

Teaching & Learning Research Programme

BULLETIN 02/04

July 2004

Action requested:

- Please discuss the contents of this Bulletin at an appropriate project team meeting.
- Note the TLRP appointment of Miriam David, Steve Baron and Fiona Baulard-Cato and the retirement from TLRP of Kathryn Ecclestone
- Review various international developments, impact highlights and publications.
- Note forthcoming conference attendance and let the TLRP office know of additions, amendments or future plans.
- Prepare to receive further information on TLRP's Annual Conference, including a request to provide a title, abstract and keywords by September 1st. Note the planned event for Project Administrators and the shortcuts suggested for accessing TLRP's logos.
- Discuss the report on user partnerships for dissemination and consider any implications for your project or ideas you may have for the Programme.
- Note the outcomes of the Directors' Forum, particularly in respect of thematic work. Consider the ways in which the Steering Committee moved this discussion on and note that information on the Thematic Seminar Series which were selected for funding will follow shortly.
- Consider opportunities for inter-project activity which the forthcoming distribution of the compendium of 2003 annual reports will offer.
- Note that Martin Ince is offering media training.
- Discuss the transitions in TLRP's capacity building provision but, in particular, note that RCBN will continue to end of March 2005 and has an excellent programme. Consider how the benefits of this can be maximised.
- Review the *two* forms of End of Award project evaluations.
- Discuss how to avoid project extensions and note where a firm line is being drawn.
- Check on your allocation of Critical Friends and, in particular, liaise with the relevant Steering Group members.

TLRP appointments

It is good to be able to welcome three new colleagues to the TLRP team.

Professor **Miriam David**, from the University of Keele, has been appointed as part-time Associate Director from 1st October 2004 and will take particular responsibility for appropriate thematic work and for project and user liaison in relation to Higher and Adult Education.

The new part-time post of Associate Director for Capacity Building has been filled by Professor **Stephen Baron**, presently of the University of Glasgow. It is expected that Stephen will take up this position on 1st October 2004 from a new base in the University of Strathclyde. Steve is also Coordinator of Scotland's Applied Educational Research Scheme so we have considerable potential for synergy across AERS and TLRP.

We would also like to extend a warm welcome to **Fiona Baulard-Cato**, who has joined the TLRP Office team. Although working term-time only, she is making a tremendous contribution to the Programme's contacts database. As colleagues know, maintaining the accuracy of this is extremely important and we are very grateful to all those who send us corrections, updates or new registrations. Fiona can be contacted on flmb2@cam.ac.uk.

Whilst welcoming Miriam, Stephen and Fiona, we would again like to thank **Kathryn Ecclestone** for all her work over three academic years. Fortunately, Kathryn will continue to support the Programme in various ways – particularly in respect of some journalistic forays!

UK developments

A number of important areas for potential collaboration are being explored with BERA. These include various capacity building activities and the development of new information technology tools to support research activity.

We continue to work to deepen our relationships and extend our contributions within each country of the UK. We are committed to continuing this for the duration of TLRP.

Scotland

There have been several developments following last November's Scottish Showcase and Andrew Pollard's address to the SERA conference. In particular, relationships have been deepening between TLRP and Scotland's AERS (Applied Educational Research Scheme). Mary James spoke at an AERS network launch and TLRP is now represented on the Management Committee. Future cooperation is expected in relation to the development of capacity building resources and in providing web technologies – as well as in terms of substantive research activities. The appointment of Steve Baron to TLRP's Directors' Team now bridges AERS/TLRP further.

Northern Ireland

TLRP's posters were on display again at the Northern Ireland Showcase on 6th May - set within a major consultation conference on the radical reforms of school sector provision which are being explored. We were delighted to be able to participate in such an important event and were able to establish many helpful contacts. Some months of planning for Northern Irish Extension Projects bore fruit and 8 applications were received under the £300,000 scheme. These applications are now out for review and the outcome will be known in October.

