

Annex A

HEFCE Regional consultants

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Annex B

Formative evaluation of the TQEF: key findings

1. The key findings from the TQEF formative evaluation are:
 - a. The role of central education development or advisory units is crucial in fostering synergy through the flow of information about learning and teaching innovation.
 - b. Barriers to change include the traditional problem of getting improvement in learning and teaching accepted by all types of institution. The dominance of research in the cultures of many universities (both for reward and career purposes), and the reluctance to invest marginal time in the development of teaching, are well known. Complacency (where subject review scores are already satisfactory) is another barrier.
 - c. There was a greater chance of change where the institutional leadership identified and created clear pathways for change within their learning and teaching action plans.
 - d. **Encouragement and reward.** There are examples of good practice across the sector where institutions provide a range of reward mechanisms for staff. But there is not uniformity across the sector. A far greater commitment from institutions to providing structural rewards for good teaching is needed if the dominant culture of reward within higher education is to change.
 - e. **Co-ordination and collaboration, and disseminating and embedding good practice.** Within HEIs the role of central learning and teaching units is critical to driving collaboration. Evidence shows a lack of external collaboration, and there is a low level of transfer and embedding of good practice across HEIs. Our support for the subject strand of the TQEF, in particular funding for the LTSN, is aimed at creating a structure to effect change in this area.
 - f. **Research and innovation.** We have seen an increase in the volume of activity in exploring new approaches in learning and teaching as a result of TQEF funding and the innovation funds which it has made available to the sector.
 - g. **Building capacity for change.** The TQEF has clearly made a positive impact: it has allowed institutions either to do what they were planning earlier than would otherwise have been the case, or to embark on activities that they had not considered before.
 - h. The research undertaken as part of the TQEF evaluation demonstrates that all case study institutions gained considerably from the institutional strand and the impetus to develop learning and teaching strategies. Although the level of HEFCE funding has been relatively low, the impact of the TQEF has been significant. It has also helped to gear up matching institutional funds. The strategy of allowing HEIs to use the

institutional strand of funding as they wished in support of their learning and teaching strategies has led to considerable diversity and imaginative applications.

- i. Assessing the impact of the subject strand is harder. The institutional strand of funding was inclusive, so all HEIs received funding. The subject strand has the objective of touching all parts of the sector, but only 21 English HEIs have an LTSN subject centre, and not all institutions have won FDTL or Teaching and Learning Technology Programme (TLTP) funding in open competition. The LTSN is making progress but it has a hard task in effecting change at the subject level across the sector.
 - j. The impact of the teaching fellowships has been limited to the 32 institutions where they are located. However, the HEFCE recognises that the process of providing nominations to the ILT for the fellowship scheme has encouraged many institutions to put in place reward mechanisms for staff engaged in provision of learning and teaching.
 - k. The short-term funding of the institutional strand and the uncertainty about its continuation is a problem for planners within HEIs. In many institutions the learning and teaching initiatives are not deeply embedded, and without further external funding they might not survive periods of internal cost cutting.
2. The results of the evaluation are positive overall. Our commitment to the future development of the TQEF in a second phase of funding has ensured that successful outcomes can be built on. The institutional strand receives the majority of funding within the TQEF, and the inclusive approach is having the desired effect of providing the opportunity for raising the status of teaching and teachers across the sector.
3. Lack of transfer and embedding of good practice is a problem. We have made great efforts within the institutional strand to support institutions as they develop and implement their learning and teaching strategies. The publication of guides to good practice supported by regional seminars has been welcomed by the sector. The LTSN is now well established, but this evaluation has shown that it needs a higher profile throughout the sector.

