

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 – (EXTERNAL CONTACTS)

| NAME OF INITIATIVE | TYPE OF INITIATIVE | SUMMARY (What's it about) | FUNDING (Amount, over what period, to whom) | IMPACT OF INITIATIVE (summary of any evaluation, hard data e.g. targets, nos. of students benefited, no. of places created etc) | CONTACT DETAILS |
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| Science Activity Boxes, KS1 and 2 [PRIMARY] | SCI NE | Promoting practical science in primary schools in partnership with governors and industry | Grant from IChemE for 2 years for development, 1993-95 | Boxes sold in England, Northern Ireland and Wales and translated into Australian and Polish. Sales: Activity Box 1 – 1407 Activity Box 2 – 1060 | Philip Garnham County Adviser for Science NCC (NIAS) 01604 750333 pgarnham@northamptonshire.gov.uk |
| Technology Tree [PRIMARY] | TECH NE | Giving primary age children the opportunity to “make and build” through use of “big Lego” set, linking schools with engineering companies, providing engineers to | | | Claire Donovan, EEF, (020) 7654 1542, cdonovan@eef-fed.org.uk or Martin Weston, EEF West Midlands, (0121) 456 2222, martin.weston@eef-westmids.org.uk |

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| | | help with building the kit, and then getting the pupils to visit the company | | | |
| F1 in Schools [PRIMARY] | ENG TECH NE | Building of model racing cars and subsequent racing competitions | SEMTA and commercial sponsors | 5000 per year | Heather Hawthorne F1 in Schools |
| Science & Engineering Ambassadors Scheme [PRIMARY] | SCI ENG E | Engineers & Scientists voluntarily share their experiences with school children | SETNET funded via ETB | www.setnet.org.uk | Tony Kesten, DTI Tony.kesten@dti.gsi.gov.uk 020 7215 5000 |
| What do Engineers do? [PRIMARY] | ENG E | Poster drawing competition (5-7 year olds) | SEMTA Prize money £1000 | | John Bristow Careers & Education Manager SEMTA |

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| Junior Engineers for Britain K'Nex Challenge [PRIMARY] | ENG E | UK wide competition for primary school pupils in teams of two using K'Nex construction kits. Supported by Setpoints, SEAs and EBPs. Local, regional and national events. | Funded from above plus £180,000 worth of K'Nex kits and prizes supplied free by Hasbro. Participating schools keep K'Nex kits | Last year 42,000 pupils from over 1,500 schools. This year target of 50,000 pupils from 2,000 schools (Setpoint estimate) | HQ Chiltlee Manor Liphook Hants GU30 7AZ 01428 727995 dave-rowley@youngeng.org |
| Young Engineers [PRIMARY & SECONDARY] | TEA (ENG) E | Extra curricular clubs run by teachers and supported by engineers (SEAs) | Business funded £250,000 per year UK wide | 1650 clubs (200 primary), over 26,000 members 40% girls. | HQ Chiltlee Manor Liphook Hants GU30 7AZ 01428 727995 dave-rowley@youngeng.org |
| Young Engineers for Britain [PRIMARY & SECONDARY] | ENG E | UK wide competition for year 6 + to identify future engineers, | Business funded £150,000 per year UK wide | Approximately 1000 students enter each year 2002-45% girls. | As above |

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| | | innovators and designers, Local, regional and national events | | | |
| Science Consortium ICT in science NOF Training ASE INSET one of four partners [PRIMARY & SECONDARY] | TEA (SCI) E+ | Provision of a programme of support for science teachers to introduce the use of ICT into their teaching | NOF | One of the most successful of the NOF programmes. It was taken up by approx 1000 schools and 8000 teachers | Malcolm Oakes ASE INSET Services Barclays Venture Centre Sir William Lyons Road Coventry CV4 7EZ O24 7669 0053 malcolm@aseinsetservices.org |
| e-university [PRIMARY & SECONDARY] | TEA (SCI) NE | Pilot Modules for science teacher CPD The name "e-University" has developed as the working title of a collaborative | The government has committed £62 million to the project for 2001-2004. | | John Beaumont, eU UK eUniversities Worldwide Limited 14 Buckingham Gate London SW1E 6LB United Kingdom 020 - 7932 4444 Contact at HEFCE |

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| | | <p>project by the UK higher education funding bodies to establish a new way of providing HE programmes through web-based learning. The project is designed to give UK higher education the capacity to compete globally with the major virtual and corporate universities being developed in the United States and elsewhere.</p> | | | <p>Liz Franco Institutions and Projects Directorate Tel: 0117 931 7335 E-mail: l.franco@hefce.ac.uk</p> |

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| | | The project, now formally titled 'UK eUniversities Worldwide', was initiated, designed and co-ordinated by the Higher Education Funding Council for England (HEFCE). It was first announced on 15 February 2000 by the Education Secretary, David Blunkett. | | | |
| Mathematics Colloquium [PRIMARY & | MATHS NE | 22 October 2002, one-day event at the Royal Society | Event costs covered by the Science Council, Royal Society and ACME | Report produced for use by interested parties and policy makers | Dr Sarah Ball, Science Council, 02074704830, sarah.ball@sciencecouncil.org |

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| SECONDARY] | | to identify action to address the problems of mathematics education in schools and the interface between schools and university | | | Nick von Behr, ACME Advisory Committee for Mathematics Education The Royal Society |
| Chemistry at Work (KS1 to post-16) [PRIMARY & SECONDARY | SCI NE | Offers school students the opportunity to appreciate the place of chemical sciences in everyday life and the world of work, with particular emphasis on their local area. | 35 events per annum, £1500 per event to organiser – eg RSC Local Section, EBP, SetPoint | Up to 1000 students per event | Ted Lister (Chemistry at Work – South Tel: 01926 420766 email chemistryatwork@rsc.org John Payne – North Tel: 01629 534312 email chemistryatworkn@rsc.org) |
| | | | | | |

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| Physics.org [PRIMARY & SECONDARY] | SCI NE | A simple one-stop shop for any question on physics. The site uses a powerful natural language programme to give an accurate and relevant answer to questions using a database of refereed resources that are guaranteed by the Institute. If you provide more information, such as your age and knowledge of physics, the answers | £17,114 | 600 questions a day 4000 refereed sites | Nicola Hannam Nicola.Hannam@iop.org |

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| | | become even more focused. See: http://www.physics.org/ | | | |
| Pimlico Connection Tutoring Scheme [PRIMARY & SECONDARY] | MATHS SCI TECH NE | College undergraduate and postgraduate student volunteers spend time in primary and secondary schools assisting pupils with maths, science and technology. | Predominantly internal sources and HEFCE HEACF Funding. Funding ongoing. | Programme involves Years 5-12 in the maintained sector in the Boroughs of Kensington and Chelsea, Westminster, Wandsworth and Hackney. Serves to raise aspirations towards higher education study. Approx 3,500 school pupils involved in 2002/03. | Fleur Mandeville Widening Participation Assistant Room 321, Sherfield Building Imperial College London London SW7 2AZ Tel: 020 7594 8129 Email: f.mandeville@imperial.ac.uk |
| Summer Schools Programme [PRIMARY & SECONDARY] | SCI NEA | A number of different summer schools are held each year. | Funded by various sources, including College funds, HEFCE funds and the Sutton Trust. | The programme is run for Years 5-13. Approximately 350 pupils are involved in summer schools in 2002/03. | Melanie Thody Head of Student Recruitment Room 321, Sherfield Building |

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| | | These range from two week residentials to one day masterclasses. The programme aims to raise awareness of higher education and science through the provision of expert tuition by academic staff, hands on activity and problem solving. | | | Imperial College London London SW7 2AZ Tel; 020 7594 8042 Email: m.thody@imperial.ac.uk |
| Taster Sessions for HE courses, Open Days and Gifted and Talented Sessions | STEM NE | Various programmes aimed at providing a taster session of HE opportunities for | Programmes are funded predominantly from internal sources, with a contribution from participating boroughs in some cases. | Overall, the various programmes are aimed at years 5-12 and tend to be London based, although WISE (Women into Science and Engineering) is UK-wide in terms of its | Melanie Thody Head of Student Recruitment Room 321, Sherfield Building Imperial College London London |

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| [PRIMARY & SECONDARY] | | different groups (including girls, boys and subject-specific taster sessions) are involved. | | recruitment. 1500 school pupils are to be involved in 2002/03. | SW7 2AZ Tel; 020 7594 8042 Email: m.thody@imperial.ac.uk |
| Demonstration Lectures and Masterclasses [PRIMARY & SECONDARY] | TEA (STEM) NE | Provides enrichment of the school curriculum through the provision, by academic staff, of masterclasses and demonstrations to school pupils. | Programmes are funded by a range of sponsors. | Programmes are aimed at years 5-12, some of which are UK-wide. Over 30,000 students are expected to be involved in 2002/03. | Melanie Thody Head of Student Recruitment Room 321, Sherfield Building Imperial College London London SW7 2AZ Tel: 020 7594 8042 Email: m.thody@imperial.ac.uk |
| Lego Project [PRIMARY & SECONDARY] | ENG NE | In Peru, Lego kits provided to schools have helped students' perception | SEMTA | 1 school as pilot | Graham King SEMTA gking@semta.org.uk |

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| | | towards engineering | | | |
| Schools and Colleges Affiliation scheme [PRIMARY & SECONDARY] | SCI NE | Membership package for schools and colleges to receive membership benefits and two journals (biologist, Journal of Biological Education) at greatly reduced price. Also developing links with local industry to sponsor a school's membership in scheme. | Not known | | info@iob.org Institute of Biology 20 Queensberry Place London SW7 2DZ UK Tel: +44(020) 7581 8333 Fax: +44(020) 7823 9409 |
| Branches & | TEA | Local branches | | | info@iob.org |

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| <p>events including London Teachers Group</p> <p>[PRIMARY & SECONDARY]</p> | <p>(STEM)</p> <p>NE</p> | <p>of the Institute hold lectures and organise quizzes/ meetings for school pupils and teachers in the region. LTG has annual senior and primary school competitions and inset days</p> | | | <p>Institute of Biology 20 Queensberry Place London SW7 2DZ UK</p> <p>Tel: +44(020) 7581 8333 Fax: +44(020) 7823 9409</p> |
| <p>Number Partners</p> <p>[PRIMARY & SECONDARY]</p> | <p>MATHS</p> <p>E+</p> | <p>A national programme that aims to promote the enjoyment of maths amongst children aged between 7 and 11. The activities are largely based on maths</p> | <p>A pack of games costs £155 and is retained by the company. Brokerage or training costs may vary locally.</p> <p>All volunteers will need Criminal Records Bureau Certification (administrative charges may apply).</p> | <p>An evaluation of the Number Partners programme in Tower Hamlets, East London revealed the support of business volunteers had helped schools significantly improve levels of numeracy amongst pupils and also highlighted that working with business people helped improve</p> | <p>Number Partners is a national campaign.</p> <p>Kate.Beaumont@BITC.ORG.UK</p> <p>020 7566 8736.</p> |