Wales

Relationships with colleagues in Wales, through the Research Liaison Committee of the Department of Education and Training, Welsh Assembly Government, continue to be excellent, with the ambitions of 'The Learning County' suggesting goals for cooperative activity. There were 17 applications for the £500,000 available for Welsh Extensions and outcomes will again be announced in October.

The successful applicants of both the Northern Irish and Welsh schemes will be invited to the TLRP conference to be held in Cardiff in November 2004.

England

TLRP continues to enjoy good working relationships with many key organisations and government agencies in each sector.

Proposals of various sorts generated by England's National Education Research Forum still await a decision from the Secretary of State but, in the meantime, we are liaising regularly and working in complementary ways. If any colleagues are not registered for the new NERF Bulletin: *Evidence for Teaching and Learning*, then we would suggest that this is considered. See: <http://www.nerf-uk.org/> for details on the NERF Network. Interestingly, the design of the site appears to feature 'blue skies' - why not take a look?

International developments

New links to the US National Science Foundation have become possible following the visit of NSF's Assistant Director for Education and Human Resources, Judith Ramaley, to the TLRP sponsored HE colloquium, 'Research and Teaching: Closing the Gap', Southampton in March. TLRP was also very pleased to be awarded a joint ESRC/SSRC Visiting Fellowship for Eva Baker of the U.S. Center for Research on Evaluation, Standards and Student Testing (CRESST) at UCLA. Professor Baker will be visiting TLRP twice during 2004/5 to study research on 'Assessment to Improve Learning' and to work across the Programme.

TLRP's bid to secure funding under the Commission's ERANET, with five other European programmes of educational research, was not successful – too much concerned with substantive research apparently! TLRP regards European work as being very important and it is now planned to continue our association with cognate European programmes in other ways. For example, the European Science Foundation (ESF) supports a limited number of Exploratory Workshops each year, to allow European scientists to meet and explore novel ideas at the European level with the aim of "spearheading" new areas of research. ESF Exploratory Workshops are aimed at helping European research teams to exchange knowledge, establish new links and to explore the possibilities of developing future collaborative actions. A delegation from Norway's new education research programme visited in April and we have been invited to engage in a number of bilateral activities. We will also be presenting on our European activities at EERA in September.

In recent months TLRP has also been approached by colleagues from Australia and New Zealand concerning various forms of future cooperation.

As the Programme matures, scope for international work increases and it is hoped to devote some time to discussing this at the forthcoming TLRP conference in November.

One example of bilateral collaboration is participation by several TLRP members in a conference organised by a project in the Norwegian programme on 'Knowledge, Understanding and Learning'.

Some impact highlights

Congratulations to the InterActive project from Bristol for their four page spread, 'Children of the Revolution', in the Education Guardian of 8th June.

It was good too to see very strong TLRP representation in the National College for School Leadership's first research summary booklet for headteachers, 'Learning Texts'. Six out of eight contributions came from colleagues associated with the Programme.

A special edition of the *Journal for Vocational Education and Training*, featuring articles from the Transforming Learning Cultures in FE project, is currently in press and we have just heard that NIACE's professional magazine, *Adults Learning*, is to focus an issue on selected TLRP projects.

TLRP's first Policy Task Group, on Personalised Learning, presented at a DfES seminar on 14th June. The event was very well attended and was chaired by David Hopkins. Integrated contributions from Jean Rudduck, Mary James, Peter Blatchford, Martin Hughes and Andrew Pollard linked directly into DfES thinking about 'personalised learning' and seemed to go down extremely well. David Hopkins said at the end it was: 'one of the most stimulating couple of hours he had spent since joining the DfES' (and we could not possibly comment on that!). We felt that the value of an independent research perspective was being appreciated, and DfES have offered to co-sponsor the pamphlet which is being prepared for wider circulation. Martin Hughes wrote afterwards that he was left with two overriding impressions: 'First, that PL is clearly going to be a big idea in the run-up to the next election, but there is still much to do in working it through, and that TLRP clearly has an important role to play. Second, that there is a much greater readiness from DfES to listen to researchers than has existed in the past, and a clear sense from David Hopkins and others that they would very much like to continue the dialogue'.

