

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 – DfES

| 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 |
|--|-----------------------------------|---|--|--|---|
| Intensifying Support Pilot [PRIMARY] | SCI MATHS NEA | Pilot of intensifying support in 13 LEAs with relatively large number of schools in the lowest attaining cohort nationally. 131 schools taking part. All LEAs involved in some way in an EAZ, EIC or partnership or excellence cluster. | £59,997 to 13 pilot LEAs in 2002-03 | Evaluation not due in near future | Winter Rogers Lit/Num Team Tel: x55406 winter.rogers@dfes.gsi.gov.uk |
| Easter Schools [PRIMARY] | MATHS NE | 'Easter' schools will target groups of at least 25 children who might not | £19,70000 to all LEAs and Statutory EAZs which are running the Easter schools in 2002-03 | Evaluation due following completion of Easter Schools | Winter Rogers Lit/Num Team Tel: x55406 winter.rogers@dfes.gsi.gov.uk |

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| | | otherwise achieve level 4 in English and/or mathematics. Will cover four half-days and include at least four literacy and four mathematics lessons. Can be holiday events (February half term or Easter) or held at weekends prior to the end of the Easter holidays | | | |
| Interactive Whiteboard Pilot [PRIMARY] | MATHS IT E | Pilot in 6 LEAs (Bracknell Forest, Lewisham, Wakefield, Redcar & Cleveland, Cumbria, Oxfordshire) | Approx. £1.8 million to 6 pilot LEAs in 2002-03. Approx. £200K to CfBT to run the pilot (monitoring/training/evaluation/materials) Approx. £225K to 6 | Interim evaluation report due to be published April 2003 | Maureen Brown ICT in Schools Division Tel: x34971 maureen.brown@dfes.gsi.gov.uk |

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| | | to improve the use of ICT in the Literacy and Numeracy Strategies through the use of interactive whiteboards. A number of additional LEAs have also become 'associates' of the pilot | LEAs in 2003-04 | | |
| Teaching Assistants Pilot [PRIMARY] | MATHS E+ | Pilot for the use of teaching assistants in the literacy hour and daily mathematics lesson in Year 6 classes in schools with comparatively low rates of progress b/n KS 1 and KS2 | £3,939,622 to 18 pilot LEAs in 2002-03 | Evaluation currently being collated by CfBT onto database | Winter Rogers Lit/Num Team Tel: x55406 winter.rogers@dfes.gsi.gov.uk |

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| Year 6 Workshops [PRIMARY] | TEA (SCI & MATHS) E+ | Workshops targeted at Year 6 teachers new to the year group, school, or in schools with low rates of progress | £5,000,000 to all LEAs in 2002-03 | Evaluation currently being collated by CfBT onto database | Winter Rogers Lit/Num Team Tel: x55406 winter.rogers@dfes.gsi.gov.uk |
| Work of Literacy and Numeracy Consultants [PRIMARY] | TEA E+ | Provide professional advice to schools on teaching and learning and implementation of the Strategies at school and classroom level. | £33,702,500 allocated for 2003-04 | From general evaluation of the Strategies by Ofsted. Success measured against the results achieved by pupils in school | Winter Rogers Lit/Num Team Tel: x55406 winter.rogers@dfes.gsi.gov.uk |
| Booster classes in maths [PRIMARY] | MATHS E+ | Support targeted at 50% of schools with Yr6 pupils and 50% of pupils not achieving. These classes are delivered according to the | Ongoing. Total £21,000,000 allocated for 2003-04 | From general evaluation of the Strategies by Ofsted. Success measured against the results achieved by pupils in school | Winter Rogers Lit/Num Team Tel: x55406 winter.rogers@dfes.gsi.gov.uk |

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| | | pace of teaching and learning of pupils who need extra support in maths. | | | |
| National Numeracy Strategy Priority Training [PRIMARY] | MATHS E+ | Training/Advice on teaching and learning under the Numeracy strategies for teachers | Ongoing Total £34,350,000 allocated for 2003-04 | From general evaluation of the Strategies by Ofsted. Success measured against the results achieved by pupils in school | Winter Rogers Lit/Num Team Tel: x55406 winter.rogers@dfes.gsi.gov.uk |
| The Leadership Programme [PRIMARY] | TEA E+ R 2.3 | Professional Development for Primary school aimed at improving the leadership of teaching and learning and assessment of children's learning. in primary schools | 2003-04 Funding of around £21,000,000 targeted in the first year at around 5000 schools. The programme is in its early stages of implementation and will involve the training of 1000 Consultant Leaders to work closely with the identified | By CfBT and NCSL | Winter Rogers Lit/Num Team Tel: x55406 winter.rogers@dfes.gsi.gov.uk |

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| | | where children make below average rates of progress; | schools. Starting September 2003. | | |
| Genesis Project [PRIMARY] | TECH E+ | Learning through digital video | 4,000 | the Education Department of the British Film Industry (BFI), have observed this work over a term and concluded in an interim report that <i>'based on the Y6 NC requirements, the thrust of the teaching was necessarily technology based, enabling the children to gain a firm grasp of the process and mechanics of editing. It built effectively with ICT skills acquired already, allowing the children a confidence when creating their own work'</i> . | As above |
| | | | | | |

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| Advisors in schools 02 and 03 KS2 [PRIMARY] | SCI E+ | Advanced skills Science teacher worked in two primary schools for two terms. Impact and expected impact on SATS results | Free | Increased confidence and skills of teachers/ SATS results improved in one school. Second school – results expected this summer | Same |
| Maths club 02 KS2 [PRIMARY] | MATHS NE | Run at lunch time in one of the primary schools | £500 per year | Supported pupils towards SATS | Same |
| Accelerated maths [PRIMARY] | MATHS NE | Using accelerated maths package for lunchtime groups for Y5 Identification of areas of weakness informing planning | £2500 | 40 | BridgwaterEAZ@aol.com |

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| To raise standards in all areas of the curriculum through improved use of ICT [PRIMARY] | TECH NE | Purchasing of equipment, training of staff and purchase of software packages | £18300 | 280 only just starting in one of our primary schools | BridgwaterEAZ@aol.com |
| Raising achievement of Maths by enhancing the role of the numeracy coordinators & purchasing or developing a range of resources which non specialists can utilise and which meets the needs of pupils [PRIMARY] | MATHS NE | Helping staff to develop skills in using data to identify gaps in children's skills & knowledge. Supporting & developing rigorous peer observation Supporting groups of underachieving pupils Developing more practical resources. | £22800 | 750 | BridgwaterEAZ@aol.com |

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| Numeracy Training support assistants [PRIMARY] | TEA NE | Looking at various aspects of numeracy | Supply provided by EAZ | Support in classroom | As above |
| Primary Science Workshop & Staff Inset [PRIMARY] | TEA E+ R 2.3 | One-day workshops to improve quality of teaching and learning through curriculum enrichment and to close attainment gap at KS2 and share outcomes with the rest of the Zone. | £13,500 November 2002 – March 2003 | Verbal and written evaluation showed that teachers were filled with fresh enthusiasm for science and the workshop gave teachers ideas on how best to use practical investigations. 11 schools participated. | Annette Jones Programme Manager Westminster EAZ Tel: 020 7641 3373 Email: ajones1@westminster.govb.uk |
| Science Workshop on forces for KS2 Pupils [PRIMARY] | SCI E+ R 2.3 | 14 half-day practical science workshops on board Beauchamp the floating | Included in sum above. | As above verbal and written evaluation showed enthusiasm by staff and teachers. 8 schools participated | Annette Jones Programme Manager Westminster EAZ |

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| | | classroom. | | | |
| Mathematics enhancement project [PRIMARY] | MATHS E+ | Provide additional training for primary schools to support the Mathematics Strategy and Primary MEP. | EAZ funds | In class coaching takes place to increase teachers' skills. Good practice identified and disseminated. Additional training courses planned (NNS, whiteboard technology and mathematics) Identification of need through data analysis. | Lorraine Johnson East Middlesbrough EAZ Project Director Tel: As above |
| Activities in National D&T Week (June) and After School Clubs [PRIMARY] | TECH NE | Enhancing the teaching and learning in primary D&T activities | £50 per school available for each year. SETPOINT/LLSC | 600 pupils KS1-2 | Sue Wheeler 024 7652 7411 Adviser for Technology, sue.wheeler@coventry.gov.uk |
| Computer Club for Girls (CC4G) | IT | To improve the perception of ICT | \$410,809 (2002-04) to e-skills (UK) | e-skills UK secured additional funding from the | Maureen Brown, DfES (ICT in Schools Division) |