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| | | <p>games and are aimed at enhancing the pupils' confidence and ability in maths.</p> <p>1 hour per week, for one school term.</p> | | <p>pupils' self confidence and motivation.</p> <p><u>Impact:</u></p> <ul style="list-style-type: none"> • Professional development of staff. • Helping to produce a future generation of numerate employees and consumers. • Increased publicity and public profile. | |
| <p>GETSET (Girls Entering Tomorrows Science Engineering and Technology)</p> <p>[PRIMARY & SECONDARY]</p> | <p>STEM</p> <p>E</p> | <p>One/two day events for girls run by SETPOINTS. Girls work in teams on a series of problem solving acts, with female mentors. Some students obtain the CREST bronze</p> | <p>Sponsored nationally by Ford and Shell and some local sponsorship via SETPOINTS</p> | <p>1000+ females</p> | <p>GETSET the BA 23, Savile Row, London W1S 2EZ 020 7973 3309 david.knee@the-ba.net</p> |

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| | | award | | | |
| Girls in Physics Project [SECONDARY] | SCIE | Understanding why girls are not attracted to physics A level, with the aim to build a strategy for change | IoP & collaborators (Kirsty Pearce, DfES, involved in discussion). | Research to be commissioned. Likely starting date in autumn 2003. | Dr Wendy Kneissl (see above) or Mr Daniel Sandford-Smith daniel.sandfordsmith@iop.org |
| Science Consortium KS3 Online CPD for use of ICT in science Teaching ASE INSET one of four partners [SECONDARY] | IT TEA (SCI) NE | Provision of a programme of support for science teachers to introduce the use of ICT into their teaching at KS3 | DfES | Rollout next term | Malcolm Oakes ASE INSET Services Barclays Venture Centre Sir William Lyons Road Coventry CV4 7EZ O24 7669 0053 malcolm@aseinsetservices.org |
| Science Year CD Roms [SECONDARY] | SCIE+ | Part of ASE's contribution to Science Year | Science Year – looking to continue | Very successful – 2,000 + schools registered for further CD Roms | Adrian Fenton ASE College Lane Hatfield AL10 9AA 01707 283000 |

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| | | | | | adrianfenton@ase.org.uk |
| UPD8 [SECONDARY] | SCI NE | Innovative updated science news delivered weekly to teachers by email or text messaging as specific classroom activities (Pilot) | Planet Science (until April 2003) | 1,150 teachers subscribed over a ten week period | Marianne Cutler ASE College Lane Hatfield AL10 9AA 01707 283000 science@ase.org.uk |
| Inclusive Science and Special Educational Needs [SECONDARY] | SCI NE | Encouraging networks and resource developments for inclusion and SEN | DfES/SEP funding now ceased, ongoing ASE interest | Currently being used in KS3 strategy training. 8,500 CD Roms distributed | Adrian Fenton ASE College Lane Hatfield AL10 9AA 01707 283000 adrianfenton@ase.org.uk |
| Red Hot Science [SECONDARY] | SCI NE | Targeting hard to reach schools, building on | Planet Science | Due to commence April until July Pilot | Marianne Cutler ASE College Lane Hatfield AL10 9AA |

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| | | evaluation of update | | | 01707 283000 science@ase.org.uk |
| PTA Booklet [SECONDARY] | TEA (SCI) NEA | Engaging collaboration between science teachers and their PTA | Planet Science | Due on Line April. Booklets distributed April | Marianne Cutler ASE College Lane Hatfield AL10 9AA 01707 283000 science@ase.org.uk |
| DEA [SECONDARY] | SCI NE | Science, the Global Dimension. Key Stage 3 and 4 to build global dimension from information through teaching | DfES/Dfid | Launching April | Marianne Cutler ASE College Lane Hatfield AL10 9AA 01707 283000 science@ase.org.uk |
| Secondary on-line science initiative [SECONDARY] | SCI IT NE | A games website for 11-14 year olds on areas of everyday | In association with Channel4 Learning (£50 000) Institute of Physics (£20 000) | Free access through 4Learning website to all students (20 000 registered users) | Dr John Johnston (Tel 020 7440 3349 email johnstonj@rsc.org) |

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| | | science – including energy, fashion and sound | RSC (£25 000) | | |
| Occupations [SECONDARY] | SCIENCE | Planet Science led initiative to update the science and engineering content of the "Occupations" careers guidance handbook for schools | | | Lisanne Martin, Planet Science |
| Insight Courses [SECONDARY] | ENGINE | HE residential for girls interested in engineering careers/course. 4 night residential courses with a range of 'hands | N/K | 450 girls | EMTA Vector House, 41, Clarendon Road, Watford WD1 1HS 0800 282 167 ecis@emta.org.uk |

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| | | on' projects etc, an industry visit, based in the university | | | |
| Year 7 Maths Clubs, managed by Education Extra [SECONDARY] | MATHS E | This project aims to support Year 7 pupils who have not met their Key Stage 2 SAT target level 4, and are not currently being catered for by Springboard 7 or other initiatives. The project provides a grant to schools for them to buy interactive educational mathematical games and IT | The Deutsche Bank are funding 12 schools in 4 LEAs (Hounslow, Lewisham, Thurrock and Tower Hamlets), £1000 each for this academic year. In the next academic year (starting Sept 2003) these 12 schools will receive £1500 to run their clubs for Years 7 and 8, and 12 new schools will each receive £1000 to set up a club for their Year 7s. Bradford & Bingley plc are funding 12 schools in 4 LEAs (Bradford, Calderdale, Leeds and | Each school is targeting approximately 12-16 pupils, and the impact of the project on the pupils' understanding of maths will be monitored through analysis of the end of Year 7 progress tests that each school run. The results of the pupils who have attended the maths clubs will be compared to pupils of similar ability who have not attended the clubs. The impact of the clubs on pupils' self-esteem and confidence is being monitored by teacher assessment. | Rebecca Carter Development Officer Education Extra 17 Old Ford Road London E2 9PL 020 87099925 r.carter@educationextra.org.uk |

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| | | software, for use in an informal maths club. The focus is on making maths fun and relevant to real life, for example with activities around budgeting, maths in sport, cooking, and model-making. | Sheffield), £1000 each for this academic year. Clerical Medical are funding 5 schools in Bristol LEA, £1000 each for this academic year. We are seeking to roll-out the project to more schools in Yorkshire and Bristol from the next academic year. | A further impact of the initiative is that many schools have utilised older or more able pupils to support the clubs, which has enabled them to build their skills, and Learning Support Assistants and other staff who support the clubs are able to develop professionally by using their experience to gain Learning Support HNCs and other qualifications. | |
| Physics in Perspective [SECONDARY] | SCI NE | This is a three-day course for 16-19 students, run each January/February in London. This year the event attracted over 300 Sixth form students | Income £815, expenditure £2500 | 300 students | Leila Solomon Leila.Solomon@iop.org |

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| | | <p>each day. The idea is to demonstrate to participants some of the excitement, relevance and fun of physics. The course consists of a series of six lectures, given by eminent speakers, and is held at London University and the Royal Institution. It has free time scheduled in to allow participants the opportunity to explore other aspects of</p> | | | |

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| | | London. | | | |
| Advancing Physics [SECONDARY] | SCI E | In conjunction with industry, higher education, research councils and OCR, the Institute of Physics has developed an innovative, advanced level physics course, Advancing Physics to match the new AS/A specifications introduced in September 2000. The course builds on the experience of | The development of Advancing Physics cost the Institute Approx 1 million pounds | has 19% market share, now 480 schools in 2001/2 best A2 Physics pass rate in 2002 (97%) and best %A grade (29%) An evaluation is underway. | Chris Shepherd Chris.Shepherd@iop.org |

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| | | the past, particularly experience of Nuffield courses, but is very much a course for the 21st Century. Its innovative use of a CD-ROM and web technology, to replace and augment the traditional textbook, and practical work aspires to the knowledge driven economy of tomorrow. | | | |
| Schools and Colleges Lecture Tour | SCI NE | The Schools and Colleges Lecture, delivered | £14000 | 10,000 young people | Ingrid Walker Ingrid.Walker@iop.org Walker http://www.iop.org/Physics/ |

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| [SECONDARY] | | throughout Great Britain by a different acclaimed physics communicator each year, is now in its 20th season. During this time the schedule of presentations has increased progressively and now targets of the order of 10 000 young people each year. The presentation takes the form of an illustrated lecture-demonstration, designed to show 13/14 | | | Schools/Lectures |

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| | | <p>years-olds modern applications of physics and something of the spectacle and the fun of physics too. The tour is set up in collaboration with the Institute's regional Branches. In Fantastic Plastic! this year's lecturer Averil Macdonald is looking at the link between disposable nappies and flat screen TVs?; Lego™ blocks</p> | | | |

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| | | <p>and rubber trees; False legs and zero pollution cars; Oil slicks and cress.</p> <p>The tour starts in December 2002 and in the subsequent 12 months Averil will visit centres throughout England, Scotland and Wales.</p> | | | |
| <p>Paperclip Physics Competition</p> <p>[SECONDARY]</p> | <p>SCI</p> <p>NE</p> | <p>The Institute runs the Paperclip Physics competition, a competition testing the physics understanding</p> | <p>£22000</p> | <p>not available</p> | <p>Leila Solomon Leila.Solomon@iop.org</p> |

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| | | and the communication skills of first year sixth-formers and their equivalents. The first rounds of the competition are organised on a regional basis, with the 'national' final being held at the Institute's headquarters in London. | | | |
| Designers into Schools Week [SECONDARY] | TECH E+ | Designers into Schools Week is a week in June in which professional designers, recruited by the | 210K over 3 years | Piloted in 2002, the target was to place 100 designers in schools. We actually succeeded in placing 300. For 2003 we have recruited just over 400. | Julia Thomas Development Manager for Learning Learning & Public Services Team |