A second Policy Task Group, on 14-19 Education, is being coordinated by Alan Brown. Do join in with this if you possibly can.

Please do keep the TLRP Directors informed of *your* impact activities – it is much appreciated.

Publications

Seven *Research Briefings* have now been published and are available on the website. Two more are in advanced stages of editing and a steady flow is now expected as projects complete. The Programme's targeted distribution system is being developed – with the information provided by projects for the Programme database continuing to be vital. As more projects start to produce *Research Briefings*, a reminder that Guidance notes and a 'dummy layout' is available on our website (<http://www.tlrp.org/manage/admin/briefings.html>). Please read the 'Guideline' before you start writing - see particularly the formatting notes as this will save a lot of time!

The contract for the first gateway book in the *Improving Learning* series has now been finalised and the first manuscript is expected to be passed to RoutledgeFalmer in

October. Completion of contract negotiations for several other gateway books is expected very soon.

TLRP is exploring *special issues* with several Taylor & Francis journals. For example, *Research Papers in Education* is about to review a set of papers on 'Teacher Development and Learning'. Each of the Thematic Groups which have been meeting over the past 2 years is expecting to disseminate their findings in this way. The Learning Outcomes Thematic Group is submitting a collection of papers to the *Curriculum Journal*.

Kathryn Ecclestone is working with Ian Nash to coordinate the production of a TES Supplement on Teaching and Learning Research in the post-16 sector. This will be co-sponsored by TLRP, LSDA and NIACE. This is an excellent opportunity for TLRP projects in this sector to increase awareness of their work.

Conferences

Following the request in the last Bulletin, the TLRP Office has been informed of the following projects which will be presenting. If your presentation is not listed, please get in touch with the office.

BERA in Manchester, 2004

- Early Career Learning (Michael Eraut and colleagues)
- Home-School Knowledge Exchange (Martin Hughes and colleagues)
- Pupil Groups (Peter Blatchford and colleagues)
- Learning How to Learn (Mary James and colleagues)
- Competence-based Learning (Jim McNally and colleagues)
- Interagency Working (Harry Daniels and colleagues)
- Literacies for Learning (Ros Ivanic and colleagues)
- Techno-mathematical Literacies (Celia Hoyles and colleagues)
- RCBN (Gareth Rees and colleagues)
- Maths in Scotland (Christine Howe and colleagues)
- EPPE Pre-school (Iram Siraj-Blatchford and colleagues)

EERA in Crete, 2004

- Workplace Learning (Helen Rainbird and colleagues)
- Competence-based Learning (Jim McNally and colleagues)
- Adult Basic Skills (Alison Wolf and colleagues)
- Techno-mathematical Literacies (Celia Hoyles and colleagues)
- EDRES (Andrew Pollard, Alan Brown and international Programme partners)

A TLRP stand has been booked at BERA this year and the portfolio of TLRP projects making presentations will be actively promoted at the conference.

Similar arrangements may be made for AERA 2005 in Montreal, as soon as we know the numbers of projects presenting. Please again inform the Office as soon as you know the outcome of your applications.

TLRP's Annual Conference, November 22nd, 23rd and 24th

By request of project representatives at the Director's Forum, this event has been extended to three days and specifically designed to facilitate the exchange of information about substantive work and findings across the Programme. All projects will be expected to produce written papers for circulation and later web-posting. There will be a

special inputs from Anna Sfard (Haifa) on metaphors for learning and from the Learning Outcomes Thematic Group. There will also be a session focused on international collaboration – including representatives from Finland’s Life as Learning Programme such as Hannele Neimi and Yrjo Engestrom and others from TLRP’s European partnerships.

A specific mailing on the conference will be sent out soon. As previously advised, in addition to asking for the names of representatives of each project, provision of a title, abstract and keywords for each project’s paper will be requested for return before September 1st.

TLRP Administrators’ Workshop

We will be holding an Administrators’ Workshop in London, early October 2004 (details to be confirmed). We hope this Workshop will offer an enjoyable and informative opportunity for all Project Administrators to meet with the TLRP Office Team: Lynne Blanchfield, Programme Office Manager; Suzanne Fletcher, Programme Secretary and Fiona Baulard-Cato, Programme Office Assistant.

