royal Society, The Nuffield Foundation, The Royal Academy of Engineering, The Institute of</p>			

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		<p>Physics and The Royal Society of Chemistry.</p> <p>In the more diverse group of <b>Other major bodies</b>, 42 of the 43 reporting SETPoints – almost a full house – mentioned The British Association, 40 the Construction Industry Training Board and 33 The Department of Trade and Industry.</p> <p>In the <b>Education</b> group, 32 SETPoints</p>			



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		<p>reported collaboration with the Department for Education and Science and 29 with the Education Business Partnership Network.</p> <p>Amongst <b>Major Schemes and Initiatives</b>, CREST Awards had 42 mentions, with Neighbourhood Engineers, Young Engineers for Britain, Young Engineers Clubs, BAYS Clubs, Techno</p>			

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		<p>games and the Engineering Education Scheme all in the range 33 – 39. The recent upheavals in management of some of these initiatives do not appear to have damaged their extensive popularity on the ground. A new initiative, Techno games, has rapidly become established in the SETPoints' sphere of collaboration.</p> <p>In the final section, on involvement in</p>			

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		<p>writing, trialling or researching <b>Industry Resource Material</b>, the organisation having the most SETPoints working with it (24) was the Construction Industry Training Board. Material from Unilever, Shell, BT, Ford and BAE Systems all had between 11 and 13 SETPoints involved.</p> <p>Apart from the 118 organisations listed in Table J, other bodies</p>			

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		were mentioned by several SETPoints, but it appears that there is no strong new candidate for inclusion in the main list. The MTTA Primary Challenge was mentioned by three SETPoints, and Exscitec and OFSTED each by two.			
Science and Engineering Ambassadors  [PRIMARY & SECONDARY]	<b>STEM</b>  <b>E</b>  <b>R 2.1, 2.12 &amp; 2.13</b>	Joint DTI/DfES project managed by SETNET, funded by DTI to create a resource of professionals from science,	£699,000 From DTI per F/Y until end March 2004. ETB provides £550k to manage the former Neighbourhood Engineers programme (NEP) as part of SEAs. Principle, opportunity,	Currently over 2,500 Ambassadors. SEAs is delivered regionally by SETPoints and evaluated through assessment of each SETPoints business plan	Yvonne baker ( <a href="http://www.setnet.org.uk">http://www.setnet.org.uk</a> ). SETNET 2 <sup>nd</sup> Floor 6 Cavendish Square London W1G 0PD 0207 636 7705 Fax 0207 636 7706

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		<p>engineering and technology available to do work in schools, supporting teachers and inspiring pupils.</p> <p>Businesses and other organisations looking to encourage more young people to be interested in, and understand the opportunities that a science, engineering or technology based career can offer them, can participate in SEAs.</p>	<p>costs fall to employers.</p> <p>DfES provided £50,000 towards initial set-up DTI provides £629k p.a. of which £129k contributes towards SETNET's running costs and the balance goes to SETPoints. The Engineering and Technology Board provides £550k p.a.</p>		<p>Kirsty Pearce, Science in the Curriculum Team 020 7273 5358 <a href="mailto:Kirsty.pearce@dfes.gsi.gov.uk">Kirsty.pearce@dfes.gsi.gov.uk</a></p> <p>Tony Kesten, DTI <a href="mailto:Tony.kesten@dti.gsi.gov.uk">Tony.kesten@dti.gsi.gov.uk</a> 020 7215 1811</p>

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		Fully vetted and trained Ambassadors work with schools on a voluntary basis to help the young people to appreciate the links between the curricula subjects and the world of work. A great many businesses of all sizes participate in SEAs. The benefits they report include staff development, with improvements in			

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		<p>communication and other skills and greater involvement in local communities.</p> <p>SETNET (the Science, Technology, Engineering and Mathematics Network) manages the SEAs initiative through the UK-wide network of 53 SETPoints that it co-ordinates (see above entry).</p> <p>SETPOINTS provide training and support to Ambassadors and administer</p>			

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		<p>SEAs locally, matching Ambassadors and their capabilities with school needs. DTI meets the costs of personal liability insurance. A number of major organisations have had their in-house approaches approved under SEAs.</p> <p>A variant is the Undergraduate Ambassadors Scheme, run as part of SEAs from April 2003 but privately funded till end</p>			



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		March 2004. DfES provided some funding - £70k in 03-04 for this pilot which will be evaluated.			
BBSRC School Publications  <b>[PRIMARY &amp; SECONDARY]</b>	<b>SCI TEA (SCI)  NE</b>	Publications linked to the National Curriculum and with researcher and teacher input, these vary in their level from KS1/2 through to AS/A2, usually at least one publication relevant to each key stage. Often produced as hard copies for one print run	Production 20K  Distribution on request from teachers, trainee teachers, home educators and science centres, science clubs etc. Also sent as bulk packs to teacher training colleges on request <b>6K</b>  Run by BBSRC Public Affairs Branch	Over <u>6000</u> names registered on our school mailing list.	Chantelle Jay BBSRC Public Affairs Branch 01793 413302 chantelle.jay@bbsrc.ac.uk

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		<p>- produced as PDF copies for the website. We also always produce information for young people to accompany our exhibitions so bringing science directly to the classroom target KS1 – AS/A2</p>			
<p>BBSRC grant schemes <b>[PRIMARY &amp; SECONDARY]</b></p>	<p><b>SCI</b> <b>NE</b></p>	<p>Again these vary from year to year but as an example funding for 2002-2003 included:  <i>Resource and Activity Awards</i></p>	<p>60K – awards paid to the research centre of the grant holder  <i>Resource and activity awards</i> 1) University of Wales Aberystwyth</p>	<p><i>Resource and Activity Awards</i>  1) 7 schools – year 10  2) 8-10 schools for each of two debates (10-20 pupils per school) 3) 4 primary workshops in</p>	<p>Chantelle Jay BBSRC Public Affairs Branch 01793 413302 chantelle.jay@bbsrc.ac.uk</p>

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		<p>– <i>this year with DNA Anniversary as a topic</i></p> <p>1) Events for year 10 pupils- to encourage them to choose science as part of a larger programme of events</p> <p>2) Engaging young people in our future debates. Target 16-17 year olds</p> <p>3) Poetic DNA – linking DNA and language. Primary and secondary schools.</p> <p>4) DNA fingerprinting</p>	<p>2) St Mary's Belfast and W5</p> <p>3) Institute of Grassland and Environmental Research Aberystwyth</p> <p>4) University of Edinburgh</p> <p><i>School and Comm.</i></p> <p>1) University of St Andrews</p> <p>2) John Innes Centre</p> <p>3) John Innes Centre – TSN</p> <p>4) University of Edinburgh</p> <p>5) John Innes Centre</p>	<p>4 schools and 1 secondary workshop.</p> <p>4) 1 CPD workshop for 20 teachers, 20 workshops to then be taken by the teachers for each of 20 students and their parents i.e. 420 people targeted.</p> <p><i>School and Community Awards</i></p> <p>1) Range of school ages &gt;100 people.</p> <p>2) 30, 7-10 year olds.</p> <p>3) Kit to be used by &gt;10 schools.</p> <p>4) School pupils in Sheltand Isles.</p> <p>5) 4 school groups.</p>	

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		<p>activity</p> <p><i>School and Community Awards</i></p> <p>1) Mobile interactive display unit for local school use and exhibition use.</p> <p>2) Hands on activities for brownies.</p> <p>3) Develop of school loan kits for teachers to encourage school science activities.</p> <p>4) Metals in medicines –</p>	<p><i>National Science Week</i></p> <p>1) University of Newcastle Upon Tyne</p> <p>2) St Mary's Belfast &amp; W5</p> <p>3) University of Exeter</p> <p>4) IGER</p> <p>5) Imperial College</p> <p>6) University of Sussex</p> <p>7) University of Wales - Aberystwyth</p> <p>8) University of Sheffield</p> <p>9) Horticulture Research International</p> <p>10) HRI</p> <p>11) IGER</p> <p>12) John Innes Centre</p> <p>13) Royal Veterinary College</p>	<p><i>National Science Week Awards</i></p> <p>1) 25, year 7/8 science club members.</p> <p>25, yr 10 students.</p> <p>2) General school groups to the science centre</p> <p>3) One entire school</p> <p>4) 50 primary children</p> <p>5) 8 x 6<sup>th</sup> form schools</p> <p>6) &gt;1000 students</p> <p>7) &gt; 700 students from approx. 20 schools.</p> <p>8) 3 Primary Schools</p> <p>9) 200 students</p>	

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		<p>schools in the Shetland Isles.            5) From seed to sandwich – where does our food come from? for KS2 Pupils from principally inner city areas</p> <p><i>National Science Week Awards</i></p> <p>1) Secondary school pupils will learn about biotechnology            2) Bug brother</p> <p>3) The amazing world of tiny things for primary pupils            4) Make, look</p>		<p>10) 450 students            11) &gt; 700 pupils from approx 21 schools            12) 3,800 school children aged 9-14</p> <p>13) Yr 9&amp;10 students at 2 schools</p>	

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		<p>and hear your favourite minibeast at Eden, 6-9 year olds.</p> <p>5) Science @ Silwood Park</p> <p>6) Science with the Community – aiming to encourage young people into science by demonstrating the relevance of the curriculum with current science research</p> <p>7) Science is for everyone – hands-on displays on campus</p> <p>8) Matters of the Heart</p>			

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		9) Magic at Malling science fair for 9-10 year olds 10) Science fair for KS2 pupils 11) Science fair for KS2 pupils 12) Getting the message – secrets of science and survival 13) How bones work – interactive lectures for maintained schools in London  <b>Target KS1-AS/A2</b>			
Support of science fair and	<b>SCI</b>	Provision of display material	2K	The number of students that these types of	Chantelle Jay BBSRC

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science centre work  <b>[PRIMARY &amp; SECONDARY]</b>	<b>NE</b>	and support in practical activities, directly through BBSRC public affairs branch, and through BBSRC research scientists.  Annual stand at the ASE science conference for teachers. <b>Target KS1-AS/A2</b>		activities reach run into the thousands and again it is difficult to provide exact numbers without asking for counts of attendees at each science fair. Typically a science fair would have at least 200 attendees, larger display material exhibited at larger science fairs will reach >1,000.	Public Affairs Branch 01793 413302 chantelle.jay@bbsrc.ac.uk
NOISE (New Outlooks in Science and Engineering) Campaign  <b>[PRIMARY &amp;</b>	<b>STEM</b>  <b>NE</b>	UK wide initiative to make science and engineering more appealing and relevant to young people.	NOISE is run under contract by AEA Technology for approximately £190,000 per financial year. Individual events involving the BE	Has produced website and sponsored Channel 5 television programme. The most successful component is the BE YOURSELF! Team of 21 science and engineering	Kerry Leslie, Public Awareness Programme, EPSRC 01793 444209 kerry.leslie@epsrc.ac.uk



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<b>SECONDARY]</b>		In contrast to the Pupil Researcher Initiative, it targets the audience as individuals not as part of the school curriculum.	YOURSELF! Team also receive sponsorship grants.	professionals to act as role models. Members of this team regularly appear in the media, raising the profile of young scientists and engineers.	
Lesson Plans <b>[PRIMARY &amp; SECONDARY]</b>	<b>TEA (SCI)</b>  <b>NE</b>	Found on the Learning Zone Website, cover Key Stage 2, 3 & 4	£5,000 over the last 12 months	Distributed at shows and available via the website.	Steve Warren, British National Space Centre. 020 7215 0806, <a href="mailto:steven.warren@bnspace.gov.uk">steven.warren@bnspace.gov.uk</a>
UK Goes to the Planets Postcard Series <b>[PRIMARY &amp; SECONDARY]</b>	<b>TEA (STEM)</b> <b>SCI</b>  <b>NE</b>	6 postcards highlighting 6 of the key space missions for 2003, includes Envisat, Mars Express/Beagle 2, Venus Express,	£7,500	Popular resource for teachers at Birmingham Education Show. No evaluation of impact available	Steve Warren, British National Space Centre. 020 7215 0806, <a href="mailto:steven.warren@bnspace.gov.uk">steven.warren@bnspace.gov.uk</a>

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		SMART-1, Cassini-Huygens, & Integral.			
CAD/CAM in Schools Project <b>[PRIMARY &amp; SECONDARY]</b>	<b>IT NE</b>	Continued development of an ICT in D&T support programme and INSET network integrating Tecsoft, Artcam and speedstep software into classroom practice.	£200,000 from DfES, April 2002 to March 2003	Growing number of schools across England and Wales involved in Design and Technology Association (DATA) structured INSET programme.	QCA D&T Team Ian Williams or Design and Technology Association (01789 470007)
Food in Schools <b>[PRIMARY &amp; SECONDARY]</b>	<b>SCI E</b>	The aim is for a whole curriculum approach and to bring together the existing food initiatives to	£2.2million by summer 2003 divided among a number of bodies and contracts, including DATA, BNF, QCA, Focus on Food, Health authorities	1. Professional development for primary teachers – led by accredited trainers from secondary schools 2. Developing a network of accredited secondary food teachers	QCA D&T Team Louise Davies

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		<p>ensure coherent and consistent messages about healthy eating, food hygiene and safety and practical food preparation are promoted to pupils.</p> <p>The Food partnership forms part of this programme</p>		<p>3. Implementing CAD/Cam in Food technology booklet published</p> <p>5. Identifying core competences for 14-16 year old pupils</p> <p>6. Writing and implementing whole school food policies advice</p> <p>7. 14-19 curriculum project- Enhancing critical awareness skills in consumer issues</p> <p>8. 14-19 curriculum project- Links between science and food technology when teaching nutrition</p> <p>Other projects chosen by DoH have yet to be decided, but will include breakfast clubs, fruit tuck shops and extending the national fruit in schools scheme</p>	

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Science for Twenty first century  <b>[PRIMARY &amp; SECONDARY]</b>	<b>SCIENCE</b>	Curriculum development and assessment in science at key stages 1-4 (mainly GCSE)	£90,000 from DfES curriculum division April 2000 – Mar 2003	Reports received on international developments, national curriculum assessment, nature of science and models for for new GCSEs	Martin Hollins Principal officer for science QCA, <a href="mailto:hollinsm@gqa.org.uk">hollinsm@gqa.org.uk</a>
Imperial College London METRIC project  <b>[PRIMARY &amp; SECONDARY]</b>	<b>MATHEMATICS</b>	Develop on-line materials to support attainment in maths in schools. Further info at <a href="http://metric.ma.ic.ac.uk/new/index.html">http://metric.ma.ic.ac.uk/new/index.html</a>	- April 2003		Robin Jackson, HEFCE, 0117 931 7021, <a href="mailto:r.jackson@hefce.ac.uk">r.jackson@hefce.ac.uk</a>  Phil Ramsden, The METRIC Project Mathematics Department Imperial College London SW7 2BZ  <i>Tel: +44 (0)20 7594 8503</i>  <i>Fax: +44 (0)20 7594 8517</i> <i>Email: <a href="mailto:metric-proj@ic.ac.uk">metric-proj@ic.ac.uk</a></i>
Lectures for Schools	<b>SCIENCE</b>	3-6 per year	CCLRC £2000 annually	Around 1200 pupils local to the laboratories come to	As above

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<b>[PRIMARY &amp; SECONDARY]</b>	<b>NE</b>			the lectures and also get an opportunity to see some of the science going on.	
CREST scheme <b>[PRIMARY &amp; SECONDARY]</b>	<b>SCI E R 2.12 &amp; 2.13</b>	Funding and production of resources for Gold/Silver projects for the CREST award scheme run by the BA target - GCSE and AS/A2 level	10K – 20K to the BA. Resources produced in house initially	Please contact the BA for anticipated numbers for this year.	Chantelle Jay BBSRC Public Affairs Branch 01793 413302 chantelle.jay@bbsrc.ac.uk
LEGO Education Thinktank <b>[PRIMARY &amp; SECONDARY]</b>	<b>TECH NE</b>	The Lego Learning Lab at Thinktank which will create a specially designated permanent technology education area of 400 square metres within	£46,000 Thinktank Trust		Mark Eaves Learning and Skills Advisor Advantage West Midlands  Head Office address: 3 Priestley Wharf, Holt Street, Aston Science Park, Birmingham B7 4BN  0121 380 3500

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		Thinktank. This area will provide bespoke technology workshops for young people in Primary and Secondary Schools.			<a href="mailto:info@advantagewm.co.uk">info@advantagewm.co.uk</a>
Secondary Maths Challenges <b>[SECONDARY]</b>	<b>MATHS</b> <b>NE</b>	Variety of projects and challenges engaging secondary school students in employer-led maths events	Funding to EBPs from LSC, company sponsorship, community foundations, BiTC, ESF Total £38,500	2,700 students	NEBPN members
Secondary Technology Challenges <b>[SECONDARY]</b>	<b>TECH</b> <b>NE</b>	Variety of projects and challenges engaging secondary school students	Funding to EBPs from LSC, company sponsorship, LEAs, CITB Total £45,900	6,250 students	NEBPN members

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		in employer-led technology events			
Secondary Science Challenges <b>[SECONDARY]</b>	<b>SCI</b> <b>NE</b>	Variety of projects and challenges engaging secondary school students in employer-led science events	Funding to EBPs from LSC, RDAs, Children's Fund, company sponsorship, Royal Society of Chemistry, NOF Total £38,000	3,125 students	NEBPN members
Secondary Engineering Challenges <b>[SECONDARY]</b>	<b>ENG</b> <b>NE</b>	Variety of projects and challenges engaging secondary school students in employer-led engineering events	Funding to EBPs from LSC, company sponsorship, CITB, LSDA, LEAs, SRB Total £68,500	3,695 students	NEBPN members
School Science Prize	<b>SCI</b> <b>NE</b>	Y9 winners nominated by the school	CCLRC £5000 annually	65 schools local to the laboratories take advantage of the	Anne Humphreys CCLRC, Daresbury Laboratory WA4 4AD 01925 603708

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[SECONDARY]		receive book prizes. Teachers and winners have site visit, parents invited to presentation		opportunity to encourage their pupils to study science via the prize scheme.	<a href="mailto:a.j.humphreys@dl.ac.uk">a.j.humphreys@dl.ac.uk</a> Janet Haylett CCLRC <a href="mailto:j.e.haylett@rl.ac.uk">j.e.haylett@rl.ac.uk</a> Rutherford Appleton Laboratory OX11 0QX 01235 445950
BBSRC work experience scheme [SECONDARY]	SCIENCE	To allow a 16-18 year old student to work with a BBSRC scientist (or in a BBSRC supported research centre) for a week. target - AS/A2	Provision of £100 for lab consumables and £50 for student expenses to allow a 16-18 year old student to work with a BBSRC scientist Exact costs vary from year to year 2K	Approx. up to <u>15</u> placements but as this is one of our newer schemes I would anticipate these numbers to either remain constant or increase in next few years. The main problem on uptake being the H&S constraints in labs, for this reason few students below 16 are admitted onto the scheme, with occasional exceptions.	Chantelle Jay BBSRC Public Affairs Branch 01793 413302 <a href="mailto:chantelle.jay@bbsrc.ac.uk">chantelle.jay@bbsrc.ac.uk</a>
Electronics In Schools	TECH	Programme delivered to schools by	£280K Phase 1 Academic year 2001/02	Currently being evaluated by Open University Evaluation to be completed	Ahmmad Makaddar/Peter Revill Bay 253



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[SECONDARY]		SETPoints and managed by EMTA on behalf of DTI.	£670K for academic year 2002/03	by 31 December 2003	151 Buckingham Palace Road London Sw1 0207 215 1896 Fax 0207 215 1966
Nuffield Bursaries [SECONDARY]	STEM NE	Bursaries to allow 6 <sup>th</sup> Formers to carry out research at a university with an EPSRC related senior researcher as mentor.	£20,000 per annum.	20 students benefit each year.	Bridget Holligan 01865 728953 <a href="mailto:bridgeth@oxtrust.org.uk">bridgeth@oxtrust.org.uk</a> .
Nuffield Secondary D&T [SECONDARY]	TEA (TECH) E	A project which has produced Teacher and Student Materials in design & technology for KS3 and KS4 plus a	Funded by the Nuffield Foundation from 1990 – 2003	KS3 materials were launched in 1995 and the student book reprinted twice before both publications were update in 2000. KS4 materials have sold in about 1500 secondary schools.	David Barlex and Nina Towndrow at Nuffield Design & Technology, 28 Bedford Square, London, WC1B 3JS; 020 7436 4412; <a href="mailto:ntowndrow@nuffieldfoundation.org">ntowndrow@nuffieldfoundation.org</a> <a href="http://www.secondarydandt.org">www.secondarydandt.org</a>