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| | | <p>Design Council, visit secondary school Design & Technology (D&T) departments across England to run design activities for pupils, in collaboration with teachers. It is part of a wider strategy to raise the quality of design process teaching within the D&T curriculum and it specifically aims to enable teachers to broaden and develop their repertoire of</p> | | <p>Written feedback from 2002 participants showed that this was a successful initiative and extremely well received. This led to the decision to repeat the initiative in 2003 and 2004.</p> <p>For 2003, we are conducting a formal survey of all participating teachers in late September to give us hard data of the impact on their practice.</p> | <p>Design Council 020 7420 5264 juliat@designcouncil.org.uk</p> |

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| | | design teaching strategies by working alongside professional designers. (Please note: the aim is for 2004 to be UK wide.) | | | |
| British Biology Olympiad [SECONDARY] | SCIENCE | Biology competition for post 16 students at school. Theoretical and practical elements. 4 winners sponsored to go to International olympiad | | Approx 1200 entrants Gold, silver and bronze winners attend prize ceremony with lecture by eminent scientist (Baroness Greenfield in recent years) | info@iob.org |
| MathsAlive – digital content for | MATHS | Pilot project to stimulate | Funding to RM plc from August 1999 to June | Full evaluation by Don Passey at Lancaster | Martin Adams RM plc |

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| Year 7 mathematics [SECONDARY] | E | market | 2000 – a DfES initiated project. | University, short evaluation by BECTa | madams@rm.com (Information provided via Alison Clark-Jeavons, University College Chicester, tel: 01243 812078) |
| Johnny Ball challenge [SECONDARY] | ENG SCI NE | One day event where Johnny Ball sets challenge for students | IEE SEMTA contribute | | David Nicoll Head of Marketing and External Affairs dnicoll@semta.org.uk |
| Online CPD for KS3 mathematics teachers [SECONDARY] | MATHS TEA (IT) NE | To develop a training programme to develop teachers use of ICT in KS3 mathematics lessons | Funding to New media Software Ltd from Jan 2003 – May 2003 – a DfES initiated project | too early to evaluate | Andre Mostart New Media Software Ltd andre@new-media.co.uk (Information provided via Alison Clark-Jeavons, University College Chichester, tel: 01243 812078) |
| IChemE Student Intake Project – 'It's a blast' | ENG TEA (ENG) E+ | Marketing and PR campaign targeting primarily | Approx £500k to cover research and planning in 1999 and four year project launched 2000 | Schools: Database of 1,700 named teachers in 515 schools; direct mail secured 2-25% response | Louise Robinson, Project Leader, Marketing Department, Institution of Chemical |

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| [SECONDARY] | | <p>students and teachers in high performing schools generating awareness and interest in chemical engineering and promoting the benefits of a career in the discipline.</p> <p>Specific initiatives within the project target different sub sets of the market and rely on partnerships with other organisations and individuals to secure delivery.</p> | running to end 2003 | <p>rates and over 30,000 posters and pieces of literature have been distributed to teachers and students; 197 schools are linked to an IChemE volunteer; 90+ have received, or arranged, a visit by a chemical engineer; and many more have come in contact with the campaign at events</p> <p>Teachers: Achieved a strong level of engagement with 103 teachers who have attended courses, events and focus groups; achieved a good level of interaction with a further 320. We do receive enquiries from outside the 515 target schools and the total number of 'Teacher Info' booklets requested is now over 3,500.</p> | Engineers, 165-189 Railway Terrace, Rugby, WARKS, CV21 3HQ |

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| | | <p>The key objectives are built around affecting: links with high performing schools, engaging teachers, raising awareness among students (measured by increasing enquiries and increasing student intake), increasing public awareness through pr campaigns, and involving stakeholders in the delivery of</p> | | <p>Students: Web trends indicate that the campaign is increasing its level of engagement with the target audience. In 2000/01 the website received an average 80 visits per day of 4 minutes average duration. In 2001/02 the average visits per day went down to 50 but the average visitor time went up to 60 minutes with 24% of visitors clicking on the university and sponsoring company links - visitor sessions are generally higher in term time.</p> <p>Public awareness: Press coverage secured: The Times - "Cool Chemists"; The Independent - "Finding the balance between man</p> | |

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| | | the project – supporting universities as appropriate in developing their recruitment strategies and sharing best practise | | <p>and the environment”; Daily Express, The Mail, The Glasgow Herald, The Guardian – profiles of chemical engineers</p> <p>Stakeholders: Sponsorship from the academic and industrial community has exceeded the initial target by £55,500; 17 Admissions Tutors have committed to a network that disseminates best practise and collaborates on appropriate projects; and 4 companies have formally integrated the campaign into their school liaison strategies (more use the materials)</p> <p>Student Intake: The decline of students taking chemical engineering at</p> | |

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| | | | | university has reversed over the life cycle of the campaign and evaluation and feedback indicate that the campaign has contributed to this turn around. Intake figures released by UCAS indicate that in 2002 intake was up 4.1% on the previous year. | |
| International Chemistry Olympiad (Post-16 students) [SECONDARY & FE] | SCI NE | RSC chooses the team to represent the UK | £16 000 per annum | Final team consists of the four top UK students. Students from all UK schools and colleges have the opportunity to compete in Round 1. | Dr Colin Osborne (Tel: 020 7440 3342 email osbornec@rsc.org) |
| Careers Events [SECONDARY & FE] | SCI NE | The Institute, in conjunction with the Royal Society of Chemistry and a variety of | £10,000 | Approx 10 major events per year, 35,000 visits to the stand | Ian Cuthbert Ian.Cuthbert@iop.org |

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| | | <p>Biological Societies/Institutions come together throughout the year to promote careers in science. This year the Institute and the other scientific bodies will be having a stand at various UCAS events throughout the country. The Institute is also involved, both through its staff and through members who volunteer their support, in giving talks and</p> | | | |

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| | | careers advice more directly in individual schools and at local careers conventions. | | | |
| <p>Engineering Development Trust (registered education charity number 1002459)</p> <p>[SECONDARY & FE]</p> | <p>STEM</p> <p>E</p> | <p>EDT aims to help talented young people achieve rewarding careers in engineering, science and technology.</p> <p>The Trust's programmes comprise:</p> <ul style="list-style-type: none"> *Engineering Education Scheme (in | <p>Funding received year ended August 2002 – total £2,372,489 of which:</p> <ul style="list-style-type: none"> 63% was received from companies 13% from the Gatsby Charitable Foundation 11% from Government depts / agencies 4% from student registration fees 9% from 'other' sources <p>For funding detail of individual programmes please see below</p> | <p>Some 2700 young people take part in the Trust's programmes each year</p> <p>We work in partnership with c500 companies</p> <p>We track students through to graduation – 75% - 80% take up careers in technology-based businesses</p> <p>All three schemes are endorsed by the Royal Academy of Engineering under the banner of their <i>Best</i> programme</p> | <p>Brian Tripp Chief Executive Engineering Development Trust 01694 771515 b.tripp@yini.org.uk</p> |

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| | | <p>England)</p> <p>* Headstart * Year In Industry</p> <p>These schemes provide distinct and complementary opportunities for young people to gain first hand experience of STEM activities linked to industry, higher education and careers.</p> | | For more detail on impact please see individual programmes below | |
| Wise Outlook [FE] | ENG E+ | 3 day course for 13/14 year old girls run by FE colleges giving the girls practical | £500 funding for FE college for each programme | Pre- and post-event questionnaires show marked improvement in attitude to engineering as a career – might not convince them to study it | Kate Hayward, EEF, (020) 7654 1506, khayward@eef-fed.org.uk |

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| | | experience of engineering project work. Supplemented by a company visit which demonstrates the applications of engineering. | | straight away, but reduces antipathy/ apathy towards subject. | |
| Headstart [FE] | STEM E | A programme of over 20 week-long summer schools at universities. Gives 800 students a year a taste of university life and career opportunities Switches young people on to engineering, science, | Funding received year ended August 2002 – total £255,721 of which: 36% was received from student registration fees 34% from the Gatsby Charitable Foundation 25% from company sponsors 5% from armed service sponsors | Annual data from students shows how the courses positively influence their choice of degree course and career Individual courses are quality monitored annually by Fellows of the Royal Academy of Engineering | David Ozhol Headstart Director 01707 871505 dso@headstartcourses.org.uk website www.headstartcourses.org.uk |

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| | | <p>technology degree courses and careers</p> <p>84% join technology-based companies on graduation</p> | | | |
| Insight [FE] | ENG E+ | A one week course at various universities for girls (year 12 ie A-level) to experience hands on engineering projects and to meet like minded students | £50 retainer from participants the rest is paid by Universities and SEMTA | 450 girls 70% of those who participated and were surveyed, afterwards said the course confirmed their choice to do Engineering or it swayed them towards Engineering | Angela Townsend SEMTA 01923 652309 atownsend@semta.org.uk |
| Career Route Map | ENG TECH | Development of Poster and | £250k (matched funding) over one - two years | Links built with Kingston College and Southbank | as above |

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| & Getting Started Leaflet [FE & HE] | NE | leaflet to show Career Routes in Railway Signalling & Telecommunications | from the Strategic Rail Authority | University. Greater interest in Signalling as a career 2-3 calls per week. Over two hundred packs distributed. | |
| Careers Pages on IRSE website [FE & HE] | ENG NEA | Careers pages added to web site to display the above. | As above | As above | as above |
| Careers Conference [FE & HE] | ENG TECH NEA | To promote Railway Signalling and Telecommunications to academia and learning & skills councils | As above | As above | as above |
| Engineering Technician Training Scheme [FE & HE] | ENG NE | Development of an Industry wide training scheme for new entrants to the | as above | Still in development | As above |

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| | | industry | | | |
| IRSE Professional Examinations Student Resource Pack [FE & HE] | ENG NE | Development of a student resource pack to enable students to study for the IRSE Professional Examinations | As above | Still in development | As above |
| BTEC Resource Pack [FE & HE] | ENG TECH NE | Development of a resource pack to encourage colleges to teach the two new railway signalling options in the BTEC National Certificate Programme. | As above | Still in development | As above |
| Accreditation Service | ENG | Development of an accreditation | As above | Still in development | As above |

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| [FE & HE] | NE | service , to Engineering Council (UK) standards to verify the quality of training provision for railway signalling engineering | | | |
| Journal of Biological Education [FE & HE] | SCI NEA | Peer-reviewed Journal publishing biology education research, practical applications and reviews | Journal's production budgeted within IoB? Journal located within IoB. | <p>... is the Voice of British Biology – supporting the bioscience community, informing debate, shaping the future.</p> <p>Publishes BioEd Newsletter</p> <p>Regularly responds to Gov't education initiatives. Below – a list of IOB responses to: (a) Consultation on the</p> | <p>info@iob.org</p> <p>Simon Napper JBE Editor jbe@iob.org</p> <p>Institute of Biology 20 Queensberry Place London SW7 2DZ UK</p> <p>Tel: +44(020) 7581 8333 Fax: +44(020) 7823 9409</p> |