The Workshop will focus on offering guidance and training on communication procedures within the Programme. This will include demonstrations on how to enter key users on the Registration form for the TLRP database, and entering all project publications into DSpace for the Annual Reports (as per previous Bulletin and email from John Siraj-Blatchford). Further information will be sent out to each project next term. Any queries about this event can be emailed to Fiona (fimb2@cam.ac.uk).

TLRP Logos

A reminder that these are available on our website in different forms suitable for MS Word and higher-specification print jobs. Go to:
<http://www.tlrp.org/manage/admin/logos.html>

If you have downloaded the Word version, a quick and easy way to insert our logos into a Word document is to highlight an example of about the right size and save it to 'Autotext' (depending on the package you use):

1. Click on logos to highlight them.
2. Click on 'Tools' on the menu bar, then 'Autocorrect options'.
3. Click on the 'Autotext' tab.
4. In the field 'Enter Autotext Entries Here' (there might be an asterisk there - delete that), type a shortcut word you want to use like 'logos' and press 'ADD'.
5. The dialogue box will close. Insert your cursor in the correct place in your document where you want the logos to go.
6. Type 'logos' (or whatever shortcut you used) and press F3 (on the top bar of keyboard). The Logos should now display.

It takes longer to write about than to do - and you can use autotext for all sorts of things, eg writing out TLRP in full, inserting a standard paragraph you use lots of times, an electronic signature, a symbol you use a lot, etc.

User engagement and project dissemination through constructive partnerships

TLRP believes strongly in user engagement to enhance the quality of its substantive research. Such partnerships are also of great benefit when it comes to disseminating to large numbers of education professionals. Strategically therefore, we work a great deal with other key organisations in each sector.

For example, in higher education we were pleased to join with HEFCE, the Higher Education Academy and a number of other bodies to sponsor an international Colloquium on the relationship between Research and Teaching in Higher Education. This was held in Southampton in March and provided an unparalleled review of research knowledge on this topic – which, in the light of the Higher Education White Paper, has been extremely controversial. A book summarising the key contributions is now in preparation. Excellent working relationships have been established with the new Academy and close cooperation is expected in the future, building on our previous links with LTSN and ILT.

Following negotiations by the Directors' Team, Martin Ince has started working directly with Lesley Saunders and others at the General Teaching Council for England to supply TLRP's emerging research for the GTC's Research of the Month web feature. The authors will be supplied with Research Briefings, End of Award reports and other documents from school-focused research projects. This promises to be a very fruitful partnership.

TLRP cannot achieve its objectives on its own. We therefore continue to seek opportunities to embed and disseminate TLRP's outputs in partnership with sympathetic organisations in each sector. If colleagues have ideas about this, please do get in touch with the relevant member of the Directors' Team.

Outputs Summit Meetings

With most Phase II projects now within their final year of funding, Outputs Summit Meetings are regularly taking place at which Project Directors, Programme representatives and TLRP's Media Fellow get together for sustained and focused discussion. The meetings are proving very successful as a way of constructively reviewing dissemination and output strategies, clarifying any uncertain issues, and maximising support and liaison between projects and the Programme as a whole.

Compendium of 2003 Annual Reports

This document has now been edited and is in the process of being printed. As last year, copies will be sent to each project to support cross-Programme activity. The compendium will also be particularly useful for thematic work.

Directors' Forum

The first TLRP Directors' Forum was held on 26th May in London. This was an excellent opportunity to discuss some of the Programme's strategies and ways of working. Issues considered included extension of the annual conference and ways of increasing exchange of information about substantive findings, intellectual property rights, authorship attribution within large teams, and the relationship between TLRP's goals and RAE drivers.

