

April 2005/17

Special initiative

**Outcomes and allocation
of funds**

This document details the process and outcome of the funding initiative to create Centres for Excellence in Teaching and Learning. It provides an overview of the assessment process and gives details of funding allocations to institutions.

This report is for information only

April 2005/17

Centres for Excellence in Teaching and Learning

Outcomes and funding allocations

Centres for Excellence in Teaching and Learning

Outcomes and funding allocations

To	Heads of HEFCE-funded higher education institutions
Of interest to those responsible for	Learning and teaching
Reference	2005/17
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Executive summary

Purpose

1. This document details the process and outcome of the funding initiative to create Centres for Excellence in Teaching and Learning (CETLs). It provides an overview of the assessment process and gives details of funding allocations to institutions.

Key points

2. The purpose of the CETL initiative is to reward excellent teaching practice and to invest in that practice further in order to increase and deepen its impact across a wider teaching and learning community. We encouraged institutions to define their own areas of excellence, evidenced by scholarly practice and a successful track record of excellence in teaching and learning outcomes, and to demonstrate how their identified excellence is reflected in and advanced by the proposed focus of the CETL.
3. The invitation to bid for funds was issued as HEFCE 2004/05.
4. Funding allocations to institutions are at Annex B.

Action required

5. No action is required. This report is for information only.

Background

6. Funding for the Centres for Excellence in Teaching and Learning (CETL) initiative was announced following the publication of the Government's 2003 White Paper, 'The Future of Higher Education' and the HEFCE strategic plan. The CETL initiative will build on previous HEFCE work towards the enhancement of learning and teaching activity, particularly the range of activities funded under the Teaching Quality Enhancement Fund (TQEF).

7. We invited higher education institutions (HEIs) and larger directly HEFCE-funded further education colleges (FECs) in England to apply for CETL funding as individual institutions and in collaborative partnerships. Institutions were invited to bid for up to four CETLs, depending on the size of the institution. They could bid for recurrent funds at one of three funding levels, £200,000, £350,000 or £500,000 per year, and for capital funds over two years at one of three funding levels, £800,000, £1.4 million or £2 million.

8. We were aided in the design of this initiative by a public consultation process, including two consultation seminars and a consultation document (HEFCE 2003/36). Overall, there was broad support for the proposals in the consultation document. A summary of responses can be accessed online at www.hefce.ac.uk under Learning & teaching/CETL/CETL consultation.

The assessment process

9. Assessment of CETL bids took place in two stages between April and November 2003. We received 259 proposals from HEIs, FECs and consortia at stage one, of which 106 were invited by the assessment panel to proceed to submit proposals and business plans at stage two. From the second stage, 74 CETLs were recommended for funded status. The HEFCE Board approved these recommendations at its meetings in December 2004 and January 2005. The 74 funded CETLs, and the level of funding awarded to each, are listed at Annex B.

10. Assessment was carried out by an independent panel of 25 members chaired by Professor Madeleine Atkins, Vice-Chancellor of Coventry University (the membership of the panel is at Annex A). At stage one the panel was supplemented by a further 47 bid readers. Panel members and readers were chosen from nominations invited from institutions.

11. At stage two the panel's consideration of bids was informed by advice from subject and thematic specialists chosen in consultation with the Higher Education Academy, and by technical advice from HEFCE specialists covering estates and finance issues.

12. The assessment panel brought a wide range of areas of expertise to bear on the assessment of the bids, which ensured that the strengths of each proposal were considered from a broad perspective. The assessment also had clear procedures for ensuring that possible conflicts of interest were declared and taken into account in the allocation of bids to assessors.

13. Assessment was made against the criteria published in the invitation to bid, HEFCE 2004/05, at paragraph 66 (stage one) and 69 (stage two). At paragraphs 72 and 73 of the document we indicated that we would consider the possibility that the assessment of bids might lead to an imbalance in the distribution of CETLs in terms of their potential geographical, subject and thematic spread. The outcome of the assessment panel's deliberations at stages one and two showed a good distribution of bids across these categories, and the HEFCE Board did not find grounds for any further action in this regard.