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| [PRIMARY & SECONDARY] | E R 2.1 | as a career and the IT skills of girls aged 10-13. Also, to improve the ICT skills availability for business and improve the image of ICT as a career choice for girls. It does so by providing online training for girls in industry standard software packages such as web editors and desk top publishing. | DfES's contribution supported e-skills UK in exploring the possibility of a National Roll-out. The areas covered are Evaluation, Sustainability, Links to the National Curriculum and other relevant Educational Activity, Infrastructure and Project Management. | South East of England Development Agency (SEEDA) to develop the Clubs in that area over a two year period 2002-04. The Development Phase (2002-03) produced 24 hours of training content and developing the Club material, working with 24 schools. The Pilot Phase (2003/04) looks at a further 24 hours of content, rolling out to a further 100 schools. | 020 – 7273 4971 Maureen.brown@dfes.gsi.gov.uk |
| Count On [PRIMARY/ SECONDARY] | MATHS E+ | Count On' is continuing the work of Maths Year 2000 by helping to make maths relevant, | £150,000 to the University of York to manage the Count On website for 2003/4. | In June 2002 an average of 35,200 pages were viewed on the site every day. Successful hits peaked in May2002 at 9.7 million hits. | Nicole Charles-Morrell, DfES Pupil Standards Division, 020 7925 6802. nicole.charles-morrell@dfes.gsi.gov.uk |

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| | | <p>accessible and enjoyable. It aims to raise the profile of maths and help children and adults to develop the maths skills they need. Its mission is to enthuse and motivate people about maths</p> <p>Count On supports the National Numeracy Strategy and the mathematics strand of the Key Stage 3 Strategy by helping to change attitudes to numeracy and mathematics across the whole</p> | | | |

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| | | <p>community.</p> <p>The website, www.count.org, is the most important part of the Count On campaign.</p> | | | |
| <p>Playing for Success</p> <p>[PRIMARY/ SECONDARY]</p> | <p>MATHS E+</p> | <p>The Playing for Success (PfS) initiative is part of the Department's wider agenda to increase opportunities for study support and other out-of-school hours learning.</p> <p>PfS centres use the environment and medium of football, rugby and other sports</p> | <p>PfS settlement under SR 2002 is: 02-03 - £7.5m 03-04 - £7.5m 04-05 - £9.0m 05-06 - £11.0m</p> <p>The majority of centres are funded through a partnership between DfES (Standards Fund and programme money), sports clubs and local business sponsorship.</p> <p>A recent (Summer</p> | <p>Over 50,000 pupils have benefited from PfS so far, and over 30,000 will benefit each year when all centres are open.</p> <p>National, independent evaluations have demonstrated PfS to be very effective in raising standards and in motivating young people who are underachieving. The latest evaluation found that on average primary pupils improved their numeracy scores by an</p> | <p>Alison Lockwood, Partnerships Team, Schools Plus Division Tel 0114 259 4753 e-mail: alison.lockwood@dfes.gsi.gov.uk</p> |

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| | | <p>as motivational tools, and focus on raising literacy, numeracy and ICT standards amongst KS 2 and 3 pupils who are struggling a little and often demotivated. Sessions are held at the clubs after school and typically take the form of a 2-hour weekly session over 10 weeks. 86 football and other sports' clubs (including Rugby League and Union, cricket and basketball) have signed up to the full PfS model</p> | <p>2002) exercise extended PfS to football clubs outside the top 2 divisions via a 4-way partnership between DfES, LEAs, the Football Foundation (FF) and Clubs. The FF are contributing £1m pa for the next three years.</p> | <p>average of 18 months, and secondary by 14 months. Pupils have also made significant progress in their independent study skills and their self-image, and parents and teachers had very positive views about their children's participation. A fourth evaluation, to be published in April, will show similar, very positive results.</p> | |

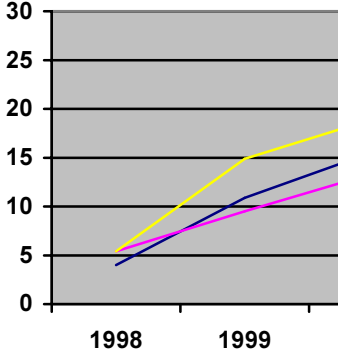
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| | | and 64 have opened centres to date. | | | |
| | | | | | |
| <p>Early Professional Development Pilot Programme for Teachers in their 2nd and 3rd years of Teaching.</p> <p>[PRIMARY/ SECONDARY]</p> | <p>TEA</p> <p>E+</p> <p>R 2.3</p> | <p>To build on the support teachers receive during their induction period by supporting teachers in their 2nd and 3rd years of teaching to enhance their skills and subject knowledge.</p> | <p>£25m over 3 years (from 2001-02 – 2003-04)</p> <p>2nd year teachers receive £2,100 per year and 3rd year teachers receive £1,050 per year.</p> <p>The 12 LEAs piloting the scheme also receive £100 per participating teacher to support the cost of them facilitating the scheme.</p> <p>The Spending Review provided funding to extend the scheme</p> | <p>Initial evaluation shows that the pilot is having a positive impact on the quality of teaching, including the teaching of science, maths and technology.</p> <p>The EPD pilot is expected to have benefited around 10,000 teachers by the time the pilot ends in 2004.</p> | <p>Mark Sands, DfES, Teachers' Continuing Professional Development Team</p> <p>Tel: GTN 3060 6439</p> <p>E-mail: mark.sands@dfes.gsi.gov.uk</p> |

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| | | | nationwide in 2004-05, after which time funding will be devolved directly to LEAs and schools through ESS. | | |
| Professional Bursaries Scheme for Teachers in their 4 th and 5 th Years of Teaching. [PRIMARY/ SECONDARY] | TEA E+ R 2.3 | To support teachers in their 4 th and 5 th years of teaching in keeping their skills and subject knowledge up-to-date. | Teachers can claim a £500 bursary in each of their 4 th and 5 th years of teaching. There is funding to run a centrally funded scheme until 2004-05, after which time funding will be devolved directly to LEAs and schools through ESS. | Around 40% of bursary-funded activities were science, maths and technology related. Over 2,000 teachers have claimed a Professional Bursary since the scheme was launched nationwide last year. | Mark Sands, DfES, Teachers' Continuing Professional Development Team Tel: GTN 3060 6439 E-mail: mark.sands@dfes.gsi.gov.uk |
| Strategic Leadership of ICT (SLICT) [PRIMARY/ | TEA NE | The SLICT programme enables headteachers to develop their | £1.8m in 2003-04 £2.4m in 2004-05 £4.2m in 2005-06 | The National College for School Leadership (NCSL) will roll out the SLICT programme to 10,000 schools over 3 years | Peter O'Reilly (School Leadership Policy & Programmes Team, Leadership & Teacher Development Division) |

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| SECONDARY] | | understanding of the role of ICT in improving teaching, learning and pupil attainment, and to examine the leadership and management implications of ICT in schools in the context of local and national strategies. | | | 020 7925 7498 peter.o'reilly@dfes.gsi.gov.uk Nicola Guthrie (Practice Team, ICT in Schools Division) 020 7273 4963 nicola.guthrie@dfes.gsi.gov.uk |
| TRAINING BURSARY [PRIMARY/ SECONDARY] | TEA E+ R 2.5 | Bursary payable to eligible trainees on Postgraduate Certificate in Education (PGCE) courses in England. | £6,000 paid in 9 tax-free instalments across the duration of the course. | The total number of PGCE trainees has increased by 34% between 1999/00 and 2002/03. Those taking maths, science and technology PGCEs have increased by 38%, 19% and 74% respectively in the same time period. | Greg Hills DfES 3F Sanctuary Buildings London gregory.hills@dfes.gsi.gov.uk 020 7925 6409 |
| GOLDEN | TEA | Payment made to | £4,000 (subject to tax | The amount this Dept has | |

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| HELLO [PRIMARY/ SECONDARY] | E+ R 2.5 | shortage-subject (including maths, science and technology) trainees who complete induction and go on to teach in maintained schools or non-maintained special schools in England. | and national insurance) paid in one instalment through teacher's salary. | re-imbursed to local authorities for Golden Hellos has increased from £2,905,770 in 2000-01 to £3,096,662 in 2001-02. | As above |
| REPAYMENT OF TEACHERS' LOANS SCHEME [PRIMARY/ SECONDARY] | TEA NE R 2.5 | Scheme to pay off, over time, the student loans of new teachers of shortage subjects (including maths, science and technology). | Amount varies for each teacher depending on loan balance. In most cases repayments are stopped and the Government writes-off the debt, usually over 10 years. | This is the first year of a 3 year pilot. It is therefore too early to measure any impact at this stage. | Mike Couzens DfES 3F Sanctuary Buildings London michael.couzens@dfes.gsi.gov.uk 020 7925 5174 |
| City Learning Centres Centres [PRIMARY/ | TECH NE | CLCs are state of the art ICT centres shared by | Per CLC: £1.2m start up Capital | There will eventually be 105 CLCs – 81 are open to date. | Steve Bartlett DfES, School Diversity Division |