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		<p>supporting website which is currently being developed further.</p> <p><b>Resources available:</b>            At KS3 a Student Book and a Teachers File of photocopiable masters            At KS4 Student Books for the five focus areas            Electronic Products, Food Technology, Graphic Products, Product Design and Textiles.            The Teachers</p>		<p>Website averages 1700 visitors per month and 1700 units are downloaded per month</p>	

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		materials for these are now available from the website as free downloads			
Young Foresight <b>[SECONDARY]</b>	<b>SCI TECH  E+</b>	Young Foresight is a programme aimed at giving pupils in the 14-16 age group direct experience in the skills needed to create a successful product or service. It encourages pupils to anticipate future trends and consumer behaviour and	The Office of Science and Technology, through Foresight, and the DfES have provided funding for Young Foresight since 1999, with the Foresight's final contribution of £200,000 being paid in 2001-2 to help fund the making of three 20 minute videos / TV programmes and further training of teachers and industrial mentors. Programme funding in total was around £1m. OST no longer maintains any	An evaluation, funded by Young Foresight, was carried out during the pilot phase of the programme in 2000-2001. An extract from the Open University evaluation said that Young Foresight's approach to teaching is strongly aligned to the situated view of learning (Roth 1999) and has the following beliefs and Characteristics.  *Intellectual abilities are socially and culturally developed. *Understanding is tied to the activity in which it is	Ewan Rowland – NWDA Project Champion 01925 400 284 <a href="mailto:Ewan.Rowland@nwda.co.uk">Ewan.Rowland@nwda.co.uk</a>  Simon Penhall project developer 10388 528 505 simon@whksa.freemove.co.uk

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		<p>design products that will perform well. It aims to bring design and technology alive in the classroom by introducing local industry to its future workforce through the use of mentors, and helping teachers meet the standards set by the national curriculum. The programme is run by a charitable trust, and has secured funding from the public and private</p>	<p>links with the programme or the charity, both of which are totally independent of the Government.</p> <p>A proposal is currently being developed to attract DWDA funding support. It will be in the region of about £1m.</p>	<p>learnt. Tasks therefore need to be culturally authentic i.e. related to the actions of design in the world as well as being personally meaningful to pupils.</p> <p>*Prior knowledge and cultural perspectives shape new learning.</p> <p>*Knowledge for action is functional, connected and strategic. Learning tasks have to be structured, inter-related and have purpose.</p> <p>Teachers and pupils share learning goals.</p> <p>*Learners construct rather than receive meaning and understandings Within a social context.</p> <p>Learning relies on social resources that emerge as pupils collaborate together to achieve common goals.</p>	

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		sectors.		<p>*Pupils share responsibility for learning with teachers. They are knowledgeable decision-makers who need guidance to maintain their autonomy in learning situations. Teachers and mentors provide strategic guidance about what is significant in an activity i.e. teacher as 'sherpa', pupil as 'thinker' and 'problem solver'.</p> <p>*Pupils are motivated by dilemmas that they are emotionally committed to. For example, problems as they perceive them.</p>	
2003 IEE Faraday <b>[SECONDARY]</b>	<b>SCI</b>  <b>NE</b>	Sponsored series of lectures aimed 14-16 year olds covering "Crime Science".	Institute of Electrical Engineers led activity which EPSRC sponsors for £100,000 in FY03/04.	37 Lectures given to a total live audience of over 30,000. Distributed videos and satellite broadcasts of the lectures reach a potential audience of millions across the world.	01793 444209 kerry.leslie@ epsrc.ac.uk

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British Association for the Advancement of Science – Creativity in Science and Technology (BA CREST) <b>[SECONDARY]</b>	<b>SCI</b> <b>E</b> <b>R 2.12 &amp; 2.13</b>	CREST is a project-based award scheme for a secondary-age students	EPSRC to sponsor £30,000 per year for the next three years		Rachel Bishop, Public Awareness Programme EPSRC 01793 444241 Rachel.bishop@epsrc.ac.uk
Windows on the World CD:ROM <b>[SECONDARY]</b>	<b>SCI</b> <b>NE</b>	Educational CD ROM_ Raises awareness of businesses and schools use of satellites for Earth observation. Given free with Sunday Times Magazine	£800,000 October 1997-September 1998 (matched by funds from Sunday Times) September 1998	1.5 million Copies distributed with Sunday Times. In use by 2500 of UKs 6000 Secondary Schools	Steve Warren, British National Space Centre 020 7215 0806, Steven.warren@bnsc.gsi.gov.uk
Windows on the	<b>SCI</b>	Educational CD	£600,000December	1.5 million copies	Steve Warren, British

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UK 2000 CD:ROM  <b>[SECONDARY]</b>	<b>NE</b>	ROM with complete satellite image of UK from space, searchable by postcode, key word, map or place name, targeted at public and secondary school use	1999-April 2000 matched by Sunday Times distributed	distributed with Sunday Times	National Space Centre 020 7215 0806, Steven.warren@bncs.gsi.gov.uk
Windows on the Universe CD:ROM,PT1&2  <b>[SECONDARY]</b>	<b>SCI</b>  <b>NE</b>	Double educational CD ROM encyclopaedia of astronomy & history of space exploration. Part 1 given free with ST	250,000 January -October 2001,£ 1.6 million provided by publishing partners	1.5 million copies distributed with Sunday Times, 100k of Part 2 mailed	Steve Warren, British National Space Centre 020 7215 0806, Steven.warren@bncs.gsi.gov.uk
DVD _Making Space a Part of	<b>SCI</b>	Highlights how satellites effect	£100,000 approx	Widely distributed to teachers at Education	Steve Warren, British National Space Centre

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our Lives <b>[SECONDARY]</b>	<b>NE</b>	people on Earth		shows/events	020 7215 0806, Steven.warren@bncs.gsi.gov.uk
BNSC Leaflets <b>[SECONDARY]</b>	<b>SCI</b> <b>NE</b>	Range of 16 leaflets giving brief synopsis of specific topics, includes careers in space	£24,000	Part of literature available to general public, but also to schools to raise awareness of science, technology. No evaluation available	Steve Warren, British National Space Centre 020 7215 0806, Steven.warren@bncs.gsi.gov.uk
BTA Study cards <b>[SECONDARY]</b>	<b>SCI</b> <b>NE</b>	Study card outlining upcoming missions which the UK is involved in.	£12,500	Distributed to all schools in the UK	Steve Warren, British National Space Centre. 020 7215 0806, <a href="mailto:steven.warren@bncs.gsi.gov.uk">steven.warren@bncs.gsi.gov.uk</a>
Curriculum development and assessment research project in design and technology	<b>TECH</b> <b>NE</b> <b>R 2.9 &amp; 2.11</b>	Research involving QCA, Abs, Goldsmiths College TERU team, 3 LEAs, Young	£280,000 from DfES D&T Strategy Group over the period Jan. 2003 to Dec. 2004	Prime impact will be on GCSE assessment moderation processes post 2004.	QCA D&T Team Ian Williams, Principal Officer for D&T 0207 509 5562 williamsi@qca.org.uk



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[SECONDARY]		Foresight programme to support the recognition of creativity and innovation in D&T assessment.			
Innovative D&T and its assessment [SECONDARY]	<b>ENG TECH  NE  R 2.9 &amp; 2.11</b>	Curriculum development project involving QCA AB Officers and Senior D&T GCSE Moderators which looked at ways of assessing evidence of innovative approaches to D&T processes at GCSE	30,000 from June 2002 to March 2003 from QCA Curriculum Division	Impact will be on the current GCSE moderation process.	QCA D&T Team Ian Williams

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Electronics and Communication Technology <b>[SECONDARY]</b>	<b>TECH NE R 2.9</b>	The development of teaching, learning and assessment processes that could result in a new D&T focus area specification	£20,000 per year from DATA, TEP	Materials have been developed and presented to all Abs. Response awaited	QCA D&T Team Ian Williams or DATA
Pilot GCSE science for twenty first century <b>[SECONDARY]</b>	<b>SCI E R 2.9</b>	Three GCSE pilot over two cohorts (2003-6) to trial proposals from previous project.	£120,000 from DfES April 2002 – Sept 2006	80+ centres will pilot the new GCSEs and evaluation reports will inform the development of KS4 science PoS and qualifications	Martin Hollins Principal Officer for science QCA, <a href="mailto:hollinsm@qca.org.uk">hollinsm@qca.org.uk</a>
Tamworth and Lichfield Schools Technology Centre <b>[SECONDARY]</b>	<b>ENG TECH NE</b>	To provide a technology design workshop located within the technology building of the	£61,875 Tamworth & Lichfield College		Kim Rowlands Learning and Skills Advisor Advantage West Midlands  Head Office address: 3 Priestley Wharf, Holt Street, Aston Science

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		college. The aim is to raise the profile of engineering and technology with secondary age pupils with a view to increasing the numbers of school-leavers for training			Park, Birmingham B7 4BN  0121 380 3500  <a href="mailto:info@advantagem.co.uk">info@advantagem.co.uk</a>
Finham Park School Year 10 Engineering Skills Training  [SECONDARY]	<b>ENGINE</b>	Develop a unique training product to match the changing educational needs of pupils and manufacturing industry to achieve mutually beneficial	£51,261 Warwick Manufacturing Group		Mark Eaves Learning and Skills Advisor Advantage West Midlands  Head Office address: 3 Priestley Wharf, Holt Street, Aston Science Park, Birmingham B7 4BN  0121 380 3500  <a href="mailto:info@advantagem.co.uk">info@advantagem.co.uk</a>

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		outcomes			
<p>Learning Mathematics through discussion and reflection</p> <p><b>[SECONDARY]</b></p>	<p><b>MATHS</b></p> <p><b>E</b></p>	<p>1. Small scale development of new approaches to teaching algebra to produce CD-Rom including:-</p> <ul style="list-style-type: none"> <li>• Video clips of classroom practice.</li> <li>• Teaching materials</li> </ul> <p>2. Launch conference</p> <p>Roll out of approach to 45 colleges (70</p>	<p>In the region of £140k to pay consultants, venues, mentors, production company to make video/CD-Rom.</p>	<p>Evidence of changes of attitude</p> <ul style="list-style-type: none"> <li>- Teachers learners</li> </ul> <p>Evidence of increased engagement in learning.</p> <ul style="list-style-type: none"> <li>- Positive feedback from Ofsted inspectors who have observed/graded teachers using new approaches.</li> </ul>	<p>Muriel Green Development Adviser Effective Practice Strand Raising Quality and Achievement Learning and Skills Development Agency</p> <p>0115 929 9097 mgreen@lsda.org.uk</p>

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		teachers) using materials, methods, mentors from stage 1 development.			
Thinking Skill Taxonomies for Post-16 Learners <b>[SECONDARY]</b>	<b>STEM</b> <b>NEA</b>	Comprises a literature review of evaluative studies of post 16 thinking skill taxonomies, aimed at answering the question: how should we assess thinking skill taxonomies as instruments for the diagnosis and assessment of post 16 learning?			

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CRM172: Science Museum - Phase 1  <b>[SECONDARY]</b>	<b>SCI</b>  <b>E</b>	An analysis of the resources of the Science Museum will be analysed in relation to the needs of different types of courses in Further Education. Case studies will be carried out on actual museum usage. A report containing advice to teachers, examples of good practice, and information on current usage by the 16+ age group will be	1998-1999 Commissioned by Science Museum	Project report	Nigel Falkinder  <b>The Science Museum</b> Exhibition Road South Kensington London SW7 2DD  0870 – 870 4868  See above for subject association contact or any further detail.

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		produced. It is expected that the outcome will be of interest to users of other museums			
RPM387: Reaching for higher skills in engineering  <b>[SECONDARY &amp; FE]</b>	<b>ENG</b>  <b>E</b>	To work with the Engineering & Marine Training Authority, further education colleges and other training provider nationally and in six TEC areas in order to examine the reduction in entry to level III (technician) engineering training. In the	2000-2001 Core funded	Final Report - will suggest good practice in the promotion of careers in engineering and direct recruitment to level 3 provisions to inform the LSC.	Claire Weiss

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		light of the identified changing industrial and technological needs, to suggest ways of increasing recruitment through the improved promotion of engineering technician careers.			
Engineering and Technology Board <b>[SECONDARY &amp; FE]</b>	<b>ENG</b> <b>NE</b> <b>R 2.1</b>	Is concerned with making the science and technology professional institutions more effective and more relevant to the wider technological	£1 million for next F/Y	Not yet known	<a href="http://www.etechnology.co.uk">http://www.etechnology.co.uk</a> ). Sa'ad Medhat The Engineering and Technology Board 10 Maltravers Street London WC2R 3ER  Tony Kesten DTI 0207 215 1811



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		<p>community.</p> <p>The ETB has set itself the objective of making substantial progress in the following five areas over the next year or so:</p> <p>i) SEAs and Careers Guidance Material;</p> <p>ii) The investigation and possible development of a Professional Technologist designation</p> <p>Intended to improve the supply of people</p>			

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		with intermediate and technician skills. iii) More effective Communication and Promotion iv) Engaging Business and Industry V) E-Services			
HABIA Key Skills Implementation Pack  <b>[SECONDARY &amp; FE]</b>	<b>TEA (MATHS)</b>  <b>E+</b>	Detailed teaching materials for problematic areas of Application of Number at Level 1 in a hairdressing context to support delivery of this key skill in Hairdressing Modern	Joint funded by HABIA (est eventual c£15k) and Learning for Work under KSSP (£12k).	Positive feedback by users in evaluations from implementation workshops. In use in over 175 learning providers. Conservative est 40 benefiting trainees per pack per year = c7000	Andrew Darby CSIA-HABIA 01302 380015 <a href="mailto:andrew.darby@csia.net">andrew.darby@csia.net</a>  ( Information provided via Sector Skills Councils and the Sector Skills Development Agency)

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		Apprenticeships . Accelerated Learning methodology CD and paper based.			
Dissemination of Good Practice in Engineering & Construction <b>[SECONDARY &amp; FE]</b>	<b>ENG</b>  <b>E+</b>	A project set up to address the low incidence of grades 1 and 2 in engineering & construction. The aim was to improve quality through disseminating the good practice that did exist.  Support was provided in a variety of ways: <ul style="list-style-type: none"><li>• A dedicated</li></ul>	The project was managed jointly by the National Forum for Engineering in Colleges (NFEC) and the British Association of Construction Heads (BACH).  It was funded in three phases across three financial years (2000-01, 2001-02 and 2002-03) receiving a total of £1,635,540.  No providers received funding under this project – funds were	The project has recently been independently evaluated by ECOTEC Ltd.  Key findings;  ‘Overall, the Conseng project has been welcomed by providers. Levels of participation in Conseng activities were high, both from presenters of good practice and the ‘beneficiaries’ of that good practice. Indeed, the providers who responded to the ECOTEC e-mail survey or who were interviewed, offered an	Mary Kelly, Quality Improvement Manager, LSC National Office, 024 7682 3246 or mary.kelly@lsc.gov.uk

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		<p>project website</p> <ul style="list-style-type: none"> <li>• Generic national events on topics such as Key Skills and improving retention &amp; achievement and the 14-19 curriculum</li> <li>• Technology Support Networks which were organised locally in subject specific area such as wood trades and electrical</li> </ul>	<p>paid direct to NFEC/BACH, who organised events, network and other means of disseminating good practice. The support was then available free of charge to providers.</p>	<p>overwhelmingly positive view of the project and wished it to continue'.</p> <p>Some 95% of providers participating in the evaluation report that they have made (or plan to make) changes to their provision as a result of the project.</p> <p>In Phase 1 of the project in 2000-01 516 participants attended nine national events, 96% of the target of 540.</p> <p>Three teacher support networks for Construction and three for Engineering were established in each of the RDA regions in Phase 2 – a total of 54 network groups. Total participation was expected</p>	

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		installation <ul style="list-style-type: none"> <li>• Availability of moderated good practice material on the project website</li> <li>• A critical friend's initiative.</li> </ul>		to average 16 per group by the spring of 2002. 886 took part, 103% of the target. In phase 3 there were 72 active network groups and participation exceeded the target of an average of 16 per network by more than 30%.  24 council-funded providers received a visit from a team of critical friends in 2002-03.	
Electronics in Schools  <b>[PRIMARY, SECONDARY &amp; FE]</b>	<b>TECH</b>  <b>NE</b>	Aims to increase the number of students who study electronics, primarily at KS3 so more young people can aspire to a career in an	£787, 250 Sept 2002-03	2002/03 No. of pupils that received electronics teaching at KS 3&4 = 39, 586. No. of pupils in primary school that received electronics teaching = 2770. No. of EIS schools that offer electronic qualifications = 105.	Joan May ITEC Skills Team 020 – 7215 1896 <a href="mailto:joan.may@dti.gsi.gov.uk">joan.may@dti.gsi.gov.uk</a>

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		electronics related occupation			
<p>Grow Your Future Workforce</p> <p><b>[PRIMARY, SECONDARY &amp; FE]</b></p>	<p><b>STEM</b></p> <p><b>E</b></p>	<p>Employer led project involving United Utilities and Scottish Power to promote science, maths, technology and engineering in primary, secondary and FE colleges. This is to promote these areas and encourage young people to further their interest, skills, knowledge and understanding of these</p>	<p>This is NWDA funded - £1.9m for three years (Phase 1) and to attract other funding to sustain the project for a further 3 years (Phase 2).</p>	<p>The project is effective from 12/5/03 and an external evaluator has been appointed to provide formative and summative reports.</p>	<p>Ewan Rowland – NWDA Project Champion 01925 400 284  <a href="mailto:Ewan.Rowland@nwda.co.uk">Ewan.Rowland@nwda.co.uk</a></p> <p>Sue Royle – Project Co-ordinator 01925 236761  <a href="mailto:Sue.Royle@uuplc.co.uk">Sue.Royle@uuplc.co.uk</a></p>

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		subjects and of the industry and thereby eventually increase the pool of electrical engineers.			
RECORDAT <b>[PRIMARY, SECONDARY, FE &amp; HE]</b>	<b>IT TEA NE</b>	Website developments of exemplification of Innovative approaches to D&T for integration into teaching and learning processes at all key stages and post-16	£50,000 from April 2003 to March 2004 from NESTA	Collection of materials has started	QCA D&T Team Ian Williams
TTA Training courses	<b>TEA (STEM)</b>	The TTA run various training courses in	INSET funding. Bids are submitted for courses for funding		Paul Rose, INSET Team, Teacher Training Agency. Tel: 020 7023 8046

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[PRIMARY, SECONDARY, FE & HE]	NEA R 2.3; 2.4; 2.6	maths, science and technology. From early year's mathematics to effective teaching of 'A' level in maths and PG Dip in maths education, MA/PG diploma in information technology in education, MSc in science education and primary science.	over three years in each bidding round. The different rounds refer to the following time periods – second triennial: Academic years 2001/04, third interim: 2002/05 and fourth interim: 2003/06. Total values for the courses as follows: 2 <sup>nd</sup> Triennial Maths: £1,721,585 3 <sup>rd</sup> Interim Maths: £65,139.43 4 <sup>th</sup> Interim Maths: £482,281.64 2 <sup>nd</sup> Triennial Science: £835,136 3 <sup>rd</sup> Interim Science: £300,143.12 4 <sup>th</sup> Interim Science: £496,800.00 2 <sup>nd</sup> Triennial Technology: £797,965 3 <sup>rd</sup> Interim Technology:		e-mail: <a href="mailto:rosep@teach-tta.gov.uk">rosep@teach-tta.gov.uk</a>