14. Further information on the CETL process is available on the HEFCE web-site at www.hefce.ac.uk under Learning & teaching/CETL/CETLs bidding process.

Outcomes

15. The CETLs vary in size and funding levels. Most are funded at the maximum level for recurrent funds; levels of capital funding vary depending on the size and scope of the CETL. We are looking at

ways in which any remaining unallocated capital might be used to promote excellence in learning and teaching in subjects of strategic importance and through collaborative activity via HEFCE's Strategic Development Fund.

16. The 74 funded CETLs cover a wide range of subject areas and pedagogic themes. Figures 1 and 2 give some indication of the range and diversity of the CETLs. CETL teams were asked to describe their bids in subject and pedagogic terms, using agreed vocabularies for subjects (JACS coding, as used by UCAS and HESA) and pedagogic areas (based on the work of the Higher Education Academy). The graphs record the number of times a particular term in either vocabulary was used to describe the scope of bids that were subsequently approved for funding.

17. We propose to undertake a more detailed analysis of the actual and potential subject and pedagogic coverage of CETLs as the first of a three-phase evaluation of the CETL initiative as a whole. We will publish the analysis of the first phase later in 2005. We plan to undertake further evaluation of the CETL programme in 2007 and to complete a full evaluation at the end of the five-year funding period in 2010. Both interim and full evaluations will engage with and be informed by the evaluations planned by individual CETLs.