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| SECONDARY] | | a partnership of local schools in EiC areas. Their role is to enhance teaching and learning across the whole curriculum using the power of educational technology. They are also test-bedding new ways of delivering the curriculum and developing new and innovative curriculum resources. | costs £220k revenue pa £150k Capital Redevelopment pa | CLCs are becoming a catalyst for change in curriculum development in teaching and learning skills. They are influencing ways of teaching and learning and are having an impact on partner schools, but it is too early and very difficult to measure the exact impact – although we are looking at monitoring and evaluation systems. Many CLCs are also starting to share good practice in teaching, learning and management of their centres. Ofsted have inspected 10 CLCs and we are awaiting their final report. They will also reinspect a 5 and inspect a further 5 this year. NFER are also carrying out | 0207 925 5836 steve.bartlett@dfes.gsi.gov.uk |

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| | | | | an evaluation of CLCs. | |
| Gifted and Talented mathematicians [PRIMARY/ SECONDARY] | MATHS E | Accelerated maths for pupils capable of reaching higher levels in SATS/GCSE | 12,000 pa over the 3 years of the Action Zone | 5 Year L5 Trend across zone primary schools  <p>56 Y5/6 pupils capable of reaching L5 36 Y7/8 pupils capable of reaching L6 taught each week by a specialist EAZ mathematician 45 sessions over the</p> | Derek Smith Director King's Cross EiC Action Zone Copenhagen Primary School Treaty Street London N1 0WF Tel: 0207 838 4718 e-mail: kxeaz@egas.islington.sch.uk |

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| | | | | course of the year | |
| Customised ICT Training [PRIMARY/ SECONDARY] | TECH NE | Raising standards through Innovative technologies | 12,000 pa | <p>The EAZ ICT Project Manager has worked with 50 teachers to develop skill and confidence in new technologies, of these 25 have become highly skilled.</p> <p>The ICT project Manager spends a minimum of 0.5 days per week in each school, and works on whole EAZ activities in addition. 7 schools x 36 weeks x 0.5 days working in schools + after school and whole EAZ activities</p> | As above |
| | | | | | |
| Maths Week February 02 and 03 KS2/3 [PRIMARY/ | ENG MATHS NE | Run over the last two years in February in primary schools. Various activities which include | Varies but probably around £3500 | Aim to make Maths fun and give pupils ideas of how maths is applied in the world of work, to see its relevance | Same |

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| SECONDARY] | | building bridges and testing weighs, using rolled paper to build chairs, inviting architects and engineers to run a session in school, designing floor space, drawing elevations of the Tate Modern etc. One year took 400 pupils to London Eye. | | | |
| Explosions and other Maths/Science projects 02 and 03 KS2/3 [PRIMARY/ SECONDARY] | MATHS SCI NE | Using dance to teach maths and science. Years 5/6 and 7-9. different groups during the course of the EAZ. Worked with Green Candle | £3000 per project (for 6 workshops) 5 projects over the last 2 years | Raised level of confidence of pupils. Supported kinaesthetic learners. Consolidated understanding of Maths/Science | Same |

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| | | Dance Company to develop idea and brought the heads of departments (Dance, Maths, Science) together at the SS to coordinate project | | | |
| Up for Action Saturday School Jan-April 03 KS2/3/4 [PRIMARY/ SECONDARY] | MATHS SCI E | Pupils from 50 pupils from years 5-8. Jan-April 2003. Formal session on Maths, Science and Literacy followed by fun session. Special outing for good attendance. Also for years 9/11 but without the 'fun' session. | £25K | To be assessed in summer term. | Same |
| G&T Science | SCI | Pushing out the | £7000 | 60 | BridgwaterEAZ@aol.com |

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| Engineering & Technology Week [PRIMARY/ SECONDARY] | NE | boundaries . Involving students in looking at a range of sources to extend their knowledge and to enable them to hear how people use science in their work . Examples: Lecture on Comets Craters & Coronae, Visit to British Aerospace, the Observatory, Starlab experience & Space day at Bridgwater College, Genes Roadshow, use of science in the solving of crimes | | Improved Science Results | Tel 01278 434111 |
| | | | | | |

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| G&T Science [PRIMARY & SECONDARY] | SCI NE | Y 5&6 Science Challenges Y9 Science Week | £599 £946 | 45 15 | BridgwaterEAZ@aol.com |
| Enhancing the opportunities for G&T students – Maths [PRIMARY/ SECONDARY] | MATHS E | Y5 annual 2 day workshop Y8 maths days – working in partnership with house building companies looking at the application of maths | 4300 £810 | 100 Maths SATs results have improved at KS2 &3 | BridgwaterEAZ@aol.com |
| IT Key Skills [PRIMARY/ SECONDARY] | IT E | Developing IT Key Skills Programme | £4571 | 56 will be entered Key Skills level 1 Portfolio's being put together now Approximately 150 other students using materials | BridgwaterEAZ@aol.com |
| Improving literacy skills | IT | Use of Alpha Smart 3000 | £28000 | 129 machines purchased | BridgwaterEAZ@aol.com |

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| through the use of ICT [PRIMARY/ SECONDARY] | E | computers Providing pupils who have difficulty in spelling, `writing and in setting out their work clearly the opportunity to present work of a high standard which in turn raises their self-esteem & motivation | | The evaluation which was undertaken recommended that Alpha Smarts be made more widely available as they appear to have the potential to raise self esteem, confidence and achievements of groups of pupils | |
| Maths Cross Phase Transition Project [PRIMARY & SECONDARY] | MATHS NE | Transition package used in 3 schools, staff from secondary spending scheduled time in primary's observing | £3505 | No hard results as yet | BridgwaterEAZ@aol.com |
| Maths roadshows | MATHS | In schools and centrally pupils | EAZ funded | Pupil confidence | As above |

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| [PRIMARY/ SECONDARY] | NEA | working together Gifted and Talented | | | |
| Interactive Whiteboard Training on SMARTBoard and ACTIVboard [PRIMARY/ SECONDARY] | TECH MATHS NE | To develop and share a range of resources that can be used to support humanities, maths and language curriculum | £30,000 August 2002 – ongoing | Opportunity to share ideas, develop hands-on tips. A total of 17 teachers attended the twilight sessions. | Annette Jones Programme Manager Westminster EAZ |
| Tools for Schools [PRIMARY/ SECONDARY] | IT NEA | Reconditioned PCs supplied to pupils on long term home loan with training and technical support. | £73,363 (includes Matched funding £27,918) March 2003 – 2005 | All zone schools | Annette Jones Programme Manager Westminster EAZ |
| Tools for Schools – Family Learning ICT Training | IT NEA | Twilight ICT training sessions for families | £2,000 June – July 2003 | Providing foundation/intermediate ICT training to families | Annette Jones Programme Manager Westminster EAZ |

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| [PRIMARY/ SECONDARY] | | | | | |
| Enriching literacy through design and technology. [PRIMARY/ SECONDARY] | IT NE | Enriching literacy through Design and Technology to continue in 8 schools, and to be developed in a further 2 primary schools, and 3 secondary schools and secondary special schools | £51, 940 £300 £300 £20,000 | All year 2-6 pupils experience imaginative teaching and learning in Design and Technology. Training for Y2, 3, 4, 5 and 6 teachers termly. Literacy materials to support termly projects produced. Master file in each school, primary and secondary to aid sustainability. Pilot year 9 programme takes place for year 7 Design and Technology teachers in 3 schools. Training takes place for Y7 | Ruth Chalkley Headteacher Class Teacher East Middlesbrough EAZ Tel: 01642 264 497 |

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| | | | | Design and Technology teachers in 3 schools. | |
| Transition [PRIMARY/ SECONDARY] | MATHS E | Support transition of pupils Y6 to Y7 (facilitating data transfer; staff visits; transition task planning; maths support in Y6 and Y7) | EAZ funds | Target group of Y6 pupils to be identified (poor attendance, at risk) to transfer to Ormesby Secondary School. Data transferred from primary to secondary school. 90% of target group are regular attendees in December 02. | Lorraine Johnson East Middlesbrough EAZ Project Director Tel: As above |
| Development [PRIMARY/ SECONDARY] | TEA E | Develop mathematics and whiteboard technology to improve teachers' skills | EAZ funds | Teacher training programme developed. Training attended by 100% of zone schools over the year. | Lorraine Johnson East Middlesbrough EAZ Project Director Tel: As above |
| Good practice | MATHS | Continue monthly maths forum | EAZ funds | Maths forum meetings attended by 50% of | Lorraine Johnson East Middlesbrough EAZ |