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			£21,531.43 4 <sup>th</sup> Interim Technology: £281,160.00		
<p>South East England skills resource centres</p> <p><b>[PRIMARY, SECONDARY, FE &amp; HE]</b></p>	<p><b>STEM</b></p> <p><b>NE</b></p>	<p>Establishment of three sub-</p> <p>Regional resource centres as the focal point for skills, labour supply and university links with the objective of developing and managing the partnership between schools, further education colleges, universities, learning and skills councils</p>	<p>About £2m from SEEDA over 3 years</p>	<p>Initiative not yet started- an implementation plan is being drawn up</p>	<p>Margaret Parton, Bio/pharma sector manager, SEEDA</p> <p>01483 484200 Margaret/parton@seeda.co.uk</p>

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Partnerships for Public Awareness (PPA) Awards for Researchers  <b>[PRIMARY, SECONDARY, HE, FE]</b>	<b>STEM E</b>	and industry.  An annual awards scheme for EPSRC grant holders and fellows to produce high quality projects which will support the schools and public engagement objectives of the Public Awareness Programme. About 60% of these awards target schools.	Average Award pays between £30-40,000 to university researchers. Since 1998, a total of £3.1 Million has been committed to 109 awards.	About 70 schools related projects funded. These producing a very wide range of activities and material, from lectures and workshops to interactive displays in regional science centres. Completed projects have been very highly rated by independent referees with 66% rated as excellent or outstanding. The scheme is being evaluated in 2003.	Kerry Leslie, Public Awareness Programme, EPSRC 01793 444209 kerry.leslie@epsrc.ac.uk
Nuffield Bursaries  <b>[PRIMARY, SECONDARY,</b>	<b>SCI NE R 2.12 &amp; 2.13</b>	Funding 2 Nuffield Bursaries that each allows an A-level student	1K	BBSRC funds 2 Nuffield Bursaries, but supports in kind by providing placements in BBSRC research centres (16	Chantelle Jay BBSRC Public Affairs Branch 01793 413302 chantelle.jay@bbsrc.ac.uk

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FE & HE]		to work in a research centre for 2 weeks. target - AS/A2		placements in 2001).	
Pupil Researcher Initiative (PRI)  [SECONDARY, FE & HE]	SCI  E	This is a three part scheme, cosponsored with PPARC, with the aim of inspiring the 14 to 16 year age range to maintain an interest in science.  <i>Innovative Curriculum Resources</i> – Produced a CD-ROM with issue based content linked to “Ideas and Evidence” component of	At present run by Centre for Science Education at Sheffield Hallam University with funding that stands at £350,000 per annum. Contract for future years is out to tender.	Overall Evaluation in Smithers Report (April 2002), recommendations of which are with steering group. General thrust was that the PRI should concentrate upon the researcher in residence scheme and that this should be expanded to include research assistants.  More than 1000 CD sold to schools.  Under Researchers in Residence, 250 PhD students placed each year. Now imitated by other research councils. The	Rachel Bishop, Public Awareness Programme, EPSRC 01793 444241 rachel.bishop@epsrc.ac.uk

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		<p>National Curriculum and linked to RCUK funded research.</p> <p><i>Researchers in Residence – Places PhD students in local schools to assist in class investigations and science clubs and act as scientific role models. Placements are usually for one week with about 24 hours of commitments for the researcher.</i></p> <p><i>Express Yourself</i></p>		<p>Roberts Report acknowledged the scheme.</p>	

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		<p><i>Conferences – 6 Regional conferences provide the opportunity for school pupils to present their projects in a conference type environment, followed by a national conference at the Royal Institution for the 24 schools that gave the most outstanding presentations.</i></p>			
LSRC478a: Teaching and learning thinking skills in the post	<b>TEA IT</b>	A 3 year project to assess the theory and practice of	Oct 01-July 02 LSRC funded	Report	J Vorhaus (LSDA London office) (020) 7297 9097

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16 sector: <b>[FE]</b>	<b>E</b>	thinking skills as an element in post 16 learning. This work package			
GAS Training Centre <b>[FE]</b>	<b>ENG NE</b>	To create a purpose-built centre of excellence on the college campus. To training gas engineers, it is planned to develop a modern apprenticeship programme to provide a complementary range of skills and resources	£50,100 Evesham and Malvern Hills College		Rita Davey Learning and Skills Advisor Advantage West Midlands  Head Office address: 3 Priestley Wharf, Holt Street, Aston Science Park, Birmingham B7 4BN  0121 380 3500  <a href="mailto:info@advantagewm.co.uk">info@advantagewm.co.uk</a>
ANVIL – Associated	<b>TECH</b>	To establish, through a	£450,500		Kim Rowlands Learning and Skills Advisor

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<p>Network for Vocational and ICT/Industry Learning</p> <p><b>[FE]</b></p>	<p><b>NE</b></p>	<p>closely planned, managed and structured programme, opportunities for skills development in CAD/CAM technology across the Black Country and through the M54 Technology Corridor to Telford and Wrekin.</p>	<p>Midlands Leadership Centre</p>		<p>Advantage West Midlands Head Office address: 3 Priestley Wharf, Holt Street, Aston Science Park, Birmingham B7 4BN</p> <p>0121 380 3500</p> <p><a href="mailto:info@advantagem.co.uk">info@advantagem.co.uk</a></p>
<p>Widening participation Special Projects, including the following:</p> <p><b>[FE &amp; HE]</b></p>	<p><b>STEM</b></p> <p><b>NEA</b></p>	<p><b>Staffordshire Universities Maths Summer School</b> The summer school is aimed at anyone aged 16 years and</p>	<p>Funding allocated: HEFCE £21m</p> <p>55 Institutions - Jan 2000 to December 2002 (small number of extensions into 2003 –</p>		<p>John Selby, HEFCE, 0117 931 7343, j.selby@hefce.ac.uk</p> <p><a href="http://www.staffs.ac.uk/hes-hop/maths.html">http://www.staffs.ac.uk/hes-hop/maths.html</a> free phone 0800 801222 Higher Education Shop</p>

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		<p>over and resident in Staffordshire who traditionally would not have access to higher education. The summer school has been specifically designed to help students gain confidence in maths and to acquire the mathematical knowledge and skills required on courses such as business, technology and science.</p> <p><b>Reading college project</b></p>	<p>latest project finishes August 2003)</p>		<p>Staffordshire University College Road Stoke on Trent ST4 2DE</p>



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		<p><b>- Building Part-Time Routes into Engineering, Physics and Business</b></p> <p>This project aims to credit rate a range of HNC and HND programmes to enable smooth progression at appropriate points into degree programmes; address the reduction in opportunity for students from disadvantaged backgrounds caused by the decline in recent years of</p>			

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		<p>employer support for day-release study; attract a wider range of students into HE courses in Business by creating progression routes for FE students with Hotel &amp; Catering and Therapy Studies qualifications. Outcomes of the project will include a clear framework of credit rating to facilitate progression between College and</p>			

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		<p>University programmes, higher quality flexible HNC Engineering programmes with a wider range of pathways, new flexible routes to HNC in other subjects, chosen because of regional and national skills needs.</p> <p><b>Lincolnshire consortium</b></p> <p>Developing local credit frameworks (specifically mentions engineering, construction</p>			

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<p>Widening participation Transition funding</p> <p><b>[FE &amp; HE]</b></p>	<p><b>STEM</b></p> <p><b>NEA</b></p>	<p>and IT)</p> <p>The Staffs and Lincs projects mentioned above are examples of projects that received transition funding</p>	<p>Funding allocated :HEFCE £1,499,057</p> <p>50 Institutions Jan 2003 to March 2003</p>		<p>John Selby, HEFCE, 0117 931 7343 <a href="mailto:j.selby@hefce.ac.uk">j.selby@hefce.ac.uk</a></p> <p>www.hefce.ac.uk</p>
<p>High Level Vocational Education Programmes</p> <p><b>[FE &amp; HE]</b></p>	<p><b>STEM</b></p> <p><b>TEA</b></p> <p><b>KT</b></p> <p><b>NE</b></p>	<p>To deliver a multi-disciplinary programme of vocational training, guidance and industrial experience, which will enable the beneficiaries to achieve NVQ Levels 4 and 5 equivalent</p>	<p>£637,440 UCE</p>		<p>Rita Davey Learning and Skills Advisor Advantage West Midlands</p> <p>Head Office address: 3 Priestley Wharf, Holt Street, Aston Science Park, Birmingham B7 4BN</p> <p>0121 380 3500</p> <p><a href="mailto:info@advantagem.co.uk">info@advantagem.co.uk</a></p>

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		qualifications and direct their skills and technical abilities into areas of manufacturing excellence, environmental technologies, ICT and other clusters as demand requires.			
LSRC470 (Phase 1): Hybrid models of teaching and learning, LSRC Research Fellowship at Birkbeck College <b>[FE &amp; HE]</b>	<b>IT TEA  E</b>	The LSRC / Birkbeck Fellowship in ICT and education has provided the basis for continued research in the area and will be consolidated in	Dec01_Nov 02  LSRC Funded	Progress report is on file	Jill Attewell (LSDA London office)

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		Phase II by a further investigation of core issues and new directions in ICT and education in the post-compulsory education and training field, including developing analytical research into workplace learning, experiential learning processes and cross-sectoral best practice examples.			
LSRC478b: Teaching and	<b>TEA (STEM)</b>	A 3 year project to assess the	October 2001-2003 LSRC funded	Report	J Vorhaus (LSDA London office)

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Learning thinking skills in the post 16 sector. WP2: Post 16 Pedagogy and thinking skills: An evaluation  <b>[FE &amp; HE]</b>	<b>E</b>	theory and practice of thinking skills as an element in post 16 learning. This work package comprises a literature review of approaches to teaching thinking skills aimed as answering the question: how should we assess the effects of teaching thinking skills on learners in the post 16 sector?			(020) 7297 9097
Women In Science and	<b>SCI</b>	As part of its strategic work	1 WISE Core funding :£35K	Not yet known-all projects only started in March '03.	Pat Langford DTI

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Engineering (WISE)  [FE & HE]	NE  R 2.1	to mainstream gender and science in other UK SET initiatives, the PSETW Unit in OST is providing core-funding to the WISE Campaign over a period of 3 years in order to help them develop a stronger strategic plan and identify and secure new funding streams. In particular, this should help to increase the effectiveness of the WISE aims	p/a 2 WISE SPARK 5 magazine: 32K 3 WISE Role Model Project:£18K		OST SEB Promoting SET For Women Unit Bay 5118 1 Victoria Street London SW1H 0ET Tel 0207 215 0047 Fax 0207 215 0005 Email: <a href="mailto:pat.langford@dti.gsi.gov.uk">pat.langford@dti.gsi.gov.uk</a>  For more information visit our website: <a href="http://www.set4women.gov.uk/">http://www.set4women.gov.uk/</a>



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		<p>and objectives by collaborating with other key players in this arena, including Science and Engineering Ambassadors (SEAs) Programme and the SETPoints. The PSETW Unit has also funded the WISE Campaign to produce SPARK magazine, aimed at 11-14 year old girls, to engage them in SET. Through a variety of lively articles and debates, the</p>			

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		<p>magazine presents a face of SET that girls can relate to and empathise with. Bright and fun, SPARK illustrates that SET careers can be varied, interesting and socially important. Hopefully it will encourage girls to re-think their preconceptions, feel inspired and take the idea of a career in SET seriously. To date, four issues of Spark have been produced in</p>			

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		<p>collaboration with the Campaign and EMTA. The fifth issue of Spark is currently being developed and for the first time, it is being produced in collaboration with SETNET and the Institute of Physics. The PSETW Unit is also funding the WISE Campaign to produce a new set of Role Models to inspire girls to study SET subjects at</p>			

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		schools and higher education and to go on to take SET-employment.			
HEFCE funding X4L Exchange for Learning Programme (X4L)  <b>[FE &amp; HE]</b>	<b>KT</b>  <b>NE</b>  <b>R 3.2</b>	Exploring the re-purposing of existing and forthcoming JISC funded content suitable for use in learning. The programme will also encompass content created by other bodies and agencies active in this area where intellectual property rights allow for	HEFECE funding (X4L is also supported by BECTa/NLN, Learning and Teaching Scotland (NGFL), and the LTSN.)  Proposals for projects from one to three years duration and with budgets ranging from £10,000 to £300,000 will be considered		

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		educational use in FE and HE, or can be negotiated.			
The Year in Industry West Midlands Region  [FE & HE]	<b>STEM</b>  <b>NE</b>  <b>R 2.13</b>	To increase the placement opportunities for pre-university students, the current client group for the Year in Industry organisation. They will also utilise its existing infrastructure and experience and begin placing undergraduates in similar 12 month structured industrial	£121,500 National Office, The Year in Industry		Rita Davey Learning and Skills Advisor Advantage West Midlands  Head Office address: 3 Priestley Wharf, Holt Street, Aston Science Park, Birmingham B7 4BN  0121 380 3500  <a href="mailto:info@advantagewm.co.uk">info@advantagewm.co.uk</a>

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		placements with training.			
Royal Astronomical Society. Women in Science.  <b>[HE]</b>	<b>SCI</b>  <b>NE</b>	Booklet on Careers for Girls, Women in Science. Provides information on what resources are available and where to find them, career information and facts and figures	Partly funded by a grant from PPARC and RAS. The booklet is free and the RAS funds postage, packing and distribution around £ 500-£2000per year	3000-5000 copies distributed with distribution as far as South Africa. Further reprints. Booklet has been well received by under graduates at Universities	Royal Astronomical Society Helen Walker , Rutherford Appleton Laboratory Tel:01235 446490 Email:h.j.walker@rl.ac.uk
Audiometric Calibration Techniques training course  <b>[HE]</b>	<b>SCI</b>  <b>NE</b>	Audiometry	£9,700	Minimum of 12 participants	Dr Richard Barham,Accoustical Metrology Group ,NPL,020 8943 6725;Richard.Barham@npl.co.uk
Additional	<b>SCI MATHS</b>	Funding of	600 place available this	Over 400 allocated to date	Ian Hopper TTA

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Secondary Mathematics and Science Places Incentive  <b>[HE]</b>	<b>TEA</b>  <b>NEA</b>  <b>R 2.5</b>	around £2000 for 2003/04 to ITT providers for each additional new entrant recruited by them above that in 2002/03	year £720K		020 7023 8105 hopper@teach-tta.gov.uk
Secondary Shortage Subject Scheme (science, mathematics, design & technology and ICT)  <b>[HE]</b>	<b>STEM</b>  <b>E</b>  <b>R 2.5</b>	Hardship payments (up to £7500) administered by ITT providers to trainee teachers of science, mathematics, design technology and ICT to help them overcome financial difficulties and stay in ITT	£5 million on going	Evaluation study done in past showing positive impact on retaining trainees	Jeremy Connix TTA 020 7023 8045 coninx@teach-tta.gov.uk

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Supplementary Support Course- Mathematics Science and design & technology  [HE]	<b>STEM E R 2.6</b>	The additional training providing subject support in mathematics, science, and design & technology from specialist tutors prior to, and during, initial teacher training (ITT) to ensure subject knowledge is at degree level. Of particular use to graduates whose degree contains but is not focused on maths etc	£1.15 million for 3 years	In progress report due in June	Lucy Hooker TTA <a href="mailto:hooker@teach-tta.gov.uk">hooker@teach-tta.gov.uk</a> 020 7023 8045
Enhancement course –science and mathematics	<b>SCI MATHS</b>	An initiative scheduled for 2003/04	The physics course is jointly funded with the Gatsby Foundation	Not yet implemented	Alf Brown TTA 020 7023 8196



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[HE]	NE R 2.6	targeting graduates from a wider background to develop a graduate level knowledge of maths or physics or chemistry prior to gaining entry to postgraduate teacher training	Funding not yet finalised with the Department		brownna@teach-tta.gov.uk
Studentships for mathematics chemistry and physics  [HE]	SCI MATHS  NE  R 3.4	To attract bright students to study for a degree in chemistry, mathematics or physics and commit to teach their subject for at least three years	Still to be agreed with the Department likely to be £5k per student	Not yet implemented	Nick Brook TTA 020 7023 8198 brookn@teach-tta.gov.uk

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Link  [HE]	<b>STEM</b>  <b>KT</b>  <b>E+</b>	LINK is the Government's principal mechanism for supporting research partnerships between UK companies and research base organizations, mainly universities. Its aim is to promote innovation in UK companies, leading to wealth creation and quality of life improvements. Research projects are managed within programme	Since it started, Government has invested over £350m in 1,500 LINK projects (£43m in 2001/02), a sum which has been more than matched by participating companies.	A Strategic Review of LINK has just been completed. The report of the independent review panel (not yet published) has confirmed that, in addition to other benefits, LINK has led to substantial direct economic benefits for participating companies.	Case studies of some successful projects are available from the LINK Directorate (020-7215-0044), with further details on LINK on the website at <a href="http://www.dti.gov.uk/ost/link">http://www.dti.gov.uk/ost/link</a>

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		<p>areas, complemented by Foresight LINK Awards, which address Foresight priority areas not covered by LINK programme. The three most recently announced LINK programmes cover health technology devices, information storage and display and basic technologies</p>			
Faraday Partnerships	<b>STEM KT</b>	Faraday Partnerships	Faraday Partnerships are jointly funded by a	An initial assessment of the Faraday Partnership	Website: <a href="http://www.faradaypartnerships">www.faradaypartnerships</a> .

