

# Centres for Excellence in Teaching and Learning (CETLs) for the Bioscience Community



## Centres for Excellence in Teaching & Learning (CETLs)

The Centres for Excellence in Teaching & Learning (CETL) initiative was first proposed following the 2003 White Paper, 'The Future of Higher Education'. Funded by the Higher Education Funding Council for England (HEFCE), the CETL initiative forms a strand of their enhancement of teaching and learning activity. They have two main aims: to reward excellent teaching practice, and to further invest in that practice so that CETLs funding delivers substantial benefits to students, teachers and institutions. CETLs were able to bid for capital and recurrent funding for a five year period. In total 74 CETLs were funded at 54 different institutions; 19 are collaborative.

Funding of CETLs will total £315 million over five years from 2005-06 to 2009-10. Each CETL will receive recurrent funding, ranging from £200,000 to £500,000 per annum for five years, and a capital sum ranging from £0.8 million to £2 million. This initiative represents HEFCE's largest ever single funding initiative in teaching and learning.

The Centre for Bioscience has identified 12 CETLs that are of particular relevance to Bioscience, but many more are of interest to bioscience teaching staff from a general teaching and learning perspective. This booklet aims to introduce you to their activities. A list of all funded CETLs can be found at the end of this booklet.

The aims and objectives and key activities for each of the CETLs in this booklet were either supplied by CETL staff or were adapted from their web pages to give you a brief summary of their role and planned activities.

Web pages to accompany this booklet are available from the Centre for Bioscience web site. Further information regarding CETLs is available from the Higher Education Academy, <http://www.heacademy.ac.uk/CETL.htm>, and HEFCE, <http://www.hefce.ac.uk/learning/tinits/cetl/>.

If you would like to request further copies of this booklet, or have any comments regarding this booklet please contact the Centre on [heabioscience@leeds.ac.uk](mailto:heabioscience@leeds.ac.uk).

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# Advancing Skills for Professionals in the Rural Economy - *Aspire*

Harper Adams University College

## **CETL Aims & Objectives**

The *Aspire* CETL builds on Harper Adams' excellent record in student progression, achievement and employment in the rural economy professions. The CETL aims to enhance support for all students, especially those who are part-time, sandwich or work-based learners and those with disabilities. The *Aspire* programme intends to develop and share good practices through funded secondments.

## **Key Activities**

The *Aspire* programme has five overlapping themes:

- *Work-based learning*: provide short CPD courses and part-time taught postgraduate programmes to identify ways to work more flexibly with both employers and their employees;
- *Placement learning*: develop communication, guidance and support systems during the pre, on and post-placement periods for both students and employers;
- *Professional skills development*: develop best practice in transferable skills through the undergraduate professional scholarship programme and within other curriculum areas; includes staff development programmes and the production of student resources and staff guidance;
- *Learner support*: develop programme of pre-enrolment, induction and continuing support; guidance to assist tutors with disability or under-developed study skills; and research into factors affecting student motivation to learn maths or use numbers; and
- *E-learning*: assist tutors in exploiting technologies in making learning more accessible, challenging and flexible across the other four key *Aspire* themes.

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# AIMS Centre - Applied and Integrated Medical Sciences University of Bristol

## **CETL Aims & Objectives**

The Centre integrates the teaching of medical sciences with clinical skills in an excellent learning environment. The AIMS Centre is enhancing proven teaching approaches in anatomy, physiology and pharmacology to include state-of-the-art models, images and simulations of normal and diseased body structure and function. A major resource of web-based histology and pathology teaching material will also be created. Existing teaching space will be extended and enhanced to include a clinical anatomy and surgical training centre. New equipment and software, including computer-controlled human 'manikins', have been purchased.