Figure 1 **Subject spread of funded CETLs**

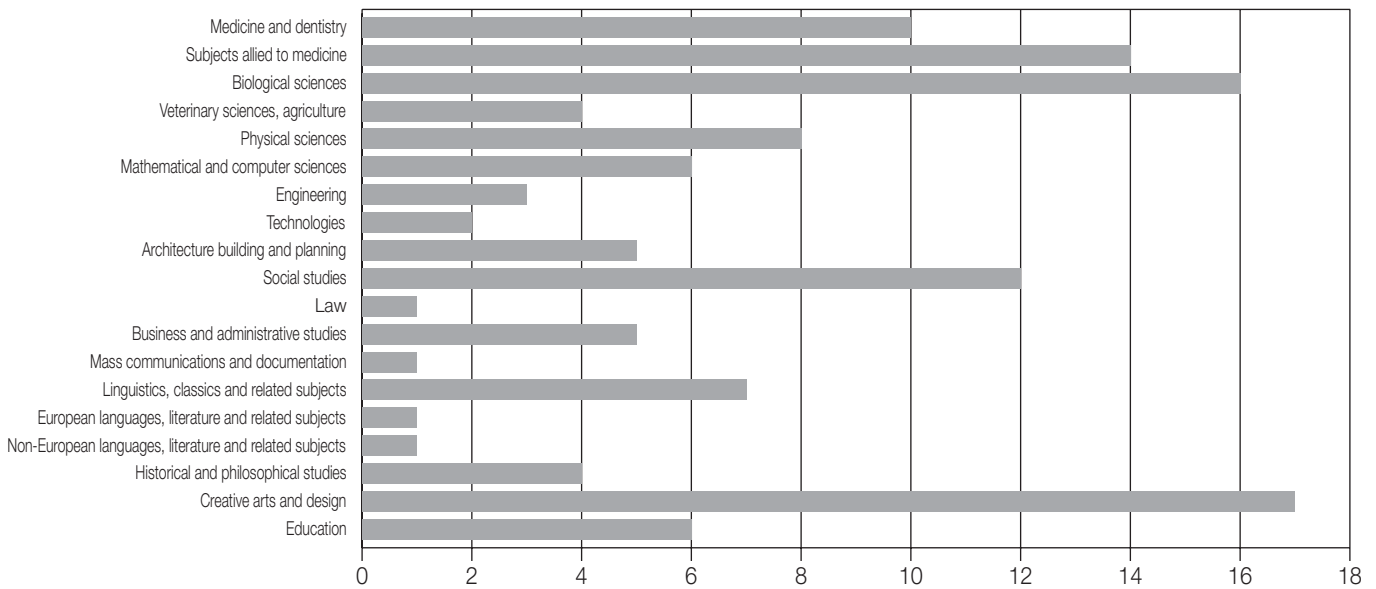
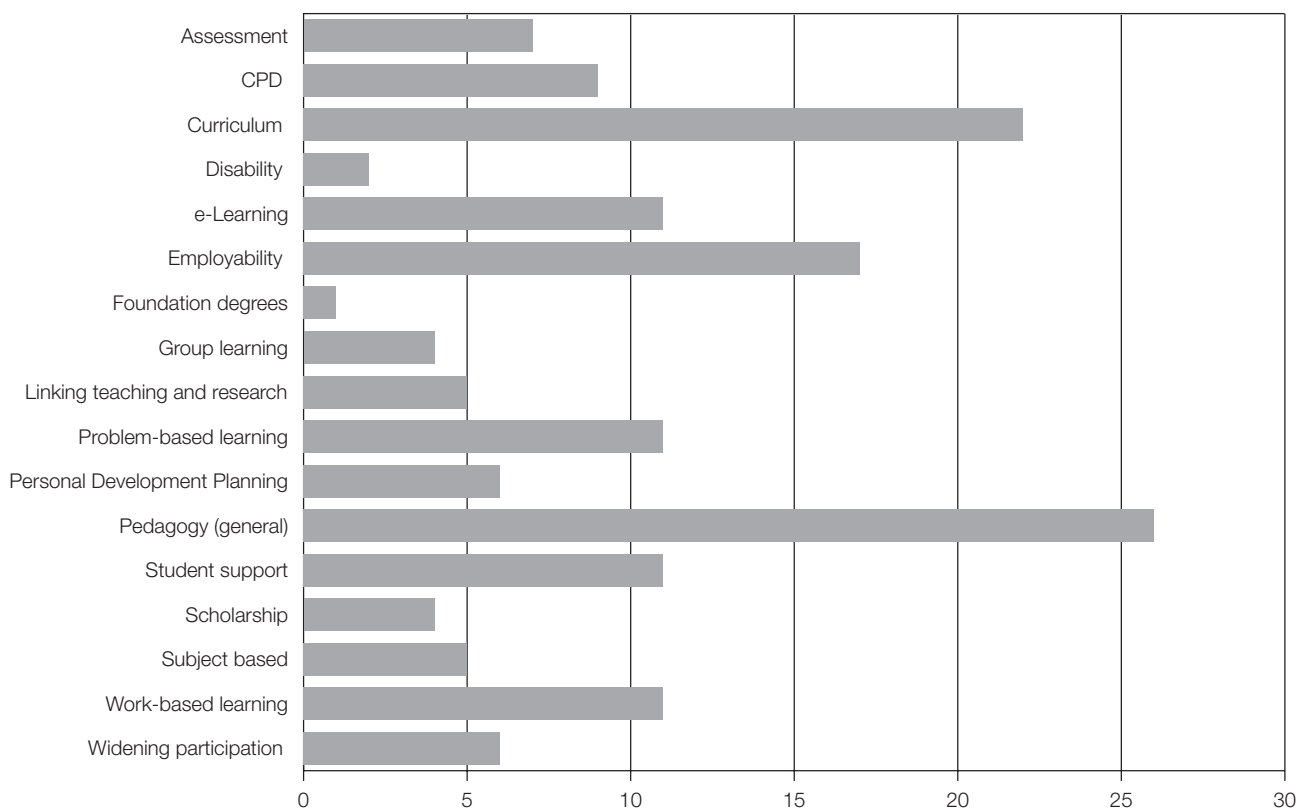


Figure 2 **Pedagogic spread of funded CETLs**



Annex A

Membership of assessment panel

Professor Madeline Atkins, Coventry University
(formerly University of Newcastle-upon-Tyne) (Chair)