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[HE]	NE R 6.6 & 6.7	are business friendly, knowledge base/industry partnerships, working to 'Faraday Principles' that are recognised nationally and regionally as centres of expertise and collaboration in their sector or technology. DTI has completed the target, set in the Science and Innovation White Paper, "Excellence & Opportunity – a science and innovation	Research Council (or councils) and a Core Funding Provider (usually DTI). The Research Council sponsor(s) provide up to £1M over 4 years to each Faraday Partnership on a pump-priming basis. To access this, successful applicants will be asked to prepare detailed research and training proposals in the Councils' normal formats. Subject to meeting quality considerations these are funded from an earmarked provision. In line with normal Research Council rules, this funding must be spent in the participating HEIs.	Programme in the first few years of its existence has just begun and is expected to report shortly. Anecdotal evidence already exists to suggest that Universities are now actively collaborating with businesses and research partners in a more inclusive and coherent way. Research organisations are seeking to widen their customer base and expand the range of services which they offer. Companies have recognised that they can be more competitive by making use of the skills and experience in our science, engineering and technology base. Other available indicators	<a href="http://org.uk">org.uk</a> DTI contact: Philip O'Neil Bay 313 Department of Trade and Industry 151 Buckingham Palace Road London SW1W 9SS Tel: 020 7215 1657 Fax: 020 7215 1461 Email: p.o'neil@DTI,gsi.gov.uk

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		<p>policy for the 21<sup>st</sup> century", to establish a national network of 24 Faraday Partnerships focused on technologies of major importance to the UK. The Faraday Partnership initiative is aimed at promoting improved interactions between the UK science, engineering and technology base and industry through the involvement</p>	<p>Funds can be provided to meet the direct HEI costs of research and training in a Faraday Partnership, together with a contribution towards indirect costs of research. DTI provides additional grant funding of up to £1.2M over 3 years to each Faraday Partnership but with the possibility of a further 2 years support if recommended after an interim evaluation. DTI also supports centrally managed and provided activities designed to network Partnerships and provide a national profile for the growing network of Faraday Partnerships, including</p>	<p>show that: Core research and infrastructure funds committed to the 24 Faraday Partnerships now total £53.3 million and the total value of the research portfolios of the Faraday Partnerships is now in excess of £100 million. Industrial participation in the Faraday Partnerships continues to increase. In total 1,702 firms were actively involved with the Faraday Partnerships in 2002. The Faraday Partnerships continues to increase In total 1,702 firms were actively involved with the Faraday Partnerships in 2002. The Faraday Partnerships continue to attract more top University research</p>	

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		<p>of intermediate organisations which have strong connections with both industry (particularly SMEs) and with academia. Examples include Research and Technology Organisations (RTOs) or their analogues, universities, government agencies or private sector laboratories, but are not restricted to these organisations</p>	<p>annual meetings for Faraday Associates. Most importantly, Faraday Partnerships are expected to become self-supporting in due course through attracting a combination of support from business coupled with funding won in open competition from existing UK Government, Research Council and EU schemes including, for example, TCS, SMART, LINK, Framework Programmes and Eureka</p>	<p>teams to deliver world-class research and development in Faraday-related fields. In 2002, an increase from 209 to 381 was recorded. Within the Partnerships there are many opportunities for young scientists and technologists to work across the university-industry interface. These people are known as "Faraday Associates". A total of 270 CASE, Industrial CASE, doctorates, post-doctoral and TCS associates now participate in the research programmes of the Faraday Partnerships.</p>	

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		<p>The key feature of the Partnerships is to promote better use of all the various public sector support mechanisms (e.g. LINK, TCS, Framework, Eureka, CASE Awards) and build more coherent links to private sector support (e.g. into supply chains, collaborative partnerships etc) so that there is a continuum of "R&amp;D" from</p>			

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		idea to exploitation.			
<p>Science Enterprise Challenge</p> <p>[HE]</p>	<p><b>STEM</b></p> <p><b>KT</b></p> <p><b>NE</b></p> <p><b>R 6.6 &amp; 6.7</b></p>	<p>The aim of the Science Enterprise Challenge is to establish a network of centres in UK universities, specialising in the teaching and practice of commercialisation and entrepreneurialism in the field of science and technology.</p> <p>Twelve Science Enterprise Centres were established in UK universities</p>	<p>Twelve Science Enterprise Centres were established in UK universities in 1999/2000 with £28.9m of government funding.</p>	<p>The economic impact of the SECs will take time to show. Early measures of activity are encouraging with 5900 science and technology graduates exposed to new enterprise teaching in the first two years, and over 850 at postgraduate and professional level. The centres have also helped to generate 400 new business ideas, over 80 of which have led to early stage businesses.</p>	<p>Steven Richmond Office of Science &amp; Technology: Department of Trade &amp; Industry Bay 5122 1 Victoria Street LONDON SW1H 0ET Tel: 0207 215 2287 Fax 0207 215 0054 E mail steven.richmond@dti.gsi.gov.uk Further information about SEC can be found at <a href="http://www.ost.gov.uk/enterprise/knowledge/sec.htm">http://www.ost.gov.uk/enterprise/knowledge/sec.htm</a></p>



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		<p>in the first round of the competition in 1999/2000; The centres support the teaching and practice of entrepreneurship among science faculty and students, and promote links between universities and business.</p> <p>Awards worth £15m for a further round of the competition were announced on 1<sup>st</sup> October 2001, involving some 39 institutions. This funding will help</p>			

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		establish a new centre and expand the twelve existing science enterprise centres set up to promote a culture of enterprise and facilitate the commercial exploitation of scientific research.			
Joint Infrastructure fund [HE]	<b>STEM NE</b>	The joint Infrastructure fund (JIF) was announced as part of the overall Comprehensive Spending Review announcement	£300m from HEFCE, £300M FROM THE Wellcome Trust ;£150m from HEFCE. Awards made 1999-2001.	JIF provided £750m for buildings, major equipment and other elements of infrastructure of UK universities, but not for research staff, projects or programmes.	Anne McFarlane /Nick Croll DTI OST SEB Bay 5120 1 Victoria Street London SW1H OET Tel 0207 215 3857 Email Nick.croll@DTI.GSI.Gov.U

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		in July 1998. JIF provided £750m for buildings, major equipment and infrastructure of UK universities, but not for research staff, projects or programmes.			K
EUREKA [HE]	KT NE	Programme provides opportunities for closer working between companies, research institutes and universities in 33 European countries.			Robert Cameron DTI Bay 367 151 Buckingham Palace Road London SW1 Tel 0207 215 1707 Fax 0207 215 1700 E-mail Robert.Cameron@DTI.GSI .Gov.Uk
Science Research	SCI	As part of the Spending	OST £47m; DfES £300M	Not Known	Anne McFarlane/Nic Croll DTI

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Investment Fund (SRIF 1) [HE]	NE	Review announcements made in July 2000, the Government announced the establishment of a new Science Research Investment Fund for the period 2002-03 and 2003-04. This funding was distributed by a formula, half based institutions' total research income and half based on their quality related (QR) research income. Institutions	2002-3 TO 2003-4 The Wellcome Trust ran two separate SRIF (£225M)		Bay 5120 1 Victoria Street London SW1H 0ET Tel 0207 215 3857 E-Mail Nick.croll@DTI.GSI.Gov.U K

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		<p>were required to commit 25% of the total investment from their own resources or from third parties (but not from the other streams of SRIF).</p> <p>Institutions were advised of their SRIF allocation in February 2001 and were invited to submit a programme of work comprising a number of individual projects by end</p>			

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		<p>May 2001. These were subjected to review prior to final funding announcements being made in July/August 2001.</p> <p>OST retained £100m to modernise Research Council institutes and to contribute to large national projects.</p>			
<p>Science Research Investment Fund (SRIF2)</p> <p>[HE]</p>	<p><b>SCI</b></p> <p><b>NE</b></p>	<p>As part of moving the research base onto a sustainable long-term</p>	<p>£600M FROM OST; £60m from devolved administrations 2004-5 to 2005-2006</p>	<p>Not known</p>	<p>Anne McFarlane /Nic Croll DTI Bay 5120 1 Victoria Street London SW1H OET</p>

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		<p>footing, the Government is building on the success of the Science Research Investment Fund (SRIF) with "SRIF 2". £950m was allocated to UK HEIs in February £2002. An additional £60m of funding was announced by the devolved administrations.</p> <p>SRIF 2 will allow Universities to invest with greater certainty for the</p>			<p>Tel 0207 215 3857  Email  Nick.croll@DTI.GSI.Gov.U  K</p>

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		<p>long-term, but at the same time they will have sharper responsibility to ensure that their research is funded on a sustainable basis.</p> <p>To aid the sustainability of the research base OST is providing, as part of SRIF2, £15m in 2004-5 and £15m in 2005-06 for strategic science research restructuring in the UK, including</p>			



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		possible mergers between Universities DfES is providing an additional £20m for restructuring in England.			
Research Councils (PPARC) (EPSRC) [HE]	<b>STEM</b> <b>KT</b> <b>E</b>	Particle Physics and Astronomy, Engineering and Physical Sciences,, The above Research Councils have the objectives of supporting the highest quality research, training top scientists and engineers,	The Government funds the RC's activities through the Science Budget via the OST. EPSRC has a budget for this FY (03/04) of over £460m while PPARC's budget is around £250m.	In addition to meeting the targets set in their operating Plans, OST is presently working on some Performance Indicators for RCs. RCs also have to meet targets set by the Treasury's PSA and the DTI's Objectives.	David Winslade Bay 4135 1 Victoria Street London SW1H OET Tel 0207 215 6568 Fax 0207 215 0394 Email David.Winslade@dti.gsi.gov.UK

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		<p>promoting knowledge transfer – the flow of new knowledge and trained people into the wider economy, and finally communicating with the public to explain the research and science.</p> <p>The RCs produce an Operating Plan which specifies the year's programme. These are available on their websites. OST has the role of sponsor for the RCs and</p>			

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		it also monitors the performance.			
Research Councils (CCLRC)  [HE]	<b>STEM KT  E+</b>	Council for the Central Laboratory of the Research Councils; Industry Interface.  Following the publication of the Baker Report (Creating Knowledge - Creating Wealth: Realising the Economic Potential of Public Sector Research Establishments	CCLRC's allocation for SR2002 IS -£130M	Evaluation of the commercial success of CLIK is governed as in any private limited company via a board of directors that includes two external non-executive directors. The obvious metric is income generated but this is impacted upon by licences granted, spin-outs established and ultimately by the degree of patent activity. In addition to these, all of CCLRC's commercial activity is co-ordinated via the Commercial Exploitation Committee (CXC) to which the CLIK CEO reports and acts as the parent board of CLIK. Further evidence of	Agnes Ayekpa Bay 4127 1 Victoria Street London SW1H OET Tel 0207 215 6515 Fax 0207 215 0394 Email Agnes.Ayekpa@dti.gsi.gov.uk

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		<p>- PSREs) in 1999, the Government established a fund to aid the expansion of technology transfer within PSREs. This fund was set at £10m and was opened up as a competition for each of the 170 PSREs within the UK to bid for seed capital and capacity expansion.</p> <p>CCLRC made two bids: one to expand its technology transfer capability, and a second led by</p>		<p>success is demonstrated with the Awards to Inventors scheme, an internal CCLRC arrangement whereby staff responsible for the instigation of commercial income are rewarded with ex-gratia payments proportional to the level of income generated</p>	

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		<p>CCLRC in collaboration with NERC, the Defence Science and Technology Laboratory (DSTL), PPARC and UKAEA to establish a seed fund. Both bids were successful leading to the establishment of the Rainbow Seed Fund and a wholly owned subsidiary company with initial funding of £4M, Central Laboratory Innovation and knowledge</p>			

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		Transfer Limited (trading as CLIK Knowledge Transfer- (CLIK),to take over the commercial role within CCLRC.			
Research Councils (BBSRC) (MRC)  [HE]	SCIENCE	Biotechnology and Biological Sciences research Council (BBSRC); Medical Research Council (MRC)  The above Research Councils have the objectives of supporting the highest	The Government funds the RCs activities through the Science Budget via the OST. BBSRC has a budget for this FY (03/04) of over £260m while MRC's budget is around £41m	In addition to meeting the targets set in their Operating Plans, OST is presently working on some Performance Indicators for RCs.  RCs also have to meet targets set by the Treasury's PSA and the DTIs Objectives.	Alison Austin 1 Victoria Street London SW1H OET Tel 0207 215 5316 Fax 0207 215 0394 Email Alison.Austin@dti.gsi.Gov. UK

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		<p>quality research, training top scientists and engineers, promoting knowledge transfer – the flow of new knowledge and trained people into the wider economy, and finally communicating with the public to explain the research and science.</p> <p>. The RCs produce an Operating Plan which specifies the year's programme.</p>			

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		OST has the role of sponsor for the RCs and it also monitors the performance			
Research Councils (ESRC) (NERC)  [HE]	SCI KT  E	Economic and Social Research Council (ESRC); Natural Environment Research Council (NERC)  The above Research Councils have the objectives of supporting the highest quality research, training top	The Government funds the RC's activities through the Science Budget via the OST. ESRC has a budget for this FY (03/04) of over £93m while NERC's budget is around £256m.	In addition to meeting the targets set in their Operating Plans, OST is presently working on some Performance Indicators for RC's.  RCs also have to meet targets set by the Treasury's PSA and the DTI's Objectives	David Snell DT 1 Victoria Street London SW1H 0ET Tel 020 7215 5682 Fax 020 7215 3830 Email <a href="mailto:David.Snell@dti.gsi.gov.uk">David.Snell@dti.gsi.gov.uk</a> See also <a href="http://www.esrc.ac.uk">http://www.esrc.ac.uk</a> <a href="http://www.nerc.ac.uk">http://www.nerc.ac.uk</a>



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		<p>scientists and engineers, promoting knowledge transfer – the flow of new knowledge and trained people into the wider economy, and finally communicating with the public to explain the research and science.</p> <p>The RCs produce an Operating Plan which specifies the year's programme.</p> <p>OST has the role of sponsor for the RCs and</p>			

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		it also monitors their performance			
Cross Research Council Programmes  [HE]	SCI TECH KT  NE	The three cross-council programmes initiated under SR2000 (e-Science, Basic Technology and Genomics) have all received additional funding from SR2002. E-Science aims to solve major challenges in the processing, communications, storage and visualisation of the extremely large databases	Between 2001-2006 OST funding to the Research Councils will total £213M for e-Science, £10M for Basic Technology and £246M for Genomics and Proteomics. Between 2003-2006 OST funding for the Research Councils will total £40M for Stem Cells, £28M for Sustainable Energy Economy and £20M for Rural Economy and Land Use.	The programmes begun under SR2000 (the funds which are heavily back loaded) are still in their early stages and those funded by SR 2002 yet to start. OST are currently working with Research Councils to produce and agree evaluation criteria and timetables for the future evaluation of the cross-council programmes.	Ian Banfield Bay 4134 1 Victoria Street London SW1H 0ET Tel 0207 215 0056 Fax 0207 215 3830 Email Iain.Banfield@dti.gsi.Gov. UK

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		<p>and massive data flows that are produced by much of today's cutting edge science. This will enable research to be carried out that would have otherwise been impossible and research that is currently possible to be carried out at a much faster rate. Basic Technology involves investing in fundamental technology development, generating a suite of new</p>			

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		<p>capabilities that may be further developed and exploited by business. Post-genomics and proteomics involve studying the function of the genome and the proteins which it expresses. This should lead to major Breakthroughs in healthcare and agriculture. SR2002 also announced three new major cross-council programmes funding research in stem cells,</p>			

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		<p>sustainable energy and the rural economy and land use. Therapies based on stem cells could lead to repairing and replacement of organs damaged by disease or disability. The UK is the first country in the world to approve research into human embryonic stem cells. The Sustainable Energy Economy programme will look to develop</p>			

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		<p>energy solutions for the future and cut greenhouse gas submissions. Following the Rural White Paper and major changes in farming, the Rural Economy and Land Use programme will set out future options for land use and the rural economy. It will help to ensure that the vision of the White paper can be achieved and sustained over the foreseeable future.</p>			

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Public Communications Training Funds  [HE]	<b>TECH NE</b>	Every EPSRC grant holder now has the option of receiving £500 for public communication training for members of the team, which may be a postgraduate	Scheme launched in April 2002-so far £36,000 given to 72 grant holders	Scheme is very new but initial data suggests that take up by award applicants has been lower than expected.	Kerry Leslie, Public Awareness Programme, EPSRC 01793 444209 kerry.leslie@epsrc.ac.uk
PhD Training  [HE]	<b>SCI E R 4.2, 4.3 &amp; 5.2</b>	Staff work at NPL on PhD project. These may be NPL staff registered with university doing a PhD as part of their work or university students who visit NPL. Both NPL staff	Funded either by NPL (if staff member) or university. Other funding comes through funding for work that PhD student undertakes (e.g. project in NMS programme)	Numbers vary from year to year at present we have 2 NPL staff registered for PhD in IR area and have hosted one PhD student to work on a project at NPL. Students are required to produce a PhD thesis reviewed by academic and NPL staff. Close working between NPL and host institutions staff also provides monitoring of	Dr Martyn Sene,NPL,020 8943 7028,martyn.sene@npl.co.uk

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		and facilities are used for such training		arrangements.	
Hosting MSc/Sandwich students  [HE]	<b>SCI KT  E  R 5.2</b>	MSc students or students with 1 year industry placement as part of their degree course are placed at NPL to work on scientific project as part of their studies. Both NPL staff and facilities are used for such training	Funded jointly by Host Institutions and by NPL (through work that students will undertake). Work can vary from participating in calibration service provision to an identified research project as part of NMS programme.	Numbers vary from year to year _in the last year we have had 4 MSc students and 3 sandwich student in the IR area.  Students are required to produce a report of work undertaken which is reviewed by host academic institutions and NPL staff. Close working between NPL and host institutions staff also provides monitoring of arrangements.	Dr Martyn Sene,NPL,020 8943 7028,martyn.sene@npl.co.uk
NPL User Group meeting s/open days [HE]	<b>SCI  NE</b>	Acoustical metrology	£24,700	Three meetings/open days	Sue Dowson, Acoustical Metrology Group NPL,020 8943 6703; Susan.dowson@npl.co.uk



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Guide and knowledge transfer meeting <b>[HE]</b>	<b>SCI</b> <b>NE</b>	Measurement requirements of the new EC noise directive for machinery used outdoors	£9,900		Dr Mike Goldsmith, Acoustical Metrology Group,NPL; 020 8943 6392;mikegoldsmith@npl.co.uk
Foundation Degrees <b>[HE]</b>	<b>STEM</b> <b>NE</b> <b>R 3.2</b>	A wide variety of Foundation Degrees have been /are being developed, and many will impact on STEM subjects	Funded with prototype funding from HEFCE, with Additional Student numbers, or independently by the institution. Development funding for FDs is shortly to be allocated		Joanne Jones,HEFCE,0117 931 7071, <a href="mailto:j.jones@hefce.ac.uk">j.jones@hefce.ac.uk</a>  <a href="http://www.foundationdegree.org.uk">www.foundationdegree.org.uk</a>
VAM KT2(4.1-4.3) <b>[HE]</b>	<b>SCI</b> <b>NEA</b>	Organising and running Proficiency Training Schemes for schools and for MSc students	£156k in current VAM programme		Peter Bedson LGC 020 8943 7392 <a href="mailto:Peter.bedson@lgc.co.uk">Peter.bedson@lgc.co.uk</a>
SSfM project 6.6	<b>STEM</b>	Support for	£39k in current SSfM		Dave Rayner NPL 020

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[HE]	NEA R 4.1	CASE studentships			8943 7040 Dave.Rayner@npl.co.uk
HEFCE e-learning strategy [HE]	STEM IT NE	A learning strategy is currently being drafted for HEFCE, which will impact on STEM subjects			Alice Frost, HEFCE, 0117 931 7101 a.frost@hefce.ac.uk
(TQEF) [HE]	TEA NEA R 3.4	Fund for development of teaching and Learning	£30 million over 6 years (1999-2005)		Sarah Howel, HEFCE, 0117 931 7446, <a href="mailto:s.howels@hefce.ac.uk">s.howels@hefce.ac.uk</a>
(TQEF) [HE]	TEA NEA R 3.4	Institutional Learning and Teaching Strategies	£99.5 million over 6 years (1999-2005)		Kate Murray, HEFCE, 0117 931 7022 k.murray@hefce.ac.uk
(TQEF)	TEA	National	Established in 2000 by	Currently being estimated.	Sarah Howels,

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[HE]	STEM E R 3.2	Teaching Fellowship Scheme (NTFS)  The NTFS is the individual strand of the HEFCE's Teaching quality Enhancement fund (TQEF), and comprises 20 annual Fellowships, each worth £50,000, to be used to the benefit of learning and teaching in Higher Education, and impacting on STEM subjects amongst others.	the Higher Education Funding Council for England (HEFCE) and the Department for Employment and Learning (DEL) in Northern Ireland and is managed by the Institute for Learning and Teaching in Higher Education (ILTHE)  £6 million over 6 years (1999-2005)		HEFCE, 0117 931 7446, <a href="mailto:s.howls@hefce.ac.uk">s.howls@hefce.ac.uk</a>  <a href="http://www.ntfs.ac.uk/">www.ntfs.ac.uk/</a>

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(TQEF)  [HE]	<b>TEA</b> <b>STEM</b>  <b>NEA</b>	Learning and Teaching Support Network  A network of 24 <a href="#">subject centres</a> , based in higher education institutions throughout the UK, offering subject-specific expertise and information on learning and teaching, including STEM subjects. For example, the LTSN Subject Centre for Math, Stats and OR Network has been involved in the	£37 million over 6 years (1999-20050)		Sarah Howls, HEFCE,0117 931 7446, <a href="mailto:s.howls@hefce.ac.uk">s.howls@hefce.ac.uk</a>  <a href="http://www.itsn.ac.uk">www.itsn.ac.uk</a>  Pam Bishop Manager of Maths, Stats and OR Network Subject Centre p.Bishop@bham.ac.uk

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		following activities: <ul style="list-style-type: none"> <li>➤ 3 workshops on maths support for non-specialist students in science and engineering depts (2001-2)</li> <li>➤ National approach to diagnostic testing (2001-2)</li> <li>➤ Maths Team project involvement (2001-2)</li> <li>➤ Mini-project to establish maths support</li> </ul>			

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		centres (2001-2) ➤ Liaising with REMIT project on maths support (2001-2) ➤ LTSN executive development fund project on maths support (2001-2) ➤ Publications (2001-2) accessible curricula (2002-3) ➤ Presentations to National Association of Maths			

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		<p>Advisors and the Maths Association (2002-3)</p> <ul style="list-style-type: none"> <li>➤ Workshop on assessment and maths support (2002-3)</li> <li>➤ Mini-project planned to fund specifically widening participation (2002-3)</li> <li>➤ 2 projects on retention (2002-3)</li> <li>➤ Liaise with heads of dept and learned societies</li> </ul>			