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| [PRIMARY/ SECONDARY] | E | (primary and secondary) to facilitate transition; share good practice and aid networking; disseminate good practice within the zone and wider. | | schools over one year. Open Forum to North Stockton EAZ with conference to share good practice. | Project Director Tel: As above |
| Gifted & Talented Technology Summer school [PRIMARY/ SECONDARY] | TECH NE | Raising Attainment | Awaiting decisions | 30 students each year | C.Brooker Telephone 01603 452628 Norfolk Excellence Cluster |
| Numeracy Summer School [PRIMARY/ SECONDARY] | MATHS NE | As above | As above | As above | As above |
| Making Science Fun | SCI | Events held in schools at their | £12,000 – 2002/03 from Setpoint/LLSC | Very positive evaluation from schools | Ian Rye 024 7652 7410 |

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| [PRIMARY/ SECONDARY] | E | request to raise profile of science e.g. Planetariums, Zoolab | | | Adviser for Mathematics & Science, ian.rye@coventry.gov.uk Coventry Excellence Cluster |
| Science Technology Festival [PRIMARY/ SECONDARY] | SCI TECH NE | Collaboration of Science and Technology planned for July 2003 | £8,000 from Coventry and Warwickshire Education Business Consortium | | As above |
| Imagineering Clubs [PRIMARY/ SECONDARY] | ENG NE | Design and make after school clubs with local engineers | SETPOINT/LLSC £500 per school for 20 pupils and resources | Initial stages, 2 primary and 1 secondary. 20 per school. | As above |
| National Network of Science Learning Centres [PRIMARY/ SECONDARY] | SCI NE R 2.3; 2.4; 2.6 | Joint project with Wellcome Trust to set up a network of centres to provide training to | DfES funding: £26 million over 5 years Wellcome Trust funding: Up to £25 million over | First Regional Centres to open in Autumn 2004 National Centre to open in 2005 | Kirsty Pearce/Jenny Baker, Science in the Curriculum Team DfES 020 7273 5205 Jenny.baker@dfes.gsi.gov.uk |

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| | | science teachers and science technicians. | 10 years | Regional centres to provide maximum of 12,500 training days per annum | |
| Science and Engineering Ambassadors Programme [PRIMARY/ SECONDARY] | SCI ENG TECH E R 2.1; 2.2; 2.13 | Joint DTI/DfES project managed by SETNET, funded by DTI to create a resource of professionals from science, engineering and technology available to do work in schools, supporting teachers and inspiring pupils. Planet Science supporting delivery of recruiting by additional female ambassadors and | DfES provided £50,000 for initial set-up | Currently over 1000 ambassadors. Scheme delivered by regional SETpoints and evaluated through assessment of each SETpoint's business plan | Kirsty Pearce, Science in the Curriculum Team 020 7273 5358 Kirsty.pearce@dfes.gsi.gov.uk Tony Kesten, DTI Tony.kesten@dti.gsi.gov.uk 020 7215 1800 |

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| | | ambassadors from minority ethnic groups | | | |
| Planet Science [PRIMARY/ SECONDARY] | SCI E R 2.1; 2.2; 2.7; 2.13 | DfES initiative delivered by NESTA to improve attainment and interest in science among 10-19 year olds by providing additional equipment and resources to schools, organising activities to engage girls in physical sciences and minority ethnic groups, encouraging increased take up of science at | £2.53 million for 2002-2003 and 2003-2004 | Independent evaluation under consideration by Ministers | Kirsty Pearce, Science in the Curriculum Team 020 7273 5358 Kirsty.pearce@dfes.gsi.gov.uk |

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| | | post-16, mapping all existing STEM activity aimed at 10-19 year olds | | | |
| Schools Whiteboard Expansion project [PRIMARY/SECONDARY] | IT NE | Will equip all classrooms in at least one core in every London Secondary school. Plus an expansion of primary whiteboard project | £25m in 03-04 | | Andrew Baxter ICT in Schools Division. 020 7273 5791. Andrew.baxter@dfes.gsi.gov.uk |
| International Maths Olympiad (IMO) SECONDARY | MATHS NE | Annual competition for pupils aged 11-19 to promote excellence in maths. DfES provided financial support for training and travel expenses for the | DfES normally provides a small annual grant for training and travel expenses (e.g. £12,000 in 2000/01 and £8,000 2001/02). The UK hosted the IMO in 2002 and the DfES provided a total of £445,000 in FY 2001/02 and | In 2002 the UK team won 2 silver and 2 bronze medals. | Florence Davies, DfES, School and College Qualifications Division, Tel: 0207 925 5901 |

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| | | UK team. | 2002/03. | | |
| International Physics Olympiad SECONDARY | SCI NE | Annual competition for pupils aged 11-19 to promote excellence in physics. DfES provided financial support for training and travel expenses for the UK team. | DfES normally provides a small annual grant for training and travel expenses (e.g. £5,900 in 1999-00). The UK hosted the IPO in 2001 and DfES provided £177,500. | In 2002 the UK team won gold, silver and bronze medals. | Carol Almeida DfES School & College Qualifications Division Tel: 0207 925 6194 Email: Carol.almeida@dfes.gsi.gov.uk |
| New GCSE in Applied Science (Double Award). One of eight new GCSEs in vocational subjects. Introduced in September 2002 as part of the <i>Increased Flexibility for 14-</i> | SCI E R 2.9 | Enables students to gain an understanding of the professional world of scientific activity and research. Experimenting with a range of scientific equipment and investigating science-based | Funded as part of the <i>Increased Flexibility for 14-16 Year Olds</i> Programme. Initially a £38 million programme over 2002-2003. Further funding agreed over 2003-05 for second cohort. | Only introduced in September 2002, therefore no "hard" data available yet on long-term success/impact until at least Autumn 2003. Early baseline data indicates that approx 4% of all students on IFP are studying new GCSE in Applied Science. | Annette Connaughton, Work Related Learning Team, School & College Qualifications Division, DfES. (Annette.connaughton@dfes.gsi.gov.uk) |

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| 16 Year Olds Programme. [SECONDARY] | | industries and how they work. | | | |
| New GCSE in Engineering (Double Award). Ditto as above. SECONDARY | ENG E R 2.9 | Introduces students to the process of engineering in the market place, with particular reference to design and the construction of design briefs in a range of business and industrial contexts. | Ditto as above. | Ditto as above. Early baseline data indicates that approx 8% of all students on IFP are studying new GCSE in Engineering. | Annette Connaughton, Work Related Learning Team, School and College Qualifications Division, DfES (Annette.connaughton@des.gsi.gov.uk) |
| New GCSE in ICT (Double Award). Ditto as above. SECONDARY | IT E R 2.9 | Enables students to understand the professional world of ICT. Introduction to a variety of work in ICT and its | Ditto as above. | Ditto as above. Early baseline data indicates that approx 19% of all students on IFP are studying new GCSE in ICT. | Annette Connaughton, Work Related Learning Team, School and College Qualifications Division, DfES (Annette.connaughton@des.gsi.gov.uk) |

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| | | applications, increasing knowledge and developing an awareness of how ICT is used as a tool in vocational contexts. | | | |
| New GCSE Science Pilot SECONDARY | SCI E R 2.4; 2.9 | The pilot will provide flexibility through academic or vocational routes. It will inform the development of the new hybrid GCSEs announced in the Government's response to the 14-19 Green Paper. | Development costs are being borne by the QCA programme budget. Three charitable foundations are supporting the project – Nuffield Foundation, the Wellcome Trust, and the Salter's Institute. The grants awarded by these bodies will help to finance the project for 5 years and cover curriculum development, creation | The pilot will be taught in schools from September 2003. An external evaluation is planned. | David Gleave, GCSE Policy Team, School and College Qualifications Division, DfES david.gleave@dfes.gsi.gov.uk |

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| | | | of resources, programme of training for teachers, and an external evaluation. | | |
| GCSE Maths Tiering Pilot SECONDARY | MATHS NE | Subsequent to QCA's 1998 review of tiering arrangements at GCSE, QCA is working with the awarding body OCR on a pilot of a two tier GCSE in Maths. Current tiering arrangements allow more than one route to a grade, the pilot permits a single route to each grade. | DfES agreed to provide QCA with funding of £10,000 in the 2001-2 F/Y; £5,000 in 2002-3 F/Y; funding for the third year to be covered in the QCA business plan for 2003-4. | The pilot will run through two cycles, with first examinations in June 2003, and second examinations in June 2004. QCA will notify Ministers of outcomes and any proposed changes in the autumn of 2004. If a change is agreed, it could come into effect from September 2005, with first examinations in 2007. | David Gleave, GCSE Policy Team, School and College Qualifications Division, DfES david.gleave@dfes.gsi.gov.uk |
| Prioritisation of capital | SCI | Highlighting in Asset | nil | The needs of science and D&T teaching areas will be | Alan Jones DfES |

