Maintaining Standards: Promoting Equality

In its recently published report, *Maintaining Standards: Promoting Equality* the Disability Rights Commission (DRC) has taken a close look at the barriers that disabled people (including people with long-term health conditions) face when entering teaching, nursing, and social work.

The DRC looked at the situation in England, Scotland and Wales. Whilst there are variations in legislation and procedures between the three, the DRC is critical of the opportunities for and treatment of disabled people seeking employment in the teaching profession.

The DRC study covered the period 2006-2007 and looked at the difficulties posed by the statutory regulation of health in the three professions. As the DRC argues: ‘there should no longer be ‘no go’ areas for disabled people in 21st century Britain’. However for many disabled people this is the situation they find when seeking employment within many parts of the public sector.

The study identified more than seventy separate pieces of legislation and statutory guidance about requirements for “good health” or “physical and mental fitness” across teaching, nursing and social work. Many were vague requirements and some were more restrictive for trainees than for trained practitioners. The DRC argues that the requirements and regulations have a deterrent effect on disabled people, discouraging them from seeking to join or remaining in these professions.

We have found a culture in which disabled people are more likely to be asked “what’s wrong with you?” than “what can you contribute?”

CONTINUED ON PAGE 3

---

ESCalate news is a termly publication.

The views expressed in this publication are not necessarily those of the editor nor of the partner organisations. The editors reserve the right to edit, amend or abbreviate copy without notice.

ESCalate (Education Subject Centre)
Part of the Higher Education Academy Subject Centre Network
University of Bristol
Graduate School of Education
35 Berkeley Square
Bristol
BS8 1JA

Tel: 0117 331 4291
Fax: 0117 925 1537
Email: heacademy-escalate@bristol.ac.uk
www.escalate.ac.uk

An electronic version of this newsletter is available on the ESCalate website.

This newsletter is available free of charge. If you do not currently receive a copy and wish to do so in the future please contact heacademy-escalate@bristol.ac.uk. Your details will only be used for keeping you informed of ESCalate activity and will not be made available to outside organisations.

If you have any ideas or copy that you would like to see included in a future newsletter please get in touch.

We are especially interested in items which:
• Show innovative practice in your Education Department;
• Celebrate National Teaching Fellows and other awards for teaching and learning;
• Showcase student achievement.

The next copy deadline is 8th January 2008, please email: heacademy-escalate@bristol.ac.uk

Editorial Team:
Dr Tony Brown
Dr Julie Anderson
Liz Hankinson
Teresa Nurser

Associate Site Details:
ESCalate @ Cumbria
Professor Sue Bloxham
Dr Sam Twiselton
Dr Alison Jackson

Partner Site Details:
ESCalate @ Stirling
Professor John Field
Professor Mike Osborne
Ginny Saich
Dr Jane McKie
Dr Derek Young

Get involved with ESCalate, it’s easy.

Please look at our website for opportunities.

www.escalate.ac.uk
Many of those with disability hide themselves away, are reluctant to talk about their disability and do not receive the support to which they are entitled. The support that they should get is often exactly what they need to ensure they can practise safely and effectively.

The DRC regards protection of the public as of the highest importance. However, instead of providing protection to the public, as many of the existing regulations set out to do, they do little more than provide a false sense of security. As a result of the study the DRC recommends that legislation, regulations and statutory guidance for good health or fitness of professionals is revoked, because of the negative effect on disabled people and the lack of public protection they actually offer.

The DRC report argues that disabled people have an important role to play in teaching and in the public services generally.

People who are disabled or have long-term health conditions have a wealth of skills and personal experiences that can enrich the work of the public services. A framework of professional standards of competence and conduct, coupled with effective management and rigorous monitoring of practice, is the best way to balance the aspirations of disabled people to make their contribution to British life and the protection of the public.

What most concerned the DRC in their study was that ten years on from the passing of the Disability Discrimination Act 1995 (DDA), a lot of the legislation and guidance controlling access to teaching health and social work still fails to reflect the vision of DDA and often runs contrary to the requirements for disability equality.

Standards for ‘good health’ or ‘fitness’ determine who can enter and work within these professions. Some of these standards are explicitly set out in legislation, while others are found within guidance governing entry to education or employment. With the exception of social work and teaching in Scotland, there are generalised health standards in teaching, social work, nursing and other health professions across Great Britain. The conclusion of our investigation is that these standards have a negative impact upon disabled people’s access to these professions; they are often in conflict with the DDA (as amended in 2005); they lead to discrimination; and they deter and exclude disabled people from entry and from being retained. We therefore recommend that they are revoked.

Copies of the Report are available from:
Disability Rights Commission Helpline
FREEPOST
MID 02164
Stratford upon Avon
CV37 9BR


References
Maintaining Standards: Promoting Equality Professional regulation within nursing, teaching and social work and disabled people’s access to these professions, (2007) Disability Rights Commission

Research undertaken by the DRC for the study
David Ruebain, Jo Honigmann, Helen Mountfield and Camilla Parker (2006) Analysis of the statutory and regulatory frameworks and cases relating to fitness standards in nursing, teaching and social work.

Jane Wray, Helen Gibson, and Jo Aspland (2007) Research into assessments and decisions relating to ‘fitness’ in training, qualifying, and working within Teaching, Nursing and Social Work.

Nicky Stanley, Julie Ridley, Jill Manthorpe, Jessica Harris and Alan Hurst (2007) Disclosing Disability: Disabled students and practitioners in social work, nursing and teaching.

Introduction
The mission of TechDis is to support the education sector in achieving greater accessibility and inclusion by stimulating innovation and providing expert advice and guidance on disability and technology. One of the principal ways we do this is by working with the Higher Education Academy Subject Network to identify and explore discipline-specific aspects of accessibility and inclusion, in addition to providing more generic advice and guidance.

The HEAT Scheme
In order to uncover and develop good or innovative inclusive teaching practice in disciplines across HE, TechDis has developed the Higher Education Assistive Technology (HEAT) Scheme. Jointly funded by TechDis and the Higher Education Academy, the scheme is designed to allow members of teaching or support staff to apply for technology that will allow them to explore an aspect of inclusive teaching. The use of the phrase ‘Assistive Technology’ is kept deliberately broad, meaning ‘any technology that broadens the range of learning experiences offered to students’, as TechDis believe that focusing only upon students who have declared a specific disability is less helpful than improving practice that will aid all learners to varying degrees, depending upon their needs and preferred learning styles. Some of the findings from Round 1 of the HEAT Scheme (further details of all projects can be found at www.techdis.ac.uk/getheatscheme) include:

- Adapting Flash-based animations for use with an iPod or Creative Zen MP3 player. Some students reported a benefit from the new mobility of the learning object, others found the lack of functionality of the animation frustrating compared to the original PC-based version (Gkatzidou, Pearson and Bailey, University of Teeside).

- Providing podcasts as a recording of lectures (Gresty, University of Plymouth), a reinforcement of issues students had previously struggled with (Hindley, Nottingham Trent University) or a means to apply current news items to theory introduced in lectures (Leng, Bath Spa University).

- Using video camera technology to allow students to record feedback and reflection from placements, enabling them to record their feelings more ‘freely’ than in text form, and providing a resource for next year’s placement students to prepare them for the experience (Hellawell and Priestley, University of Bradford).