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		<p>re;guidance on L&amp;T strategies (2002-3)</p> <ul style="list-style-type: none"> <li>➤ Work with school maths advisors and consultants to enhance statistical numeracy in schools (2002-3)</li> <li>➤ Publications (2002-3)</li> <li>➤ Collect data on needs of depts in relation to school/uni transition (2002-3)</li> <li>➤ Investigate assistive</li> </ul>			



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		technology for maths inc. MathsML (2002-3) ➤ Sponsorship of UK maths learning support centre (2002-3)			
Teaching Quality Enhancement Fund(TQEF)  <b>[HE]</b>	<b>TEA STEM E R 3.2</b>	HEFCE learning and teaching strategy would direct funding at three levels: the institutions, the subject, (including STEM subjects), and the individual. HEFCE established a	£ 181 million over 6 years (1999-2005), broken down above	Currently being estimated.	Sarah Howls, HEFCE, 0117 931 7446, <a href="mailto:s.howls@hefce.ac.uk">s.howls@hefce.ac.uk</a>  <a href="http://www.hefce.ac.uk/pubs/hefce/1999/99-48.htm">http://www.hefce.ac.uk/pubs/hefce/1999/99-48.htm</a>

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		single integrated fund (TQEF)- To deliver the strategy. The TQEF is broken down above			
Enhancing Student Employability Co-ordination Team (ESECT)  [HE]	<b>STEM</b>  <b>E</b>	Policy priority to ensure that higher education should enhance students' claims to graduate jobs and their potential contribution to national prosperity is widespread_ ESECT has been established to help the sector engage with	HEFCE funded from 1 <sup>st</sup> September 2002, finishing at the end of February 2005.  £730,000 provided to ESECT between 02-05  £200,000 to LTSN Subject Centres 02-04	Impact of team to be measured through provision of deliverables (publications, toolkits and dissemination events) and impact on institutional strategies, and improved capacity of LTSN to support student employability . Team has published its first series of publications .Second series is in preparation.	Sarah Banerjee, HEFCE, 0117 931 7056, <a href="mailto:s.banerjee@hefce.ac.uk">s.banerjee@hefce.ac.uk</a>  <a href="http://www.ltsn.ac.uk/genericccentre/index">http://www.ltsn.ac.uk/genericccentre/index</a>

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		this priority , and will impact on STEM subjects in particular through its work with LTSN Subject Centres in developing employability strategies for subject communities			
UK GRAD Programme  [HE]	<b>K T</b>  <b>STEM</b>  <b>NE</b>  <b>R 3.2</b>	Participants from all 6 research Councils and AHRB mix with students from other Universities and disciplines. Other sponsors include Wellcome Trust	The Programme cost £1.2million in 2002 rising to £1.7M over the course of a new 5-year contract starting in 2003. Non-RC funded students may attend at a cost of around £595 for a 5-day course.  The programme is managed by EPSRC	1800 places a year in 2002 planned to rise significantly over the next few years. Part of this expansion will be through the development of regional hubs aimed at increasing the role of universities in delivering the programme.  EPSRC has made attendance at a GRAD	Dr Dominic Semple – EPSRC 01793 444116 dominic.semple@epsrc.ac.uk  Dr Janet Metcalfe – CRAC 020 8341 4828 janetmetcalfe@compuserve.com

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		<p>and the Royal Society of Chemistry</p> <p>Students have the chance to participate in case studies and exercises to help with team working, communication skills and career management (e.g. giving advice on CVs, experience of interviewing or being interviewed). The courses are equally as relevant to those students wishing to stay</p>	<p>on behalf of all Research Councils and AHRB and CRAC (Careers Research and Advisory Centre) hold the current delivery contract.</p> <p>From 2003 the role of universities in delivering the programme will expand through regional hubs which will be part funded by the GRAD Programme.</p>	<p>school or equivalent compulsory and intends to double attendance by its students from 800 to 1600 by 2005. Expansion plans for the GRAD programme predate Roberts and will continue alongside new efforts raise personal skills levels (Roberts's recommendation 4.2).</p> <p>The Graduate Schools programme won a National Training award in 2000.</p>	

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		<p>in academia as those considering careers outside.</p> <p>Each 3-5 day residential course comprises 90 students and may also include mentors who are managers in the early stages of their employment.</p>			
<p>Research Councils' Common skills requirement</p> <p>[HE]</p>	<p><b>STEM</b></p> <p><b>NE</b></p> <p><b>R 3.2</b></p>	<p>The purpose of this statement is to give a common view of the skills and experience of a typical research student thereby</p>	<p>No funding associated with this.</p> <p>It is intended as a framework to stimulate good practice.</p>	<p>The framework provided an input to the HEFCE-led initiative to Improve Standards in Postgraduate Training. The draft standards require institutions to provide students with access to a</p>	<p>Dr Iain Cameron – EPSRC 01793 444038 iain.cameron@epsrc.ac.uk</p>

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		providing universities with a clear and consistent message aimed at helping them to ensure that all research training was of the highest standard, across all disciplines. It is not the intention of this document to provide assessment criteria for research training.		training programme as outlined in the RC skills statement.	
SC mini Projects <b>[HE]</b>	<b>STEM</b>  <b>E</b>	Most Subject Centres (inc. Bioscience, Engineering,	Usually up to £5k per project for one year. Awarded to individuals in depts, often with	Varies according to each project. You would need to go to each to Subject Centre for this	Various _ Learning and Teaching Support Network

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	<b>R 3.2</b>	Heath Sciences & Practice, Materials, Maths, Stats & OR Network, Medicine, Dentistry & Veterinary Medicine, and Physical Sciences) fund small scale development projects related to learning and teaching. Details are available on each Subject Centre website via the main LTSN site at <a href="http://www.ltsn.ac.uk">http://www.ltsn.ac.uk</a>	collaboration between one or more HEIs		
The Sustainable	<b>STEM</b>	It is an R&D	DTI (£10m), EPSRC	No work done on this as	Co-ordinator: Nick Morley,

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Technologies Initiative  [HE]	K T  NE	programme to encourage UK industry to become more sustainable. We fund many projects under the LINK scheme which is collaborations of Universities and businesses on R&D projects. The University will employ a PhD or post graduate researcher to do the main body of the work	(£5m), DEFRA (£2m), ESRC (£3m), BBSRC (1m)=£21m, over 5 years (started Nov 2000).t	yet	Oakdenehollins, 01296 337165, <a href="mailto:nmorley@oakdenehollins.co.uk">nmorley@oakdenehollins.co.uk</a> David Wilkinson: DTI, Project officer, <u>020 7215 1056</u>
NTIs  [HE]	KT TECH	Eighteen New Technology Institutes	£25million funding has been made available from the Capital		Adeola Odeneye, HEFCE, 0117 931 7061, a.odeneye@hefce.ac.uk



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	<b>NE</b>	(NTIs)consortia of higher education institutions, further education colleges and private sector partners)to boost the regional supply of information technology and other high-tech skills , and the transfer of technical knowledge to local businesses	Modernisation Fund covering the period 2002-4 List of recipients can be found at <a href="http://www.hefce.ac.uk/news/hefce/2002/NTIs.htm">http://www.hefce.ac.uk/news/hefce/2002/NTIs.htm</a>		
Widening participation projects relating to IT [HE]	<b>IT</b> <b>NEA</b>	Listed in HEFCE publication 00/35,located on HEFCE			John Selby,HEFCE, 0117 931 7343, <a href="mailto:j.selby@hefce.ac.uk">j.selby@hefce.ac.uk</a> <a href="http://www.hefce.ac.uk">www.hefce.ac.uk</a>

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		website			
London Partnerships for Progression [HE]	STEM NEA	Pan-regional STEM-focused partnership			Robin Jackson , HEFCE, 0117 931 7021, <a href="mailto:r.jackson@hefce.ac.uk">r.jackson@hefce.ac.uk</a> <a href="http://www.london4p.ac.uk/documents.htm">http://www.london4p.ac.uk/documents.htm</a>
QAA subject benchmark statements [HE]	STEM NE	A major project designed to make explicit the general academic characteristics and standards of honours degrees in the UK for each subject area	n/a - Benchmark statements were developed through consultation within each subject community	Benchmark statements are published on the QAA website, and institutions are expected to take them into account when designing and developing degree programmes No evaluation yet as to how far they have promoted confidence in standards, although institutions have provided much positive feedback to the QAA.	Graeme Rosenberg, HEFCE, 0117 931 7487, <a href="mailto:g.rosenberg@hefce.ac.uk">g.rosenberg@hefce.ac.uk</a>  Nick Harris, QAA for further info Telephone +44(0)1452 557000 Email <a href="mailto:comms@qaa.ac.uk">comms@qaa.ac.uk</a>
HE Qualification Framework for England, Wales and NI	STEM NE	Public confidence in academic standards	n/a- the Qualification Framework was developed through consultation	The Framework is published on the QAA Website. No evaluation yet as to how far it has	Graeme Rosenberg, HEFCE, 0117 931 7487, <a href="mailto:g.rosenberg@hefce.ac.uk">g.rosenberg@hefce.ac.uk</a>

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[HE]		requires public understanding of the achievements represented by higher education qualifications. The qualifications framework is designed to ensure a consistent use of qualification titles, including STEM subjects.		promoted more consistent use of qualification titles or public confidence in standards	<p>Nick Harris, QAA for further info  Telephone+44(0) 1452 557000  Email <a href="mailto:comms@qaa.ac.uk">comms@qaa.ac.uk</a></p> <p><a href="http://www.qaa.ac.uk/crntw/ork/nqf/ewni2001/part1.htm#1">http://www.qaa.ac.uk/crntw/ork/nqf/ewni2001/part1.htm#1</a></p>
Strand 2 disability projects  [HE]	<b>STEM</b>  <b>NEA</b>	24 projects to develop and disseminate resources relating to the learning and teaching of	£2.8m will be distributed in this strand.  Funding for this round of projects began in January 2003. The		Fiona Reid ( <a href="mailto:f.reid@hefce.ac.uk">f.reid@hefce.ac.uk</a> ; 0117 931 7115) or Alasdair Liddell <a href="mailto:a.liddell@hefce.ac.uk">a.liddell@hefce.ac.uk</a> ; 0117 931 7312)

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		disabled students. These projects are expected to have a sector-wide impact, including on STEM subjects	programme ends in December 2005.		<a href="http://www.natdisteam.ac.uk/news_hefce.html">http://www.natdisteam.ac.uk/news_hefce.html</a>
DfES Innovations fund [HE]	STEM KT E R 6.5	<ul style="list-style-type: none"> <li>49 projects were originally funded by the then DfES through the Innovations fund in 2000.</li> <li>These projects were designed to make Higher Education</li> </ul>	<p>The total value of the programme was roughly £8 million over 2 years</p> <p>The projects were based at both HEIs and non HEIs e.g. charities, NTOs.</p>	Information about specific projects is available- see Joanne Jones, <a href="mailto:j.jones@hefce.ac.uk">j.jones@hefce.ac.uk</a>	Michelle Cronin, HEFCE, 0117 931 7222, <a href="mailto:m.cronin@hefce.ac.uk">m.cronin@hefce.ac.uk</a>  <a href="http://www.innovations.ac.uk">www.innovations.ac.uk</a>

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		<p>work harder for students and business, focusing on equal opportunities and boosting relations between higher education and employers.</p> <ul style="list-style-type: none"> <li>• The projects are now completed and there is no further funding through this initiative.</li> </ul> <p>Of the 49 projects that were funded 6</p>			

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		<p>may be relevant to STEM. Titles of these projects are:</p> <ul style="list-style-type: none"> <li>• 21<sup>st</sup> Century Women: Raising Aspirations of Women in the Digital Economy'</li> <li>• PHOENICS (A Physics Model for Pro-Active HE)</li> <li>• Mathcomm: Mathematics for Communications and Electronics</li> <li>• The Maths for Engineers webdisk</li> </ul>			

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		<ul style="list-style-type: none"> <li>• FLIP: (In-Company Flexible Learning Postgraduate) Programme</li> <li>• Professional Training for the Construction Industry</li> </ul>			
Learning and Teaching Support Network (LTSN) Subject Centre for Information & Computer Sciences (ICS)  <b>[HE]</b>	<b>TECH</b>  <b>IT</b>  <b>E</b>	Learning and Teaching Support, advice & services for academics in UKHE in the area of Information and Computer science	HE Funding councils 2000-2005	LTNS are currently being evaluated	<a href="http://www.ics.ltsn.ac.uk">http://www.ics.ltsn.ac.uk</a>
EEVL is the Internet Guide to	<b>ENG</b> <b>MATHS</b>	EEVL's mission is to provide	It is funded by the Joint Information Systems		<a href="http://www.eevl.ac.uk/">http://www.eevl.ac.uk/</a>

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Engineering, Mathematics and Computing.  <b>[HE]</b>	<b>IT NEA</b>	access to quality networked engineering, mathematics and computing resources, and be the national focal point for online access to information in these subjects.	Committee (JISC) as part of the Resource Discovery Network (RDN).		
HEFCE Disability project "Skills for Access"  <b>[HE]</b>	<b>STEM NE</b>	Improving Provision for Disabled Students initiatives. Developing suite materials for teaching and learning.	£150 000 from HEFCE awarded to the Learning Media Unit		www.shef.ac.uk/sfa/index.html
Mathematics Support Centres	<b>MATHS E</b>	Evaluating and Enhancing the Effectiveness of	£5000, Feb 01 -May 02 Duncan Lawson, Tony Croft	<ul style="list-style-type: none"> <li>• <a href="http://itsn.mathstore.ac.uk/projects/mathsupportsc/finalreport.pdf">http://itsn.mathstore.ac.uk/projects/mathsupportsc/finalreport.pdf</a></li> </ul>	<b>Duncan Lawson:</b> Coventry University School of Mathematical &



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[HE]		Mathematics Support Centres		<ul style="list-style-type: none"> <li>'Good Practice in the Provision of Mathematics Support Centres': ISSN 1476-1378</li> </ul>	Information Sciences, 024 7688 8975, <a href="mailto:d.lawson@coventry.ac.uk">d.lawson@coventry.ac.uk</a> <b>Tony Croft</b> : Loughborough University Department of Mathematical Sciences 01509 223185 <a href="mailto:a.c.croft@lboro.ac.uk">a.c.croft@lboro.ac.uk</a>
Analysis of QAA reports  [HE]	<b>STEM</b>  <b>E</b>	Analysis of relevant QAA reports to identify good practice which is capable of dissemination	£7500, Feb 01, ongoing Bill Cox, Penny Bidgood and Judy Goldfinch	<ul style="list-style-type: none"> <li>Progress report in Nov 01 nletter</li> <li>Widening Participation in MSOR - article in Feb 02 nletter</li> <li>Identifying Good Practice in Teaching and Learning Article in May 02 nletter ISSN 1473-4869</li> </ul>	<b>Bill Cox</b> : Aston University School of Engineering & Applied Science, 0121 359 3611, <a href="mailto:w.cox@aston.ac.uk">w.cox@aston.ac.uk</a> <b>Penny Bidgood</b> : Kingston University Faculty of Science 020 8547 7596 <a href="mailto:P.Bidgood@kingston.ac.uk">P.Bidgood@kingston.ac.uk</a> <b>Judy Goldfinch</b> : Napier University Business School Centre for Mathematics and Statistics, 0131 455 3328 <a href="mailto:j.goldfinch@napier.ac.uk">j.goldfinch@napier.ac.uk</a>
				<ul style="list-style-type: none"> <li></li> </ul>	

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Groupwork Reluctance  [HE]	<b>MATHS</b>  <b>E</b>	Research into Groupwork Reluctance in Mathematics Education	£5000, Feb 01 - Nov 01 Judith MacBean, Ted Graham, Chris Sangwin	<ul style="list-style-type: none"> <li>'Guidelines for introducing Groupwork': ISSN 1476-1378</li> </ul>	<b>Judith MacBean:</b> University College, London Education & Professional Development 020 7679 1677 <a href="mailto:j.macbean@ucl.ac.uk">j.macbean@ucl.ac.uk</a> <b>E Graham:</b> University of Plymouth Centre for Teaching Mathematics 01752 232772 <a href="mailto:e.graham@plymouth.ac.uk">e.graham@plymouth.ac.uk</a> <b>C Sangwin:</b> University of Birmingham School of Mathematics and Statistics 0121 414 6197 <a href="mailto:C.J.Sangwin@bham.ac.uk">C.J.Sangwin@bham.ac.uk</a>
Evaluation of stats learning material  [HE]	<b>MATHS</b>  <b>E</b>	Evaluation of Statistics & OR Teaching Learning & Material for Specialist and Non-specialist	£6000, Oct 01, ongoing Neville Hunt, Sidney Tyrrell		<b>N Hunt:</b> Coventry University Department of Statistics and Operational Research 024 7688 8978 <a href="mailto:n.hunt@coventry.ac.uk">n.hunt@coventry.ac.uk</a> <b>S Tyrrell:</b> Coventry University Department of Statistics

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					and Operational Research 024 7688 8576 <a href="mailto:srx035@coventry.ac.uk">srx035@coventry.ac.uk</a>
Resources for Staff Development  [HE]	<b>MATHS</b>  <b>E</b>  <b>R 3.2</b>	Subject Specific Learning & Teaching Development	<b>£49,500, Oct 01, ongoing</b> Joe Kyle, Neville Davies, Hugh Williams, Warren Gilchrist	<ul style="list-style-type: none"> <li>• Directory at: <a href="http://www.ltsn.gla.ac.uk/index.asp?cat=33">http://www.ltsn.gla.ac.uk/index.asp?cat=33</a></li> <li>• Online course for Statistics Lecturers, to be accredited by the RSS</li> </ul>	<b>Joe Kyle:</b> University of Birmingham School of Mathematics and Statistics 0121 414 6604 <a href="mailto:J.Kyle@bham.ac.uk">J.Kyle@bham.ac.uk</a> <b>N Davies:</b> Nottingham Trent University RSS Centre for Statistical Education 0115 848 4471 <a href="mailto:neville.davies@ntu.ac.uk">neville.davies@ntu.ac.uk</a> <b>Hugh Williams:</b> 0115 984 4658 <a href="mailto:hughcwilliams@ntlworld.com">hughcwilliams@ntlworld.com</a> <b>Warren Gilchrist:</b> 0114 230 4351 <a href="mailto:w.g.gilchrist@shu.ac.uk">w.g.gilchrist@shu.ac.uk</a>
LTSN MathsTEAM project	<b>MATHS</b> <b>ENG</b>	Collaborating on Tackling the Engineering	£115,000, Oct 01-July 03 Christine Hirst	<ul style="list-style-type: none"> <li>• 'Maths support for students': ISBN 07044 23758</li> </ul>	<b>C A Hirst:</b> LTSN Maths, Stats & OR Network, University of Birmingham

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[HE]	E R 3.2	Mathematics Problem (with LTSN Engineering, Materials and Physical Sciences).		<ul style="list-style-type: none"> <li>• 'Maths for engineering and science': ISBN 07044 2374X</li> <li>• 'Diagnostic testing for mathematics': ISBN 07044 23731</li> <li>• <a href="http://ltsn.mathstore.ac.uk/mathsteam">http://ltsn.mathstore.ac.uk/mathsteam</a></li> </ul>	School of Mathematics and Statistics 0121 414 3945 <a href="mailto:c.hirst@bham.ac.uk">c.hirst@bham.ac.uk</a>
Mathletics: Development of Online Objective tests in Mathematics [HE]	MATHS E R 3.2	This project will upgrade and develop substantially the existing Mathletics suite.	£5000, Jan 02, ongoing Martin Greenhow	<ul style="list-style-type: none"> <li>• Visit other universities to identify their needs for bespoke maths tests</li> <li>• Embed tests in service mathematics modules in several institutions</li> <li>• Workshop to disseminate its results, including a new CD-ROM.</li> </ul>	<b>M J L Greenhow:</b> Brunel University Department of Mathematical Sciences 01895 274000 x2260 <a href="mailto:Martin.Greenhow@brunel.ac.uk">Martin.Greenhow@brunel.ac.uk</a>
Use of Projects in Mathematics [HE]	MATHS E	Building on the MathSkills Network, this project will identify good	£5000, Jan 02, ongoing Stephen Hibberd, Laurence Nicholas	<ul style="list-style-type: none"> <li>• Results will be disseminated via a workshop and report in our Occasional Series.</li> </ul>	<b>S Hibberd:</b> University of Nottingham School of Mathematical Sciences 0115 951 384 <a href="mailto:stephen.hibberd@nottingh">stephen.hibberd@nottingh</a>