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| investment in laboratories SECONDARY | E R 2.7 | Management Plan and capital funding guidance of the government's priority of improving the quality of laboratories in schools to reach the Roberts review targets | | gathered through AMP data, and AMPs will be appraised. | Schools Building and Design Unit 0207 3404 6705 alan.jones@dfes.gsi.gov.uk Shaw Warnock DfES Schools Capital Policy Team 0207 925 6454 shaw.warnock@dfes.gsi.gov.uk |
| Building Schools for the Future SECONDARY | STEM NE | Renewing all secondary schools in England in a ten to fifteen year period from 2005-06, subject to future spending decisions | £2.2 billion in 2005-06 | All secondary schools renewed, including laboratory and D&T provision, by 2020, subject to future spending decisions | Philip Parker DfES Schools Capital Policy Team 0207 925 6566 philip.parker@dfes.gsi.gov.uk |
| Exemplar Designs | STEM TEA (STEM) | Creating six exemplar designs for secondary | nil | The designs will be continuously improved | Beech Williamson DfES Schools Building & Design |

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| SECONDARY | NE R 2.7 | schools which will include state-of-the-art thinking on all curriculum delivery | | | Unit 0207 3404 6749 beech.williamson@dfes.gsi.gov.uk |
| Improving Take-up of A level Maths SECONDARY | MATHS E | Sub-regional scheme for West Yorkshire. Initiatives targeted at both supply and demand sides, to encourage Y11 pupils with A/A* GCSE in maths to take A level maths + further maths. NB proposal not yet cleared by DG or Minister. | Not yet secured. Likely to require c.£1m over 3-4 years. Local partnership arrangements involved – LSC may be selected as funding channel. | Intended student profile Y12 100/150/200 Y13 - /100/150 10 centres to concentrate further maths A level teaching in viable year groups, thus achieving improved take-up. Scheme is designed as pathfinder, to create evaluation data showing what improvements can be expected from similar interventions. | Currently: Paul Humfries, SIU, extn 57474 SIU does not implement projects, so a policy Division will take over ownership i.d.c. NB: contact to be reviewed |
| Pre-16 Work Experience | STEM | The aim of work experience is to | £10m pa, is paid to the Learning and Skills | The Government's objective is for all key | Andrew George, Partnerships Team |

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| SECONDARY | E+ | <p>provide a wide range of high-quality, structured experiences of work which should give young people a meaningful insight into working life, allowing them to make better informed career choices, and help them to overcome misconceptions they may have of certain sectors of industry.</p> <p>Work experience may be defined as:</p> <p>"A placement (of</p> | Council towards the cost of administrative support of the programme. | <p>stage 4 pupils to undertake 2 weeks' (unpaid) quality work experience in the last two years of compulsory education and over 95% go on placement. Evaluation shows it is well regarded by the majority of pupils, schools and employers and 75% of pupils are content with the quality of their placement.</p> <p>Responses from students who were asked whether they had used knowledge gained during their placement and whether they had used the experience gained in their placement in classwork. in IT, Design&Technology, Maths and Science are:</p> <p>IT 90% D Tech 30% (just over)</p> | <p>Schools Plus Division Tel 0114 259 4164 e-mail: andrew.george@dfes.gsi.gov.uk</p> |

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| | | <p>up to two weeks) on an employer's premises in which a student carries out a particular task or duty, or range of tasks and duties, more or less as would an employee, but with the emphasis on the learning aspects of the experience".</p> <p>Work experience placements are permitted by law only for students during key stage 4 and beyond. This would include work experience related to STEM subjects.</p> | | <p>Maths 60% Science 20%</p> <p>The evaluation sampled students eligible for work experience in 1,091 schools (with nearly two-thirds of all schools in the sample returning their questionnaire). These results are taken from the national evaluation of work experience - 'Pre-16 Work Experience Practice in England: An Evaluation' (Jim Hillage, Kenny Kodz - Institute for Employment Studies, and Geoff Pike - Employment Research). Report published May 2001. Research ref number 263.</p> | |

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| <p>Technology Colleges</p> <p>SECONDARY</p> | <p>TECH</p> <p>E+</p> | <p>These subjects are included in the list of specialisms that schools can apply for as part of the Specialist Schools Programme. The Specialist Schools Programme helps schools, in partnership with private sector sponsors and supported by additional Government funding, to establish distinctive identities through their chosen specialisms and achieve their</p> | <p>Designated schools receive a £100,000 capital grant and £123 per pupil per annum for four years. Schools making good progress in meeting their targets can apply for extension funding for another four years.</p> | <p>There are currently 472 designated Technology Colleges.</p> <p>A survey on specialist schools by OfSTED in 2001 (which covered Technology Colleges) confirmed that developing a specialism has helped sustain or accelerate the pace of overall school improvement.</p> <p>There are currently 1209 designated specialist schools. The Government has set a target to increase the number of specialist schools to 2,000 by 2006.</p> | <p>Ruth Simpson Department for Education & Skills 020 7925 6458 ruth.simpson@dfes.gsi.gov.uk</p> |

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| | | targets to raise standards. Specialist schools have a special focus on their chosen subject area but must meet the full National Curriculum requirements and deliver a broad and balanced education to all pupils. | | | |
| Mathematics & Computing Colleges SECONDARY | MATHS IT NE | See above | See above | There are currently 38 designated Maths & Computing Colleges | See above |
| Science Colleges SECONDARY | SCI NE | See above | See above | There are currently 64 designated Science Colleges | See above |
| Engineering | ENG | See above | See above | There are currently 8 | See above |

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| Colleges [SECONDARY] | NE | | | designated Engineering Colleges | |
| Post-14 Maths Inquiry SECONDARY | MATHS NE R 2.10 | UK-wide independent inquiry into mathematical skills needed by young people for HE and employers. Response to recommendation 2.10 in Roberts Report | £500,000. approx half in hands of inquiry secretariat and half held in DfES. Inquiry began 12/02 and now due to report end 09/03. | N/A | Nicola Rutherford, DfES, SCQD, Rm 1.59, 55984, nicola.rutherford@dfes.gov.uk |
| City Technology Colleges (CTCs) SECONDARY | TECH E | CTCs are independent all-ability, non-fee paying schools for pupils aged 11-18 funded by the Dept through a Funding Agreement with | One fifth of the initial capital cost was paid by private sector sponsors who continue to contribute 20% towards all capital projects. DfES contributed £120.6m towards the initial | The first CTC opened in Sept 1988 and the last in Sept 1993. 5 CTCs are beacon schools. 2 CTCs have training school status. 10 CTCs are Investors in people, 3 have gained a Charter mark, 1 has an | Hazel Moore DfES, CTC team, School Diversity Division (after 1/4/03 the team will be part of the Academies Division). Tel no 01325 391032. Email: |

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| | | <p>the Secretary of State. The 14 CTCs teach the national curriculum pre 16 with a specific focus on science and technology. The City College for the technology of the Arts (CCTA) focuses on the technology of the performing arts. Their purpose is to offer pupils of all abilities in urban areas across England the opportunity to study successfully a curriculum geared, with the help of private</p> | <p>capital costs of the CTCs. The DfES funds CTC running costs. For FY 2003-04 the CTC running costs are £72,612, this has been reduced to take account of 1 CTC becoming an Academy from 1/9/03. For FY2003-04 the capital costs are £1.6m</p> | <p>ISO quality mark. CTCs are popular with parents – all are oversubscribed, on average by 300% but some by up to 800%. In 2002 on average 82.8% of CTC students gained 5 A*-C grades at GCSE. In 13 CTCs 70% or more students gained 5 A*-C grades at GCSE. CTCs provide places for over 16,000 students</p> | <p>hazel.moore@dfes.gsi.gov.uk</p> |

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|---|--|---|---|---|---|
| | | sector sponsors, towards the world of work. CTCs are also encouraged to innovate in the development, management and delivery of the curriculum. | | | |
| Review representation of science and engineering in 'Occupations' and 'Working in' publications SECONDARY | SCI ENG NEA R 2.1; 2.13 | Improve perception of science/engineering careers through better advice to pupils | N/K | | Clive Senior CSNU Tel: 56432 Email: clive.senior@dfes.gsi.gov.uk |
| Creating greater interest in science and understanding of importance of | SCI E | Develop data logging measurement & control activities as classroom | £44.000 | Science results have improved at KS3 over the last 3 years in 2 of the 3 secondary schools | BridgwaterEAZ@aol.com |