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| | | | | <p>Review of Research Assessment (pub 22/09/03);</p> <p>(b) Changes to the Key Stage 4 Curriculum (pub 18/07/03);</p> <p>(c) Subject Specialism (pub 17/07/03)</p> | |
| Teacher Network [PRIMARY, SECONDARY, FE & HE] | SCIENCE | The Institute is setting up a UK wide Physics Teacher Network Scheme consisting of a national network of local co-ordinators. They will undertake a variety of tasks concerned with providing more | Funding £70,200 | Each Co-ordinator has a target of 30 schools | Institute of Physics Daniel Sandford-Smith Daniel.SandfordSmith@iop.org |

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| | | <p>effective support for physics teachers in their locality. The work will include making links between schools, colleges and universities, and supporting and encouraging teachers, PGCE physics students and newly qualified teachers through the organisation of meetings and short courses. At present five network co-ordinators have</p> | | | |

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| | | been appointed the target figure for next year is thirty. | | | |
| BAE SYSTEMS Schools Network [PRIMARY, SECONDARY, FE & HE] | STEM E R 2.1; 2.2; 2.13 | Company Education Liaison activity. Addresses 6 activities <ul style="list-style-type: none"> • Schools Network • Ambassadors • On-site Placements • Projects & Challenges • Classroom materials • Strategic Partnerships | Annual provision to Company and associated projects. Typically in excess of £1m including people cost | External surveys completed. 1300+ schools in Network. Approx. 900,000 students. | Chris Rogan Education Partnerships Director BAE SYSTEMS plc T. 01252 383292 e. chris.rogan@baesystems.com |
| Careers Materials | STEM | We publish a wide range of | £13,000 | not available | Ian Cuthbert Ian.Cuthbert@iop.org |

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| [SECONDARY, FE & HE] | NEA | attractive and colourful careers and promotional materials – posters, leaflets and booklets - single copies of which are available to any interested party on request. Requests for multiple copies are fulfilled subject to availability and some negotiation on numbers! | | | |
| Voice of the Future [SECONDARY, FE & HE] | SCI NE | Annual event run by the Royal Society of Chemistry for young scientists | | | Stephen Benn, Parliamentary Affairs, Royal Society of Chemistry |

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| | | to meet with politicians | | | |
| METRIC [SECONDARY, FE & HE] | MATHS E | METRIC is an interactive mathematics package which facilitates the study of mathematics, thereby raising achievement. The project has two strands: i). Widening Participation strand. METRIC is rolled out to partner FE Colleges and schools to assist with A level studies. ii). Retention. METRIC is used by College | Funded by College sources and strand i) is part funded (until the end of March 2003) by HEFCE through its Widening Participation special initiative. | A formal evaluation of METRIC will be conducted by the University of Kent in summer 2003. Around 12 partner schools and colleges have been involved with strand i). | Mr Phil Ramsden METRIC Project Manager Mathematics Department Imperial College London SW7 2AZ Tel: 020 7594 8503 Email: p.ramsden@imperial.ac.uk |

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| | | undergraduates to assist them with the mathematical component of their courses. | | | |
| Engineering Degree Scholarships for Women [SECONDARY & HE] | ENG NE | Ten scholarships are awarded annually to women students in their penultimate or final year at school to encourage them to enter the engineering profession. Each scholarship is worth £750 per annum and is awarded for the period of a first | N/K | N/K | Steve Wells, Institution of Electrical Engineers, Michael Faraday House, Six Hills Way, Stevenage, Herts SG1 2AY. Tel: 01438 767372 e-mail: swells@iee.org.uk |

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| | | degree. The offers of scholarships are conditional on the candidates obtaining the appropriate A level and Scottish Higher results and embarking on an IEE-accredited degree course. | | | |
| Engineering your future brochure [SECONDARY & HE] | ENG NEA | Booklet for teenagers on civil engineering | ICE funded £10,000 over 3 month process for production and mailout to 4000 schools | | Claire Sanders Communications ICE Claire.sanders@ice.org.uk |
| Engineering your future postcard [SECONDARY & HE] | ENG NEA | RSVP postcard asking students interested in civil engineering to send back | ICE funded £4,500 for production. To be sent to 500 contacts on ICE database who have requested material in | Just started | Claire Sanders Communications ICE Claire.sanders@ice.org.uk |

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| | | with name and address | past | | |
| Postgraduate Industry Study Tours [HE] | STEM NE | Equivalent to teachers industry study tours | £7000 per event. Two events per annum | Twenty students per event | Dr Kristy MacDonald (Tel 020 7440 3348 email macdonaldk@rsc.org) |
| Mini-Project - The accessible electronics lab [HE] | ENG TECH NE | This project will be based on an existing laboratory space for undergraduates in electronics and electrical engineering and will examine the range of design features necessary to achieve a workspace which is accessible to | £3000, 12 month project, Electronics and Electrical Engineering, Glasgow University | Not yet complete | Marion Hersh Electronics and Electrical Engineering, Glasgow University |

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| | | all. The concept of Universal Design or Design for All will be used to guide this feasibility study with input from a range of disabled people. | | | |
| Mini-Project - Guide for creating and using engineering digital video content to innovate teaching and learning [HE] | ENG TECH NE | This project hopes to provide academics with a generic 'how to' guide for editing and using existing movie clips in their teaching. This project proposal would build upon the existing work by | £3000, 12 month project, Civil Engineering, Loughborough University | Not yet complete | Geoff Hodgson, Civil Engineering, Loughborough University |

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| | | <p>creating specific 'how to' guides not only about sourcing existing engineering movie clips and using them in their teaching, but how to create their own movie clips with specific guidance and tips on creating movie clips particular to engineering disciplines such as, 'creating movies on-site' or 'recording laboratory exercises'.</p> | | | |
| Special Interest | TEA (ENG) | This proposal is | £1500, over 12 months | Not yet complete | Paola Lettieri, |

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| Group - YAN-CE Fostering collaboration in teaching across engineering disciplines [HE] | NE | concerned with establishing a Networking Group on Learning and Teaching to: Share experience and good practice in learning and teaching Promote effective collaboration in teaching across Chemical Engineering departments in UK Act as a ginger group to stimulate development of new teaching methods that will be | project, YAN-CE network | | Chemical Engineering, UCL |

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| | | beneficial to the wider engineering community. | | | |
| <p>Mini-Project - Evaluation of a zero tolerance assessment strategy for incorporating health and safety into undergraduate Civil engineering course</p> <p>[HE]</p> | <p>ENG</p> <p>NE</p> | <p>The project will analyse the results of three years experience of applying a zero tolerance assessment strategy on undergraduate construction courses. Coursework submissions are assessed by pass / fail criteria, students who do not achieve this level are given further</p> | <p>£1600, 6 month project, Civil Engineering, University of Portsmouth</p> | <p>Not yet complete</p> | <p>Andrew Petersen, Civil Engineering, University of Portsmouth</p> |

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| | | opportunities to resubmit the work for a reduced mark. The strategy can be applied to all engineering courses and is seen as being particularly useful in integrating Health & Safety attitudes into a conventional engineering syllabus. | | | |
| INSPIRE [HE] | SCI TEA (SCI) NE | INSPIRE (Innovative Scheme for Post-docs in Research and Education) is a novel scheme | The pilot programme was initiated in September 2002 for a period of four years. GlaxoSmithKline has committed up to £M1 over four years for sponsorship of the | Up to 15 specialist science colleges will be sponsored by the end of the pilot programme. The post-docs will also work with partner schools (including primary schools) in the local | Dr Nick Price Director, INSPIRE Project Room 321, Sherfield Building Imperial College London London SW7 2AZ |

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| | | to enhance and develop science teaching. It recruits post-doctoral research scientists to spend half of their time in schools promoting science and training as teachers and half of their time carrying out leading edge scientific research. The purpose of INSPIRE is to raise the profile, importance and quality of science and science | schools to gain specialist status, project assessment and management. The Teacher Training Agency has made a grant to cover the teacher training costs for the post-docs. Schools in the project pay half the post-docs' salary costs. The remainder is paid by one-off grant from the DfES for one year. Alternative sponsors are being sought for later years. The Specialist Schools Trust is also a project partner. | community. Around 22 post-docs will have been involved by the end of the period. A formal evaluation (to be undertaken by an external agency) forms part of the programme. This evaluation will include quantitative analysis of examination results and course uptake, and qualitative analysis of perceptions relating to science and technology based careers. | Tel: 020 7594 8128 Email: nick.price@imperial.ac.uk |

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| | | teaching and enthuse young people in science. The overall effect, it is hoped, will be an increase in the numbers studying science resulting from the enhanced delivery of the curriculum and increased exposure of pupils to university level science and scientific research. | | | |
| Mini-Project - The application of Computer Algebra software | IT TEA (ENG & MATHS) | This project will investigate the use of computer algebra | £3000, 12 month project, Chemical Engineering, Loughborough University | Not yet complete | Chris Rielly, Chemical Engineering, Loughborough University |

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| <p>in the teaching of engineering mathematics</p> <p>[HE]</p> | <p>NE</p> | <p>software in the teaching of maths to a mixed ability class of first-year Chemical Engineers. The intention is to engage both strong and weak students in an interactive and stimulating study of maths, without requiring them to slog through turgid algebra to obtain every result. The students will work through an integrated series of interactive Maple®</p> | | | |

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| | | worksheets and will solve abstract and applied problems using rule-based methods for algebraic, differential and numerical operations. This approach will allow students to concentrate on the underlying mathematical principles, without worrying about detailed manipulations and to explore different solution methods for a | | | |

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| | | given problem. The aim is to improve student achievement and understanding in maths, whilst introducing them to a useful tool that can be applied in other contexts throughout the course. | | | |
| Mini-Project - Improving student success and retention through greater participation and tackling student unique tutorial sheets [HE] | TEA (ENG) NE | This project seeks to develop a set of 'student unique' tutorial sheets to actively encourage and improve student participation within a first year first 'fluid | £3000, 12 month project, Aerospace, automotive and mechanical engineering, University of Hertfordshire | Not yet complete | Mark Russell, Aerospace, automotive and mechanical engineering, University of Hertfordshire |

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| | | <p>mechanics and thermodynamics' module. The project will not only develop an appropriate 'resource bank' of tutorial sheets but will also provide a set of 'how to notes' to allow other tutors to set up similar sheets. The project will also look to exploit existing computer tools to automate the associated processes of setting, delivering, assessing, feeding back</p> | | | |