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		practice in developing project briefs, implementing individual and group projects, supporting students during projects and project assessment.			<a href="http://am.ac.uk">am.ac.uk</a> <b>L E Nicholas:</b> Heriot-Watt University Department of Mathematics, 0131 451 3236 <a href="mailto:len@ma.hw.ac.uk">len@ma.hw.ac.uk</a>
Action Research on diagnostic testing and student support  <b>[HE]</b>	<b>MATHS</b>  <b>E</b>	Initiated at the 2001 Undergraduate Mathematics Teaching Conference, this project has worked closely with the MathsTEAM project.	<b>£5000, Jan 02, ongoing</b> Douglas Quinney, Mike Barry, Richard Atkinson	<ul style="list-style-type: none"> <li>Report back at UMTC 2003</li> </ul>	<b>D A Quinney:</b> Keele University Department of Mathematics, 01782 583266 <a href="mailto:d.a.quinney@keele.ac.uk">d.a.quinney@keele.ac.uk</a> <b>M D J Barry:</b> University of Bristol Department of Engineering Mathematics 0117 928 7758 <a href="mailto:mike.barry@bristol.ac.uk">mike.barry@bristol.ac.uk</a> <b>R A Atkinson:</b> University of Birmingham School of Mathematics and Statistics 0121 414 6198

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					<a href="mailto:R.A.Atkinson@bham.ac.uk">R.A.Atkinson@bham.ac.uk</a>
Evaluation of the Impact of OR Case Studies on Graduate Employability <b>[HE]</b>	<b>STEM E</b>		£3500, May 02, ongoing Jeremy Garnett		<b>J J Garnett:</b> University of Paisley Division of Mathematics and Statistics 0141 848 3510 <a href="mailto:jem.garnett@paisley.ac.uk">jem.garnett@paisley.ac.uk</a>
Research into Teaching and Learning of Performance Measurement of the UK Undergraduate OR Degrees <b>[HE]</b>	<b>STEM NE</b>		£3,650, May 02, ongoing Mik Wisniewski		<b>M Wisniewski:</b> University of Strathclyde Department of Management Science <a href="mailto:mik@mansci.strath.ac.uk">mik@mansci.strath.ac.uk</a>
Mathematics and VLEs <b>[HE]</b>	<b>MATHS E</b>	Will test expectations and inform HEIs & teachers at the HE level of	£10,000, Jun 02, ongoing Bill Foster.	A network of users and potential users will be established as this work progresses. The project is offering a workshop on 17	<b>W H Foster:</b> University of Newcastle School of Mathematics and Statistics 0191 222 7246 <a href="mailto:w.h.foster@ncl.ac.uk">w.h.foster@ncl.ac.uk</a>

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		the capabilities of VLEs in the teaching of Mathematics. A further objective is to elicit a Requirements Document for the use of VLEs from this community.		June 03.	
Good Practice in Assessment of Mathematics, Statistics <b>[HE]</b>	<b>TEA (MATHS)</b>  <b>NE</b>	To support good practice in assessment in Mathematics, Statistics and OR	<b>£10,000, Sep 02, ongoing</b> Neil Challis.	The creation of a set of subject specific booklets to correspond with the booklets of the LTSN GC Assessment Series. There will be a presentation to community on 16 May 03.	<b>N V Challis:</b> Sheffield Hallam University School of Science and Mathematics 0114 225 3269 <a href="mailto:n.challis@shu.ac.uk">n.challis@shu.ac.uk</a>
Mathematicians as Educational Co-researchers <b>[HE]</b>	<b>MATHS</b>  <b>NE</b>	To engage practising mathematicians as educational co-researchers to develop	<b>£39,300, Sep 02, ongoing</b> Chris Sangwin.		<b>C Sangwin:</b> University of Birmingham School of Mathematics and Statistics 0121 414 6197 <a href="mailto:C.J.Sangwin@bham.ac.uk">C.J.Sangwin@bham.ac.uk</a>

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		pedagogical theory and teaching practice alongside experienced colleagues from mathematics education.			
UK Mathematics Learning Support Centre  [HE]	<b>MATHS</b>  <b>NE</b>	To lay the foundations for an initiative that will deliver mathematics support materials, free of charge, to academics for use in supporting students & to students themselves, in a wide range of disciplines, at	£50,000, Sep 02 – Aug 03 Tony Croft.	To provide an extensive range of resources including free-standing materials in a variety of media. The project website is at <a href="http://www.mathcentre.ac.uk">http://www.mathcentre.ac.uk</a>	<b>Tony Croft</b> : Loughborough University Department of Mathematical Sciences 01509 223185 <a href="mailto:a.c.croft@lboro.ac.uk">a.c.croft@lboro.ac.uk</a>



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		several different levels			
Teaching Simulator for Industrial Statistics <b>[HE]</b>	<b>MATHS</b>  <b>NE</b>		£3,000, Oct 02 Trevor Spedding		<b>T A Spedding:</b> University of Greenwich School of Engineering, 01634 883425 <a href="mailto:T.A.Spedding@gre.ac.uk">T.A.Spedding@gre.ac.uk</a>
TCS (the Teaching Company Scheme) – to be succeeded shortly by 'Knowledge Transfer Partnerships' as a result of DTI's review of Business Support.  <b>[HE]</b>	<b>KT</b> <b>SCI</b>  <b>E+</b>  <b>R 6.6</b>	<ul style="list-style-type: none"> <li>○ Facilitates knowledge transfer between the science/knowledge base and businesses, especially SMEs;</li> <li>○ Provides business based training and development</li> </ul>	<p>Total Government expenditure on TCS in 2002/03 was approx £22m o/w £15m by DTI. Balance provided by DEFRA, DH, 5 Research Councils and SE, WAG &amp; Invest NI.</p> <p>Grant funding goes to the Knowledge Base Partner in each TCS Programme as a contribution to project costs, with the balance paid by its TCS partner company.</p>	<p>Full evaluation carried out by SQW Ltd in 2001 (see extract from Executive Summary below). TCS Annual Report 2002/03 (unpublished) records average benefits as follows:</p> <ul style="list-style-type: none"> <li>○ for businesses per TCS Associate (graduate) project includes £41.4k increase in profit before tax, £130k projected annual increase in profit before tax;</li> <li>○ for academics, on average each</li> </ul>	<p>John P Sutton Assistant Director Knowledge Transfer and Innovation</p> <p>Enterprise, Innovation and Skills Directorate Small Business Service DTI Bay 614 Kingsgate House 66-74 Victoria Street London SW1E 6SW</p> <p>Tel: 020 7215 8118 Fax: 020 7215 2498 e-mail:</p>

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		<p>opportunities for graduates;</p> <ul style="list-style-type: none"> <li>○ Enhances the business relevance of teaching and research in HEIs.</li> </ul>		<p>Associate's project resulted in over 2 new research projects being initiated;</p> <ul style="list-style-type: none"> <li>○ for graduates (TCS Associates), of the 267 completing their contracts, 69% were offered employment with their 'host' companies.</li> </ul>	<p><a href="mailto:john.sutton@sbs.gsi.gov.uk">john.sutton@sbs.gsi.gov.uk</a></p> <p><a href="http://www.tcsonline.org.uk">www.tcsonline.org.uk</a>  <a href="http://www.ktponline.org.uk">www.ktponline.org.uk</a>  <a href="http://www.sbs.gov.uk/AtoK">www.sbs.gov.uk/AtoK</a>  <a href="http://www.businesslink.org">www.businesslink.org</a></p>
LTSN Bioscience [HE]	SCI E	The LTSN Centre for Bioscience is the subject centre for the life, food, agricultural and biomedical sciences. Core services include: helpdesk, LTSN Bioscience Bulletin,	Funded from May 2000. Current funding ends Dec 31 <sup>st</sup> 2004. Approx £250k p/a to host institution University of Leeds.	Specific evaluation data available on request. See LTSN Stakeholders Report 2002 – 2003 and LTSN Programme Evaluators Report for overview.	Trish Walker, LTSN Bioscience, Learning and Teaching Support Network 0113 343 3001; t.e.walker@leeds.ac.uk

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		website and on-line resource database, CPD workshops and seminars.			
LTSN Bioscience Teaching Development Fund  [HE]	<b>SCI</b>  <b>E</b>	Small scales projects are funded on a competitive bidding process every 6 months. Projects cover a broad range of activities but all come under the remit of encouraging the development, establishment or validation of innovative learning, teaching and assessment materials or	Approx £20K p/a to academics in HEI for approx 10 projects p/a. Projects are normally completed with one year. 20 projects in progress or completed. Funded by LTSN Bioscience until Dec 31 <sup>st</sup> 2004.	LTSNS are currently being evaluated.	Trish Walker, LTSN Bioscience, Learning and Teaching Support Network 0113 343 3001; t.e.walker@leeds.ac.uk

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		methods. <a href="http://bio.ltsn.ac.uk/projects/tdf/">http://bio.ltsn.ac.uk/projects/tdf/</a>			
LTSN Bioscience Special Interest Groups  [HE]	<b>SCI</b>  <b>E</b>	Special Interest Groups have been established to encourage discussion of particular learning and teaching issues from a bioscience perspective. SIG members will have the opportunity to exchange experiences and identify and develop good practices that will be	SIG Co-ordinator (academic in an HEI) receives up to £750 p/a conference expenses. Other SIG activities events, publications are funded on a case by case basis. Funded by LTSN Bioscience unit! Dec 31 <sup>st</sup> 2004.	LTSNS are currently being evaluated.	Trish Walker, LTSN Bioscience, Learning and Teaching Support Network 0113 343 3001; t.e.walker@leeds.ac.uk

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		<p>beneficial to the wider bioscience community as well as to themselves. Each SIG has a Co-ordinator or Steering Group whose task it is to facilitate and co-ordinate activities carried out by the Group.</p> <p>Current SIGs are: Plagiarism, Teaching Ethics to Bioscience Students, Final Year Project Work in the Biosciences, Practical Work in the Biosciences,</p>			

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		<p>Problem based learning in Science Education</p> <p><a href="http://bio.ltsn.ac.uk/network/signs/index.htm">http://bio.ltsn.ac.uk/network/signs/index.htm</a></p>			
<p>LTSN Bioscience Imagebank</p> <p>[HE]</p>	<p><b>SCI</b></p> <p><b>E</b></p>	<p>ImageBank consists of freely available images contributed by academics, publishers, and industry and research organisations, rights cleared for educational purposes. ImageBank also offers reviews of, and links to existing</p>	<p>Pilot project funded by LTSN Bioscience and JISC. Current funding (£28K over approx 2 years) ends in July 2003. Application for full scale project in progress.</p>	<p>LTSNS are currently being evaluated.</p>	<p>Trish Walker, LTSN Bioscience, Learning and Teaching Support Network 0113 343 3001; t.e.walker@leeds.ac.uk</p>

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		bioscience image databases.  <a href="http://bio.ltsn.ac.uk/imagebank/uploads/">http://bio.ltsn.ac.uk/imagebank/uploads/</a>			
LTSN Bioscience Knowledgebase  <b>[HE]</b>	<b>SCI</b>  <b>E</b>	On-line database of Bioscience learning and teaching resources. Aims to be more than just a catalogues of resources by incorporating evaluations/reviews and academic experiences of using the resource to indicate its	Funded by LTSN Bioscience until Dec 31 <sup>st</sup> 2004.	LTSNS are currently being evaluated.	Trish Walker, LTSN Bioscience, Learning and Teaching Support Network 0113 343 3001; t.e.walker@leeds.ac.uk

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		potential value to others for use in learning and teaching.			
LTSN Bioscience Practical Compendium  [HE]	<b>SCI</b>  <b>E</b>	The project aims to: 1) enable individuals to share their thoughts and ideas, and experience relating to practicals and the practical investigation component of bioscience courses , 2) gather and make available a collection of tried and tested practicals and associated	Project funded though LTSN Tranche 1 for £33.5K over 1 year until Nov 2002. Currently funded by LTSN Bioscience until Dec 31 <sup>st</sup> 2004.	LTSNS are currently being evaluated.	Trish Walker, LTSN Bioscience, Learning and Teaching Support Network 0113 343 3001; t.e.walker@leeds.ac.uk



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		<p>learning resources (e.g. student practical handouts and other materials) and supporting information- the Practical Compendium</p> <p><a href="http://bio.ltsn.ac.uk/resources/compendium/">http://bio.ltsn.ac.uk/resources/compendium/</a></p>			
<p>Bioscience Education E-Journal (BEE-J)</p> <p>[HE]</p>	<p><b>SCI</b></p> <p><b>E</b></p>	<p>Bioscience Education Electronic journal (BEE-j) is an on-line, bi-annual electronic journal owned and published by the LTSN</p>	<p>Funded by LTSN Bioscience until Dec 31<sup>st</sup> 2004.</p>	<p>LTSNS are currently being evaluated.</p>	<p>Trish Walker, LTSN Bioscience, Learning and Teaching Support Network 0113 343 3001; t.e.walker@leeds.ac.uk</p>

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		<p>Centre for Bioscience. The journal publishes a range of original articles on tertiary level biosciences education, including peer-reviewed research and practice papers.</p> <p><a href="http://bio.ltsn.ac.uk/journal/">http://bio.ltsn.ac.uk/journal/</a></p>			
<p>LTSN network projects</p> <p><b>[HE]</b></p>	<p><b>SCI</b></p> <p><b>E</b></p>	<p>LTSN Bioscience are also part of the following LTSN initiatives: ETHICS, Linking Teaching and Research in the</p>	<p>Funded by LTSN Tranche 2, HEFCE and LTSN Generic Centre.</p>	<p>LTSNS are currently being evaluated.</p>	<p>Trish Walker, LTSN Bioscience, Learning and Teaching Support Network 0113 343 3001; <a href="mailto:t.e.walker@leeds.ac.uk">t.e.walker@leeds.ac.uk</a></p>

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		Disciplines, Student Feedback, Employability and Supporting New Academic Staff led by other subject centres and the Generic Centre In all cases LTSN Bioscience is addressing the issue from a Bioscience perspective  <a href="http://bio.ltsn.ac.uk/projects/">http://bio.ltsn.ac.uk/projects/</a>			
Graduate Apprenticeship Scheme  <b>[HE]</b>	<b>TEA</b> <b>STEM</b> <b>KT</b>  <b>NE</b>	To develop and deliver a broad portfolio of teaching and learning	£103,600 Aston University		Rita Davey Learning and Skills Advisor Advantage West Midlands

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	R 3.2	<p>modules, within the existing EMTA Graduate Apprenticeship framework. The scheme is focused predominantly on offering these projects in the workplace within SMEs. As a whole they will cover and include the academic levels of part-time students at UCE, undergraduates on Sandwich degrees at Aston to graduate</p>			

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		employees seeking CPD courses or masters level training			
Educational Business Link Consortia Cluster Initiative  [HE]	<b>STEM KT NE</b>	Addressing the need to increase student participation in courses and work-related activities directly responding to the identified needs of the Advantage West Midlands Clusters, working as part of AWMs Agenda for Action and becoming an	£1,577,000 Coventry and Warwickshire EBC		Mark Eaves Learning and Skills Advisor Advantage West Midlands

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		integral part of the AWM Cluster Initiative.			
Science Teaching Training <b>[HE]</b>	<b>SCI TEA E</b>	3225 places for Initial teacher training for those aiming to qualify as teachers of secondary science	£18 million pa ongoing	1.4% (40) more places in 02/03 than 01/02- 95% of available training places filled in 02/03 compared with 92% in 01/02	Jeremy Connix TTA 020 7023 8045 connixj@teach-tta.gov.uk
Mathematics Teacher Training <b>[HE]</b>	<b>TEA (MATHS) E</b>	2316 places for Initial teacher training for those aiming to qualify as teachers of secondary science	£11.25 million pa ongoing	Same number places in 02/03 as 01/02-86% of available training places filled in 02/03 compared with 80% in 01/02	As above
Design and Technology Teacher Training	<b>TEA (TECH &amp; ENG)</b>	1150 places for Initial teacher training for	£6.7 million pa ongoing	11%(110) more places in 02/03 than 01/02-83% of available training places	Jeremy Connix TTA 020 7023 8045

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<b>[HE]</b>	<b>E</b>	those aiming to qualify as teachers of secondary science		filled in 02/03 compared with 93% in 01/02	connixj@teach-tta.gov.uk
Information and Communication Technology ( ICT) Teacher Training <b>[HE]</b>	<b>TEA (ICT)</b> <b>E</b>	980 places for Initial teacher training for those aiming to qualify as teachers of secondary ICT	£ 5million ongoing	32% (180) more places in 02/03 than 01/02-103% of available training places filled in 02/03 compared with 100% in 01/02	Jeremy Connix TTA 020 7023 8045 connixj@teach-tta.gov.uk
Teacher Training for Vocational Education Initiative <b>[HE]</b>	<b>TEA</b> <b>ENG</b> <b>NE</b>	Pilot to explore ITT for voc ed subjects _ of 300 places available 40 places allocated for engineering or manufacturing related subjects	£230K for this year _ under review for future years	40 places taken up out of 300 others going to health and social care related areas	Ian Hopper TTA 020 7023 8105 hopperi@teach-tta.gov.uk
RPM345: A	<b>ENG</b>	Short project to	2000-2001	Bid to potential funding	Lynn Hull

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national Scheme for Industrial Secondments in Engineering  [HE]	TEA KT  NE	survey engineering teachers' views on the possibility of establishing a national industrial secondment scheme, devise an outline scheme in order to seek funded support for a pilot	core funded	sources seeking sponsorship for the pilot scheme	01823 345 950
A Strategy for women in science, engineering and technology.  [HE]	SCI ENG TECH  NE  R 2.1	The Government's new Strategy, published on 28 April 2003, which aims to improve the participation of women in SET in employment,	1. £800k p/a for the establishment of a new resource centre to oversee and drive forward the strategy. An organisation will be selected to run the resource centre via a competitive tender process – which has	Not yet appropriate.  PSA target of 40% women representation of all SET related public bodies	Pat Langford Promoting SET for Women OST/DTI Bay 4138 1 Victoria Street London SW1H 0ET Tel: 020 7215 0047 Email: Pat.Langford@dti.gsi.gov.uk



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		<p>education and policymaking in the UK.</p> <p>The strategy builds on mainstream government equality policies and employment legislation, with a series of new initiatives in employment, education and the SET community.</p> <p>New initiatives include:  (1). A new resource centre aimed at supporting, advising and</p>	<p>yet to be implemented.</p> <p>2. £500K p/a provided to the new resource centre as pump-priming funds for women SET returners.</p> <p>3. Funding for the education element of the Strategy is provided indirectly by the DfES via support of its mainstream educational policies that aim to encourage more young people to study science, maths and technology through better science teaching and careers advice. (No new additional funding provided by DfES as part of this Strategy).</p>		<p>Visit our web site:  <a href="http://www2.set4women.gov.uk">http://www2.set4women.gov.uk</a></p>

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		<p>working with SET employers and professional bodies; raising the profile of women in SET; running an expert women's' database: producing good practice guides; and developing a means of recognising good SET employers. The centre will draw on the experience of women and women in science organisations to do this, and co-</p>			

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		<p>ordinate their activity to achieve critical mass.</p> <p>(2). Pump-priming funds held by the centre to support innovative pilot schemes, for example, for mentoring and networking, or to help with mobility needs. The centre will be expected to draw in private sector funds for such projects.</p> <p>(3). Funds for returners to be held by the</p>			

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		<p>centre.</p> <p>(4). Using cross-Government machinery to ensure that all Government Departments, as employers, contractors for research and agency managers, are good SET employers.</p> <p>(5). A new independent implementation group to oversee the strategy's progress and impact during the next two</p>			