Carole Baume, Open University

Professor Andrew Booth, University of Leeds

Professor Bob Burgess, University of Leicester

Professor Diana Eastcott, University of Central England in Birmingham

Ruth Farwell, London South Bank University

Kym Fraser, University of Warwick

Professor Michael Fulford, University of Reading

Professor Sally Glen, City University London

Professor Mick Healey, University of Gloucestershire

Helen Higson, Aston University

Professor Barry Jackson, Middlesex University

Professor Philip Jones, University of Sheffield

Professor Stuart Laing, University of Brighton

Professor Ray Land, Coventry University

Professor Stephen May, Royal Veterinary College

Professor Patrick McGhee, University of Central Lancashire

Professor Sa'ad Medhat, Engineering and Technology Board

Professor Jethro Newton, University College Chester

Professor Katherine Leni Oglesbury, University of Teesside

Professor Paul O'Neill, University of Manchester

Professor Anthony Rosie, Sheffield Hallam University

Professor Gaynor Taylor, Leeds Metropolitan University

Professor David Vaughan, Cumbria Institute of the Arts

David Whan, Higher education consultant

Professor Dianne Willcocks, York St John College

Professor James Wisdom, Higher education consultant

Annex B

Awards allocated under the CETL initiative

Collaborative centres are indicated with an asterisk (*). Details of collaborative partners can be found in Annex C.

Ref	Lead institution	CETL title	£ Recurrent funding (annual)	£ Capital funding
1	Bath Spa University College	Artwork: Learning Labs	500,000	2,000,000
2	University of Birmingham	Interdisciplinary Teaching and Learning in Mental Health	500,000	1,400,000
3	Bournemouth University	Centre for Excellence in Media Practice	500,000	1,400,000
*4	University of Brighton	Learning Through Design	500,000	2,000,000
5A	University of Bristol	Bristol ChemLabS (Bristol Chemical Laboratory Sciences)	500,000	2,000,000
5B	University of Bristol	The AIMS Centre (Applied and Integrated Medical Sciences)	500,000	2,000,000
6	University of Central England in Birmingham	Centre for Stakeholder Learning Partnerships: Engaging the Wider Faculty, Realising the Wider Campus	500,000	1,400,000
7	University of Central Lancashire	Centre for Employability through Humanities	500,000	2,000,000
8	Central School of Speech and Drama	Centre for Excellence in Training for Theatre	500,000	1,400,000
9A	Coventry University	Transport and Product Design	350,000	800,000
*9B	Coventry University	Inter-Professional e-Learning in Health and Social Care	500,000	800,000
10	De Montfort University	Centre for Excellence in Performance Practice	500,000	2,000,000
*11	University of Durham	Active Learning in Computing (ALiC)	500,000	2,000,000
12	Edge Hill College of Higher Education	SOLSTICE (Supported Online Learning for Students using Information and Communication in their Education)	350,000	1,400,000
13	Institute of Education	Centre for Excellence for Work-Based Learning for Education Professionals	350,000	1,400,000
14	University of Gloucestershire	Centre for Active Learning (CeAL) in Geography, Environment and Related Disciplines	500,000	2,000,000
15	Harper Adams University College	ASPIRE – Advancing Skills for Professionals in the Rural Economy	200,000	800,000
16	University of Hertfordshire	The University of Hertfordshire Blended Learning Unit	500,000	2,000,000
17	Kingston University	Centre for Sustainable Communities achieved through Integrated Professional Education C-SCAIPE	350,000	1,400,000
18	Lancaster University	The TEMPUS Centre – Teaching Excellence and Mentoring of Postgraduates using Statistics	500,000	2,000,000