- Improving the basic numeracy of students returning to study after a prolonged break by using Nintendo DS Lites with ‘Dr Kawashima’s Brain Training Software’ in tutorial sessions (Pulman, Bournemouth University).

- Tutorial session with students using the Nintendo DS Lite to improve arithmetic skills in a project by Pulman at Bournemouth University.
Employing mind mapping tools as an aid to essay planning and writing (Romer, University of York) and adding images to mind maps to provide better recall of content (Brown, University of Newcastle).

Using a Talking Tactile Tablet to create tactile diagrams supported by audio files at key touch-points, thereby providing a rich alternative to an otherwise inherently visual concept (Chevins, Keele University).

Accessibility Essentials
TechDis has produced step-by-step guides to making your everyday practice more accessible. A fourth guide on making the most of PDFs is due for publication in the autumn term, but three guides are already available:

• Accessibility Essentials 1: Making Electronic Documents More Readable
  • Practical step-by-step information, to enable anyone reading material to amend its look and feel into a style which suits them. These hints and tips will not only be of great use to people who read documents on-screen, but also to those presenting material (for example, via a data projector) in different lighting conditions, or those who work in differing levels of light (for example, while working on a train).

• Accessibility Essentials 2: Writing Accessible Electronic Documents
  • This document is designed to outline the techniques people need to ensure the writing of accessible electronic information. This document concentrates on guidance for Microsoft® Word. When producing electronic information the biggest accessibility gain is ensuring the user can amend the look and feel in a way that suits them. However, there are a number of font and structure techniques that can increase the readability for a larger number of people.

• Accessibility Essentials 3: Creating Accessible Presentations
  • This document provides information on the creation of accessible presentations, both for projection and wider use (for example, when a presentation is made available online) along with hints and tips on how to present to an audience in an accessible manner. This document concentrates on the use of Microsoft® PowerPoint.

Utilising ScreenRuler (software that highlights and magnifies a strip across the screen) to compare its value to dyslexic and non-dyslexic students. Both groups reported benefits including ‘stops you getting lost’ and making reading from the screen easier (McCready, University of Newcastle).

Round 2 of the HEAT scheme is now underway, and we will bring you some of the findings in later editions of the ESCalate newsletter. Further details of the scheme and the Round 1 projects can be found at www.techdis.ac.uk/getheatscheme.

Further Information
TechDis can provide advice and guidance on any aspect of accessibility and technology. See our website at www.techdis.ac.uk or email any questions to our helpdesk at helpdesk@techdis.ac.uk.
A conference title of “social justice and lifelong learning” is music to my ears – because I am determined that everyone should have the opportunity to benefit from learning, no matter what their background.

And I am equally determined that the benefits of lifelong learning and the opportunities to participate in higher education should be widely broadcast – so that people who might never have considered that they could extend their education and consequently their life chances are encouraged to do so.

So I’m delighted to support this event and to have the chance to say a big thank you to all of you and your colleagues who are playing such a vital role in making lifelong learning a reality.

I welcome the aims of FACE: “to support and encourage a socially inclusive framework for lifelong learning, challenging exclusion and fostering full participation”.

Over the next two or three days you’re going to be thinking about diversity, globalization, and transformation in the context of social justice and lifelong learning.

I’d like to focus on diversity. Diversity of the student population, diversity of routes into higher education, and diversity of curriculum and delivery of learning.

I was pleased to hear that the University of East London ran a workshop this morning for the English partners of the England-Africa Partnerships scheme. The Department for Education and Skills has invested £3 million to support higher education partnerships between England and Sub-Saharan Africa. This is an excellent opportunity for HE Institutions in England to engage in international partnerships and alliances which contribute to the capacity building and development of higher education in Sub-Saharan Africa.

HE Institutions in England have a great deal of expertise to share. They also have a great deal to gain and learn from this type of collaboration.

You’ll be discussing this and other international issues during this conference. The benefits of international students coming to the UK, and the diversity of the student population that this creates, are enormous. Not only the additional generation of fee income for HE Institutions, but also the important contribution of international students to the UK’s knowledge economy, the enrichment of our society by deepening our awareness and understanding of other cultures, and the long-lasting relationships that we develop, providing potential for greater educational, cultural and scientific exchange, as well as greater trade, investment and political influence.

UK students studying abroad can benefit enormously from an understanding of the culture of other countries and the ability to speak another language. Increasingly, employers are telling us that language capability can make the difference in securing contracts overseas.

As globalization increases, our students will find that a period of study or work abroad is a valuable experience, allowing them to gain understanding of their cultures and providing them with transferable skills, enhancing their employability. Increasing student mobility is key if
our students are to be able to compete in the global market. Schemes like ERASMUS and the Chinese Summer school programme help provide opportunities for our students to gain those skills.

The make-up of the UK student population is, I’m pleased to say, becoming more diverse. The HE performance indicators that are published annually tell us that the number of students from poorer backgrounds going to university has risen steadily. But progress is slow. Last July the performance indicators showed a disappointing levelling-off of progress. That tells us that we need to do more.

And the review of widening participation activities that I asked HEFCE to carry out last year showed that, whilst real progress is being made in embedding widening participation in all HE institutions, there were steps that could be taken to maximise the impact of outreach activities.

I value enormously the contribution of the Aimhigher programme and the hard work of local Aimhigher partnerships, and have said so many times. I still maintain, though, that we need to do more. We need to do more to maximise the results of the Government’s investment – over £550 million over the last six years on widening participation activities. And we need to do more to increase even further the successes of Aimhigher partnerships.

That’s why HEFCE published guidance in May about effective ways to target outreach activity at people from backgrounds currently under-represented in higher education. The guidance refines the definition of the target cohort for Aimhigher and other outreach activity; describes how the targeting process might be made more effective; and provides a steer on how to measure the effectiveness of targeting.

I hope that will result in widening and increasing participation even further by young people from socially deprived areas or from lower socio-economic backgrounds. The latest UCAS figures again showed a rise in the proportion of applicants from England who are from the bottom four socio-economic groups. That’s good news. I hope we will see a similar picture when this year’s performance indicators are published, later this month.

Access to higher education opens up a world of possibilities. To help everyone achieve their potential we must increase – and diversify – access routes to HE for everyone – so that they are not only open to 18 year olds leaving school or college with A levels, but so that there are clear pathways too for people who may be attracted to applied or non-traditional learning routes, for people in work and for those who may be returning to learning some time after completing their compulsory education.

This is where the contribution of Lifelong Learning Networks is critical – enabling colleges, HE institutions and others to work together to develop, promote and manage a range of non-traditional routes into HE.

We want Lifelong Learning Networks to

• provide support for learners on vocational pathways;
• help develop the curriculum to facilitate progression;
• ensure learners have access to a range of progression opportunities, so that they can move between different kinds of learning programmes as their interests, needs and abilities develop.
The Government’s 14-19 reforms are about ensuring that education and training provision prepares all young people for life and work. This provision will motivate and engage young people, preparing them for life by giving them the knowledge, skills and attitudes they need to succeed.

The reforms are designed to encourage more young people to take the learning and development path that is right for them – learning for longer and gaining the qualifications they need to progress into higher education, further education, or employment.

By extending the range of learning opportunities available to young people, the reforms offer the opportunity to choose a mix of learning styles and content that is right for them.

The new Diplomas are a powerful mix of practical and theoretical learning. They will appeal as much to students preparing to enter the workforce at 18, as to those planning to continue their studies at university or who are uninspired by a solely academic curriculum.