Annex C

Evaluation of the LTSN: key findings of the interim report

1. The key findings of the LTSN evaluation report are:
 - a. The great majority of subject centres are now highly active, with ambitious programmes of work, and are starting to be perceived as key players within their respective subject communities.
 - b. The Generic Centre started some months after the 24 individual subject centres but is now up and running and has established effective working practices and relationships.
 - c. The programme executive has established effective working relationships with the rest of the network, the funding councils, and other stakeholders. It has set in place a robust system of planning, reporting, monitoring and management which is helping subject centres, and the network as a whole, to take a strategic approach to improving learning and teaching.
 - d. The basic architecture of the structure of the LTSN is sound. But the LTSN cannot operate in isolation from other key drivers for change in improving learning and teaching. Ways need to be found to connect the work of the LTSN to sustainable change at various levels – the institution, faculty and department – change motivated by national policy as well as by local needs and priorities.
 - e. Subject centres are offering a wide range of activities and teaching resources.
 - f. Networking activities are increasing, and subject centres are acting as a focus for the sharing of good practice and the exchange of ideas.
 - g. The LTSN is starting to be recognised by the academic community as an effective actor in the promotion of high quality learning and teaching.
 - h. The LTSN is starting to play a significant role in facilitating the adjustment to change within higher education.

Annex D

Action plan template and cover sheet for TQEF funding in 2002-03 to 2004-05

Electronic versions of this annex may be downloaded from the HEFCE web-site at www.hefce.ac.uk under 'Publications'.

Action plan template

Please specify below the activities to implement the revised learning and teaching strategies that the HEI will undertake in 2002-03 to 2004-05, for which TQEF funding is sought. Send one form for each year of funding, and the cover sheet, to Victoria Martin at the HEFCE by 26 July 2002. For more details see paragraphs 55 to 70.

Proposed activity	How activity relates to revised learning and teaching strategy	Targets	Amount of HEFCE allocation to be used for each activity
Information required: <ul style="list-style-type: none"> • give a brief outline of the proposed activity • include any franchised students • demonstrate that arrangements are in place to monitor each activity by, for example, identifying an activity sponsor • if the activity is described in the strategy, state the section(s) or paragraphs. 	State the section(s) or paragraph(s) of the institution's accompanying revised learning and teaching strategy to which this activity most closely relates. The strategy should outline the objectives underpinning this activity, or it may describe it in more detail.	As set out in paragraph 58, both output and outcome targets should be: <ul style="list-style-type: none"> • specific • measurable so far as possible • achievable • realistically challenging • relate to a timetable for completion. This section should include arrangements to monitor activities for each year of the plan.	Information required: <ul style="list-style-type: none"> • a separate table should be submitted for each of the three funding years • we do not need a detailed budget breakdown, but an indication of how much TQEF funding will be assigned to each activity in each year • indicate separately any institutional contribution by year against activity • for each year show in the field below the total amount of HEFCE funding to be used. This should be the same as the annual allocation in Annex E.
			Total HEFCE funding for: insert relevant year <ul style="list-style-type: none"> • 2002-03 _____ • 2003-04 _____ • 2004-05 _____

Cover sheet

Contact person for revised institutional learning and teaching strategies:

Title..... First name..... Surname.....

Post held.....

Institution.....

Full address for correspondence.....

.....

.....

.....

Telephone number, including STD code and extension.....

Fax number.....

E-mail address.....

Signature.....

Date Day..... Month..... Year.....

Annex E

Indicative allocation of TQEF funds

Below are the indicative allocations of TQEF funds for 2002-03 to 2004-05 for the implementation of revised institutional learning and teaching strategies. Northern Ireland HEIs are listed separately at the end.

Institution	2002-03 (£)	2003-04 (£)	2004-05 (£)	Total allocation (£)
Universities				
Anglia Polytechnic University	193,963	206,085	206,085	606,133
Aston University	91,984	97,733	97,733	287,451
University of Bath	111,272	118,226	118,226	347,724
Birkbeck College	98,941	105,125	105,125	309,192
University of Birmingham	305,933	325,054	325,054	956,040
Bournemouth University	121,468	129,060	129,060	379,587
University of Bradford	110,804	117,729	117,729	346,263
University of Brighton	141,306	150,137	150,137	441,581
University of Bristol	237,449	252,290	252,290	742,030
Brunel University	160,242	170,257	170,257	500,757
University of Cambridge	257,261	273,340	273,340	803,942
University of Central England in Birmingham	181,135	192,456	192,456	566,046
University of Central Lancashire	227,271	241,475	241,475	710,222
City University	90,984	96,671	96,671	284,326
Coventry University	184,622	196,161	196,161	576,943
De Montfort University	257,996	274,121	274,121	806,238
University of Derby	127,443	135,408	135,408	398,259
University of Durham	168,664	179,205	179,205	527,075
University of East Anglia	101,054	107,370	107,370	315,793
University of East London	148,598	157,885	157,885	464,368
University of Essex	86,604	92,017	92,017	270,638
University of Exeter	125,350	133,184	133,184	391,719
University of Gloucestershire	90,464	96,118	96,118	282,701
Goldsmiths College	71,134	75,580	75,580	222,295
University of Greenwich	182,322	193,717	193,717	569,756
University of Hertfordshire	187,115	198,810	198,810	584,734
University of Huddersfield	177,514	188,609	188,609	554,732
University of Hull	139,506	148,226	148,226	435,958
Imperial College of Science, Technology and Medicine	203,950	216,697	216,697	637,344
Keele University	72,922	77,479	77,479	227,880
University of Kent at Canterbury	131,361	139,571	139,571	410,504
King's College London	275,560	292,782	292,782	861,124
Kingston University	182,923	194,356	194,356	571,635
Lancaster University	113,327	120,410	120,410	354,148