There was a particular focus on TLRP's cross-Programme thematic strategy, the conceptual framework and the challenges of 'tagging' Programme outputs. It was agreed that the annual conference should be extended to enable more substantive exchange across the Programme and that meta-tagging categories could be developed inductively as part of this process. Further, there was a very helpful discussion of the Programme's emergent conceptual framework, with suggestions of ways in which alternative representations could be selected as appropriate by different audiences and used to access the same underlying repositories of evidence. This will be explored

further in due course. The simple conceptual framework is provided overleaf for the benefit of colleagues who were not at the Directors' Forum.

This was, altogether, a very valuable meeting.

Thematic development discussions by the Steering Committee

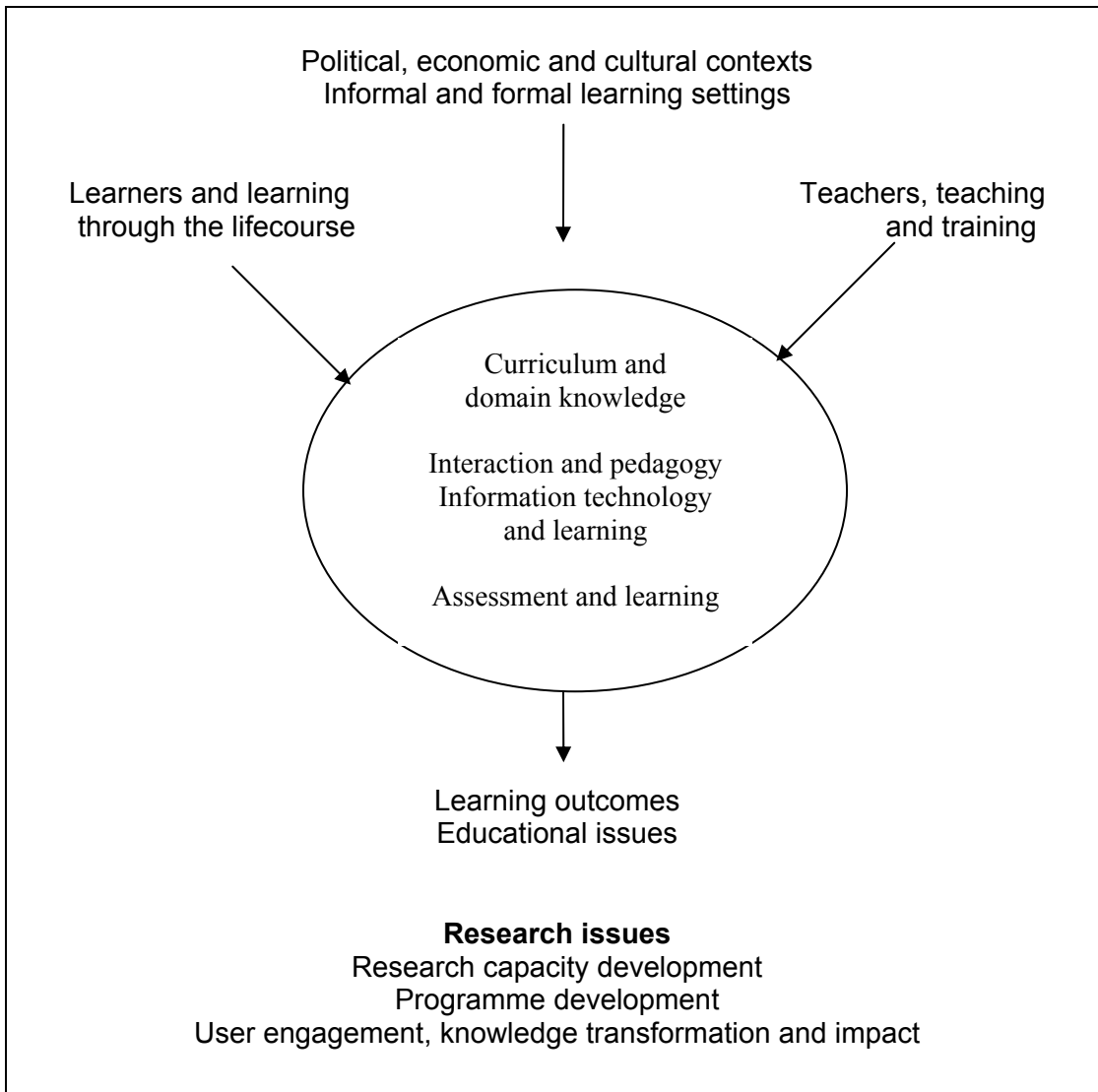
Following consideration in the Directors' Forum, TLRP's thematic strategies were discussed at the Steering Committee on 6th July. The committee considered TLRP's conceptual framework.