Support from the FE sector in terms of delivering this and other reforms at the ground-level is key; but no one institution will be able to deliver the reforms on its own. Colleges, schools and local providers must work together to ensure their success.

And it’s crucial that Higher Education Institutions continue to become involved and able to play their part in influencing the development of the Diplomas.

This will ensure that students wanting to enter HE with this new qualification have the knowledge and skills required for higher-level study; that HEIs are aware of the impact Diplomas will have on their own programmes and are able to adapt their curricula as needed; that HEIs will be willing to accept the new qualifications and that this is reflected in their entry requirements.

And we are determined to increase the numbers of people qualified to at least Level 3, including those who didn’t achieve this level during their compulsory education.

From August this year we’ll be introducing a new entitlement to free tuition for 19 to 25 year olds taking their first full Level 3 qualification. We anticipate that the new entitlement will benefit around 60,000 learners in 2007/08. And we are extending the Adult Learning Grant to full national coverage from September to help eligible adults who are on a low income to meet the additional costs of learning.

I was pleased to attend the launch of the Quality Assurance Agency’s new Access to Higher Education Diploma last month. Access courses make an important contribution to lifelong learning and to our drive to widen participation in higher education. They offer an invaluable second chance for people who may have thought they had lost their opportunity.

And I hope that the work that the Joint Forum for Higher Levels is doing to develop a common approach to credit in Further and Higher Education will come to

The 2007 FACE conference organised by Continuum at the University of East London took place from the 2nd to the 4th July; ESCalate was one of the conference partners.

The event attracted some 220 delegates from as far away as The Republic of the Marshall Islands, South Africa, Australia, USA, Canada and mainland Europe as well as from all parts of the UK. The conference, entitled Social Justice and Lifelong Learning: Diversity, Globalisation, Transformation attracted a record number of very high quality workshops, the papers from which will form the basis of the conference publication.

Bill Rammell’s keynote speech reproduced on these pages highlights major policy areas around the conference title indicating the progress made, particularly in relation the conference theme of diversity. Alan Tuckett, Director of NIACE and Nicola Dandridge, Director of the Equality Challenge Unit, both contributed major keynote speeches as did Professor Roy du Pre, Deputy Vice-Chancellor, Vaal University of Technology, South Africa.

In addition to the excellent workshops and keynotes there were also three Roundtable Sessions which focused on Aimhigher, Lifelong Learning Networks and International Developments in Access and Lifelong Learning. To complement the serious conference business there was a vibrant social programme providing lots of networking opportunities.

The 2008 FACE conference 2-4 July with the title Challenging Isolation: the role of lifelong learning is being hosted by York St John University.

Further details at www.yorksj.ac.uk/face2008

Professor John Storan, Director of Continuum and Chair of FACE.
fruition. I think it is vital that we align the approaches of higher and further education to credit, to help learners to progress from further to higher education, and to enable them to do so as smoothly as possible.

I’ve talked about just a few of the measures that we’re taking to encourage lifelong learning, to raise attainment levels, and to create alternative pathways into higher education.

As a result of these measures and the hard work of all of you and your colleagues, we are seeing a changing student population. More people from backgrounds with no tradition of HE; increasing numbers of students with part-time jobs or caring responsibilities; and increasing numbers of part-time students who also have busy, full-time jobs.

That’s very encouraging. But it means that Higher Education Institutions need to offer more flexible and diverse learning patterns.

Let me stress my appreciation of the overwhelmingly high quality and standards of higher education in the UK. It’s an international success story and that international recognition is supported by generally good ratings from UK students in the National Student Survey – over 80% satisfied or very satisfied with their own HE experience.

However, and at risk of making a sweeping generalisation, I would assert that HEIs have not – on the whole – really changed their product to suit a more diverse range of customers. I’d like to borrow an analogy from Baroness Deech, who likened an HEI to a gym

- which needs to provide the best possible facilities, making them available how, where and when they are needed;
- which needs to provide good training and support from well qualified instructors;
- which needs commitment and the input of active participants;
- where participants will only learn and improve if they make the best use of the facilities and input of the trainers; and
- where a good relationship between participants and trainers is essential.

Good mentoring and support for students is becoming even more important given the busy lives of many students and an increasingly diverse student population. It’s important to ensure that students get the maximum benefit from their HE experience, so that their own lifelong learning continues through and beyond HE – and also so that they can recommend higher education to their families and friends, helping to raise aspirations especially amongst those who might not otherwise consider HE as an option.

We are also going to be looking for increased, effective use of new technology for blended learning, flexibility in start dates and duration, provision outside “nine to five”, new locations, outside the main campus and physically nearer to students in some areas, and excitement and innovation to capture the imagination of students.

Of course change takes time. But we’re already seeing innovative delivery – the success of Foundation Degrees showed that HEIs can work directly with employer organisations and deliver a quality HE product with employer input; provision of HE in FE can be very beneficial to those moving on from FE rather than school and who prefer to live at home; and HEFCE is funding flexibility projects to explore two year degrees and changes to academic years.

Increasingly I’m sure we will see real partnership between HEIs and students – as well as employers. We’ll see more responsiveness and innovation in HE while maintaining high standards and good quality products for learners. We’ll see learners being properly supported so that they can make best use of their HE experience and maximise their potential. And more people will be encouraged to follow those learners and extend their own lifelong learning.

I am grateful to you all for your contributions towards achieving social justice through lifelong learning and opening up HE to those for whom its doors have been closed in the past.

I hope that the rest of your conference goes well.
A study tour in New South Wales

Keith Webb is Director of the FDTL 5 Project, “Associate Online”, and is based in the School of Education and Professional Development at the University of Huddersfield. Earlier this year Keith was funded by an Escalate Development Grant to undertake a study tour of New South Wales, Australia, designed to inform further development of the project.

Being a relatively compact and densely populated country, our experience of distance learning in England is limited. Even so, students can feel isolated for reasons besides geography and this applies to part-time, in-service trainee teachers in the post-16 sector. When compared to the national curriculum in schools, the range of specialisms that are taught in the Learning and Skills Sector is great, and this means that there are few chances for these trainee teachers to engage with others who share their specialism.

Often, such trainees are the only teacher of their specialism on their PGCE/Cert Ed course and/or in the place where they work – whether that specialism is plumbing, philosophy, photography, pottery, politics, or whatever. They are geographically dispersed and professionally isolated – although new technologies now hold out the prospect for them to join communities of practice that will effectively support their professional development.

As Director of a project concerned with making such communities available, I have been keen to learn of related developments in comparable contexts. “Associate Online” is a collaborative initiative involving four English HEIs with 6,000 trainees between them. Funding from FDTL 5 has allowed the development of 48 specialism-based online communities that will be operational from September 2007. These will support trainees through

• facilities that range from “Ask-an-expert” and “FAQs on Pedagogy” to “Virtual Moderation” and a “Collaborative Resources Generator”;
• links to specialism-specific resource-banks, practitioner networks, “video master-classes” and the like.

As this initial phase draws to a close, further development of these communities is in prospect. However, we have found no equivalent initiatives in UK to learn from, and we have therefore looked further afield for practice that could serve as a model for the next phase of development.

On four grounds, it appeared that we could learn a lot from New South Wales, Australia. Although the furthest away in distance, it appeared to be the closest to our needs in terms of relevant experience and expertise.