University of Leeds	365,878	388,745	388,745	1,143,369
Leeds Metropolitan University	218,331	231,977	231,977	682,286
University of Leicester	162,003	172,128	172,128	506,259
University of Lincoln	131,225	139,426	139,426	410,077
University of Liverpool	249,865	265,482	265,482	780,828
Liverpool John Moores University	221,800	235,663	235,663	693,125
London Guildhall University	151,687	161,167	161,167	474,020
Loughborough University	163,393	173,605	173,605	510,602
University of Luton	99,357	105,567	105,567	310,490
University of Manchester	304,453	323,481	323,481	951,414
University of Manchester Institute of Science & Technology	98,874	105,054	105,054	308,982
Manchester Metropolitan University	311,025	330,464	330,464	971,952
Middlesex University	218,046	231,673	231,673	681,393
University of Newcastle	229,708	244,065	244,065	717,838
University of North London	171,575	182,298	182,298	536,170
University of Northumbria at Newcastle	200,962	213,522	213,522	628,006
University of Nottingham	256,452	272,480	272,480	801,412
Nottingham Trent University	244,421	259,697	259,697	763,815
Open University	656,604	697,642	697,642	2,051,887
University of Oxford	248,926	264,484	264,484	777,893
Oxford Brookes University	124,206	131,969	131,969	388,145
University of Plymouth	256,196	272,208	272,208	800,611
University of Portsmouth	202,243	214,883	214,883	632,009
Queen Mary, University of London	166,299	176,692	176,692	519,683
University of Reading	130,901	139,082	139,082	409,065
Royal Holloway, University of London	75,999	80,749	80,749	237,496
University of Salford	191,500	203,468	203,468	598,436
University of Sheffield	257,873	273,990	273,990	805,853
Sheffield Hallam University	258,340	274,486	274,486	807,311
University of Southampton	233,381	247,967	247,967	729,316
South Bank University	188,791	200,590	200,590	589,971
Staffordshire University	198,205	210,593	210,593	619,392
University of Sunderland	146,915	156,098	156,098	459,111
University of Surrey	99,440	105,655	105,655	310,749
University of Surrey Roehampton	65,333	69,417	69,417	204,166
University of Sussex	116,051	123,304	123,304	362,660
University of Teesside	147,170	156,368	156,368	459,905
Thames Valley University	114,993	122,181	122,181	359,355
University College London	284,310	302,079	302,079	888,469
University of Warwick	157,632	167,484	167,484	492,601
University of West of England, Bristol	235,566	250,289	250,289	736,143
University of Westminster	222,103	235,984	235,984	694,072
University of Wolverhampton	204,895	217,701	217,701	640,297
University of York	96,128	102,136	102,136	300,400