Ref	Lead institution	CETL title	£ Recurrent funding (annual)	£ Capital funding
*19A	University of Leeds	Assessment and Learning in Practice Settings (ALPS)	500,000	2,000,000
19B	University of Leeds	IDEAS (Inter-disciplinary ethics across subject disciplines)	350,000	800,000
20	Leeds Metropolitan University	Institute for Enterprise	500,000	2,000,000
21A	University of Leicester	Genetics Education – Networking for Innovation and Excellence (GENIE)	500,000	2,000,000
*21B	University of Leicester	SPLINT: Spatial Literacy in Teaching	500,000	1,400,000
22	University of Liverpool	Centre for Excellence in Teaching and Learning in Developing Professionalism in Medical Students	500,000	2,000,000
*23	Liverpool Hope University College	LearnHigher	500,000	2,000,000
24	Liverpool John Moores University	Centre for Excellence in Leadership and Professional Learning	500,000	2,000,000
25	University of the Arts London	Creative Learning in Practice	500,000	2,000,000
*26A	London Metropolitan University	Centre for Excellence in Teaching and Learning in Reusable Learning Objects	500,000	800,000
*26B	London Metropolitan University	The Centre for Scientific Literacy: Assessment-focused support for achievement in scientific writing	500,000	800,000
27A	Loughborough University	Industry and Employer Linked Engineering CETL	500,000	1,400,000
*27B	Loughborough University	A Centre for Excellence in the Provision of University-wide Mathematics and Statistics Support	500,000	2,000,000
28	University of Luton	BRIDGES – Supporting Personal Career and Professional Development through the Undergraduate Curriculum	500,000	800,000
29	University of Manchester	The University of Manchester Centre for Excellence in Enquiry-Based Learning	500,000	2,000,000
30A	Middlesex University	Centre of Excellence in Teaching and Learning in Mental Health and Social Work	350,000	1,400,000
30B	Middlesex University	Centre for Excellence in Work Based Learning	500,000	800,000
*31A	University of Newcastle upon Tyne	Centre for Excellence in Teaching and Learning for the Development of Health Professional Education (CETL4HealthNE)	500,000	2,000,000
*31B	University of Newcastle upon Tyne	Inclusivity in contemporary music culture	500,000	2,000,000
32	University of Northumbria at Newcastle	Assessment for Learning	500,000	1,400,000

Ref	Lead institution	CETL title	£ Recurrent funding (annual)	£ Capital funding
33A	University of Nottingham	Centre for the Advancement of Integrative Learning	500,000	2,000,000
33B	University of Nottingham	Visual Learning Lab	200,000	800,000
34	Nottingham Trent University	Centre for Effective Learning in Science (CELS)	500,000	2,000,000
*35A	Open University	Centre for Excellence in Innovative Physics Teaching	500,000	1,358,334
35B	Open University	Centre for Open Learning in Mathematics, Science, Computing and Technology	500,000	758,333
35C	Open University	Personalised, Integrated Learning Support (PILS)	500,000	800,000
35D	Open University	WBL4PD: Work-Based Learning for Professional Development	500,000	758,333
*36	School of Oriental and African Studies	Languages of the Wider World	500,000	2,000,000
37	University of Oxford	Preparation for Academic Practice	500,000	800,000
38	Oxford Brookes University	Assessment Standards Knowledge Exchange (ASKe)	500,000	2,000,000
39A	University of Plymouth	Education for Sustainable Development	500,000	2,000,000
39B	University of Plymouth	Experiential Learning in the Environmental and Natural Sciences	500,000	2,000,000
*39C	University of Plymouth	Higher Education Learning Partnerships (HELP)	500,000	2,000,000
39D	University of Plymouth	Placement Learning in Health and Social Care	500,000	2,000,000
40A	University of Portsmouth	Centre for Excellence in Professional Development through Education using Relevant Technologies	500,000	2,000,000
40B	University of Portsmouth	Foundation Direct	500,000	2,000,000
*41	Queen Mary, University of London	4E CETL for Clinical & Communication Skills	350,000	1,400,000
42A	University of Reading	Centre for Career Management Skills	500,000	1,400,000
42B	University of Reading	Applied Undergraduate Research Skills (AURS)	350,000	800,000
43	Roehampton University	CRUCiBLE: Centre for Rights Understanding and Citizenship Based on Learning through Experience	500,000	2,000,000
44	Royal Northern College of Music	CETL in dynamic career building for tomorrow's musician	350,000	2,000,000
45	Royal Veterinary College	LIVE!: Centre for Excellence in Lifelong and Independent Veterinary Education	500,000	2,000,000
46A	University of Sheffield	Centre for Inquiry-based Learning in the Arts and Social Sciences	500,000	2,000,000