• Charles Sturt University equates with the University of Huddersfield in UK in terms of its scale, its nature and its focus on training teachers for “TAFE” (Technical and Further Education);

1 The Fund for Development of Teaching and Learning is a HEFCE initiative funded through the Teaching Quality Enhancement Fund set up following the Dearing Report into HE
there is much experience of working with dispersed and isolated students. Some students I met have to drive for five hours to get to their nearest town. Further, the process of supporting them through new technologies has been quite extensively researched (e.g. via the TAFE Stage 2 online initiative);
• the University of Wollongong (UoW) has a pioneering development unit (CEDIR) that explores and exploits new technologies for supporting teaching and learning in HE.
• UoW was the host of the sixth (2007) International Educational Leadership Conference on “Leading Learning Communities: Strategies, Action and Reflection”.

Such factors combined to make a unique opportunity to inform the strategic development plan for Associate Online, and to prepare for the post-FDTL phase that is to start in January 2008. Fortunately, making such preparations also appeared to fall within the purposes of Escalate Development Grants and an application for sponsorship of a study tour was approved. As a result, I was able to spend a hectic, but most valuable, week in NSW in mid-February, 2007.

Among the principal outcomes of the tour were:
• Formulation of research-based means of promoting effective pedagogic practice through online delivery. That process is now very much reflected in Associate Online developments – such as incorporation of a cross-institutional and collaborative assessment task that all partners will implement in 2007/8.
• Encouragement for an approach that goes beyond limited conceptions of online learning and professional development communities. In UK, these notions seem too often to be restricted to processes of co-operating (e.g. via a discussion board), rather than collaborating (e.g. via wikis). By contrast, in NSW, “learning communities” in general, and professional learning communities in particular, occupy a more central place in practice. Engagement with such communities is deep, collaborative, active and ongoing and, among other things, success is characterised by shared professional identity, by interactive peer-to-peer support and by creative and innovative team working.

Most important, though, was the insight that the study tour provided into processes that will have to underlie the “Phase 2” Strategic Development Plan for Associate Online. My expectations had been that NSW practitioners would assign a more significant role than was evident to technology in the shaping of developments. Instead, the evidence-led approaches to cultivating successful online communities of professional practice in NSW primarily address pedagogical and organisational concerns.

It was a long way to go to learn such a lesson, but it was well worth it in terms of ensuring a productive direction for future developments. And after all, that is the purpose of a study tour. If you knew what you would learn before you set out on it, what would be the point of going?

Keith Webb,
Director of the FDTL 5 Project “Associate Online”

Useful Web Resources
http://associate.hud.ac.uk
www.ncver.edu.au
http://toolboxes.flexiblelearning.net.au
http://learnscope.flexiblelearning.net.au/learnscope/go
http://www.csu.edu.au/faculty/educat/edu/vetfolder/research
http://cedir.uow.edu.au/edustream
http://www.icvet.tafensw.edu.au
Early Career Academics and their Experiences of Linking Research and Teaching: a collaborative UK/Canadian project

Dr Lisa Lucas and Nancy Turner were successful project partners in our October 2005 Development Grant funding round. The support they received helped them to carry out this research and the project is now near to completion. If you would like to know more about ESCalate funding opportunities visit http://escalate.ac.uk/projects.

Introduction
The significance of the link between research and teaching has become increasingly important within debates on higher education in the UK, Canada, Australia and many other western countries. The Higher Education Research Forum, chaired by Sir Graeme Davies, has highlighted the need for both research intensive and non-research intensive institutions to maximise the potential of students’ learning about research ‘ranging from vicarious exposure to the current research of their teachers through to the immediate impact of being researchers’ (HERF, 2004).

There is clear evidence that funding and evaluation policies in the UK and elsewhere have served to fragment academic work and differentiate between ‘researchers’ and ‘teachers’ whilst undermining the teaching work being done as significantly less important than research (McNay, 1997; McNay, 2003; Lucas, 2006; Sikes, 2006; Young, 2006). There is a growing body of literature that explores issues of academic identity development and academic work life balance issues (Robertson and Bond, 2003; Colbeck, 1998; Deem and Lucas, 2007). Early career academics in particular may struggle with the tension between the demands of teaching and of research so this is an important group to look at in order to better understand the ways in which further integration of these roles can develop. It is also feasible that early career academics will bring innovatory and exciting ideas to the development of teaching and research links, which may help to rejuvenate practices within departments.

There is very little known about the extent to which, and the ways that, UK Advanced Certificate/Diploma programmes for teaching in higher education encourage academics to focus on the integration of their research and teaching roles, and how best to implement and maximise the potential of their research experience within the curriculum. Particularly for early career academics, this is perhaps an important forum for exploring this issue and the possibilities for integrating their research and teaching experience.

This article reports on an ESCalate funded international collaborative UK/Canadian project, which explores the experiences of early career academics in three different universities in terms of their experiences of teaching and research and possibilities for integrating these activities. The primary focus is with the experiences of these early career academics in terms of their conceptions and experiences of their research and teaching roles, their participation in the teaching
and learning programmes and their developing ideas around the possible way in which their research and teaching are linked in the context of their department and disciplinary cultures.

The key aims of the project were to:

- explore the ways in which new academics perceive the teaching and research relationship and the extent to which they can articulate and demonstrate ways in which they link these two activities within their work;
- investigate the possibilities that new lecturers have to explore the link through their participation in institutional Teaching and Learning programmes in the UK and Canada and to gather their ideas for how they could be better supported in this through these programmes;
- develop materials and activities, and collect best practice examples, that will allow new academics to explore the link between research and teaching in their work that can be utilised within institutional Teaching and Learning programmes in the UK, Canada and elsewhere. The user potential of these materials will be enhanced by developing online access.

Dr Lisa Lucas, Senior Lecturer, Graduate School of Education, University of Bristol

Dr Lisa Lucas is author of The Research Game in Academic Life published by SRHE/McGraw Hill in 2006, which looks at the impacts of the Research Assessment Exercise on university departments and academic work. She has also been researching extensively in the area of linking research and teaching within academic work focusing on issues of academic identity and departmental and disciplinary cultures.

Nancy Turner, Director of Professional Development at the University of the Arts, London

Nancy Turner has been involved in research projects investigating international comparisons of student experiences of research and new lecturers’ perceptions of research and teaching as part of their academic role. As a key part of her work, Nancy oversees the delivery of Postgraduate Programmes in Teaching and Learning.
Project Design and Implementation
The project design began with a review of nine Teaching and Learning programmes being run in universities in the UK and Canada in order to find out the extent to which they directly address linking research and teaching. This was followed by semi-structured interviews with a small group of early career academics from a variety of disciplines at the three case study institutions to explore their existing conceptions of the link between teaching and research and strategies for the integration of teaching and research. Finally running workshops with 10-15 early career academic staff at each of the three institutions to pilot and evaluate the materials, activities, and examples of best practice.

Key Themes from Interviews and Workshops
Utilising a communities of practice model (Wenger, 2000), the interview data was explored in relation to the enculturation of early career academics within communities of practice, their negotiation of boundaries and developing academic identities utilised in previous research (Lucas, 2007). This approach fits with a desire to move to a more socially situated understanding of the development of conceptions of teaching and of research that take into account the socio-cultural and also the socio-political context of these within institutions (Akerlind, 2003; Pickering 2006; Trowler & Wareham, 2007; Deem & Lucas, forthcoming).