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		<p>years.</p> <p>(6). A more strategic role for the Office of Science and Technology's Promoting SET for Women Unit. Improved statistical monitoring, to enable the position of women's participation in SET to be accurately monitored and tracked.</p>			
<p>An introduction to the BNSC</p> <p><b>[ADULTS]</b></p>	<p><b>SCI</b></p> <p><b>NE</b></p>	<p>Introductory leaflet explaining who BNSC are.</p>	<p>£1,500</p>	<p>Part of BNSC leaflet Series. Translated in response to demand</p>	<p>Steve Warren, British National Space Centre. 020 7215 0806, <a href="mailto:Steven.warren@bns.c.gsi.g">Steven.warren@bns.c.gsi.g</a></p>

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		Available in Welsh, French, Spanish & German			<a href="http://ov.uk">ov.uk</a>
UK Space Activities <b>[ADULTS]</b>	<b>SCI</b> <b>NE</b>	Annual Report on BNSC's activities in space	£13,500	Mandatory publication to highlight UK's annual space effort	As above
Small Business Research Initiatives (SBRI) <b>[ADULTS]</b>	<b>KT</b> <b>NE</b>	SBRI is a procurement measure aimed at improving the access of smaller companies to public sector R&D programmes. The programme is co-ordinated by SBS, who maintain an information and enquiry web	There is no budget as such for SBRI - set-aside of public sector funding is not permitted under HM Treasury's value-for-money rules. Rather, participating departments aim to highlight contracts particularly suited for SMEs to deliver	The target under SBRI is for 2.5% of government R&D to be spent with SMEs by 2004 (three years after inception of the programme), and over time in the case of the Research Councils. Calls for proposals are issued infrequently (yearly in the case of the Research Councils) so it is a little early, but a review of SBRI will be carried out during the next three months in the light of the outcomes of	Mike Burrows, in SBS's Enterprise, Innovation & Skills Directorate, is responsible for co-ordinating SBRI and manages the web site contract Tel No 020 7215 8213 <a href="mailto:mike.burrows@sbs.gsi.gov.uk">mike.burrows@sbs.gsi.gov.uk</a>

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		site (www.sbri.org.uk)		the Innovation Review	
Measurement and calibration workshops, meetings or conferences <b>[ADULTS]</b>	<b>SCI NE</b>	Underwater acoustics	£14,100	At least three workshops, meetings or conferences to be held at NPL in collaboration with Institute of Acoustics , Marine Measurement Forum etc	Stephen Robinson, Acoustical Metrology Group, NPL, 020 8943 7152; stephen.robinson@npl.co.uk
Training course on measurement and testing <b>[ADULTS]</b>	<b>SCI NEA</b>	Underwater acoustics	£15,300		Stephen Robinson, Acoustical Metrology Group, NPL, 020 8943 7152; stephen.robinson@npl.co.uk
Customer visits <b>[ADULTS]</b>	<b>SCI NE</b>	Underwater acoustics	£14,500	18 visits	Stephen Robinson, Acoustical Metrology Group, NPL, 020 8943 7152; stephen.robinson@npl.co.uk

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Dissemination to users <b>[ADULTS]</b>	<b>SCI</b> <b>NEA</b>	Ultrasonic: Hydrophone-amplifier model	£10,100		Pierre Gelat, Acoustical Metrology Group, NPL; 020 8943 6533; Pierre.gelat@npl.co.uk Group, NPL, 020 8943 6703; susan.dowson@npl.co.uk
Demonstration to hospitals <b>[ADULTS]</b>	<b>SCI</b> <b>NEA</b>	Ultrasonic :force-balance apertures	£6,900		Mark Hodnett, Acoustical Metrology Group, NPL, 020 8943 6365; mark.hodnett@npl.co.uk
Workshops <b>[ADULTS]</b>	<b>SCI</b> <b>NE</b>	Physiotherapy ultrasound	£14,600	Two workshops' each with at least 12 attendees from hospitals and industry	Yvonne Sutton, Acoustical Metrology Group, NPL, 020 8943 6696; yvonne.sutton@npl.co.uk
Provision of Secretary of IEC TC 87 Ultrasonic <b>[ADULTS]</b>	<b>SCI</b> <b>NEA</b>	Ultrasonic	£47,300		Dr Roy Preston, Acoustical Metrology Group, NPL, 020 8943 6154; roy.preston@npl.co.uk
Committees	<b>SCI</b>	Acoustical metrology :good	£70,400		Sue Dowson, Acoustical Metrology



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[ADULTS]	NEA	measurement practice			
Brochure [ADULTS]	SCI NEA	Acoustical metrology	£12,700		Mark Hodnett, Acoustical Metrology Group, NPL, 020 8943 6365; mark.hodnett@npl.co.uk
Newsletter [ADULTS]	SCI NE	Acoustical	£24,200	Twice yearly	Sue Dowson, Acoustical Metrology Group, NPL, 020 8943 6703; susan.dowson@npl.co.uk
Website [ADULTS]	SCI NEA	Acoustical metrology	£42,700		As above
Professional meetings [ADULTS]	SCI NE	Acoustical metrology	£26,900	Nine meetings to held	As above
Technical enquiry service [ADULTS]	SCI NE	Acoustical metrology	£88,400		As above

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User Groups <b>[ADULTS]</b>	<b>SCI</b> <b>E</b>	NPL runs 8 user groups to cover various aspects of Ionising Radiation Measurement. One component/purpose of these is educational – teaching best practice in measurement.	Difficult to assess funding of the teaching/learning aspects separately. £287k allocated in present 3 year programme – only a small fraction of this will be specifically teaching/learning initiatives. Programme of user groups is ongoing and will continue.	User groups cover Radiation protection, Radiotherapy dosimetry, Neutron measurement, Nuclear spectroscopy, liquid scintillation measurement, Radioactive air monitoring, and nuclear medicine. Feedback from participants via “happy sheets”. Feedback via consultation in programme formulation to assess value to UK user community	Dr Martyn Sené , NPL, 020 8943 7028 martyn.sene@npl.co.uk
NPL staff lecturing <b>[ADULTS]</b>	<b>SCI</b> <b>E</b>	NPL staff contribute lectures to external UK And overseas courses	Funding is usually through NMS programme and/or NPL own funds. For overseas lectures with IAEA, a contribution to travel and subsistence is made	Numbers vary from year to year. At present NP staff have recently lectured on medical physics training course at Royal Marsden hospital and are due to lecture on IAEA course in Nuclear Data evaluation in Trieste and developing countries radiotherapy	Dr Martyn Sené , NPL, 020 8943 7028 <a href="mailto:martyn.sene@npl.co.uk">martyn.sene@npl.co.uk</a>  Dr Martyn Sené , NPL, 020 8943 7028 martyn.sene@npl.co.uk

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				courses in Ghana and Libya.	
NPL staff lecturing <b>[ADULTS]</b>	<b>SCI NE</b>	Relatively formal technical training courses run by NPL staff to train junior staff as part of maintenance of UK expertise base. Note: these are in addition to on the job training and NPL corporate training courses	Funding is through maintenance part of NMS programme and NPL staff training budget	In the last year we have run an extended training course in reactor physics (for ~15 staff), radioactive source preparation (for ~6 staff), electron dosimetry (for ~3 staff), transport of radioactive materials course (for ~10 staff) was also delivered by an external contractor.	Dr Martyn Sené , NPL, 020 8943 7028 martyn.sene@npl.co.uk
Temperature measurement and calibration training course <b>[ADULTS]</b>	<b>SCI E</b>	Training course on temperature measurement/calibration aimed at technicians and technical managers in	Self Financing by registration fees	Well established course, now in its 21 <sup>st</sup> year of running attracting on average 20 attendees, mainly from industry, each year.	Dr Martyn Sené , NPL, 020 8943 7028 martyn.sene@npl.co.uk

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		industry. Delivered by NPL Thermal Team scientists			
Up-skilling in Fitting Skills  <b>[ADULTS]</b>	<b>ENG  NE</b>	To build on existing product knowledge of the workers and give them new skills of mechanical/elec trical fitting capable of assembling complex engine parts.	£10,872 Shropshire Chamber of Commerce		Dawn Nicholls Learning and Skills Advisor Advantage West Midlands
Heat transfer – Principles and Practice training course  <b>[ADULTS]</b>	<b>SCI ENG  NE</b>	Training course on basic principles and practical applications of Heat Transfer – aimed at engineers and	£25k DTI funding to NPL in 2001-2004 Thermal Programme to develop and promote new course	First course attended by 17 delegates (including 10 from UK industry and 2 from German industry). Plans to run course annually and to be self financing	Dr Martyn Sené , NPL, 020 8943 7028 martyn.sene@npl.co.uk

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		<p>technical managers in industry.            Course first run at NPL in November 2002. Delivered by NPL Thermal team scientists and external university presenters</p>			
<p>Dimensional Metrology Good Practice guides (GPGs) and Metrology Specifications (MOY/SCMI)</p> <p><b>[ADULTS]</b></p>	<p><b>SCI</b></p> <p><b>NE</b></p>	<p>6 GPGs covering CMM probing/verification/measurement strategies, Surface texture measurement, Vision systems and Verniers &amp; Callipers targeted at industry shop</p>	<p>£119.5k DTI funded project to NPL in 1999-2002 Length Programme</p>	<p>Approximately 1000 GPGs disseminated to date, primarily to industry including use in industry training courses delivered by Mitutoyo UK (a project member) and Birmingham Univ. undergrad. Teaching course.</p>	<p>Dr Martyn Sené , NPL, 020 8943 7028            martyn.sene@npl.co.uk</p>

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		floor level users of dimensional measuring equipment. MOY/SCMI specifications for users of specific UK dimensional metrology equipment published on NPL web site			
Humidity measurement good practice guidance notes  <b>[ADULTS]</b>	<b>SCI</b>  <b>NE</b>	A guide to calculating uncertainty in humidity measurements aimed at industrial users of humidity measuring equipment . Document to be made freely	£6.7 DTI funding to NPL in 2001-2004 Thermal Programme	N/A –guide not available yet	As above

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		available via the NPL web site			
Dimensional Metrology Good Practice guides (GPGs)  [ADULTS]	<b>SCI</b>  <b>NE</b>	This competitively tendered project, which started in May 2003, will produce and disseminate 2 dimensional metrology GPGs targeted at shop floor technology level users in industry	£51.9k DTI funded project to NPL in 2002-2005 Length Programme	N/A-due to be completed in March 2005 Project	As above
Development of an E-training and assessment programme in dimensional metrology	<b>SCI</b> <b>TECH</b>  <b>NE</b>	This competitively tendered project, which started in May 2003, will develop and	£82.9k DTI funded project to NPL in 2002-2005 Length Programme	N/A-Project due to be completed in March 2005	As above

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[ADULTS		trial with selected industrial users a pilot e-learning programme covering CMM probing and measurement strategies. Material developed and training and assessment methodologies used will be suitable to contribute to the underpinning knowledge for a Technical Services NVQ			
Surface Texture Measurement – Principles and	<b>SCI ENG</b>	Training course on basic principles and	Self financing by registration fees	N/A 1 <sup>st</sup> course to be run in August 2003	As above



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Practice <b>[ADULTS]</b>	<b>NE</b>	practical applications of surface texture measurement – aimed at engineers and technical managers in industry. Course to be delivered in collaboration with Huddersfield Univ.			
CMM Verification to ISO 10360 _ Training course <b>[ADULTS]</b>	<b>SCI</b> <b>NE</b>	Training course on CMM verification aimed at industrial users of CMMs, Course to be run in collaboration with industry	Self financing by registration fees	N/A course to be run in October 2003	

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LSRC 399 : Adults and Young People Learning Together - Mixed Age Learning (WP1)  <b>[ADULTS &amp; FE]</b>	<b>SCI</b>  <b>E</b>	This scoping study will consider the rationale, scope and design of a research investigation into the learning and teaching relationships manifest in mixed groups of young people and adults. The study will include a national consultative seminar to test preliminary findings. Methods include a literature search and analysis of sources-both	Jan _May 01  LSRC funded	Report	J Vorhaus ( LSDA London office) (020) 7297 9097

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		substantive (teaching and learning of young people and adults in post-compulsory education and training) and methodological (observational studies in classrooms, qualitative and quantitative.			
CRM296: Evaluation of FE ILT strategy  [ADULTS & FE]	IT  E	FEDA has been awarded an FEFC contract to evaluate the new three-year programme of ILT (information and learning technology) investment in	1999- 2003 <b>COMMISSIONED by:</b> FEFC	Evaluation strategy, Interim reports, Final report, web site	K Donovan Liverpool office; 01517 944 742

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		<p>English colleges. The programme was first proposed by the FEFC ILT Committee (FEILTC) in their High Level Action Plan (HLAP) and elaborated in the implementation plan "Networking Lifelong Learning: Making it Happen". The resulting National Learning Network will be a key influence on the future of lifelong</p>			

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		learning. As well as noting wider changes, FEDA will look in detail at the influence of ILT on teaching and learning.			
RPM370 Maths Year 2000: Number Day (Continuation Project of SRM 342)  [ADULTS & FE]	<b>TEA (MATHS)</b>  <b>E</b>	The first Number Day on 5th December 2000 will focus on the relevance of numeracy skills for adults and aims to make the study of Maths and number more attractive. This project will contribute focussed activities, case	Core funded	Report	Liz Lawson

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		<p>studies and materials for Number Day, which will act as starting point for three years of high profile events and local/national publicity. This project builds on the FEDA funded pilot project (SRM342) which tested a prototype model for bringing together post 16 providers and businesses in order to identify and develop a shared mathematical</p>			

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		<p>concept relevant to the college's adult learners and to customers of the business. SRM342 piloted a model working with three colleges and now provides a proven methodology for further work with colleges and businesses to develop numeracy concepts and products for Numbers Day December 2000. The project will bring together</p>			

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		<p>additional post-16 providers and large companies (e.g. London Underground, Tesco, etc.) in order to identify and "adopt" mathematical topics from the new National Numeracy Curriculum. The selected topics will be relevant both to the college's adult learners and to the customers of the business.</p>			
RR 497D: Identifying the critical factors in	<b>MATHS</b>  <b>E</b>	Identification of factors that best support the	Core funded- regional project	Final report, A4 book	Andrew Morris <a href="mailto:Andrew.MORRIS@dfes.gsi.gov.uk">Andrew.MORRIS@dfes.gsi.gov.uk</a> & LSDA London



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supporting the delivery of Maths and numeracy  <b>[ADULTS &amp; FE]</b>		delivery of numeracy/mathematics in different programmes, levels and learning contexts. Descriptions of strategies available to providers and other factors which influence learners. An analysis over several learning providers of the numeracy and/or mathematics support methods for students which assist or improve			office (020) 7297 9104  / Anne-Marie Warrender <u>01823 345950</u>

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		achievement of learners.			
SRM342: Maths Year 2000: Preparatory work for Numbers Day  [ADULTS & FE]	<b>MATHS</b>  <b>E</b>	Pilot project (SRM342) which tested a prototype model for bringing together post 16 providers and businesses in order to identify and develop a shared mathematical concept relevant to the college's adult learners and to customers of the business. SRM342 piloted a model working with three colleges	Core funded	Interim Report - proven methodology for further work with colleges and businesses to support development of numeracy concepts in preparation for Numbers Day December 2000.	Liz Lawson

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		<p>and now provides a proven methodology for further work with colleges and businesses to develop numeracy concepts and products for Numbers Day December 2000. The project will bring together additional post-16 providers and large companies (e.g. London Underground, Tesco, etc.) in order to identify and "adopt" mathematical</p>			

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		<p>topics from the new National Numeracy Curriculum. The selected topics will be relevant both to the college's adult learners and to the customers of the business</p> <p>Concepts related to the topic will be identified and produced in postcards, which will be available in the college, business and local community</p>			
Engineering	<b>ENG</b>	To bring	£13,000		Learning and Skills Advisor

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Centre of Excellence for Worcestershire  <b>[ADULTS &amp; FE]</b>	<b>NE</b>	together the employer members of the association (65) and the local College of Technology. The Centre will be broad based delivering a comprehensive range of engineering provision both for the adult workforce and elements of Modern Apprenticeships	Herefordshire Group Training Association		Advantage West Midlands  Head Office address: 3 Priestley Wharf, Holt Street, Aston Science Park, Birmingham B7 4BN  0121 380 3500  <a href="mailto:info@advantagewm.co.uk">info@advantagewm.co.uk</a>
High Quality Electronics Test & Fault Finding Facility  <b>[ADULTS &amp;</b>	<b>TECH</b>  <b>NE</b>	To create a Centre of Excellence for High Tec Upskill/Multi Skill Training	£203,400 Newcastle Under Lyme College		Tim Baldwin Learning and Skills Advisor Advantage West Midlands  Head Office address: 3 Priestley Wharf, Holt

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FE]		with an emphasis on the High Tec high added value Electronics industry. It builds upon the sustainable foundation of the production/training elements of the previous bid by creation			Street, Aston Science Park, Birmingham B7 4BN  0121 380 3500  <a href="mailto:info@advantagewm.co.uk">info@advantagewm.co.uk</a>
Mobile Technology for Business  [ADULTS & FE]	TECH  NE	The project is designed to address the knowledge gap and skills shortage that has arisen in the emerging area of mobile technology and	£147,553 Staffordshire University		Tim Baldwin Learning and Skills Advisor Advantage West Midlands  Head Office address: 3 Priestley Wharf, Holt Street, Aston Science Park, Birmingham B7 4BN  0121 380 3500

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		m-commerce			<a href="mailto:info@advantagewm.co.uk">info@advantagewm.co.uk</a>
On-Trac <b>[ADULTS &amp; FE]</b>	<b>ENG NE</b>	Sandwell College and Castings Technology International develop a training scheme for Adult, Apprentice and Engineering Technicians to meet the strategic development needs of West Midlands casting and metals related companies. It will focus initially upon the development of	£2,144,805 Sandwell College		Tim Baldwin Learning and Skills Advisor Advantage West Midlands  Head Office address: 3 Priestley Wharf, Holt Street, Aston Science Park, Birmingham B7 4BN  0121 380 3500  <a href="mailto:info@advantagewm.co.uk">info@advantagewm.co.uk</a>

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		<p>an In-Company e-learning Advanced Modern Apprenticeship &amp; Engineering Technician model, that will provide high quality training, applicable to adults of all ages within the industry. The partnership proposes to 'take the college to the student'. At craft level apprentice training will be applicable to Pattern-making and Moulding for the casting</p>			



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		industry, and the collaboration with Sandwell College widens the Technician level apprentice training to metals related areas of casting, heat treatment, forging, forming and fabricating.			
Manufacturing for the Future  [ADULTS & FE]	<b>ENG</b>  <b>NE</b>	To maintain the long term capacity for training the future workforce of the engineering and manufacturing sector in the West Midlands region	£390,000 EEF West Midlands		David Lampitt Learning and Skills Advisor Advantage West Midlands

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Advantageous Skills Training for Automotive Developments  <b>[ADULTS &amp; FE]</b>	<b>ENG NE</b>	Provide and deliver training through, a purpose built facility that is dedicated to providing specialist welding techniques and materials handling training to partner employees and College students within the Telford area.	£838,000 Telford College of Arts & Technology		Mark Eaves Learning and Skills Advisor Advantage West Midlands  Head Office address: 3 Priestley Wharf, Holt Street, Aston Science Park, Birmingham B7 4BN  0121 380 3500  <a href="mailto:info@advantagemw.co.uk">info@advantagemw.co.uk</a>
Career Development Training for Contract Research Staff	<b>K T E R 5.2</b>	A resource pack for use by universities aimed at widening the outlook of	EPSRC paid for development of the pack which is made available free of charge to relevant university staff.	The 4 pilot workshops were well received and their evaluation provided the impetus to develop a sustainable transferable package for use by the	Dr Steve Milsom – EPSRC 01793 444108 steve.milsom@epsrc.ac.uk