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| accuracy. SECONDARY | | skills | | All students at the 3 secondary schools would have benefited 2100 All staff NOF trained 3 science departments work closely together | |
| Developing music skills through technology SECONDARY | TECH NE | Students from 3 secondary schools attend Bridgwater college for specific workshops on sequencing arranging and writing professional scores & rehearsing compositions for recording | £3000 | 15 | BridgwaterEAZ@aol.com |
| National | ENG | Enthusing and | £4,400 matched | 6 schools (30 pupils from | Annette Jones |

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| Construction Week SECONDARY | NE | involving young people through construction activities | funding One week of activities | each school) | Programme Manager Westminster EAZ |
| A study weekend SECONDARY | SCI MATHS NE | Over 30 students from Broadway High School went away for a study weekend for Science, Maths and English. | Partly funded by the EAZ and part student | 30 students participated to benefit GCSE results in Maths, English and Science. The aim was also to provide experience of studying away from home as most students have little opportunity to study seriously. | Eric Taylor Eric.taylor@sthelens.org.uk St Helens EiC Action Zone |
| To improve learning and teaching of Science at Key Stage 3 and 4 in EAZ secondary schools. SECONDARY | TEA (SCI) E R 2.4; 2.9 | Macmillan College Science department to offer EAZ Science teachers the opportunity to observe lessons that demonstrate interactive | Supply cover and travel for EAZ teachers £7,000 Additional resources for Macmillan College £5,000 | 23 Teachers observing lessons over 3 half day sessions each (34 days in total) Evidence of implementation of skills demonstrated in own teaching | As above |

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| | | teaching and learning. | | | |
| To improve learning and teaching of Science at Key Stage 3 and 4 in EAZ secondary schools. SECONDARY | TEA (SCI) E R 2.4; 2.9 | Work alongside teachers in classrooms to demonstrate or team teach interactive lessons | £4,100 | Evidence of improvement from schemes of work, lesson observations, and teacher interviews. | As above |
| To improve learning and teaching of Science at Key Stage 3 and 4 in EAZ secondary schools. SECONDARY | TEA (SCI) NEA R 2.4; 2.9 | To plan, organise and deliver a programme of training for teachers | Supply cover for EAZ teachers £19,600 Resource Materials for Courses – Macmillan and EAZ schools £15,000 Refreshments £5,000 | 6 half-day training sessions delivered over year (or equivalent, possible weekend courses etc.) 2 teachers from each EAZ school to attend (8 teachers to attend each course) | As above |
| To improve learning and | TEA (SCI) | To develop a teachers' network | Refreshments £100 Printing costs £500 | 6 meetings to take place over the year (half termly) | Lorraine Johnson East Middlesbrough EAZ |

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| teaching of Science at Key Stage 3 and 4 in EAZ secondary schools. SECONDARY | NEA R 2.4; 2.9 | to support dissemination of good practice and shared resources | | | Project Director Tel: As above |
| To improve learning and teaching of Science at Key Stage 3 and 4 in EAZ secondary schools. SECONDARY | TEA (SCI) NEA R 2.4; 2.9 | To attend appropriate training courses and disseminate that training in own and EAZ schools | Travel / course fee / accommodation £5,000 | Dissemination of course information to Macmillan College and EAZ schools Teachers apply skills and knowledge gained back in their own schools. | Lorraine Johnson East Middlesbrough EAZ Project Director Tel: As above |
| Development SECONDARY | TEA (MATHS) NEA | Develop mathematics and whiteboard technology to improve teachers' skills | EAZ funds | Teacher training programme developed. Training attended by 100% of zone schools over the year. | Lorraine Johnson East Middlesbrough EAZ Project Director Tel: As above |
| Leading teachers | TEA | 2 secondary | £1,000 per school from | beginning to have impact | As above |

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| SECONDARY | E | leading teachers in excellence clusters schools | standards fund | in raising attainment in KS3 | |
| | | | | | |
| Rotary Club annual exhibition or D&T projects (in June) SECONDARY | TECH NE | Annual exhibition of 230 GCSE/A level D&T projects from all Coventry School – sponsored by 5 Rotary clubs, Coventry University and local companies. Celebration of quality, innovation and prizes to visit local industry | Sponsored by Coventry university and local companies and in 2003 LLSC – covers, prizes and publicity and certificates. All 5 Excellence cluster Secondaries. £2,000 for event | Growth in event over number of years. Prestigious venue – Herbert Art Gallery and Museum and well supported by local companies and Rotary clubs. 230 pupils in 2002. | As above |
| | | | | | |
| Key Stage 3 National Strategy. SECONDARY | TEA (STEM & ICT) E+ R 2.3; 2.4; 2.6; 2.9 | Investing heavily in teachers' continuing professional development covering high quality training, | £300 million for whole Strategy already, with a further £200 million for 2003-04 with more to come for high quality training and materials to support teachers' | Challenging targets for all pupils' attainment at end of KS3 set for 2007 with milestone targets for 2004. Science results (% of pupils achieving level 5) rose from 59% in 2000 to | Miranda Steiner KS3 Policy Team 4N Sanctuary Buildings 55369 mirand.steiner@dfes.gsi.gov.uk |

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| | | materials and classroom support for teachers. Strategy comprises five subject strands, all rolled out, including ICT, science and maths. Key future objectives include progressing from a subject specific strategy towards a whole school strategy, and from a staff development initiative to a school improvement initiative. | cpd. | 66% in 2001 and consolidated to 67% in 2002. Maths results rose from 65% in 2000 to 66% in 2001 and to 67% in 2002. Clear evidence demonstrates that achieving level 5 at end of KS3 increases significantly the likelihood of gaining 5+ A* - C passes at GCSE. | |
| New GCSE pilots | SCI | New GCSE for Science - <i>science</i> | Project funded over 5 year period by the | | Kirsty Pearce, Science in the Curriculum Team |

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| SECONDARY | NE R 2.1; 2.9 | <p><i>in the 21st century</i>, launched 26 February, will be piloted in 50 schools from September 2003 and will inform into the review of the programme of study</p> <p>Applied Science GCSE pilot, introduced in September 2002, provides an opportunity for young people to study for a science qualification which focuses on vocationally-related aspects of science.</p> | Nuffield Foundation, the Wellcome Trust, and the Salter's Institute. QCA funding some of the development costs | Uptake figures to be available in summer 2003 | 020 7273 5358 Kirsty.pearce@dfes.gsi.gov.uk John Jones, DfES 14-19 team 020 7925 5158 john-david.jones@dfes.gsi.gov.uk |
| | | | | | |

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| Review of Programme of Study at Key Stage 4 SECONDARY | SCI NE R 2.4; 2.9 | QCA are reviewing the current Programme of Study for science at Key Stage 4 to set a core content that is suitable for all learners | | QCA reporting back to us by 17 th April – recommendations will feed in to pilots | Kirsty Pearce, Science in the Curriculum Team 020 7273 5358 Kirsty.pearce@dfes.gsi.gov.uk John Jones, DfES 14-19 team 020 7925 5158 john-david.jones@dfes.gsi.gov.uk |
| KS3 Offer to Teachers [SECONDARY] | SCI MATHS NE R 2.3; 2.4 | Development of a package of materials (“the offer”) for teachers in conjunction with Subject Associations and Becta, which includes, for example, advice and guidance, support materials | Association for Science Education: Bid submitted for £277,563 F/Y 03/04 (to be confirmed) Next year(s)–Not Yet Known Maths Association: | KS3 Subject Specialists to have access to the latest advice, guidance and quality materials on how to use ICT in their teaching, specific in their subject area. | Adrian Hall DfES ICT in Schools Division Tel. 020 7273 5260 adrian.hall@dfes.gsi.gov.uk |

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| | | and case studies for each subject. This is to deliver the Secretary of State's wish to for each subject specialist to have a clear understanding of how they can embed ICT in their subject teaching. | Bid submitted for £413,800 F/Y 03/04 (to be confirmed) Next year(s)-Not yet known | | |
| Vocational Learning Support Programme (VLSP) [SECONDARY] | ENG SCI NE R 2.4; 2.9 | Supports teaching and learning of vocational A levels. Out of the 14 subjects involved there are two relevant here - Engineering and Science. | Approximately £1.7 million for the whole programme per year. | VLSP is intended to support teaching and learning of vocational A levels (science and engineering are 2 of the subjects covered). Potentially all students taking these qualifications will benefit. | Ian Saunders, A level team, School & College Qualifications Division, DfES. (ian.saunders@dfes.gsi.gov.uk) |
| Centres of | ENG | Centres of | approx £240m to | None yet available | Keith McMaster |