- **Backgrounds of participants:** there was immense variety in the backgrounds of participants with a majority entering through a traditional academic route of completing a first degree, Masters, PhD and entering research posts before taking up a lectureship. Interesting perspectives were also gleaned from academics entering from professional disciplines, where their professional roles had shaped their early careers and often still continued to be part of their working lives.

- **Teaching, Research and Administrative Roles:** this was also highly varied with some members of staff feeling fairly overwhelmed with teaching roles and others being given fairly light teaching loads and expected to concentrate on their research.

  “I spent 75% of my time doing teaching and even more, probably the two previous terms it was even more… certainly in the first term it was a real struggle to get any research done really, and it felt like I was losing touch with a research project that I was involved with. We had a research assistant and so it sort of felt like I was ending up leaving it to her and my colleague, so it’s hard trying to do research at the same time isn’t it really?” (Marie⁴, Law)

The perceptions of these varying roles and the impact this experience had on their identity was quite varied.

- **Experiences on Teaching and Learning Programmes:** mixed positive and negative responses on these programmes were reported, in keeping with other research studies (Kahn et al, 2006; Prosser et al, 2006). Few programmes showed evidence of emphasis on linking research and teaching.

  “Yes, I would say that when I first started teaching my style was more – I would kind of write a long script and then agonise over kind of remembering it and saying it as though I wasn’t reading it… but I think that (participation in the teaching and learning programme) has kind of suggested ways that it can be more interactive, for example, brainstorming at the beginning… and then student feedback has told me “I really enjoyed that bit and it woke me up”.

  (Rachel, Health Sciences)

- **Development of ideas of linking teaching and research:** there was significant endorsement of the idea of linking teaching and research but the ways in which it was conceived varied significantly among participants. The link was mostly conceived as the use of content and did not extend to process of research. It was also perceived as being more difficult to achieve at the undergraduate level and easier with postgraduate provision.

¹ Marie and all other names are pseudonyms
“…that seems to me to be an ideal way of, actually teaching and research should be interconnected… we shouldn’t have this dry set of things we’re trying to teach students which isn’t connected to what we are coming across when we’re doing our research…”  
(Marie, Law)

• **Perceptions of Departmental and Disciplinary Cultures:** this was highly influential to the experiences of the participants and to their developing academic roles and identities. Many reported that the cultures in which they worked were not conducive to development and innovation in teaching, however this was not always the case.

“You know having a meeting with your mentor and discussing issues as they come up, that’s helpful, you know, having a mentor critique you, that’s great.” (Jim, Health Sciences)

**Ways Forward**

Workshop materials that were developed as part of the project are available on our ESCalate project website. These materials are freely available to be used and modified/adapted for use within Institutional Teaching and Learning programmes. A workshop will also be run for staff involved in delivering Teaching and Learning Programmes to share experiences and to explore best practice for enabling academics to better integrate their research and teaching work. Further details on the project and the upcoming workshop can be found on our project website http://escalate.ac.uk/1979

**References**


Henry Liebling works as an Academic Consultant for ESCalate, helping to gather resources and advising on the coordination of our activities through 2007-08. Here, Henry outlines what needs to be done to engage effectively with ESD and how ESCalate will respond to growing interest across the sector.

**Introduction**

Henry Liebling has agreed to act as a consultant to support and direct ESCalate’s work in Education for Sustainable Development (ESD). Over the next year, Henry will help develop the ESCalate website to provide annotated guidance on a range of resources. Henry is also interested in the theoretical and research issues that impact at HE level. ESCalate has been working in the area of ESD for two years, mainly in collaboration with two groups; the HE Academy’s ESD group led by Simon Smith (Associate Director of the Subject Centre for Philosophical and Religious Studies), and the Centre for Sustainable Futures, based at University of Plymouth.

In this article Henry spells out some core challenges for education in general before taking a look at what students and tutors working on primary Initial Teacher Education (ITE) programmes can do to develop ESD.

The background to the current interest in ESD includes the Rio Summit of 1992, the UN comprehensive plan of action, Agenda 21,1 the Kyoto Protocol2 of 1997, the Millennium Development Goals3, Sustainable Schools4 by 2020, and the UN Decade of Education for Sustainable Development5 2005-2014. With all this international attention, it’s easy for a lack of clarity to develop over what the issues are for education in particular.

---

1 Agenda 21 www.un.org/esa/sustdev/documents/agenda21
2 UN Convention on Climate Change http://unfccc.int/2860.php
3 UN Millennium Development Goals http://www.un.org/millenniumgoals/
4 http://publications.teachernet.gov.uk/
What is ESD?
Education for sustainable development enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future. (National Curriculum 2000)

What is Sustainable Development?
Sustainable development is a way of thinking about how we organise our lives and work–including our education system–so that we don’t destroy our most precious resource, the planet.

From over-fishing to global warming, our way of life is placing an increasing burden on the planet, which cannot be sustained. Things which were once taken for granted such as a secure supply of energy or a stable climate do not look so permanent now. We need to help people in all parts of the world to find solutions that improve their quality of life without storing up problems for the future, or impacting unfairly on other people’s lives.

Sustainable development means much more than recycling bottles or giving money to charity. It is about thinking and working in a profoundly different way. (National Framework for Sustainable Schools accessed 12 July 2007, Teachernet 2007)

Why this? Why now?
Across ESD there is a co-operative mood to generate and share approaches and materials. Nationally there is a ubiquitous sense of ‘greening’, with a range of motives, from diverse contexts such as Socially Responsible Investment and Ethical Awards. There are government eco-initiatives in all areas as well as some big business groups moving towards zero carbon and carbon neutral policies, conscience-salving carbon offsetting with uncertain but potential benefits, organic ‘Fairtrade’ own brand goods in supermarkets, Triodos and Co-operative Bank offering greener financial services, and numerous NGOs linking together for G8 interventions and Jubilee Debt Relief. In short there is a growing feeling of interconnectedness and coming together in a way which could only be dreamt about thirty years ago.

All the great issues of today are interconnected. An improved quality of life for all could mean a reduced standard of living for the most voracious consumers. How could that be managed and what part should education play? Higher Education needs to engage with these changes. Many students and tutors are personally committed and want to work in organisations which recognise this shift. Individual HE organisations cannot afford to be labelled as lacking green credentials. For those involved in teacher education and in research there are two challenges. If university education is to retain its distinctive character, it needs to maintain an enthusiastic but critical stance. All that looks green isn’t ESD and a university education should at least provide the skills and knowledge to challenge the unscrupulous and the misinformed. For those working in teacher education, there is a double responsibility to provide high quality education to others, in schools and colleges. Can we become more aware? Can ESD help us in this endeavour?

Dennis Meadows (2004) in a 30-year update of his earlier groundbreaking work, reminds us of two properties of complex systems germane to sustainability:

• Information is the key to transformation
• Systems strongly resist changes in their information flows, especially in their rules and goals

Meadows also identifies some essential characteristics for any society that hopes to survive over the long term: visioning; networking; truth-telling; learning; loving, (compassion?).