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| | | and tracking student participation and success. | | | |
| Special Interest Group - The dyslexia and dyscalculia group [HE] | TEA (MATHS & ENG) NE | The SIG is concerned with the mathematical needs of dyslexic and dyscalculic students in H.E. The support of engineering students is a significant part of this work. It aims to promote awareness of the difficulties experienced, exchange information and develop appropriate | £1500, over 12 months, The dyslexia and dyscalculia group | Not yet complete | Clare Trott, Mathematics learning support centre, Loughborough University |

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| | | resources. | | | |
| Mini-Project - 'Day Projects' intensive skills training for engineering students [HE] | TEA (ENG) NE | This project is concerned with the dissemination and development of a novel teaching approach successfully deployed at the University of Hertfordshire. The acquisition by students of key skills required by engineering employers is a challenge within an academic environment. We have begun to address this | £2950, over 10 months, | Not yet complete | Kate Williams, Electronics, communication and electrical engineering, University of Hertfordshire |

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| | | <p>issue through intensive Day Projects, where students are given a specific problem and required to produce a working solution within an 8-hour laboratory session. Through this process, students gain useful experience of commercial engineering issues, including: problem analysis/breakdown, working to restricted deadlines,</p> | | | |

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| | | hardware/softw are interaction, fault diagnosis, negotiation and cooperative working, etc | | | |
| Mini-Project - Development of an on-line physics diagnostic [HE] | TEA (SCI & ENG) IT NE | The project will define the physical science concepts subsumed by first year engineering Bachelor of Engineering (Honours) courses in a Scottish University. These will form the basis of the construction of an on-line interactive | £3000, 18 month project, School of Engineering, Robert Gordon University | Not yet complete | Norrie Edwards, School of Engineering, Robert Gordon University |

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| | | diagnostic test. The project will include piloting and analysis. | | | |
| Mini-Project - To enhance final year students group working skills [HE] | TEA NE | This project will evaluate the thinking preferences of final year undergraduate students who are about to embark on a group activity. A newly developed psychometric tool known as 'thinking styles' will be used to provide each student with a personal profile. The students will receive | £3000, 12 months, Coventry University | Papers submitted to journals for review | Alison Halstead Project Completed at Coventry University |

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| | | <p>individual feedback on their thinking preferences as well as the insight into how others think and how to interact with people with different thinking preferences. This support is to be offered prior to them participating in a group exercise. The expectation for the project is that the students will appreciate the benefits of group work and will gain more</p> | | | |

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| | | from the exercise in terms of their personal and professional development. | | | |
| Mini-Project - Systematic learning guidance for engineering students [HE] | TEA (ENG) NE | This project is concerned with the development of a systematic and responsive means to help engineering students adapt quickly to the university learning environment, develop effective study habits and engage fully in PDP. All first year | £3000, 18 months, School of Engineering and Computer Science, Exeter | Not yet complete | Warren Houghton School of Engineering and Computer Science, Exeter |

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| | | <p>engineering students at Exeter are asked, throughout their first semester, to complete a weekly formal review of their learning, at the end of each week. These learning reviews are then passed to a study-skills counsellor who provides written feedback before they are returned to the students in a weekly group meeting with a personal tutor. This process is</p> | | | |

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| | | supported by regular short lectures on study skills and learning processes. The student learning reviews, gathered over the semester, offer an enormous amount of data and a unique insight into the students' study habits. Analysis of this data will make it possible to target and time guidance much more effectively than in the past. | | | |
| Mini-Project - A | ENG | The idea behind | £3000, 9 month project | Papers submitted to | Sherri Johnson School of |

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| prototype robot design project to promote electronics in schools [HE] | IT NE | this project is to enthuse students about electronic engineering by asking them to produce a product, which is of practical use, but requires in-depth electronic skills and knowledge. With this particular product the University has the opportunity to enhance its links with local educational establishments to encourage a wider participation in | | journals for review | Engineering, University of Durham |

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| | | Engineering Higher education. | | | |
| Mini-Project - Establishing a web resource for 'back-of-the-envelope' calculations [HE] | IT ENG NE | This project will aim to develop a scalable web-based knowledge resource of case studies and facts/figures to enable students to perform 'back-of-the-envelope' calculations. When graduates reach industry they soon realise that problems are rarely clear, don't come with | £3000, 12 month project, Mechanical Engineering, University of Bristol | Not yet complete | Andrew King Mechanical Engineering, University of Bristol |

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| | | <p>all the information needed and almost never lead to textbook answers. This project aims to equip students with the ability to make quick 'rough estimation' calculations to let them scope or critique a project proposal. The project will establish ways of facilitating students in their own research of key engineering concepts together with order-of-</p> | | | |

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| | | magnitude data for various quantities. With this mechanism in place, the project will populate a website with a wide variety of examples and case studies to be publicly accessible by other engineering students. | | | |
| Mini-Project - Minimal-mathematics introduction to engineering [HE] | TEA (ENG & MATHS) NE | This project will seek to collate, develop and disseminate new ways of teaching engineering topics to mathematically- | | Not yet complete | Ifiok Otung Electronics, University of Glamorgan |

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| | | deficient new students. It aims to equip engineering lecturers with new material that enables them to approach some of the introductory engineering topics and principles in a way that puts engineering first and mathematics second without lowering standards. | | | |
| Mini-Project - Student study approaches, learning | TEA (ENG) NE | This mini-project aims to confirm Engineering | £3000, 18 months, School of Engineering, Sheffield Hallam University | Not yet complete | John Rowe School of Engineering, Sheffield Hallam University |

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| <p>conceptions and links to assessment</p> <p>[HE]</p> | | <p>students' conceptions of learning and to provide evidence of the interdependence of learning conceptions with study approaches. This mini-project seeks to link evidence of study approaches, quality of learning outcomes and conceptions of learning in a range of UK universities to provide strategies that will inform assessment</p> | | | |

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| | | practice. | | | |
| Mini-Project - Working as part of a balanced team [HE] | ENG TECH TEA NE | Team based work is currently undertaken by groups of students that are chosen by the activity co-ordinator on an undiscerning basis, typically by simply dividing the students into groups alphabetically or randomly. This project will consider the effects of defining groups by using a systematic and rational method | £3000, 10 months, Cardiff University | Not yet complete | Daphne O'Doherty Cardiff University |

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| | | <p>that identifies balanced teams as defined by the Belbin technique. Students undertaking two design studies will be divided into groups using the Belbin technique for one study and an undiscerning method for the second study. Comparisons will be made between the behaviour, development and workings of the individual groups throughout the design studies.</p> | | | |

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| Mini-Project - Self and peer assessment of group projects in a virtual environment [HE] | ENG TECH IT TEA (ENG) NE | As new technologies are introduced into education of undergraduate engineers, we need to understand how they can be effectively implemented to maximise the learning outcomes of whilst ensuring that assessment of performance is fair and easy. 2nd year Chemical engineering students will be arranged into small groups | £2992, 6 month project, Chemical and Software Engineering, University of Nottingham | Not yet complete | Edward Lester Chemical and Software Engineering, University of Nottingham |

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| | | <p>based on their character types and given tasks to perform in a newly developed virtual reality environment. Students will evaluate their own performance and the performance of other students in the group and these assessments will be compared with objective measures of success in the task performance and a video log</p> | | | |

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| | | <p>of the contributions made by each group member. By screening for character type and then creating control groups the behaviour and relative success of each group can be compared with the character type profile of each group. Group tasks for which peer and self-assessment are most and least appropriate will be identified.</p> | | | |
| Mini-Project - | ENG | This project is | £3000, 6 month project, | Not yet complete | Colin Smith |

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| <p>Enhancing transferable skills development in group projects</p> <p>[HE]</p> | <p>NE</p> | <p>concerned with an enhanced approach to the development of transferable skills within group projects. The skills to be developed are identified and the students undertake a series of focused participative skills training exercises before embarking on their application within the main project. The expectation is that through repetition of these</p> | <p>Civil Engineering, The University of Sheffield</p> | | <p>Civil Engineering, The University of Sheffield</p> |

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| | | <p>exercises, students develop skills more deeply, and approach their application within the project more confidently. Debriefing and reflection sessions during the exercises and within the project ensure that the students engage more positively with this process and benefit significantly as a result. The project seeks to trial this approach in</p> | | | |

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| | | further projects in the context of negotiation and running meetings, and to evaluate in depth the overall approach through pre and post activity questionnaire and focus groups. | | | |
| Mini-Project - Portable learning and assessment – towards ubiquitous education [HE] | TEA (ENG & IT) NE | This project explores the use of portable computing to increase the flexibility of access and delivery of course material in higher education. It | £3000, 12 months, Engineering, University of Glasgow | Not yet complete | Jane Magill, Jon Tinder, Engineering, University of Glasgow |

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| | | develops a system for learning and assessment delivery via Personal Digital Assistants (PDAs) and evaluates the benefits of such delivery for engineering and technology undergraduate students. The project targets an engineering environment, but has potential for expanded scope in other disciplines. | | | |
| Mini-Project - Challenging the | MATHS ENG | The main reaction to the | £3000, 10 month project, Chemical Engineering, | Not yet complete | Jack Ponton Chemical Engineering, University of |

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| <p>role of mathematics in engineering education</p> <p>[HE]</p> | <p>TEA</p> <p>NE</p> | <p>perceived problems of mathematics in engineering has been a 'remedial' one, i.e. either to provide additional training in mathematical skills, or, while retaining the core of the traditional mathematical approach to engineering education, to increase the effectiveness of mathematics teaching by concentrating on what is most relevant to</p> | <p>University of Edinburgh</p> | | <p>Edinburgh</p> |

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| | | <p>engineering in its engineering context. We propose to explore the rather different idea that since most graduates no longer use classical mathematical skills, engineering teachers could substantially rethink the whole approach to their subject in order to eliminate the need for much of classical mathematics, without damage to the quality of the</p> | | | |

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| | | 'engineering' element of students educational experience or to their final performance as professional engineers. | | | |
| Working Groups - Developing the independent learner - the "Mexican Hat project". [HE] | STEM NE | The objective of this working group is to look at how assessment should not only grade students but also be diagnostic and formative. Outputs will include examples of how to set learning objectives, | £1500, over 12 months, | | Alan Robinson and Mark Udall, Southampton Institute. |

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| | | templates for students to monitor their learning activities and feedback sheets. | | | |
| Working Groups - National Exams in Principles and Application of Structural Theory. [HE] | ENG TECH NE | The working group will form a network of academics who will assess the need for a national exam for the principals and application of structural theory. If need and acceptance of a national exam are determined the group will create and pilot | £1500, over 12 months, | | David Lilley, University of Newcastle upon Tyne. |