General colleges				
Bath Spa University College	45,603	48,453	48,453	142,508
Bolton Institute of Higher Education	78,353	83,250	83,250	244,853
Buckinghamshire Chilterns University College	78,224	83,113	83,113	244,451
Canterbury Christ Church University College	64,409	68,435	68,435	201,279
Chester College of Higher Education	46,593	49,506	49,506	145,605
University College Chichester	32,434	34,462	34,462	101,357
Edge Hill College of Higher Education	49,410	52,498	52,498	154,406
King Alfred's College, Winchester	30,768	32,692	32,692	96,151
Liverpool Hope	52,092	55,348	55,348	162,789
University College Northampton	91,813	97,552	97,552	286,917
St Mary's College	24,450	25,979	25,979	76,408
Southampton Institute	128,205	136,218	136,218	400,640
University College Worcester	33,807	35,920	35,920	105,646
York St John College	37,746	40,106	40,106	117,958
Specialist institutions				
Birmingham College of Food, Tourism and Creative Studies	33,307	35,389	35,389	104,085
Bishop Grosseteste College	2,145	2,279	2,279	6,702
Arts Institute at Bournemouth	16,782	17,831	17,831	52,444
Institute of Cancer Research	3,264	3,468	3,468	10,200
Central School of Speech and Drama	14,139	15,023	15,023	44,186
Cranfield University	55,293	58,749	58,749	172,792
Cumbria College of Art & Design	14,005	14,880	14,880	43,765
Conservatoire for Dance and Drama	11,960	12,707	12,707	37,374
Dartington College of Arts	9,745	10,354	10,354	30,453
Institute of Education	23,312	24,769	24,769	72,850
Falmouth College of Arts	23,131	24,576	24,576	72,284
Harper Adams University College	36,382	38,655	38,655	113,692
Kent Institute of Art & Design	29,788	31,650	31,650	93,087
University of London - Institutes and Activities	12,622	13,411	13,411	39,444
London Business School	7,120	7,565	7,565	22,250
London School of Economics and Political Science	46,688	49,607	49,607	145,902
London School of Hygiene & Tropical Medicine	14,536	15,445	15,445	45,426
The London Institute	145,346	154,430	154,430	454,206
Newman College	8,105	8,611	8,611	25,327
Northern School of Contemporary Dance	4,713	5,008	5,008	14,728
Norwich School of Art & Design	12,253	13,019	13,019	38,291
School of Oriental and African Studies	34,196	36,334	36,334	106,863
School of Pharmacy	13,698	14,554	14,554	42,805
Ravensbourne College of Design and Communication	16,014	17,015	17,015	50,044
RCN Institute	6,997	7,434	7,434	21,865
Rose Bruford College	12,811	13,612	13,612	40,036
Royal Academy of Music	15,331	16,289	16,289	47,910
Royal Agricultural College	11,996	12,746	12,746	37,487

Royal College of Art	40,096	42,602	42,602	125,299
Royal College of Music	17,671	18,775	18,775	55,222
Royal Northern College of Music	19,625	20,852	20,852	61,329
Royal Veterinary College	36,924	39,232	39,232	115,387
St George's Hospital Medical School	43,421	46,135	46,135	135,691
College of St Mark & St John	17,208	18,283	18,283	53,775
St Martin's College	42,811	45,487	45,487	133,784
The Surrey Institute of Art & Design, University College	48,417	51,443	51,443	151,302
Trinity & All Saints	22,342	23,738	23,738	69,819
Trinity College of Music	12,530	13,313	13,313	39,156
Wimbledon School of Art	10,689	11,357	11,357	33,404
Writtle College	21,182	22,506	22,506	66,194
Total for English HEIs	16,000,000	17,000,000	17,000,000	50,000,000
The Queens University of Belfast	237,517	252,362	252,362	742,241
University of Ulster	261,140	277,461	277,461	816,061