Ref	Lead institution	CETL title	£ Recurrent funding (annual)	£ Capital funding
*46B	University of Sheffield	White Rose Centre for Excellence in the Teaching and Learning of Enterprise	500,000	2,000,000
47A	Sheffield Hallam University	Promoting Learner Autonomy	500,000	2,000,000
47B	Sheffield Hallam University	Embedding, Enhancing and Integrating Employability	500,000	2,000,000
48	University of Southampton	Inter Professional Learning in the Public Sector (IPPS)	200,000	800,000
49	University of Surrey	Surrey Centre for Excellence in Professional Training and Education (SCEPTRE)	500,000	800,000
*50	University of Sussex	Centre for Excellence in Teaching and Learning Creativity	350,000	2,000,000
*51A	University of Warwick	The Capital Centre (Creativity and Performance in Teaching and Learning)	500,000	2,000,000
*51B	University of Warwick	Research as Learning: The Reinvention Centre for Undergraduate Education	500,000	800,000
52	University of Westminster	Centre for Professional Learning from the Workplace	500,000	2,000,000
53	University of Wolverhampton	Enabling Achievement within a Diverse Student Body	500,000	2,000,000
54	York St John College	C4C: Collaborating For Creativity	350,000	2,000,000
Per annum			34,450,000	
In total			172,250,000	119,075,000

Annex C

Collaborative CETLS: List of partners

Ref	Title	Collaborating partners
4	Centre for Excellence in Teaching and Learning Through Design (CETLD)	University of Brighton Royal College of Art Royal Institute of British Architects Victoria and Albert Museum
9B	Centre for Inter-Professional e-Learning (CIPeL) in Health and Social Care	Coventry University Sheffield Hallam University
11	Active Learning in Computing (ALiC)	University of Durham University of Leeds Leeds Metropolitan University University of Newcastle upon Tyne
19A	Assessment and Learning in Practice Settings (ALPS)	University of Leeds York St John College University of Huddersfield Leeds Metropolitan University University of Bradford
21B	Spatial Literacy in Teaching (SPLINT)	University of Leicester University of Nottingham University College London
23	LearnHigher	Liverpool Hope University College Bournemouth University University of Bradford University of Brighton Brunel University University of Kent University of Leeds University of Lincoln University of Liverpool London Metropolitan University University of Manchester Manchester Metropolitan University Nottingham Trent University University of Plymouth University of Reading University College Worcester
26A	Centre for Excellence in Teaching and Learning in Reusable Learning Objects	London Metropolitan University University of Cambridge University of Nottingham

Ref	Title	Collaborating partners
26B	Centre for Scientific Literacy: Assessment-focused support for achievement in scientific writing	London Metropolitan University Liverpool Hope University College
27B	Centre for Excellence in the Provision of University-wide Mathematics and Statistics Support	Loughborough University Coventry University
31A	Centre for Excellence in Healthcare Professional Education (CETL4HealthNE)	University of Newcastle upon Tyne University of Durham University of Northumbria at Newcastle University of Sunderland University of Teesside County Durham and Tees Valley Strategic Health Authority NHSU North East Region North Tees and Hartlepool NHS Trust North Tyneside Primary Care Trust Northumberland Healthcare NHS Trust Northumberland, Tyne and Wear Strategic Health Authority
31B	Inclusivity in Contemporary Music Culture	University of Newcastle upon Tyne University of Durham University of Northumbria at Newcastle Open University University of Sunderland University of Teesside
35A	Centre for Excellence in Innovative Physics Teaching	Open University University of Leicester University of Reading
36	Languages of the Wider World	School of Oriental and African Studies University College London
39C	Higher Education Learning Partnerships (HELP)	University of Plymouth Bicton College of Agriculture City of Bristol College Cornwall College East Devon College Exeter College North Devon College Plymouth College of Art and Design Plymouth College of Further Education Somerset College of Arts and Technology South Devon College Truro College

Ref	Title	Collaborating partners
41	4E CETL for Clinical and Communication Skills	Queen Mary, University of London City University, London
46B	White Rose Centre for Excellence in the Teaching and Learning of Enterprise (CETLE)	University of Sheffield University of Leeds University of York
50	Centre for Excellence in Teaching and Learning in Creativity	University of Sussex University of Brighton
51A	The Capital Centre (Creativity and Performance in Teaching and Learning)	University of Warwick Royal Shakespeare Company
51B	The Reinvention Centre for Undergraduate Research	University of Warwick Oxford Brookes University

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