Why this? Why now?
Across ESD there is a co-operative mood to generate and share approaches and materials. Nationally there is a ubiquitous sense of ‘greening’, with a range of motives, from diverse contexts such as Socially Responsible Investment and Ethical Awards. There are government eco-initiatives in all areas as well as some big business groups moving towards zero carbon and carbon neutral policies, conscience-salving carbon offsetting with uncertain but potential benefits, organic ‘Fairtrade’ own brand goods in supermarkets, Triodos and Co-operative Bank offering greener financial services, and numerous NGOs linking together for G8 interventions and Jubilee Debt Relief. In short there is a growing feeling of interconnectedness and coming together in a way which could only be dreamt about thirty years ago.

All the great issues of today are interconnected. An improved quality of life for all could mean a reduced standard of living for the most voracious consumers. How could that be managed and what part should education play? Higher Education needs to engage with these changes. Many students and tutors are personally committed and want to work in organisations which recognise this shift. Individual HE organisations cannot afford to be labelled as lacking green credentials. For those involved in teacher education and in research there are two challenges. If university education is to retain its distinctive character, it needs to maintain an enthusiastic but critical stance. All that looks green isn’t ESD and a university education should at least provide the skills and knowledge to challenge the unscrupulous and the misinformed. For those working in teacher education, there is a double responsibility to provide high quality education to others, in schools and colleges. Can we become more aware? Can ESD help us in this endeavour?

Dennis Meadows (2004) in a 30-year update of his earlier groundbreaking work, reminds us of two properties of complex systems germane to sustainability:

• Information is the key to transformation
• Systems strongly resist changes in their information flows, especially in their rules and goals

Meadows also identifies some essential characteristics for any society that hopes to survive over the long term: visioning; networking; truth-telling; learning; loving, (compassion?).

ESCa late news 17
Changes to ESCalate website

In order to effect transformation through information, we propose to develop an open access alternative portal for and with students, tutors, teachers and pupils working on Education for Sustainable Development. We wish to involve and network with partners in HE and both government9 and NGOs10. The initial work will be in the area of Primary ITE in HE in the UK.

We will start to select some hard and soft resources to complement the government’s National Framework for Sustainable Schools Eight Doorways site. These links, annotated lists of books, resources, organisations and websites should be up and running on the ESCalate site by the end of 2007. We intend to add links, references, reviews and provide downloads (mainly pdf) of resources. We need to work collaboratively and hope you will offer, recommend and review resources.

We will try to find and make links to materials you request, if we can. This system of ‘Offers and Requests’ can change the flow of information and can work well in such a dynamic and fast moving area as ESD in HE.

ESD is not new and lineage can be found in both Environmental Education11 and Development Education12 over the past 50 years. There is also a vast legacy of knowledge and understanding from the earliest human thoughts about survival, what matters to us and our relationship with everything that surrounds us, through the development of religious, philosophical and scientific thought and systems of education by many varied societies over the whole planet. Currently we are dominated by a reductionist paradigm which is now failing us. We expect a logical, rational explanation for all things, but our blame culture increasingly produces uncertainty, chaos and extreme weather. We rarely if ever consider the consequences of our actions on seven generations of our descendants let alone one!

We envisage offering and inviting:

- Links to websites such as Training and Development Agency for Schools (TDA), Teacher Training Resource Bank (TTRB), Teachernet, Eco-schools, Oxfam’s Cool Planet, WWF, FoE, Practical Action, Treehugger, Teach Global, Educating for a Sustainable Future, and Global Dimension
- We will be enhancing our annotated commentary and reviews of materials such as books, software and websites
- We will gather news and other information
- Resources to go on the ESCalate website

Many people welcome getting started with ESD through soft entry points e.g. WWF posters.

For students working in ITE we will develop links to resources including examples from work in school; materials for subject specialists and students following Education Studies programmes. Resources are likely to overlap with Social work, Health & Early Years.

Look out for the inclusion of specific ESD resources on the ESCalate site and please respond with comments and additional links, resources and ideas.

Henry Liebling,
ESCalate Academic Consultant

References
The Limits to Growth,
Chelsea Green Publishing
The University of Plymouth made a successful bid to HEFCE for a Centre for Excellence in Sustainability. The Centre for Sustainable Futures committed itself to working across: curriculum, campus, community and culture. The Green Village project is part of the CSF engagement with sustainable change within communities.

**Abstract**
This paper reports on one significant project which aimed to meet the Centre for Sustainable Future’s mandate to build university-community partnerships, to research how such partnerships work, and to make recommendations for future partnerships in order to play an active role in promoting the sustainability of communities in the region. The Green Village project challenged a community to answer what it means for a rural community to become more sustainable.

**Background**
The Centre for Sustainable Futures (CSF) is funded for five years to promote education for sustainable development within its host institution, the University of Plymouth. CSF takes a holistic view of education for sustainable development and has a model of institutional change that includes curriculum, campus, community and cultural change. The Centre hosted a five day residential think-tank about university-community relations at Schumacher College beginning November 20th 2005. Representatives from community groups, charities, non-governmental organizations, HE Academy Subject Centres, and regional and local government officials interacted with the seven full-time CSF staff and many of the 22 lecturers at the University of Plymouth who work closely with CSF. One outcome of the think-tank is a community forum hosted every two months by CSF at the University to keep the dialogue about university-community relationships active.
In January 2006, Westden (one of the charities participating in the think-tank) approached CSF with a request to join a newly formed one year long Green Village initiative. Westden and the CSF formulated a partnership agreement to clarify the roles of the key players: Westden as a facilitator and coordinator of the process, the villagers as the key owners and decision-makers in the process, and the CSF monitoring and contributing to the process through providing a sound research element and, as needed, relevant academic expertise to the project.

Following a presentation by Westden a vote was taken at the Belstone Parish annual meeting, and the village of Belstone strongly agreed to be selected as the site for the Green Village project. Belstone is a picturesque village of 120 homes and on the northern edge of Dartmoor National Park, Devon, United Kingdom. Belstone was a mining and cattle farming town which has changed with the times to become a conservative, well-conserved village with high property prices and a significant number of people commuting to work in nearby cities.

The Green Village process was organised and sustained through monthly meetings of a steering group composed of eight members of Belstone village, one person representing Westden, one researcher from CSF and one senior lecturer in environmental science from the University of Plymouth.

**Research agenda**
A research agenda was set at the beginning of the project, though the research was iterative in the way that it adapted to the needs of the project and the knowledge gained so far. Principles of action research were closely followed and two academic papers have been submitted to a peer-reviewed journal. Research included:
- Early in the project a questionnaire survey of all the households in the village.
- Two rounds of interviews with all of the members of the steering group which were transcribed.
- Focus groups with the youth, village members not in the steering group, and the steering group. The researcher also took extensive observational notes and reflections throughout the project.

**List of action projects**
The research played an important role in helping identify projects to go forward during the one year long Green Village project. While all of the action projects were decided upon by the steering group, they were receptive to advice from Westden, the academic and the researcher. The list of projects includes:
- Awareness raising events. These were well attended and revolved around shared food followed by a presentation or film. Events included:  
  - Talks about Recycling, Personal Sustainability, Alternative Energy Schemes, the impact of climate change on wildlife, an introduction to the Green Village Project, a low carbon footprint community project in Somerset.  
  - A screening of the film The End of Suburbia.
- A whole day focusing on local food with demonstrations and tasting.
- A visit to a permaculture forest garden on the Dartington Hall Estate (one hour drive from Belstone).
- An event for representatives of nine neighbouring communities to learn first-hand about the Green Village project from its steering group.
- A biodiversity study sponsored by Devon County Council.
- Household energy surveys for ten homes conducted by the Devon Association for Renewable Energy.
- A sustainability survey indicated that most of the youth were going beyond the village boundaries for many of their social activities. In response a Belstone Youth Group was formed which meets regularly and has 18 members.
- Funding was provided to conduct a feasibility study to install a local small-scale hydro-electricity scheme which indicated a high potential. The study is ongoing.
- Though not a project in itself, there was clear evidence of behaviour change of those active in the Green Village process to reduce their individual and collective ecological footprints and also to increase the social networks and resiliency especially for the youth.