There was particular discussion on the sequence of programme development and project phases and the range of possible thematic initiatives which have been, are being or may be used. It was noted that the Thematic Groups established in 2002 are now completing their work, and that Thematic Seminar Series would make new contributions from January 2005. Additional areas of thematic priority, not already being addressed, would be tackled directly by the Directors' Team or through direct commissioning processes.

It was felt that, as the Programme develops, progressive focusing should be achieved so that the key messages of the Programme as a whole can be clearly identified.

Thematic Seminar Series Competition

Seventeen applications were received for this competition and were considered by the Steering Committee. Six proposals were approved for funding and the official letters on this will be going out very soon. A summarising email will then be sent around the whole Programme.



TLRP's simple conceptual framework of key factors in teaching and learning

Media training

Martin Ince writes: 'You don't want to face the jackals of the world media without preparation! Fortunately, TLRP's Media Fellow is here to help'. Project leaders and others who are likely to be in contact with the media are to be invited to a day's media training in the autumn. For more details contact Martin Ince, martin@martinince.com.

The training is mainly intended for people from projects which are approaching completion, but Martin is happy to consider requests for media training, or to offer advice, to anyone associated with TLRP at any time.

IT developments

From the technical point of view, the basic architecture and facilities of TLRP's IT provision is now thought to be established. This includes the website, database, dot-Learn (shared, web-based communication tools) and D-Space (a facility for depositing

and retrieving electronic materials). A continuous process of refinement and deepening of usage is nevertheless necessary. We have been fortunate to receive support from ESRC for specific development of the website navigation and some other features. The 'events' section is being redesigned and there will be a major updating of the 'themes' section following the outcome of the Thematic Seminar Series Competition.

As findings begin to come through, it is planned that the website's accessibility for users will be significantly increased. A meta-tagging framework for project findings is being developed in association with BEI and several other organisations. This will, in principle, enable all Programme assets to be retrieved with ease from the D-Space repository and to be uniquely displayed according to the particular requirements of website users. Further work on the empirical grounding and conceptual integrity this meta-tagging framework will be a feature of the annual TLRP conference in November 2004.

Capacity building

TLRP's new Associate Director for Research Capacity Building, Steve Baron, will lead a new phase of TLRP's capacity building provision, taking account, in particular, of the development of the ESRC National Centre for Research Methods and of Scotland's Applied Educational Research Scheme. During the Autumn Term 2004, he will be consulting widely. Thanks to the excellent collaboration of colleagues at RCBN and elsewhere, there should be good continuity.

The RCBN programme of seminars, workshops, etc, for teaching and learning researchers continues to the end of March 2005. With strongly positive event evaluations, the scope for TLRP colleagues to take advantage of these remains strong. Over the next few months, the Cardiff team will also be conducting a synoptic evaluation of their work during the past three years.

RCBN is planning its Spring 2005 conference to take stock of TLRP's methodological experiences and innovations to date. All members of TLRP will be invited to contribute in the form of formal presentations, posters, discussion groups, training workshops or one page summaries/toolkits. As well as the use of methods in teaching and learning research, it is hoped to organise themes around other research issues, such as project management and website development. RCBN hope to publish a selection of papers etc, say, in the form of an edited collection about teaching and learning research methods.

The ESRC National Centre for Research Methods has begun its work. The Centre's co-ordinating hub, based at Southampton University, and the subsequent nodes are going to have a substantial role in the future development of building research capacity across the entire social sciences. It is important that education researchers, and specifically the teaching and learning research community, actively engage in this work.