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| Vocational Excellence (CoVE) [SECONDARY & FE] | IT NEA | Vocational Excellence will develop new, and enhance existing, excellent vocational provision which is focused on meeting the level 3 skills needs of employers, nationally, sectorally, regionally and locally. Centres will be located in FE colleges and a range of post-16 learning providers. Target of 400 CoVEs by March 2006. CoVE address skills needs across all sectors of the economy | March 2006 | | SFED1 DfES 0114 259 3058 keith.mcmaster@dfes.gsi.gov.uk |

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| | | including ICT and engineering. | | | |
| TA/LSA ICT Training [SECONDARY & FE] | IT E | NOC Level 2/3 ICT Training | £20,313.50 February – May 2003 | 14 LSA from 10 schools. The course is ongoing and verbal feedback is that the LSA find the sessions useful as it allowed dialogue with course tutor on course content and alleviate concerns | Annette Jones Programme Manager Westminster EAZ |
| Coventry CAD/CAM Project [SECONDARY & FE] | ENG NEA R 2.12 | Design and 'make' video conferencing project based upon F1 Challenge in Schools. Denford, City College (FE) and Jaguar Cars apprentices partnership with LEA | From City College EAZ, SETPOINT, Denford, Jaguar for one of excellence cluster schools. Project involves 4 other commenced in January 2003. | Initial stages of staff training and equipment installation. Groups of pupils in all schools project to be determined. | As above |

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| Review of Millennium Commission funded science centres [SECONDARY & FE] | SCI NE | Joint DTI/DfES/DCMS review of contribution that Millennium Commission funded science centres make to formal and informal science learning | | Findings of review submitted to Ministers in January 2003 Ministers currently considering review. Meeting 30th April 2003 to consider next steps | Kirsty Pearce, Science in the Curriculum Team 020 7273 5358 Kirsty.pearce@dfes.gsi.gov.uk |
| "Success for All" FE Reform and Investment Strategy Theme 2 – "Putting Teaching Training and Learning at the heart of what we do". [SECONDARY & FE] | SCI MATHS E | Developing new (Post-16) teaching and learning "frameworks" – best practice materials and associated teacher and trainer training in priority curriculum areas: (In 2003/4) Science, | Some £200 million is available over 3years (2003-4 to 2005-6) (£24m, £71m & £86m in 2003-4, 2004-5 and 2005-6) This funding will provide for secondments, consultancy, development of materials and resources dissemination including | Trials of first best practice materials and associated teacher/trainer training begin in May/June 2003 in 24 trial sites (colleges and other providers). More extensive pilots will start in September 2003 onwards in the academic year 2003/4. Target numbers of institutions teachers/trainers and learners are being planned currently and over the | David Taylor DM Standards Unit Teaching and Learning Division. Tel – 0114 2594687 (Ext 24687) Email – david3.taylor@dfes.gsi.gov.uk Sue Cousin Standards Unit Teaching and Learning Unit |

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| | | Construction, Business Studies and Entry to Employment (e2e) and (in 2004/5) Maths , ICT, Health and Social Care and Land based FE and training. Up to a further 7 curriculum areas may be covered in 2005/6 in what will become a rolling programme of best practice "interventions". | teaching/trainer training events. We will be working with other agencies particularly LSDA and with colleges and other Post16 providers and developing best practice from Foundation Level to Level 4. | summer of 2003. There will be qualitative and quantitative impact assessment and evaluation of trails and pilots. | Tel – 0114 2595820 Ext 25820 Email – sue.cousin@dfes.gsi.gov.uk |
| Science Strategy Co-ordination Working Group on schools and colleges | SCI NE R 2.1 - 2.13 | Co-ordination of implementation of recommendations of Roberts Review that relate to science in | N/A | Regular updates on progress to officials working group at HMT, who report to the ministerial working group | Kirsty Pearce, Science in the Curriculum Team 020 7273 5358 Kirsty.pearce@dfes.gsi.gov.uk |

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| [PRIMARY, SECONDARY & FE] | | schools and colleges | | | |
| National Learning Network [FE] | IT E | Support for IT in FE (managed by LSC) TO NOTE: INITIATIVE IS RUN BY LSC | £42m (2002-03) | Currently being evaluated | Mike West, LLT5, LLTD Tel: 0114 2594471 Mike.west@dfes.gsi.gov.uk |
| FE-Employer links [FE] | STEM E | This is part of the much broader Success for All (SfA) strategy which aims to improve quality of FE and training provision and make it more responsive to the needs of individuals and employers, thus increasing | Total planned funding for FE colleges allocated to the Learning and Skills Council will rise by £1.2bn by 2005-6 compared to 2002-3, a 19% real terms increase in 3 years. From August, FE colleges will agree with their local LSC 3-year development plans with agreed targets on, | SfA aims to develop a network of more distinct/specialist, higher performing institutions working collaboratively across each area to increase participation and raise standards, staffed by better trained teachers and led by visionary and flexible managers. An evaluation of the impact of SfA reforms will | Beth Simpson (Team Leader, FE Policy Team, DfES, 0114 259 4285, beth.simpson@gsi.gov.uk) |

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| | | <p>participation and raising standards.</p> <p>A central theme of the strategy is a provider network that is responsive and flexible to the skill needs of employers.</p> | <p>amongst other things, employer engagement. This will be supported by 3-year funding agreements and a move to a system of higher unit funding rates for higher performance with support to help under-performing colleges improve.</p> | <p>be built into implementation and will focus on the learning and skills sector contribution to the following PSA targets:</p> <ul style="list-style-type: none"> • increasing the number of 19 year olds who have achieved an NVQ level 2 or equivalent by 3% by 2006; • reducing the number of adults who have literacy or numeracy problems by 1.5million by 2007; and • ensuring 28% of young people start a Modern Apprenticeship by 2004. <p>We expect to see:</p> <ul style="list-style-type: none"> • a stronger focus on employer needs through further CoVE expansion (extra 400 by 2006); | |

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| | | | | <ul style="list-style-type: none"> • 90% of full-time and 60% of part-time college teachers qualified by 2006; and • by 2006, no more than 10% of colleges should be performing unsatisfactorily. | |
| Ethnic Minorities into Science, Engineering and Technology [PRIMARY, SECONDARY, FE & HE] | SCI ENG TECH NE R 2.2 | Aims to raise the representation of ethnic groups in SET sectors, where evidence of under-representation is overwhelming. | Initially £25k of Sector Skills Development Agency funds – from the SSDA Innovation Fund, to SEMTA the aspirant Sector Skills Council for the science, engineering and manufacturing technology sectors. | Current project will report Autumn 2003 with proposals for a 5-year project engaging OGD's and agencies (DTI, HMT, HEFCE, RDA/LSC). Each partner will have some resource implications in the next phase project. An important element will be the development of statistical monitoring systems (AS contacts are involved). | SfED2 are the DfES policy team overseeing the project (responsible for steering initial phase and, in particular, ensuring relevant OGD's and agencies are identified and properly engaged). Sector Policy Manager is Julie Cook, E4d, Moorfoot. |
| Aimhigher Programme | STEM | The Aimhigher Programme | £190 million from 2001 for three years | Activities to support the initiative include a range of | Ann McIlwraith DfES , QED |

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| [PRIMARY, SECONDARY, FE & HE] | E | (formerly Excellence Challenge) has been running since September 2001 in EIC and EAZ areas. A key outcome for the programme is to increase the educational attainment and aspirations of young people from disadvantaged backgrounds in order to increase the participation rates of these young people in higher education. This is done by schools, colleges, HEIs and others all working | A further £130 million from 2004 to pay for the extension and expansion on the programme. | themes, including mathematics, science and engineering. Evaluation is not consistent – raises attainment such as improved grades, acquisition of new skills and improving skills in ICT or promoting an interest in going on to HE. | X 56812 |

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| | | <p>together to raise the attainment of aspirations of children from disadvantaged backgrounds.</p> <p>Activities include Summer Schools, masterclasses, etc</p> | | | |
| <p>Students Associates Scheme – Levels 1 & 2 (previously the Undergraduate Credit (UGC) & Teacher Associates (TA) Schemes)</p> <p>[PRIMARY, SECONDARY, FE & HE]</p> | <p>TEA (STEM)</p> <p>E+</p> <p>R 2.8</p> | <p>1. To give undergraduates the opportunity to work in schools for between 2-6 weeks in an academic year. The aim, to encourage more good quality graduates into teaching.</p> <p>2. To support teachers & the</p> | <p>£9.6m in 2003/2004; £9.25m in 2004/2005; £9.25m in 2005/2006</p> | <p>Independent evaluation has indicated that both the UGC & TA schemes have been effective in meeting their aims. In addition, undergraduates, HEIs, schools and teacher training providers have been extremely enthusiastic about the scheme and the benefits it has brought. Strengthens schools links with HE, particularly subject</p> | <p>Matthew Fuller DfES Initial Teacher Training Policy School Workforce Unit 020 7925 6046 matthew.fuller@dfes.gsi.gov.uk</p> |