**Partnership lessons**
The research clearly pointed out that the process of university-community involvement proved to be deeply meaningful and rewarding for all. Perhaps, the main reason why this partnership worked well was that it was not dominated by any single partner. Westden initiated the process, but entered into it with
openness, flexibility and an attitude of seeing the villagers as owners of the process and therefore enabling them to create their own process. When after several months into the project, it became clear that the original timetable drawn by Westden was not reflecting the process that was emerging there was no doubt about following the process and not the timetable.

Another reason for the partnership working well is that all knowledge brought into the process was considered of equal value. Although Westden and the University had specific expertise to offer, those were not viewed above the local knowledge possessed by the villagers. There was a shared understanding that everybody was an expert in his or her own right and, at the same time, a learner. It must be noted, however, that all the villagers on the steering group were erudite and articulate, and in most cases, came from a professional background following university education.

Personal qualities of openness, candour, good humour, positive spiritedness and a can-do attitude that people brought into this partnership were just as important as their professional credentials. Perhaps, the Green Village was ‘lucky’ in that the people on the steering group possessed qualities that were largely complementary. There was a real sense of commitment from all partners involved, which was the basis for developing trust:

I drew up our partnership agreement, so that there are no misunderstandings what the objectives are. We haven’t referred to it yet, and I am not sure that we’ll need to. I think that so much comes down to personal trust. I think that we just happen to be fellow human beings working for different organisations, motivated towards very similar ends. - Oz Osborne, Westden.

An interesting and valuable reflection on the roles of the “external” partners was offered by one of the villagers on the steering group, who wrote:

One of the most significant things about the ‘partnership’ is that the involvement of the CSF and Westden has provided (along with many other things) an element of independent arbitration and moderation. I get the feeling that this latter role may have been played at least partly unwittingly. While at the outset there was some emphasis on how the Green Village initiative was to be owned by Belstone etc etc., the simple fact is that in many respects it is the “external” partners who have effectively played the role to be expected from a beneficent Chair. - Richard6

In the case of the University (CSF), the level of its involvement is atypical in these kinds of projects, and was only possible because of additional external (to the university) funding. Most UK universities are under increasing pressure to account for all staff time and cannot easily afford to participate in community projects, other than student research. The Green Village project demonstrates the value of university engagement to the local community. At the same time, the university benefited through a student placement on the project offered by Westden9, a seminar given by members of the Green Village steering group at the university, the likelihood of two or three publications and helping to build a reputation for not being an isolated ivory tower in the Southwest.

---

2. The think-tank lasted three weeks in total, with the last week focusing on regional partnerships. The think-tank is currently being written into a book and should be published late 2007.
3. Westden are the West Devon Environmental Network. They have been a charity since 1994 with the vision “to create sustainable rural communities in Devon.” www.westden.co.uk/about.htm
5. The project is called Go Zero. “Go Zero is a community project based in Chew Magna that raises awareness of the environmental and social impact of our everyday actions and provides suggestions for change towards a zero waste society.” www.gozero.org.uk/
6. The full title is “The End of Suburbia: Oil Depletion and the Collapse of The American Dream” and is written and directed by Greg Greene and Gregory Greene. It was released in 2004 by The Electric Wallpaper Co.
7. Dartington Hall Estate is managed by the Dartington Hall Trust which is “a charitable company based near Totnes in South Devon” www.dartington.org/pages/about_us/introduction.html
8. Name changed to protect anonymity.
9. The student stated that she gained a lot from the experience and that she used her report to help gain access to further education.

---

Colin Trier
Senior Lecturer,
School of Earth Ocean and Environmental Sciences

Colin can give a presentation to your university of community groups.trier@plymouth.ac.uk
http://csf.plymouth.ac.uk
A message from ESCalate to the Initial Teacher Education community

Looking back, looking forward

ESCalate Initial Teacher Education will present a new face to the world from August 1st 2007 as St. Martin’s College amalgamates with Cumbria Institute of the Arts, and the Cumbrian campuses of the University of Central Lancashire to create the University of Cumbria. These are exciting times as we look forward to continuing our support for the ITE community from the new university, retaining what we know is successful and useful, and developing new initiatives to further benefit the sector.

This year all our activities have contributed to a service which has been appreciated by the ITE community. We have presented our third annual conference at St. Martin’s College, Lancaster and seminars on Masters level PGCE in the University of Gloucestershire and Liverpool John Moores University. A seminar on the new (QTS – Qualified Teacher Status) standards for classroom teachers took place at the University of East London. Workshops on Every Child Matters took place in a wide range of institutions: Sunderland University, the Open University in Milton Keynes, the University of Gloucestershire, University of Wales Newport, the University of East London, Bishop Grosseteste University College Lincoln, the University of East Anglia, the University of Wolverhampton and the Swansea Institute of Education. We had workshops on four year degrees with contributions from Scotland and Northern Ireland and continued the expansion of the website through the Help Directory (www.escalate.ac.uk/ite/help). Thank you to all our hosts and contributors.

It has been evident throughout the year how much valuable work is being done across the sector and we are delighted to meet such a wide range of colleagues from so many far flung institutions. The annual conference, for example, owes much of its success to the highly professional delivery of symposia and workshops by a large number of colleagues. Work done in the workshops has been posted on the website and formed a valuable resource from colleagues’ hard work on the day. Our workplans for 2007-8 build on many links made during the course of the year and continue the work on interprofessional working, the transforming schools agenda and other national policy initiatives whilst, at the same time, seeking opportunities to go beyond the political agenda and examine teacher education in depth and breadth, drawing on the experiences of England, Scotland, Wales and Northern Ireland and beyond.

Here are some of our plans, but remember that we are responsive to the sector and our workplans are not set in stone. If you feel there is a burning issue which we need to address, we need to hear from you. Write to escalate@cumbria.ac.uk

Pete Boyd’s tool-kit on induction and transition needs of new teachers is available on-line at www.escalate.ac.uk/3662. Pete hopes to be out and about next year sharing this important work in workshops. Like this year we are looking to take workshops and seminars around the UK. If you would like us to present an event at your institution, please contact us – we want to enable as many teacher educators as possible to work with us and do not want to be overly restricted by geography. We are working on seminar possibilities of developing assessment for teacher educators, using e-portfolios with staff, creativity, looking at subject knowledge, and, of course, always a watchful eye on interprofessional working. If you have any ideas or would like to contribute, please contact us. It will soon be time for the call for papers for our fourth annual conference, so watch for information on this in September.