Members of TLRP participated in the ESRC Research Methods Festival, held in Oxford on 1-3 July 2004. This provided an excellent opportunity for participants to explore new methods and methodological debates, including events for research students and methods teachers.

Agreement in principle has been reached with Scotland's Applied Educational Research Scheme (AERS) to cooperate in the development of web-based learning materials for the development of expertise in educational research. Support for this will be a major feature of the new Associate Director's work.

From 2005, there is also expected to be a renewed focus on the provision of career support to Contract Research Staff in education.

End of Award Project evaluations – both of them!

There have been some questions about project evaluation and it has perhaps not been fully appreciated that each investment in an ESRC programme receives *two* official evaluations, rather than just one.

The two evaluations are for the project as freestanding research, and for the contribution of the project to the Programme as a whole. The first is based on the judgements of external rapporteurs commissioned by ESRC’s Evaluation Division, whilst the second rests on the judgement of the Programme Director (and team, in TLRP’s case). The grading scale of the two schemes is slightly different, as is the timing of delivery of the evaluation. The table below summarises.

	Freestanding research quality	Contribution to the Programme
Main criteria	<p>The degree to which the project has met its stated objectives</p> <p>The nature and level of the project’s contribution to its field</p> <p>The effectiveness of the project’s communication and impact with potential research users</p>	<p>The <i>project’s</i> theoretical, methodological and substantive results in relation to Programme goals</p> <p>The contribution of the project researchers to <i>Programme</i> activities, such as thematic, capacity building or impact work</p> <p>The overall contribution of the project to the achievement of the <i>Programme’s</i> objectives</p>
Evidence	End of Award Report and available documentation	End of Award Report and subsequent publications and engagement in Programme activity to December 2008
Evaluators	External rapporteurs	Programme Directors’ Team
Assessment grades	<p>Outstanding</p> <p>Good</p> <p>Problematic</p> <p>Unacceptable</p>	<p>Exemplary</p> <p>Satisfactory</p> <p>Disappointing</p>
Timing	Following submission of End of Award Report	At the end of the Programme

In the case of TLRP, assessments of the 'contributions to the Programme' of each project will be formally published in 2008 and will form part of the synoptic evaluation at that time. This provision reflects the ESRC 'condition' in award letters that award holders 'work with the Directors' Team in support of the Programme for its whole life (currently scheduled to 2008/9)'. By then, it may be time for a party!

Project extensions – careful please!

A number of Phase II projects have been seeking extensions recently. Although these are normally for entirely understandable reasons, the trend is of concern. In particular, it makes dissemination planning difficult and could become a serious problem as the Programme plans its major impact work.

For these reasons, it would be helpful for all colleagues to pay particular attention to project progress and, wherever possible, to avoid requesting extensions.

Any projects completing in the second half of 2007 and beyond should note that applications for extensions will *not* be supported except in very, very exceptional circumstances. This is a tough line, but a necessary one if we are to maximise the impact of the Programme.

Critical Friends etc

Support to projects is available from a number of sources – ESRC Caseload Officers who should be contacted for routine ESRC matters; Critical Friends from the Directors' Team who have responsibility for projects in particular sectors; Critical Friends from the Steering Committee who also speak on their projects in committee; and retired ex-Steering Committee colleagues who have a continuing interest in projects with which they have been associated.

The appended table provides an overview of these associations in July 2004 (also with the expected deployment of the new Directors' Team members). There may be some further changes following further imminent changes in the Steering Committee and also following decisions on Welsh and Northern Irish Extension projects.

Critical Friends should be seen as independent advisers but also as potential advocates of projects. Because of the role of Steering Committee Critical Friends in commenting on project matters in committee (such as leading discussion on annual reports), it remains important for projects to offer help in enabling them to have sufficient familiarity with their projects. The Directors' Team recommend that Critical Friends are invited to become members of project Advisory Groups or to join in other suitable events. Steering Committee members have also been encouraged to develop close relationships with their projects! A specific time for such liaison will be provided at the forthcoming TLRP conference.