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[ADULTS & HE]		<p>contract research staff through the organisation and execution of a job-shadowing activity outside their university.</p> <p>Developed after EPSRC funded 4 pilot workshops in 2002 (run by CRAC and UCL), the pack provides professionally produced course materials supporting an initial (2-day) workshop leading to a job-</p>		<p>universities themselves.</p> <p>The pack itself was launched in November 2002 has been supplied, on demand, to 150 university personnel, training and graduate school offices across the UK. This includes all 14 of the universities that receive the greatest EPSRC support.</p> <p>The material is intended to help universities develop career development training programmes for contract researchers , and has received high acclaim We intend seeking feedback on the utility of the material after one year of operation, early in 2004.</p>	

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		shadow and followed by a group review.			
IAEA fellows training  [ADULTS & HE]	<b>K T STEM  E</b>	IAEA scheme sends scientists from countries that are part of their Technical Cooperation Programme for training at Centres of Excellence. Fellows are trained by host staff and by participating in work at host laboratory. Visits vary from 1 week to 4 months in length Both NPL staff and facilities are	IAEA pays for fellows travel, subsistence and pays a small honorarium. IAEA contributes small amount to host lab for training (~£700/week). This does not cover real cost of training, particularly for short visits. Shortfall is effectively paid from NPL laboratory funds.	There are usually 3-6 IAEA fellows in IR at NPL each year.  Fellows are required to report back to IAEA on value and effectiveness of training.  Contact between their home laboratory and NPL is often maintained after visit (and can sometimes lead to contracts for work in home country).	Dr Martyn Sene, NPL 020 8943 7028, martyn.sene@npl.co.uk

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		used for such training.			
Comparison Workshops <b>[ADULTS &amp; HE]</b>	<b>SCI</b> <b>E</b>	NPL organises national comparisons to assess and develop proficiency in measurement. Workshops at the end of each comparison have an educational/teaching role to improve measurement proficiency.	Difficult to assess funding of the teaching/learning aspects separately. £390k allocated in present 3 year programme – only a small fraction of this will be specifically teaching/learning initiatives. This programme of comparisons is ongoing.	Comparisons cover nuclear medicine, radioactive surface contamination, neutron and gamma-ray monitoring, dosimetry for radiation processing and environmental radioactivity monitoring. Maintenance and/or improvements in measurement proficiency from one comparison to the next for individual participating organisations are a demonstration of effectiveness. But also Feedback from participants via “happy sheets” and via programme formulation to assess value to UK use community	Dr Martyn Sene, NPL 020 8943 7028, martyn.sene@npl.co.uk
Visits to NPL	<b>SCI</b>	Hosting visitors	Difficult to assess	Recent visits have	Dr Martyn Sene, NPL 020

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[ADULTS & HE]	E	to NPL to learn about ionising radiation metrology. These vary from individual visits to tackle a particular problem to more clearly teaching/learning visits – such as MSc students as part of course.	funding of the teaching/learning aspects separately. But £25k allocated in present programme – only a small fraction of this will be specifically teaching/learning initiatives.	included 40 MSc/Medical Physics students and another such visit is planned for the near future. Visits are in response to direct identified need by University and or professional body (e.g. IPEM). Feedback also via consultation in programme formulation to assess value to UK user community.	8943 7028, martyn.sene@npl.co.uk
On site visits by NPL staff [ADULTS & HE]	SCI NE	NPL staff visit end-users with particular measurement problems to provide advice and /or teaching on one-to-one or group level.	Difficult to assess funding for this activity as it is funded along with radiotherapy audit visits. £139k in present 3 year programme but vast majority (~90%) is for radiotherapy audit visits in collaboration with IPEM.	Visits are at the request of user community and in response to particular need	Dr Martyn Sene, NPL 020 8943 7028, martyn.sene@npl.co.uk

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Training Course on industrial dosimetry <b>[ADULTS &amp; HE]</b>	<b>SCI</b>  <b>E</b>	Course covering theoretical background and practice of dosimetry for industrial radiation processing. Organised jointly by NPL and Panel for Gamma and Electron Irradiation	~£11k in present NMS IR programme for update and delivery of course. Students also pay fee for attending. Funding in kind from some industry staff who give some lectures. These course have been run every two years for about 8 years and look set to continue as they are very popular.	Highly successful course run regularly and supported by radiation processing industry in UK and Europe. Course tailored directly to improve measurement practice and QA in sterilisation of medical devices by manufactures and contact steriliser. Happy sheets also used to continually assess utility of course	Dr Martyn Sene, NPL 020 8943 7028, martyn.sene@npl.co.uk
Workshop on advanced Monte-Carlo Techniques <b>[ADULTS &amp; HE]</b>	<b>SCI</b>  <b>E</b>	Workshop on theory and practice of Monte Carlo radiation transport modelling. Will be held in conjunction with meeting of UK	~£36k in present NMS IR programme for development and delivery of course. Students also pay fee for attending. Previous and similar courses also held in previous IR programmes	Maximum number of ~30 participants. Feedback from participants via "happy sheets". Feedback via consultation in programme formulation to assess value to UK user community.	Dr Martyn Sene, NPL 020 8943 7028, martyn.sene@npl.co.uk

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		special interest group			
Training Course in radiation dosimetry <b>[ADULTS &amp; HE]</b>	<b>SCI</b>  <b>E</b>	Course for HSE inspectors in ionising radiation dosimetry and contamination measurement to assist them in their inspection duties.	~£25k in present NMS IR programme for development and delivery of course. Expect to repeat course in future. Students also pay fee for attending. Two courses also held in previous IR programme.	Maximum number of ~15 participants. Feedback from participants via "happy sheets". Feedback via consultation in with HSE	Dr Martyn Sene, NPL 020 8943 7028, martyn.sene@npl.co.uk
Training Course on Radiotherapy Radiation Dosimetry <b>[ADULTS &amp; HE]</b>	<b>SCI</b>  <b>E</b>	Background theory and practice of reference dosimetry for radiotherapy. Combines lecture and practical sessions utilising major	~ £50K in present NMS programme to develop and run one course per year for three years. Students also pay fee. Expect to continue this course annually for foreseeable future – possibly extend to twice per year if	Enormous demand from radiotherapy user community for this course as a result of DoH increase in UK radiotherapy provision – this resulted in increasing number of course from once every 18months to annually. Overseas interest from IAEA and overseas	As above



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		measurement facilities at NPL. Practical sessions have low staff to student ratio (1:3). Course aimed at trainee radiotherapy medical physicists.	funding found. Funding in kind from some NHS staff who give some lectures	medical physics students. Excellent feedback from students as to importance and relevance of course to work in radiotherapy clinic.	
Training course on radiotherapy radiation dosimetry <b>[ADULTS &amp; HE]</b>	<b>SCI</b> <b>E</b>	Theory and practice of calibration and use of radionuclide neutron sources and the calibration techniques based on neutron fields produced using such sources	£21k in present NMS IR programme for development and delivery workshops. Students also pay fee for attending. Two courses also held in previous IR programme. Similar held in previous programmes.	Maximum number of ~30 participants. Feedback from participants via "happy sheets". Feedback via consultation in programme formulation to assess value to UK user community.	Dr Martyn Sene, NPL 020 8943 7028, martyn.sene@npl.co.uk

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Workshop on surface contamination monitoring  [ADULTS & HE]	<b>SCI</b>  <b>E</b>	Theory and practice of monitoring for radioactive surface contamination. Includes lectures and practical workshops (with actual radioactive contamination).	£32k in present NMS IR programme for development and delivery workshops. Students also pay fee for attending. Two courses also held in previous IR programme. Similar held in previous programmes.	Maximum number of 20 participants. Feedback from participants via "happy sheets". Feedback via consultation in programme formulation to assess value to UK user community.	Dr Martyn Sene, NPL 020 8943 7028, martyn.sene@npl.co.uk
Workshops on uncertainty estimation  [ADULTS & HE]	<b>SCI</b>  <b>NE</b>	Workshops on uncertainty estimation in radiological and/or radioactivity measurements. Theoretical and practical aspects covered through lectures	£43k in present NMS IR programme for development and delivery of 2 workshops. Student also pay fee for attending. Two courses also held in previous IR programme	£43k in present NMS IR programme for development and delivery of 2 workshops. Student also pay fee for attending. Two courses also held in previous IR programme	Dr. Martyn Sené, NPL, 020 8943 7028, martyn.sene@npl.co.uk

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		and practical exercises. Course aimed at those actually making measurements as scientists or technicians			
Knowledge Transfer meeting <b>[ADULTS &amp; HE]</b>	<b>K T</b> <b>SCI</b> <b>NEA</b>	Ultrasonic cleaning vessels	£ 10,600	Minimum of 20 users and manufactures of ultrasonic cleaning vessels	Mark Hodnett, Acoustical Metrology Group,NPL,020 894 6365 Mark.hodnett@npl.co.uk
Southern England Bioskills Accelerator <b>[ADULTS &amp; HE]</b>	<b>SCI</b> <b>NE</b>	To address acquisition of appropriate managerial and technical skills by bioindustry	c£800k from SEEDA over 2 years. DTI and/or another RDA may also contribute	Initiative not yet started- an implementation plan is being drawn up	Margaret Parton, Bio/phama sector manager, SEEDA  01483 484200 Margaret/parton@seeda.co.uk
Knowledge transfer event to promote	<b>K T</b> <b>NEA</b>	Room and auditorium acoustics	£10,700		Sue Dowson, Acoustical Metrology Group, NPL, 020 8943 6703

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information exchange on measurement practice <b>[ADULTS &amp; HE]</b>					Susan.dowson@npl.co.uk
ESRC Teaching and Learning Research PROGRAMME (TLRP) <b>[ADULTS &amp; HE]</b>	<b>TEA</b> <b>STEM</b>  <b>NEA</b>	TLRP is a coordinated research initiative. Its overarching purpose is to support and develop educational research leading to improvements in outcomes for learners of all ages, in all sectors and contexts of education, training and	See web-site for further information	Se web-site for further information	<a href="http://www.tlrp.org/index.html">www.tlrp.org/index.html</a>

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		<p>lifelong learning throughout the UK. The first projects began work in 2000 and the Programme is scheduled to end in December 2008. TLRP is directed by Professor Andrew Pollard, University of Cambridge. It is managed by the Economic and Social Research Council on behalf its funders. To date, it has received some £26m from the</p>			

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		Higher Education Funding Council for England, the Scottish Executive, the Welsh Assembly, the Northern Ireland Executive and the Department for Education and Skills			
SET Returners Pilot Project <b>[ADULTS &amp; HE]</b>	<b>K T SCI ENG  NE  R 3.2</b>	The project aims to take the framework of the SBS's Knowledge Transfer Partnerships scheme (formerly TCS scheme), adapt	£40K per annum for two years	N/K yet	Pat Langford Promoting SET for Women OST/DTI Bay 4138 1 Victoria Street London SW1H OET Tel: 020 7215 0047 Email: Pat.Langford@dti.gsi.gov.uk

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		<p>and provide dedicated support to allow SET returners, the bulk of whom are women, to access the scheme and become the employee beneficiaries. At present the scheme is only open to recent graduates.</p> <p>The DTI Small Business Service and OST Promoting SET for Women Unit have agreed in principle that the concept of</p>			<p>Visit our web site:  <a href="http://www2.set4women.gov.uk">http://www2.set4women.gov.uk</a></p>

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		<p>allowing SET returners to access the Knowledge Transfer Partnerships scheme can be piloted in the West Midlands and would directly support the wider national objective of encouraging women into science, engineering and technology careers. This proposal details an initial plan of work over a 24-month timescale to ultimately lead</p>			



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		to the implementation of 10 SET returner Knowledge Transfer Partnership programmes(if successful)			
Space UK Magazine <b>[SECONDARY, FE &amp; ADULTS]</b>	<b>SCI</b> <b>NE</b>	Termly magazine highlighting space activities in the UK includes a free poster in each issue	£30,000 per year,£10,000 per issue. The costs include both editors fees and printing costs	Over 2,600 people on the mailing list	As above
School Initiatives <b>[SECONDARY, FE &amp; ADULTS]</b>	<b>SCI</b> <b>NE</b>	1) DNA anniversary project joint with funding from MRC, the Royal Society, the DfES, NESTA,	20K	1)>20 pupils in each of 8 regions nationally 2) 280 teachers and technicians 3) 60 teachers and technicians	Chantelle Jay BBSRC Public Affairs Branch 01793 41330 chantelle.jay@bbsrc.ac.uk

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		BBSRC, DoH, ABPI. BioRad and BBCi partners. Target KS3/4 2) CPD project with IoB and BioRad at 11 venues for AS/A2 Target AS/A2 3) CPD project as part of BBSRC and Kew DNA in the garden initiatives 60 teachers and technicians with BioRad. Target AS/A2			
Pilot dimensional e-training and assessment programme	<b>IT</b>  <b>NEA</b>	Training material for industry which is intended also	£83k in current Length programme – to start this month		Robert Angus NPL 020 8943 7110 Robert.angus@npl.co.uk

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[SECONDARY, FE & ADULTS]		to satisfy authorities awarding NVQ, C&G			
Learning Zone Website  [PRIMARY, SECONDARY, FE & ADULTS]	SCI  E	Dedicated website for students, teachers and parents. Covers key stage 2,3,4 Steve Warren (BNSC) includes information on the solar system, games and quizzes.	£44,500 on content over the last 12 months	The LZ website has dedicated statistics. Aiming to increase use by 10% over the next 12 months	Steve Warren, British National Space Centre. 020 7215 0806, Steven.warren@bnspace.gov.uk
CRM221: Communications and Information Technology for Teaching and Learning	TEA (ICT)  E	The objectives of FEDA's part of this study are to: 1) identify and map C&IT materials in use	01 Nov 1998- 99  <b>COMMISSIONED by:</b> HEFCE/ HEFCW/ SHEFC/ DENI/ JISC/ FEFC/ CVCP/	Report in library-LSDA London office	Jill Atwell (LSDA London office) <u>(020) 7297 9100</u>

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[FE, HE & ADULTS]		<p>in learning and teaching in UK HE and FE and analyse a sample of theses to identify key issues re production, support, quality assurance, staff development, dissemination and deployment, where possible collating and reviewing costing and evaluation methods. 2) Describe the objectives of materials; identify target audiences and</p>	SCOP/Ufi		

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		<p>infrastructure consequences.            3) for transferable C&amp;IT materials relevant and available to Ufi collect core data set plus where possible evaluative information, usage data and future development plans</p>			
<p>Roberts Review   <b>[PRIMARY, SECONDARY, HE, FE &amp; ADULTS]</b></p>	<p><b>STEM IT KT TEA (ALL SUBJ)  NEA  R 2 - 6</b></p>	<p>The Government is taking forward the key recommendations of the Roberts Review on the supply of scientists and</p>	<p>OST element is an extra £100m a year by 200-6</p>	<p>Not available</p>	<p>Tony Kesten and Anne McFarlane/Nic Croll (OST)IDTI            Bay 5120            1 Victoria Street            London            SW1H 0ET            Tel 0207 215 3857            E-Mail</p>

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		<p>engineers. These include additional funding for school and university laboratories, higher PhD stipends, and increased postdoctoral researcher salaries and academic fellowships. An official Government response to the Roberts Review was published in July 2002. The Roberts Review also made recommendations about</p>			<p><a href="mailto:Nick.croll@DTI.GSI.Gov.UK">Nick.croll@DTI.GSI.Gov.UK</a></p>

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		<p>strengthening the Science, Technology, Engineering and Mathematics Network (SETNET) and the UK-wide network of 53 SETPoints that it co-ordinates. The Department is considering these against other calls on its funds post Spending Review 2002.</p>			

## **GLOSSARY**

ABSU – Adult Basic Skills Unit

ACME – Association for Mathematics and its Applications

AHRB – Arts and Humanities Research Board

ASE – Association for Science Education

BNSC – British National Space centre

CBI – Confederation of British Industry

CCEA – Council for Curriculum, Examinations and Assessment

CfBT – Centre for British Teachers

CoVE –Centres of Vocational Excellence

CLC – City Learning Centre

CPD – Continued Professional Development

CRAC – Careers Research and Advisory Centre

CTC – City Technology College

DE – Department of Education (NI)

DEL – Department for Employment and Learning

EAZ – Education Action Zone

EBP – Education Business Partnership

EIC – Excellence in Cities

ELWA – Education and Learning, Wales

EMTA – Engineering and Marine Training Authority

ESPRC – Engineering and Physical sciences Research Council

ETB - Engineering and Technology Board

FD – Foundation Degree



FE – Further Education

FEC – Further Education Colleges

GO – Government Offices

HE - Higher Education

HEFCE – Higher Education Funding Council for England

HEI – Higher Education Institute

HEIF – Higher Education Innovation Fund

HMT – Her Majesty’s Treasury

HESA – Higher Education statistics Agency

IAT – Institute of Applied Technology

IOP – Institute of Physics

ITEC – Information Technology, Engineering and Computing

KS – Key Stage

KT – Knowledge Transfer

LEA – Local Education Authority

LINK – LINK Collaborative Research programme

LFS – Labour Force Survey

LSC – Learning and Skills Council

LSDA – Learning and Skills Development Agency

LTSN – Learning and Teaching support Network

MA – Modern Apprenticeship

NASA – National Aeronautics and Space Administration

NEBP – National Education Business partnership.

NESTA – National Endowment for Science, Technology and Arts

NNS – National Numeracy Strategy

NPL – National Physical Laboratory

NTI – New Technology Institute

NVQ – National Vocational Qualification

OFSTED – Office for Standards in Education

OGD – Other Government Department

OLS – Overseas Labour Service

OST – Office of Science and Technology (DTI)

PGCE – Post Graduate Certificate in Education

PSET – Public Engagement with Science and Technology Team (OST)

QCA – Qualifications and Curriculum Authority

QR – Quality Related

RC – Research Council

R & D – Research and Development

RDA – Regional Development Agency

SCBC – Scottish Colleges Biotechnology Consortium

SFEFC – Scottish Further Education Funding Council

SHEFC – Scottish Higher Education Funding Council

SEA s – Science and Engineering Ambassadors

SEMTA – Science, Engineering and Manufacturing Technologies Alliance

SET – Science, Engineering and Technology

SETNET – SET Network

SETPOINTS – 53 point UK programme established by SETNET

SFEFC – Scottish Further Education Funding Council

SHEFC – Scottish Higher Education Funding Council

SLICT – The Strategic leadership of ICT

SRIF – Science Research Investment Fund

SSC – Sector Skills Council

STEM – Science, Technology, Engineering and Maths

TC – Technology College

TTA – Teacher Training Agency

WDA – Welsh Development Agency

### **Key to Maps, Tables and Figures**

SCI - Science

TECH - Technology

ENG - Engineering

MATHS - Mathematics

STEM - Science, Technology, Engineering and Maths

IT - Information Technology

KT - Knowledge Transfer

TEA - Teaching

TEA ( . . . subject of teaching initiative)

“Pri only” – primary initiatives or programmes covering key stages (KSs) 1 and 2

“Sec only” – secondary initiatives or programmes taking place at secondary level and covering KSs 3 and 4 and up to ‘A’ level

“FE only” – initiatives taking place at post-16 level including ‘A’ level and up to degree level

“HE only” – initiatives taking place at university level including undergraduate, graduate and postgraduate

“Adults only” – initiatives for adults.

"Adults+" - Initiatives or programmes taking place in the Adults sector plus the other sectors of education at the same time.

"Pri+" - Initiatives or programmes taking place in the primary sector plus the other sectors of education at the same time.

"Sec+" - Initiatives or programmes taking place in the Secondary sector plus the other sectors of education at the same time.

"FE+" - Initiatives or programmes taking place in the FE/Post 16 sector plus the other sectors of education at the same time.

"HE+" - Initiatives or programmes taking place in HE sector plus the other sectors of education at the same time

"Adults++" - Initiatives or programmes taking place solely within the Adult sector, plus adults initiatives involving the other sectors of education as in "Adults+" above.

"E+" represents initiatives or programmes evaluated and appear to be working or producing positive results

"E" means some sort of "evaluation" ongoing including end of year reviews to check whether programme is worth pursuing further

"NE" means not evaluated for any reason

"NEA" - no evaluation anticipated

R - Initiative or programme commissioned by DfES in response to a Roberts recommendation

R% - percentage of programmes pursuing a Roberts recommendation in sectors of education. Please note that this is column-specific.