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| | | the exam. | | | |
| Working Groups - Assessment of Individuals within Teams [HE] | ENG E | Team or group work is an established learning methodology. The nature of assessment however requires the ability to assess individual inputs to a team and hence generate individual marks. Techniques to do this are not widely established for use in engineering education. The working group looked at best | £1500, over 12 months, | A booklet containing five case studies developed through the working group was published in October 2002 and is available in pdf format. | Bob Harris, Sheffield Hallam University. |

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| | | practice in UK and beyond, by investigating the use and applicability of techniques in other disciplines, and to see how problem based learning and assessment techniques can contribute. | | | |
| Commissioned guides – Working with Students with Disabilities [HE] | ENG NE | This resource guide covers the positive steps your department should take in order to be compliant with the Act. The guide breaks down the | Series of individual case studies commissioned from a range of institutions and departments | | LTSN Engineering, 01509 227170, enquiries@ltsneng.ac.uk |

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| | | <p>terminology used within the Act and discusses how the legislation will effect your learning and teaching provision. It uses case study and scenario examples to demonstrate the practical implications of the Act on your current working practices as well as offering guidance on designing for accessible learning and developing suitable learning and</p> | | | |

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| | | teaching resources to the benefit of all students. | | | |
| Commissioned guides – Interpreting and using the Engineering Benchmark Statements [HE] | ENG NE | Under the new QAA audit methodology, departments will have to demonstrate that their programmes are of an appropriate standard by reference to a set of benchmark statements. The four papers presented here were commissioned by LTSN Engineering to | Series of individual case studies commissioned from a range of institutions and departments | | LTSN Engineering, 01509 227170, enquiries@ltsneng.ac.uk |

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| | | illustrate how engineering departments across the UK have worked with the benchmark statements. | | | |
| Commissioned guides – FE Scoping Study [HE] | ENG TEA (ENG) NE | LTSN Engineering commissioned a six-month scoping study to investigate views from within the FE sector on teaching and learning issues. This report concludes the findings of this study listing specific issues and suggests | Series of individual case studies commissioned from a range of institutions and departments | | LTSN Engineering, 01509 227170, enquiries@ltsneng.ac.uk |

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| | | ways in which LTSN Engineering could support staff within FE with responsibilities for teaching HE Engineering. | | | |
| Commissioned guides – Needs Analysis Report - A consultation of academics and industry [HE] | ENG NEA | This report presents a snapshot of the main issues facing engineering education in Higher Education (HE) today. It is based on data derived from a needs analysis survey conducted by LTSN | Series of individual case studies commissioned from a range of institutions and departments | | LTSN Engineering, 01509 227170, enquiries@ltsneng.ac.uk |

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| | | Engineering in 2001 but this is supplemented by additional information gathered from the day to day operations of the Centre and from published sources. | | | |
| Postgraduate Skills Record [HE] | SCI NE R 4.2 | A CPD framework tailored to postgraduates. It is a means to reflect, record and develop skills. | £80 000 initial development money – DfEE £5000 per annum print and distribution (RSC) | Available to all UK postgraduate chemical science students | Dr Kristy MacDonald (Tel 020 7440 3348 email macdonaldk@rsc.org) |
| Undergraduate Skills Record [HE] | STEM NE R 3.2; 6.4 | A PDP framework designed in line with Progress Files for HE. A | £20 000 development costs £7000 per annum print and distribution | Available free to all undergraduate students of the chemical sciences. Benefits chemistry/chemical | Dr Kristy MacDonald (Tel 020 7440 3348 email macdonaldk@rsc.org) |

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| | | means to reflect, record and develop skills for career planning | | science departments in that they can provide evidence of PDP Progress Files | |
| Development of e-learning pilots [HE] | IT STEM NE | To initiate and evaluate the use of a VLE to support more traditional methods of learning and teaching. | 2 years of funding for licences and start up funds and technical set up in central services. (Primarily L&T Strategy funded). Funds held by e-learning committee. | First year still in progress. | Dave Riley, Lecturer in Educational Development Centre for Educational Development Seminar and Learning Centre London SW7 2AZ Tel: 020 7594 8785 Email: d.riley@imperial.ac.uk |
| Continuous improvement of an assessed and accredited qualification In learning and teaching (CASLAT). | TEA (STEM) E | Expansion and development of the ILTHE accredited, optional, postgraduate certificate in learning and | College supports activity from internal funds with some additions from the Human Resource Strategy (funded by HEFCE). | Each year of operation has seen greater take up. Participant evaluations are good. | Heather Fry Head, Imperial College Centre for Educational Development Seminar and Learning Centre Imperial College London London |

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| [HE] | | teaching. | | | SW7 2AZ Tel: 020 7594 8780 Email: h.fry@imperial.ac.uk |
| Teaching Development Grant Scheme (TDG) [HE] | TEA (STEM) E | Provide funding on a competitive basis for teaching innovations that departments would not normally be able to fund. | With TRG scheme below, c£50,000 pa provided by College and £20,000 pa by HEFCE. | A number of very good applications are received each year. Seven projects in current session. On completion each project provides a report on the impact. | Heather Fry Head, Imperial College Centre for Educational Development Seminar and Learning Centre Imperial College London London SW7 2AZ Tel: 020 7594 8780 Email: h.fry@imperial.ac.uk |
| Teaching Research Grant Scheme (TRG) [HE] | TEA (STEM) E | Provides funds on a competitive basis for staff to carry out educational research that | See TDG scheme above. | Four grants are running during 2003. On completion each project provides a report on the impact. | Heather Fry Head, Imperial College Centre for Educational Development Seminar and Learning Centre Imperial College London |

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| | | will enhance the teaching and learning at Imperial. | | | London SW7 2AZ Tel: 020 7594 8780 Email: h.fry@imperial.ac.uk |
| Progress Files [HE] | STEM NE R 6.5 | Will encourage students to identify, reflect upon, record and develop the key skills that they have acquired from academic and non-academic settings and to think about their learning and career development. Students have their own file using a web based pro-forma. | C £4,000 per annum provided by HEFCE and College funding. | | Mr Nigel Wheatley Deputy Academic Registrar Suite 3, Sherfield Building Imperial College London Exhibition Road London Sw7 2AZ Tel: 020 7594 8055 Email: n.wheatley@imperial.ac.uk |

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| Tutoring Materials [HE] | TEA (SCI) NE | National project with consortium partners to enhance good practice in small group teaching in materials science. | FDTL 3 and College Funding over three years, until March 2004. | | Dr Caroline Baillie and Heather Fry Head, Imperial College Centre for Educational Development Seminar and Learning Centre Imperial College London London SW7 2AZ Tel: 020 7594 8780 Email: h.fry@imperial.ac.uk |
| Transferable skills for research Students [HE] | STEM NE | An initiative of the two graduate schools to develop, offer and promote generic training and career awareness for PhD students. | College and HEFCE L&T Strategy funding. | | Registry Suite 3, Sherfield Building Imperial College London Exhibition Road London SW7 2AX |
| The Daphne | SCI | Charity | The salary cost for each Daphne Jackson | | Address: |

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| <p>Jackson Trust</p> <ul style="list-style-type: none"> • University based Fellowships • Industry based Fellowships <p>[HE]</p> | <p>ENG</p> <p>NE</p> | <p>Registered Number 1009605</p> <p>The advancement of education and in particular for the retraining of suitably qualified persons, normally women, following a career break in the fields of science and engineering through the funding of part-time Fellowships in any university or other higher educational establishment</p> | <p>Fellowship is determined by the UK Research Council's minimum starting salary for a Research Assistant aged 27 or over with a PhD. The host establishment agrees in advance to provide the Fellow with appropriate working facilities and services. A Special Discretionary Fund and an Extraordinary Expenses Allowance are available to each Fellow to provide extra flexibility for special needs such as conference or meeting attendance, special course fees, or extraordinary travel.</p> <p>Sponsors are listed below. (Some have pledged support and have yet to give funds.)</p> <ul style="list-style-type: none"> • Gatsby Charitable Foundation • National Grid Transco Foundation • The Clothworkers Foundation • The Leverhulme Trust • The Nuffield Foundation • Thriplow Charitable Trust • Vodafone Group Charitable Trust • BBSRC • EPSRC • NERC • PPARC • IOP | | <p>The Daphne Jackson Trust Department of Physics University of Surrey Guildford Surrey GU2 7XH Tel: 01483 689166 Fax: 01483 686781 Email: djmft@surrey.ac.uk Web: www.DaphneJackson.org Contacts: Jennifer Woolley, Director Katie Perry, Press Officer Sue Smith, Fellowship Administrator</p> |

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| | | <p>in the United Kingdom approved by the Trustees which retraining should normally include both studies to</p> <p>update existing knowledge and a research project.</p> <p>Professor Daphne Jackson devised the Fellowships to stem the waste of talent and investment. Following her untimely death in 1991 the Daphne</p> | <ul style="list-style-type: none"> • London Mathematical Society • Royal Commission for the Exhibition of 1851 • The Royal Academy of Engineering • The Royal Society • The Royal Society of Chemistry • Faculty of Science, Univ. of Surrey • Imperial College of Sc. Tech. and Med. • Loughborough Univ. • Lucy Cavendish College, Cambridge • Royal Holloway, Univ. of London • University College London • Univ. of Aberdeen • Univ. of Bath • Univ. of Brighton • Univ. of Bristol • Univ. of Nottingham • Univ. of Surrey • ARUP • Eastern Electricity • Glaxo SmithKline • ICI | | |

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| | | <p>Jackson Trust was established in her memory to continue her inspired work.</p> <p>The Trust's proven formula normally provides two year, half-time Fellowships for women and men.</p> | <ul style="list-style-type: none"> • LloydsTSB • Novartis Pharmaceuticals • Pfizer Limited • Rolls Royce • Scotia Pharmaceuticals <p>Donations as follows:</p> <ul style="list-style-type: none"> • Motorola Foundation (USA) • The Goldsmiths' Company • Department of Physics, Univ. of Surrey • PowerGen • Pollitzer • Garfield Weston • GEC • Esso • Zeneca • HSBC • Smiths Industries • Oxford Instruments | <p>104 Fellowships awarded since 1985</p> <p>21 Fellows in place at some time during 2003</p> | |
| Faculty Teaching | TEA | An initiative to | Human Resource | Fellows now in post and | Heather Fry |