Finally

Please discuss this Bulletin in a team meeting or with appropriate colleagues. If you have any comments on any of the matters covered, we would be delighted to hear from you.

	Summary of TLRP roles	ESRC Caseload Officer	Directors' Team (Pollard as 'sweeper')	Critical Friend 1 (Acad)	Critical Friend 2 (user)	Continuing retired Committee friend
Phase 1 (Completed)						
1	Ainscow	Alex Monckton	James	Gipps		Sebba
2	Miller	Alex Monckton	James	Brown		Threadgold
3	Rainbird	Nicola Garrett	Brown	Mayhew	Stevens	
4	Rudduck	Nicola Garrett	James	Brown		Sebba
5	Newman	Nicola Garrett	Pollard	Slowey	O'Mullan	
Phase II (Continuing)						
6	Blatchford	Alex Monckton	James	Brown	tbc	Fitz-Gibbon
7	Hodkinson	Nicola Garrett	Ecclestone/Baron	Raffe	O'Mullan	Shackleton
8	Hounsell	Nicola Garrett	Pollard	Barnett	Griffiths	Shackleton
9	Erout	Nicola Garrett	Brown	tbc	Stevens	
10	Hughes	Ian Farnden	Siraj-Blatchford	Furlong	Davies	Whitty
11	James	Ian Farnden	Pollard	Gipps	Bartholomew	Threadgold
12	McGuinness	Ian Farnden	James	Brown	Gipps	Fitz-Gibbon, Clark
13	Nunes	Alex Monckton	James	Gipps	Tabberer	Clark
14	Sutherland	Alex Monckton	Siraj-Blatchford	Gardner	Davies	
RCBN						
15	Rees	Alex Monckton	Pollard	Gipps and Brown	Bartholomew	Whitty, Fitz-Gibbon, Shackleton
Scottish Extensions (Continuing)						
16	Plowman	Nicola Garrett	Siraj-Blatchford	Gardner	Davies	
17	Christie	Ian Farnden	James	Brown	Adams	Fitz-gibbon
18	Howe	Ian Farnden	James	Gipps	Tabberer	Clark
19	Gallacher	Nicola Garrett	Ecclestone/Baron	Raffe	O'Mullan	Shackleton

Phase III (Continuing)						
20	Mills	Alex Monckton	Siraj-Blatchford	Furlong	Tabberer	
21	Daniels	Nicola Garrett	Brown	Mayhew	Niemi	
22	Felstead	Nicola Garrett	Brown	Raffe	Stevens	
23	Hoyles	Nicola Garrett	Brown	Mayhew	Anderson	
24	Coffield	Nicola Garrett	Brown	Anderson	Leacock	
25	Cox	Ian Farnden	Siraj-Blatchford	Barnett	Gardner	
27	Brennan	Alex Monckton	Ecclestone/David	Barnett	tbc	
27	McNally	Alex Monckton	Siraj-Blatchford	Furlong	Tabberer	
28	Fuller	Alex Monckton	Ecclestone/David	Barnett	Griffiths	
29	Wolf	Ian Farnden	Brown	Mayhew	Stevens	
30	Biesta	Ian Farnden	Ecclestone/David	Niemi	Griffiths	
31	Ivanic	Ian Farnden	Ecclestone/Baron	Anderson	Leacock	
Associated Projects (Continuing)						
32	Siraj-Blatchford	N/A	James	Bartholomew	Tabberer	
33	Brown	N/A	Brown	Raffe	Stevens	
Welsh Extensions						
Northern Irish Extensions						
Thematic Seminar Series						
Research Training Fellows and Career Development Associate						
	Hodgkinson	Alex Monckton	James	Brown	tbc	Fitz-Gibbon
	Bevan	Ian Farnden	Pollard	Gipps	Bartholomew	Threadgold
	Dudley	Ian Farnden	Pollard	Gipps	Bartholomew	Threadgold
	Goodrham	Nicola Garrett	Ecclestone/Baron	Raffe	O'Mullan	Shackleton
	Flutter	Nicola Garrett	James	Brown		Sebba