Annex F

Sources of information

HEFCE national co-ordination teams

1. We fund a number of national co-ordination teams (NCTs) which provide support, advice and guidance on priority policy areas.
 - a. The **TQEF National Co-ordination Team** is funded by the HEFCE and DEL. The TQEF NCT co-ordinates all the projects funded under the FDTL and the TLTP. It provides advice and guidance to projects and project staff. Its web-site lists web addresses for all projects funded under previous phases of the FDTL and TLTP. The TQEF NCT's web-site is at www.ncteam.ac.uk
 - b. **Action on Access** was established and is funded by the HEFCE and DEL to provide national support and co-ordination for the funding bodies' widening participation strategy. Elements of that strategy include the mainstream funding formula, special initiatives, specific national developments and pilot projects. The web-site is at www.brad.ac.uk/admin/conted/action/
 - c. The **National Disability Team**, funded by the HEFCE and DEL, manages and co-ordinates projects to enhance disability provision in 49 higher education institutions in England and Northern Ireland. It provides advice, support and practical guidance to project staff, integrates project outcomes into the core business of institutions, and attempts to transfer effective practice emerging from the special initiative to the whole sector. The NDT web-site is at www.natdisteam.ac.uk
 - d. The **Innovations National Co-ordination Team** includes the three co-ordination teams listed above. It co-ordinates the 50 Innovations projects funded by the Department for Education and Skills and managed by the HEFCE. The Innovations programme contributes to the development of a curriculum and learning environment that prepares students for the world of work and enhances the opportunity for appropriate learning within work. The Innovations NCT web-site is at www.innovations.ac.uk
 - e. We intend to commission a co-ordination team for work-related learning from June 2002 to June 2004 to build on developments to date, to further encourage and enable institutions to integrate employment-relevant learning into HE provision. The aims of the team will be to achieve greater co-ordination of information, advice and guidance on employability issues from disparate agencies and networks; increase the integration of employability skills and attributes into the HE curricula; achieve greater integration of employability into HEIs' strategic plans; and increase the targeted provision of support for students who most need it. For further information contact Graeme Rosenberg at the HEFCE, g.rosenberg@hefce.ac.uk

Other sources

2. Other sources of information include the following.
- a. The Learning and Teaching Support Network is supported by the UK funding bodies. It is a major network of 24 subject centres based in higher education institutions throughout the UK, and a single generic centre. It aims to promote high quality learning and teaching through the development and transfer of good practices in all subject disciplines, and to provide a one-stop shop of learning and teaching resources and information for the higher education community. The LTSN web-site is at www.ltsn.ac.uk
 - b. The Institute for Learning and Teaching is supported by the UK funding bodies and is the professional body for all who teach and support learning in higher education in the UK. It exists to enhance the status of teaching, improve the experience of learning, and support innovation. The ILT also manages, on behalf of the HEFCE, the National Teaching Fellowship Scheme. The ILT's web-site is at www.ilt.ac.uk
 - c. The prime objective of the Economic and Social Research Council's Teaching and Learning Research Programme (TLRP) is to support research which will lead to improvements in the achievement of learners of all ages, in all sectors and contexts of education, training and lifelong learning throughout the UK. Phase III of the programme will focus on post-compulsory education, work-based learning and lifelong learning. The TLRP web-site is at www.ex.ac.uk/ESRC-TLRP/
 - d. HERO is the primary internet portal for higher education and research in the UK. Its web-site is at www.hero.ac.uk
 - e. Our web-site provides information on teaching and learning and links to the web-sites of many of our partners. HEFCE publications can be downloaded from the site, and information on special initiatives such as the TQEF and the Higher Education Reach-out to Business and Community (HEROBC) fund are also available. The web-site is at www.hefce.ac.uk
 - f. Subject review reports and institutional review reports can be viewed on the QAA web-site, as well as other QAA publications. The web-site is at www.qaa.ac.uk

Annex G

Subject areas eligible under FDTL phases four and five

Subject areas eligible under phase four

Anatomy and physiology
Art and design
Dentistry
Mathematics, statistics and operational research
Medicine
Molecular biosciences
Nursing
Organismal biosciences
Other subjects allied to medicine
Pharmacology and pharmacy
Physics and astronomy
Psychology
Veterinary medicine

Subject areas eligible under phase five

Archaeology
Business and management
Celtic studies
Classics and ancient history
Economics
Education
Hospitality, leisure, recreation, sport and tourism
Librarianship and information management
Philosophy
Politics
Theology and religious studies

List of abbreviations

DEL	Department for Employment and Learning (Northern Ireland)
FDTL	Fund for the Development of Teaching and Learning
FEC	Further education college
HE	Higher education
HEFCE	Higher Education Funding Council for England
HEI	Higher education institution
ILT	Institute for Learning and Teaching
LSC	Learning and Skills Council
LTSN	Learning and Teaching Support Network
NCT	National Co-ordination Team
NTFS	National Teaching Fellowship Scheme
QAA	Quality Assurance Agency for Higher Education
TLRP	Teaching and Learning Research Programme
TLTP	Teaching and Learning Technology Programme
TQEF	Teaching Quality Enhancement Fund