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| Fellows [HE] | (STEM) NE | reward innovative practitioners in teaching by part-funding to release time for development and innovation. | Strategy £100,00.00 over two years. | conducting various projects and initiatives. | Head, Imperial College Centre for Educational Development Seminar and Learning Centre Imperial College London London SW7 2AZ Tel: 020 7594 8780 Email: h.fry@imperial.ac.uk |
| BioEd [HE] | SCI TEA NEA | Free electronic newsletter for educators, including PGCE students with news of biosciences, Researchers links to journal articles, links to websites | Not known | Approx 500 subscribers | g.day@iob.org |
| Continuing Professional | SCI | For all members of the | Not known | Currently in pilot stage | g.day@iob.org |

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| Development [HE] | NE | institute including graduates and postgraduate level, a portfolio-based CPD scheme based on the learning cycle 'think, plan, do, review' | | | |
| Gene technology INSET [HE] | TEA (SCI) NE | One day events for teachers, technicians and PGCE students/ in teacher training, run in conjunction with Biorad, BBSRC and science centres. Hands on practical techniques, talks on research and | Non profit making. Attendees are charged £75 to cover costs which are kept to a minimum. Some Education Business Partnerships pay for teachers to attend. | Over 500 teachers attending events at 13 venues throughout UK | info@iob.org |

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|----------------------------------|--------------------------------|--|--|--|------------------------|
| | | discussion, visit to science centre | | | |
| Teacher workshops [HE] | TEA (SCI) NEA | Provision of workshops and lectures for teachers/ PGCE students at the Association for Science Education Annual Meeting | | | |
| Awards [HE] | STEM NE | Awards available for undergraduates to help with travel overseas/ expeditions. Administered by the Royal Geographical Society. Also some | | 2 types of award annually, up to approx £2000 | info@job.org |

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| | | sponsorship of university students to attend Nobel Prize Winners meeting in Germany (last occurred in 2000, to be introduced again in near future) | | | |
| Chartered Technologist Qualification [HE] | STEM NE | New qualification for STEM professionals | Exact amount unknown | Research may result in a new qualification subject to SARTOR approval by EC UK and approval by the Privy Council. This will be applicable to all working STEM professionals. | Sheila Ochugboju, Senior Executive ETB - Education and Professional Development (EPD). Reporting to Dr Sa'ad Medhat 0207 557 6427 sochugboju@etechb.co.uk |
| Physics on Stage | TEA (SCI) | The Institute is supporting the | The Institute is contributing Approx | 30 teachers | Ian Cuthbert Ian.Cuthbert@iop.org |

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| [HE] | NE | coordination of this European teachers' event. A delegation of 30 teachers and others will attend, and share best practice. The aim is to end with useable resources that can be disseminated. | £3000 | | |
| Athena (Now part of the Higher Education Equality Challenge Unit, but originally set up in 1999 as a free-standing project) | STEM NE R 2.1 | The advancement of women in science, engineering and technology in HE | Currently a grant from DTI to cover two part-time staff each working 2 days per week, 1 April to 31 December 2003. All overheads and other running costs found from ECU income (all UK HE funding bodies plus Universities UK and SCOP. From January | Very small project, with large impact. Focuses on competitive awards requiring matching HEI funding to promote good practice of a practical kind, both in relation to individuals (e.g. projects of monitoring) or on institutional practice (e.g. institutional blockers).. | The Athena Project Equality Challenge Unit 3 rd floor 4 Tavistock Place London WC1H 9RA ECU Director: Professor Joyce Hill 020 7520 7061 joyce.hill@ecu.ac.uk |

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| [HE] | | | <p>2001 funded from the ECU general sponsorship, although this was agreed only to Ma31 March 2003. From 1999 to 2001 funded as a free-standing project by HEFCE, HEFCW, SHEFC and some money from DTI for special purposes. Receives occasional special support (cash and/or kind) for special events.</p> | <p>Focus on dissemination (which includes high profile awards). Publications, workshops, conference, establishment of regional networks. Please see documentation sent to the Department on 29.5.03</p> | <p>Athena Administrator: Fiona Maclean 020 7520 7066 Fiona.Maclean@ecu.ac.uk</p> <p>Athena Programme Manager: Caroline Fox 020 7520 7067 Caroline.Fox@ecu.ac.uk</p> |
| <p>Body of Knowledge</p> <p>[HE]</p> | <p>ENG</p> <p>NE</p> | <p>A reference document for trainers of new entrants to the industry and CPD purposes detailing the main areas of competency of the railway</p> | <p>£100k (matched funding) over one - two years from the Strategic Rail Authority</p> | <p>Further initiatives spawned as below.</p> | <p>Karen Gould Training & Development Manager, Institution of Railway Signal Engineers, 3rd Floor, Savoy Hill House, London WC2R 0BS 0207 240 4935 training@irse.org</p> |

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| | | signal engineer, the main technical references and the existing recognised competency standards for each topic area | | | |
| Physics Updates [HE] | TEA (SCI) TECH NE | Physics Update courses are three-day residential events for physics teachers organised three times a year throughout England and Wales – generally March, July and December. These reach | Income £24000 Expenditure £27000 | 200 teachers per year | Leila Solomon Leila.Solomon@iop.org |

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| | | <p>approximately 200 teachers a year. The lecture element of the programme is devised to update participants on innovations in physics, both pure and applied, and in curriculum matters.</p> <p>“Hands-on” workshops give opportunities to try new equipment, develop new ICT skills, learn new experimental techniques, try out novel</p> | | | |

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| | | investigations and engage with alternative teaching and learning strategies. The courses are located in pleasant surroundings with good accommodation , and are subsidised by the Armourers and Brasiers Company in association with Alcan Aluminium Ltd, and by the Institute. | | | |
| Engineering Leadership Awards | ENG E | This is the major undergraduate | Awardees receive up to £7,500 over 3 years | An assessment exercise is underway, but the results will not be known until | Dr Peter Revell The Royal Academy of Engineering |

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| [HE] | | <p>scheme within the <i>Best</i> programme. The objective of the scheme is to allow outstanding engineering undergraduates, with marked leadership potential, to undertake an accelerated personal development programme. Awardees are provided with funds and resources to acquire and enhance the necessary additional skills required to fulfil</p> | <p>Awardees also attend three annual seminars and workshops, which provide management training and career development advice, held at the University of Cambridge.</p> <p>Awardees have access to their own personal mentor, who is a Sainsbury Management Fellow.</p> | <p>2004.</p> <p>Up to 30 Awards are made each year, and the scheme was launched in 1996.</p> <p>Many other Awardees have already risen to senior positions in a wide variety of UK engineering companies.</p> | <p>29, Great Peter Street Westminster London SW1P 3LW Tel: 020-7227-0500 e-mail: revellp@raeng.co.uk</p> <p>Web sites: www.engineeringleadershipawards.org.uk www.raengbest.org.uk www.raeng.org.uk</p> |

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| | | <p>their potential, in preparation for fast track executive careers in engineering industry. The scheme targets the top upper quintile engineering undergraduates on the second year of four year MEng courses (or 3rd year of 5 year courses) who are selected through a rigorous application programme followed by a selection board.</p> | | | |
| | | | | | |

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| <p>Executive Engineers Programme</p> <p>[HE]</p> | <p>ENG</p> <p>E</p> | <p>A postgraduate scheme within the Best programme. The programme aims to train highly innovative engineering graduates for leadership positions in technological business.</p> <p>It is designed to provide continuation training for high quality engineering graduates with marked leadership potential, such as those who</p> | <p>Annual workshops in Cambridge take the form of weekend courses. There is a nominal charge for this, which participant's employers normally pay.</p> <p>The programme runs in partnership with companies which employ talented engineering graduates and offer stimulating careers with early managerial responsibility. Graduates participate in their company training programmes which support them through their initial and continuing professional development.</p> | <p>Data are being collated on the participants who have already become Chartered Engineers within 4/5 years of graduation.</p> | <p>Dr Peter Revell The Royal Academy of Engineering 29, Great Peter Street Westminster London SW1P 3LW Tel: 020-7227-0500 e-mail: revellp@raeng.co.uk</p> <p>Web site: www.raeng.org.uk</p> |

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| | | <p>have already benefited from the Engineering Leadership Awards programme, and similar company schemes who aspire to reach senior management and executive positions.</p> <p>This is achieved through a challenging curriculum for enhanced professional development to chartered engineer status, and beyond, for highly</p> | | | |

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| | | motivated and innovative engineering graduates in order to enable them to realise fully their technical, managerial and business potential. | | | |
| <p>The Year in Industry, spread in regional locations as follows:</p> <p>SW; EM; Eastern; North; NW; Scotland; South; Thames Valley; WM; North & South Wales; Yorkshire [HE]</p> | <p>ENG SCI TECH</p> <p>E</p> | <p>Places students in industry, mainly gap year students and predominantly engineering, science or technology students before they go to university</p> | <p>Funded mainly by companies i.e. 80%</p> | <p>Our students get DOUBLE national average of First and Upper Second degrees. 75% go back into industry as graduates 99% of managers would recommend the scheme</p> | <p>Roy Bromley National Director</p> <p>National Office The Year in Industry University of Manchester Simon Building Oxford Road Manchester M13 9PL</p> <p>T 0161 275 4396 F 0161 275 4396 Enquiries@yini.org.uk</p> |

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| In-Service Training (Teachers of chemistry) [HE & TEACHERS] | TEA (SCI) NE | RSC provides a range of courses – Industry Study Tours (4 per annum), Summer Schools (3 per annum), Hands-on Symposia (12 per annum), Management Workshops (8 per annum) | Total cost for INSET programme £130 000 per annum | 400 teachers per annum take part in these events (~1500 teacher days per annum) | Lorraine Hart (Tel: 020 7440 3350 email hartl@rsc.org) |
| Working Group for Women in SET Industry [ADULTS] | STEM NE | Industry panel for discussion of gender issues in commercial environments – aim to understand and share best practice. | IoP & collaborators | Group under appointment | Dr Wendy Kneissl |
| | | | | | |

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| <p>Engineering Professional Development Awards</p> <p>[ADULTS]</p> | <p>ENG</p> <p>E</p> | <p>The Scheme has the objective of helping companies to create a competitive advantage by ensuring that the knowledge and skills flowing into it from its engineering employees reflect the very latest in technological advances. It achieves this by providing funds to support training programmes concerned with the professional</p> | <p>Awards ranging from £500 to £10,000, which contribute towards the cost of each training programme.</p> | <p>Applications are assessed by Fellows of The Royal Academy of Engineering in terms of the merits and perceived output of each training programme in relation to the business plan or business strategy of the respective applicant company.</p> <p>At the end of each programme a report is submitted by the company and assessed by the same Panel of Fellows. This raw data is compiled into an annual Quality Factor. Since the scheme started, the Quality Factor has consistently been of the order of 95% or better.</p> <p>During the last financial year 40 companies were supported with awards</p> | <p>Eur Ing Ian J Bowbrick Royal Academy of Engineering 29 Great Peter Street London SW1P 3LW</p> <p>Tel : 020 7227 0500 e-mail : bowbricki@raeng.co.uk www.raeng.org.uk</p> |