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| | | <p>raising standards agenda. 3. Offers undergraduates an opportunity to achieve some of the QTS Standards prior to taking an ITT course.</p> | | <p>departments. This year, the initiative, which has been renamed the Student Associates Scheme, will fund 5,000 placements, with a minimum of 2000 being offered in STEM subjects. Placements will rise to 10,000 overall by 2005/06. The aim is for 40% of placements to be allocated to STEM subjects and MFL.</p> | |
| <p>Students Associates Scheme – AimHigher Strand</p> <p>[PRIMARY, SECONDARY, FE & HE]</p> | <p>TEA (STEM)</p> <p>NE</p> <p>R 2.8</p> | <p>1. This is a new strand of the project, to support teachers & the raising standards agenda. 2. To raise the academic aspirations of school and FE</p> | <p>£1m in 2003-04 and £1m in 2004-05.</p> | <p>Launched as a 2 year pilot in September 2003 this strand will offer 1500 places. A significant percentage will be STEM subjects, but precise figure have yet to be determined.</p> | <p>Matthew Fuller DfES Initial Teacher Training Policy School Workforce Unit 020 7925 6046 matthew.fuller@dfes.gsi.gov.uk</p> |

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| | | pupils by offering role models and strengthening links with HE and schools. | | | |
| Transition to HE science [SECONDARY, FE & HE] | SCI ENG NE R 3.1 | Piloting and evaluating different approaches to 'bridging the gap' between students' prior knowledge / achievement and the demands of HE science and engineering courses. | Up to HEFCE. We asked HEFCE to do this in the Jan 2003 Grant Letter | Hasn't happened yet. Will pilot. Expect some of the mechanisms to improve retention in science and attainment. | Amber Longstaff HE Funding and Research Division X55191 Amber.longstaff@dfes.gsi.gov.uk |
| Whitworth Fellowship [FE & HE] | ENG NE | The Whitworth Scholarship Trust Fund was founded by Sir Joseph Whitworth to enable young | £25k per annum | In recent years there have been an average 12 awards per year. | Maria Chiejina HE Funding and Research Division Sanctuary Buildings/DfES X 57366 Maria.chiejina@dfes.gsi.gov.uk |

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| | | engineers who had left school aged 16 and undertaken part-time study to resume their education at degree level. | | | v.uk |
| Science and Engineering Graduates Scheme [HE] | SCI NE R 6.8 | Overseas students who have studied at a British University in a number of STEM subjects and successfully gained a 2:2 degree, will be permitted to remain in the UK for a year to take up employment following the completion of their degree. | | Scheme is not yet in place , it will run for the first time at the end of the 2003/04 academic year, | Fran Britton, HE Regional Links and Science, Funding and Research Division Frances.britton@dfes.gsi.gov.uk |
| | | | | | |

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| Repayment of student loan scheme- Science [HE] | SCI TEA NEA R 3.4 | Repayment of student loan over 10 years for those qualifying and continuing to teach science up to 19 years | Details from DfES | | Roger Frost DfES |
| Capital for HE science labs [HE] | SCI NE R 3.3 | Money to HE institutions to refurbish their science and engineering labs. | £20m capital in 2004-05 and £40m in 2005-06 | Expect this will contribute to better facilities & equipment and therefore better teaching. | Amber Longstaff HE Funding and Research Division X55191 Amber.longstaff@dfes.gsi.gov.uk |
| Foundation degrees [HE] | ENG E R 3.2 | Two-year(full-time, longer if part-time) vocational higher education qualifications delivered by universities in partnership with FE colleges. Meeting the skills | Following a bidding round, £10m made available 2001-2003 to 21 institutions to develop and deliver 40 prototype courses, including 13 courses covering Science, Technology and Engineering. | First courses offered in September 2001. More than 350 full-time foundation degree courses available, with more coming on stream later in 2003. Initial target of 4,000 students for Y1 (2001) exceeded. Currently over 12,000 students studying foundation degrees both | Angee Threlfall DfES Tel: 0114 259 4671 Email: angee.threlfall@dfes.gsi.gov.uk |

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| | | <p>gap at higher technician/associate professional level. Key feature is the collaboration with employers/employer organisations and professional bodies on the design and development of these courses to ensure sector relevance . Potential to progress to an honours degree with further study.</p> | <p>Foundation degrees featured strongly in the recent White Paper "The Future of Higher Education". They will become the major two-year, vocational qualification, allowing HNDs to be subsumed into the foundation degree framework.</p> <p>£62m will be made available over the next 3 years as per the White Paper.</p> | <p>full-time and part-time (in England). Results of formal evaluation not available until late 2003.</p> | |
| <p>New Technology Institutes</p> <p>[HE]</p> | <p>IT KT NE</p> | <p>18 NTIs (2 per English region) to increase the supply of people with technician and higher level</p> | <p>£25M from the Capital Modernisation Fund over two years (2002-03 and 2003-04)</p> | <p>Each NTI is expected to train 250 to 500 students per year and work with SMEs to increase the use of new technologies and innovative business</p> | <p>Fran Britton, DfES, ext 55215</p> |

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|--|--|---|--|--|---|
| | | skills in ICT and other advanced technologies. | | practices; each expected to provide services to 50 SMEs each year. | |
| Higher Education Innovation Fund [HE] | KT SCI TEA (SCI & TECH) E R 3.2; 6.6; 6.7 | Funding for higher education institutions to develop their capacity for knowledge transfer and to form links with business and the community. Incorporates the funding and aims of previous schemes including Science Enterprise Challenge which established a network of centres in UK universities, specialising in the | Next round: £171m in 2004-05 and 2005-06, to English HE institutions. Competition to take place later in 2003. | Previous round not yet evaluated, but most recent figures from the Higher Education Business Interaction Survey (for academic year 2000/01) show a strong improvement in knowledge transfer performance which we expect HEIF to continue. The Lambert Review of business-university collaboration will inform on and provide an independent view on the impact of policy initiatives designed to foster collaborative research. | Amber Longstaff HE Funding and Research Division X55191 Amber.longstaff@dfes.gsi.gov.uk |

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| | | teaching and practice of commercialisation and entrepreneurialism in the field of science and technology. | | | |
| Family Literacy, Maths and ICT [ADULTS] | MATHS IT E | Accredited course for adults working with children | Maths £750, ICT £2200 shared between EAZ and LEA | Number of parents helping in school increased | STAR – Wirral Mrs Ros Free Project Director 0151 645 8687 office@stareaz.org.uk or rfree@stareaz.org.uk |
| Skills for Life' the national strategy for improving adult literacy and numeracy skills [ADULTS] | MATHS E | Tackling the adult literacy and numeracy skills problem is one of the government's key priorities. The aim is to help 750,000 adults achieve national certificated in | £1.6 billion across government in 3 years to 2007 | Between April '01 and July '02, over 300,000 learners achieved towards the target, 34% of those achieved in numeracy | Mary Heslop Adult Basic Skills Strategy Unit 020 7273 5463 mary.heslop@dfes.gsi.gov.uk |

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| | | <p>literacy, language and numeracy by 2004 and to help 1.5 million to achieve the same by 2007. This strategy applies to those aged 16 and over and covers key skills on communications and application of number, GCSE maths and English as well as adult literacy and numeracy certificates. The achievements that count towards the targets are those at entry Level 3, Level 1 and Level 2.</p> | | | |

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| Polymer Project [ADULTS & FE] | SCI E+ | Web based learning for the polymer industry at level 2 | £150k over 3 years to materials producers | Independent evaluation has shown web based learning can be successfully used to provide level 2 learning in manufacturing | Kevin Graham, LLT5, LLTD, Tel: 0114 2594267 Kevin.graham@dfes.gsi.gov.uk |
| Mathematical Skills in the Workplace [ADULTS, FE & HE] | STEM E | | DfES funded Science, Tech. and Mathematics Council £25k in 2002/03 (partners contributed same amount). STMC contracted with Institute of Education. | Report launched by Lord Sainsbury 13 Jan. 2003. Content and recommendations will inform the post-14 Maths Inquiry. | SfED2 are the policy team with the remit for Mathematical skills (in the context of Science, Eng. and Manufacturing). See contact above. However, Tony Kearsley5%as responsibility for cross sector issues. |
| Skills strategy [ADULTS & PRIMARY, SECONDARY, FE AND HE] | STEM NE | Cross-government strategy to ensure all programmes for youth and adult learning link together with each other and with private | N/A | N/A | Grace Proudfoot, LL Strategy and Funding Division, DfES 0114 259 3914 grace.proudfoot@dfes.gsi.gov.uk |

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|--------------------|--------------------|---|---|---|-----------------|
| | | investment in skills to meet the skill needs of the economy | | | |

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.