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Editorial

When we launched the Leeds Met Assessment, Learning and Teaching Journal in 2006 its aims were to build awareness of innovations and research and to share good assessment, learning and teaching practice across Leeds Met. This special issue of the Journal is dedicated to raising awareness of a collection of national Higher Education Funding Council for England (HEFCE)-funded projects managed under the Higher Education Academy's National Teaching Fellowship Scheme (NTFS). The project strand of the National Teaching Fellowship Scheme was set up in 2007 to provide funding for institutions to build on the expertise of National Teaching Fellows. Project teams are able to bid for funds of up to £200,000 for use over a period of up to three years with a view to bringing significant benefits to students' learning experiences across the sector.

Nineteen National Teaching Fellowship projects have been awarded funding since the project scheme began in 2007. The papers in this issue have been selected on the basis of being representative of the range of work addressed by the NTFS projects. They outline work to date and highlight issues and opportunities for cross-fertilisation of ideas and practice.

The projects described in this Journal generally fall into two groups: projects that focus on managing transitions into and out of university and the development of essential skills to support these transitions, and projects that consider aspects of learning in particular contexts.

Representative of excellent work being undertaken in relation to learning contexts are the project at the University of the Arts considering creativity and work-related learning and the Open University's investigation of the benefits of e-learning in a particular context. Developing the capacity of practitioners to research aspects of Personal Development Planning is addressed by a consortium led by the University of Bolton.

Work being undertaken at Manchester Met, the University of Liverpool, Stockport College and Leeds Met focuses specifically on designs that can support students as they move into undergraduate education; transition from university and preparing students for the workplace is the focus of projects at Birmingham City and the University of Worcester; supporting student learning journeys through undergraduate and postgraduate research is being addressed by projects at the Universities of Gloucestershire and Brighton respectively; and a project from the University of Oxford (an individual NTF project rather than one funded under the scheme's project strand) looks at how teaching can be developed in research-intensive universities. This issue is introduced by a paper describing the challenges of getting an NTFS project off the ground.

Further details of all the NTFS projects, including links to each project's website, are available at:

www.heacademy.ac.uk/ourwork/professional/ntfs/projects

I'd like to thank Andrea Rayner and the Leeds Met editorial team for once again pulling together an interesting and very readable journal, and the NTF project teams who have contributed so generously with their time and expertise.

Ruth Pickford

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