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| | | development of their engineering staff. | | from 44 applications. The 40 awards involved a total of 902 engineers in various training activities. | |
| Rugby Meeting [ADULTS] | SCI TEA (PHYSICS) NEA | Through the Schools' Physics Group, a one-day meeting is held each year in early June, at Rugby School. The meeting attracts around 250 physics teachers from all parts of England and Wales. The programme covers current issues and new developments in physics teaching. | not available | 250 teachers | Leila Solomon Leila.Solomon@iop.org |

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| Education Group Conference [ADULTS] | SCI TEA (PHYSICS) NE | The Institute's Education Group organises an annual, residential conference for physics teachers. | not available | 40 teachers | Daniel Sandford-Smith Daniel.SandfordSmith@iop.org |
| Skills Mechatronics [ADULTS] | ENG NE | Competition for people already working in Engineering to improve their multiskilling | EngSkills cash sponsor SEMTA and many others sponsor with resources and in kind | teams of 2 normally 4 teams per year | Paul Turnbull SEMTA 01923 652357 pturnbull@semta.org.uk |
| Skills Electronics, Skills CNC, Skills Form, Skills Welding [ADULTS] | ENG NE | Competition for people already working in Engineering to improve their multiskilling | EngSkills cash sponsor SEMTA and many others sponsor with resources and in kind | teams of 2 normally 4 teams per year | David Nicoll Head of Marketing and External Affairs dnicoll@semta.org.uk |
| International | ENG | This Scheme | Discrete grants ranging | Applications are assessed | Eur Ing Ian J Bowbrick |

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| Travel Grants [HE & ADULTS] | E | <p>has the objective of supporting engineering researchers in the UK travel overseas with grants to attend international conferences for the purpose of presenting papers or to make short study visits.</p> <p>This activity enables researchers to remain at the forefront of new developments and be aware of corresponding activity overseas in</p> | from £100 to £900 each for visits of up to two months. | <p>by Fellows of The Royal Academy of Engineering, recognised as experts in the respective field of technology each individual application is concerned with, in terms of:</p> <ul style="list-style-type: none"> • Currency of the technology represented by the work. • The wealth creating opportunities the technology presents. • The standing of the conference, where appropriate. <p>Awardees submit a report at the end of each visit, which is then assessed by the same Fellow responsible for the initial assessment who grades it according to the achievements of the visit. This raw data is compiled into an annual quantitative</p> | <p>Royal Academy of Engineering 29 Great Peter Street London SW1P 3LW</p> <p>Tel: 020 7227 0500 e-mail: bowbricki@raeng.co.uk www.raeng.org.uk</p> |

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| | | their own area of expertise and promotes technology transfer to and from the UK. | | Quality Factor. During the last 5 years the scheme has achieved a Quality Factor of 97% or better, ie 97% of the visits funded by the scheme had been assessed as achieving more or what had been expected at the outset of the visit. During the last financial year 635 awards were made from 898 applications to visit a total of 82 different countries. | |
| Affiliation Scheme for Schools and Colleges [ADULTS & TEACHERS] | STEM TEA NE | Schools and Colleges Affiliation provides a means by which teachers in schools and colleges can keep in touch with the | The current subscription for Affiliation Plus is £40 per annum. Income last year £46,819 expenditure £61,172 | At present there are 1364 Affiliation Plus Schools and 901 Affiliation Basic Schools | Daniel Sandford-Smith Daniel.SandfordSmith@iop.org |

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| | | <p>Institute and vice versa. At the lower level – Basic Affiliation - schools/colleges which register, receive a termly newsletter, information from the Education Group, copies of posters and leaflets published by the Education Department and leaflets relating to the Department's activities. They also have access to the video loan</p> | | | |

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| | | <p>scheme. Affiliation at this level is free.</p> <p>Affiliation Plus provides a higher level of service. Schools/colleges registering at this upper level receive the benefits listed above, but also receive Physics World and Physics Education. Physics World is the Institute's house magazine, and Physics Education, its journal for teachers of</p> | | | |

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| | | physics at secondary through to first year undergraduate level. Access to Physics Education on line is an additional benefit, as is a 25% discount on general list books published by the Institute of Physics Publishing and there is also an annual gift for those joining Affiliation Plus. | | | |
| ASE Certificate of Continuing Professional | TEA (STEM) | Two year programme of support | DfES TTA Pilot was funded by Unilever, Pfizer, RSC, | In its pilot phase and current programme it has involved over 600 | Malcolm Oakes ASE INSET Services Barclays Venture Centre |

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| Development [ADULTS & TEACHERS] | NE | intended for teachers in the early years of their career. | IoP, Ofsted | participants and mentors | Sir William Lyons Road Coventry CV4 7EZ O24 7669 0053 malcolm@aseinsetservice s.org |
| Let's TWIST [SECONDARY, FE, HE & ADULTS] | SCI ENG TECH E+ | Let's TWIST (Train Women in Science, Engineering, Construction and Technology) aims to ensure women's long-term participation in construction and technology training and occupations. It is a very exciting initiative that has developed a strong | European Social Fund (ESF) [and DfES?] | Let's TWIST Evaluation 1998 – 2000 Let's TWIST Evaluation 2000 – 02 Lets TWIST Mentoring Evaluation 2000-2 | Annette Williams Project Manager Let's TWIST Department of Engineering & Construction Bradford College Rm 255, Randall Well Great Horton Road Bradford BD7 1AY Email: a.williams@bilk.ac.uk Tel: 01274 433113 Contact Let's TWIST at Sheffield Hallam University: Ros Wall Let's TWIST School of Environment and Development |

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| | | <p>reputation for its cutting edge work nationally in the UK and in Europe. We have a massive range of activities locally, regionally and nationally working with women and girls, learning providers, careers professionals and employers.</p> <p>Let's TWIST works holistically to breakdown the barriers. Our activities include:</p> | | | <p>Unit 9 Science Park Sheffield Hallam University Howard Street Sheffield S1 1WB Tel: 0114 225 2878 Fax: 0114 225 3206 Email: r.wall@shu.ac.uk Web: http://www.shu.ac.uk</p> |

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| | | <p>(1) Encouraging girls to understand and get excited by engineering</p> <p>(2) Providing education and training courses for women, especially women returners</p> <p>(3) Supporting women and girls through a mentoring programme linking them to women working in the industries</p> <p>(4) Delivering awareness raising training</p> | | | |

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| | | <p>to lecturers in Higher and Further Education and work based learning providers to create conducive learning environments for women.</p> <p>(5) Developing and delivering staff development training to careers professionals to overcome gender stereotyping in careers education and guidance</p> | | | |

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|---|--|---|--|--|---|
| JIVE (joint interventions) Project – an offshoot of Lets' TWIST [SECONDARY, FE, HE & ADULTS] | SCI ENG TECH E+ | | EQUAL - under the theme of gender mainstreaming, and encompasses two main strands: gender desegregation and work-life balance. | | Annette Williams Let's TWIST Department of Engineering & Construction Bradford College Rm 255, Randall Well Great Horton Road Bradford BD7 1AY Email: a.williams@bilk.ac.uk Tel: 01274 433113 |
| Web resource [SECONDARY, FE, HE & ADULTS] | SCI NE | Website for females in physics providing information, links to other organisations etc. To be linked off IoP main page. | IoP | Design commissioned. | Dr Wendy Kneissl |
| Women in Physics Programme | SCI NE | Increasing representation of females in | Institute of Physics (IoP) | 3 months old – too early for evaluation | Dr Wendy Kneissl Programme Leader for Women in Physics |

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| [FE, HE & ADULTS] | | physics | | | The Institute of Physics +44 (0)20 7470 4944 wendy.kneissl@iop.org |
| Site Visits Scheme [HE & ADULTS] | SCI NE | Panel visits to university physics departments, and industrial labs to establish local gender culture. Long term aim to build a guide for best practice. | IoP | | Dr Wendy Kneissl |
| Women Entrepreneurs [HE & ADULTS] | STEM NE | Study to understand level of female involvement in entrepreneurial activity from university spin-off departments | IoP | Discussions of commissioning underway. | Dr Wendy Kneissl |
| Sainsbury | ENG | The Scheme's | Fellowships of £15,000 | | |

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| Management Fellowship Scheme [HE & ADULTS] | TECH NEA | objective is to improve the economic performance of the UK engineering, manufacturing & construction businesses by providing a human resource of highly motivated chartered engineers who have complimented their technical skills with a first class business education achieved through their studying an International | to £25,000 depending on the business school attended. | | |

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| | | MBA course. The scheme covers the cost of the course fees. | | | |
| Career Break Study [HE & ADULTS] | SCIE | Study/survey of female physicists on career breaks. Aim to understand the needs of the community and how we might address those needs. | IoP | Research to begin in July. Estimated project time 3 months. | Dr Wendy Kneissl |
| Sainsbury Management Fellowship Scheme in the Life Sciences [HE & | SCINE | The Scheme's objective is to improve the economic performance of the UK life science, | Fellowships of £5,000 to £25,000 depending on the cost of the key learning intervention. | Applications are assessed by Fellows of The Royal Academy of Engineering in terms of the merits and perceived output of each training programme in relation to the business | Eur Ing Ian J Bowbrick Royal Academy of Engineering 29 Great Peter Street London SW1P 3LW |

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| ADULTS] | | <p>biotechnology and bioscience industrial sector by providing a human resource of highly trained and motivated scientists who have complimented their technical skills with a business oriented Masters qualification, which underpins a personal development plan.</p> <p>The scheme covers the cost of the</p> | | <p>plan or business strategy of the respective applicant company.</p> <p>At the end of each programme a report is submitted by the company and assessed by the same Panel of Fellows. This raw data is compiled into an annual Quality Factor. Since the scheme started, the Quality Factor has consistently been of the order of 95% or better.</p> <p>During the last financial year 40 companies were supported with awards from 44 applications. The 40 awards involved a total of 902 engineers in various training activities.</p> | <p>Tel : 020 7227 0500 e-mail : bowbrick@raeng.co.uk www.raeng.org.uk</p> |

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| | | development plan. | | | |

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.