We intend to continue to develop our section of the website this year under its new identity of ESCalate at the University of Cumbria. The website is for you and mostly made by you, so please continue to contribute your ideas however great or small. Leading from our two successful seminars in 2007, we are hoping to begin a research project into M level PGCE. This is a joint ESCalate/University of Cumbria/UCET initiative and has the intention of tracking the progress and effect of M level PGCE provision in England from September 2007 with the intention of investigating the value-added it brings to the teaching profession. We want to include as many providers as possible in this research and, particularly, to benefit from examples of M level provision from the rest of the UK. The scale of this research is potentially huge, so we are starting small, within the bounds of available resources and welcome any help.

We have a busy year ahead with no shortage of possibilities to improve our service to the community. Thank you for your support this year and we will endeavour to do our best for you in 2007-8.

Dr Alison Jackson
(ESCalate ITE Leader)
University of Cumbria
Meeting of Minds

TLRP Fellowship Scheme

The Teaching and Learning Research Programme (TLRP) is pleased to announce the fourth round of its Meetings of Minds Fellowship Scheme.

The funding is aimed at UK educational researchers who are already established in the field with high quality publications but are yet to become Principal Investigators (or equivalent) in their own right.

Modest funding (based on travel and subsistence expenses) is provided for a targeted mentoring programme with a more experienced colleague working to enhance the applicant’s ability to secure research funding and publish their work.

The Scheme’s purpose is to enhance UK-wide research capacity by helping the next generation of research leaders’ progress. Funding has been allocated for up to 30 Fellowships in the period up to December 2008.

Andrew Pollard, TLRP’s Director, said: “This scheme supports the exchange of expertise across the UK educational research community. It is a wonderful opportunity for the next generation of leading researchers to access practical support from senior colleagues. The last round even spread this internationally, to include Etienne Wenger! So the point to new researchers is simple – if you really want to get started with serious funding and publications, get on your email, pick up the phone and take the initiative! Meetings of Minds is there to help.”

The first round of the Scheme was announced in May 2006 and the third round has just closed with four new fellows being added to make a total of 19. Fellows and their mentors are based across the UK in over 20 different institutions and initial feedback shows that fellowships are providing a fruitful way for researchers to set aside time for developing proposals and publications. The Scheme stipulates that the Fellow’s academic institution must make a commitment to allow significant time to work on outcomes resulting from the Fellowship.

Each applicant is asked to produce a short report detailing the outcomes of their experiences when the Fellowship comes to an end. The first round of these are expected imminently.

Full details of the Scheme and an application form can be found on the TLRP website here www.tlrp.org/manage/fund.html and more information on the Scheme including a full list of Fellows is available here www.tlrp.org/capacity/fellowships.html

If you would like any further information please contact tlrp@ioe.ac.uk

TLRP is the Economic and Social Research Council’s largest investment in education research. It was initiated in 2000 and is expected to end in 2011. The programme incorporates 700 researchers in 70 projects, which cover all education sectors – from Early Years to Higher Education and Workplace Learning. TLRP researchers work closely in partnership with practitioners to ensure the application of findings to policy and practice.
<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Details</th>
<th>Venue</th>
</tr>
</thead>
</table>
| Wed 24 October 2007 | **Enhancing the Quality and Outcomes of Disabled Students’ Learning in Higher Education Conference**  
 Presents the key findings that come from the ESRC TLRP Phase III research project  
 For more information visit: [http://www.glos.ac.uk/faculties/ehs/education/tlrp/conferenceoct07.cfm](http://www.glos.ac.uk/faculties/ehs/education/tlrp/conferenceoct07.cfm) | Godfrey Thomson Hall, Moray House School of Education, University of Edinburgh |
| Thu 1-Fri 2 November 2007 | **Management, Leadership and Influence - a leadership development event**  
 Organised by: SWAP in conjunction with Health Sciences and Practice Medicine, Dentistry and Veterinary Medicine  
 For more information visit: [www.swap.ac.uk/events/workshop.asp?ref=1459](http://www.swap.ac.uk/events/workshop.asp?ref=1459) | National College for School Leadership, Nottingham |
| Thu 8-Fri 9 November 2007 | **Professional Wisdom and Responsible Decision Making in Education**  
 A series of workshops exploring the theme of ethical decision making  
 For more information visit: [http://escalate.ac.uk/3943](http://escalate.ac.uk/3943) | University of Newport |
| Fri 9 November 2007 | **University life uncovered - how are students’ experiences outside the classroom impacting their learning?**  
 A national one-day research conference  
 For more information visit: [http://escalate.ac.uk/3927](http://escalate.ac.uk/3927) | Manchester Metropolitan University |
| Fri 9-Sat 10th November 2007 | **UCET Annual Conference 2007**  
 Universities Council for the Education of Teachers Annual Conference  
 For more information visit: [http://www.ucet.ac.uk/ac07.html](http://www.ucet.ac.uk/ac07.html) | Staverton Park Conference Centre, Daventry, Northants |
| Thurs 22 November 2007 | **Becoming a Lecturer in Initial Teacher Education**  
 A one day practical workshop for new teacher educators  
 For more information visit: [http://escalate.ac.uk/3947](http://escalate.ac.uk/3947) | University of Birmingham Conference Centre, University of Manchester |
| Mon 26 November 2007 | **The Higher Education Role in Integrated Children’s Services: Preparing Tomorrow’s Professionals**  
 This conference is for educators and training providers in Higher Education, together with their partners (practitioners, employers and service users) who are developing and delivering programmes to meet the needs of Integrated Children’s Services.  
 For more information visit: [http://escalate.ac.uk/3959](http://escalate.ac.uk/3959) | Manchester Conference Centre, University of Manchester |
| Wed 28 November 2007 | **The Practice of Academic Writing**  
 This event will focus on an overview of writing for publication in academic journals, books and also for funding bids. The keynote speaker is Professor Miriam Zukas, University of Leeds, editor of the journal Studies in the Education of Adults.  
 For more information visit: [http://www.f-a-c-e.org.uk/seminars.htm](http://www.f-a-c-e.org.uk/seminars.htm) | Staffordshire University |
| Wed 28-Fri 30 November 2007 | **The Assessment of Professional Learning; Theory and Practice**  
 1st International Conference  
 **Contact:** Mike Radford  email: m.radford@canterbury.ac.uk | University of Rouen |
| Wed 5 December 2007 | **The Professional Doctorate**  
 An EdD conference on research degrees in Education including the QAA and European perspectives - current issues and debates  
 For more information visit: [http://escalate.ac.uk/3963](http://escalate.ac.uk/3963) | Roehampton University, London |
| Thu 6 December 2007 | **Challenging the orthodoxies: alternative approaches for research into HE**  
 3rd Annual Conference  
 **Contact:** Michelle Haynes  email: m.haynes@mdx.ac.uk | Mary Ward House, Tavistock Place, London WC1H 9SN |
| **Advance notification of Events for 2008** | **4th Annual ESCalate ITE Conference - Innovation and Development in Initial Teacher Education**  
 Call for papers – The deadline for submissions is Monday 21st January 2008  
 For more information visit: [http://escalate.ac.uk/3915](http://escalate.ac.uk/3915) | University of Cumbria, Carlisle |
| Wed 29-30 April 2008 | **The Teaching-Research Interface: Implications for Practice in HE and FE**  
 A collaborative conference with CRLL  
 For further information contact escalate@stir.ac.uk | University of Stirling |

If you would like to find out more, express an interest or to register for any ESCalate event please visit [www.escalate.ac.uk/events](http://www.escalate.ac.uk/events)