## **Key Activities**

- Development of a world class Clinical Anatomy Suite for the integrated teaching of anatomy, pathology, radiology and surgical skills;
- Completion of Human Patient Simulation (HPS) Teaching Suites which each house a state-of- the-art, high fidelity, life-sized human simulator that can be programmed to model a wide range of physiological, pharmacological and pathological states;
- Creation of a digital image archive by scanning our existing collection of high quality tissue sections. The sections have been stained using many different methods to reveal micro-anatomical and histological features at their best. The digital archive will preserve the material in perpetuity and offer facilities such as on-screen annotations of the digital images and the ability to simultaneously display normal and pathological material via a 'split-screen' facility;
- Production of 3-D animations of dog anatomy for use in teaching and learning of anatomical structures, we hope to display organs in situ and in various stages of dissection. The images will be enhanced by hidden buttons and pop up type tutorials to enable students to self teach and self-assess their state of knowledge and will also be useful to augment lectures and tutorials in this topic;
- A unique, mobile laboratory and tutorial room will be stationed at the Clinical Anatomy Suite and capable of visiting schools, colleges and hospitals; and
- The CETL also aims to investigate and enhance the role of Intercalated Degrees in medical education through gathering information about the range of Intercalated Degrees that are available to medical students, using questionnaires and institutional visits, and establishing an Annual Intercalators' Conference.

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# Applied Undergraduate Research Skills - AURS

## University of Reading

### **CETL Aims & Objectives**

The AURS CETL will develop a range of innovative educational resources building upon teaching and learning of undergraduate research skills. The Centre will develop undergraduates' applied research skills, as practised within research intensive departments, through students' active engagement with two major primary research resources: fieldwork and the use of University collections and museums. Research skills and student-centred learning are fundamental to developing students' self-reliance, independence and ability to identify, investigate and solve problems. These are characteristics which employers need, demanding graduates with excellent generic skills in communication, networking and teamwork, but also individuals who can work independently and who have high quality, transferable research skills.

This will be an inter-Faculty collaboration, linking sciences and humanities, initially developing from the core disciplinary areas of Agriculture, Zoology, Typography and Archaeology, working closely with the Museum of English Rural Life and the Cole Museum of Zoology. Over time the CETL will expand to include other disciplines, including Life & Environmental Sciences and Classics, and in so doing, will extend its impacts upon a wider student audience.

### **Key Activities**

*The CETL will recognise and reward existing practitioners by providing:*

- significant additional support to enable academics to develop their own teaching and learning;
- guidance and encouragement to staff developing their teaching and learning portfolios;
- more opportunities for intra- and inter-discipline dialogue between practitioners; and
- the promotion of the core-disciplines as places where the case for excellence in developing student research skills has been nationally recognised.

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# Bristol ChemLabS

## University of Bristol

### **CETL Aims & Objectives**

Bristol ChemLabS CETL sets out to transform the student experience of learning practical chemistry. It hosts a major national resource for the teaching and learning of the experimental sciences that will establish professional-standard laboratories and practices with state-of-the-art instrumentation and facilities for the e-learning of modern laboratory chemistry. Fellowships for seconded schoolteachers and university lecturers have been secured and outreach programmes to engage pre-university students and the general public have been developed. New ways of teaching and learning practical science will be disseminated nationwide.

### **Key Activities**

- *Laboratory Redevelopment:* Transformation of old laboratories to the highest safety standards ensures up to 120 students can experience practical chemistry experiences for years to come. New instrumentation and equipment will allow students to gain first-hand experience in a professional research laboratory.
- *Practical Course:* A completely new, integrated practical chemistry course is being developed to illustrate aspects of a broader range of topics in chemistry that will expand the students' experiences beyond the traditional subject divisions of inorganic, organic and physical chemistry. A greater emphasis on pre-laboratory work, self tests and on-line assessments, will allow students to become familiar with the background theory. On-line safety assessments will ensure that students understand the hazards and risks associated with each experiment and develop safe working practices.
- *Dynamic Laboratory Manual:* The traditional practical courses paper booklet will be replaced with a completely new, web-based dynamic laboratory manual. Each manual will include details of the practical, background information on theory and applications, and virtual instruments and equipment to allow students to practice and become familiar with techniques. Video tutorials of common laboratory methods will also be incorporated.
- *Outreach:* A specialist, seconded School Teacher Fellow has been appointed to work alongside the School's Outreach Director to develop an extensive programme of outreach activities, with events for primary and secondary school students as well as their teachers.

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# Centre for Active Learning in Geography, Environment and Related Disciplines - CeAL

## University of Gloucestershire

### **CETL Aims & Objectives**

CeAL is an international centre of excellence reviewing, developing, promoting and embedding active learning. The Centre's approach enables students to construct theoretical understanding through reflection on enquiry in the field, studio, laboratory and classroom, using real sites, community-related and employer-linked activities. CeAL has been developed around communities of active learners where students and staff inquire together. A key innovative feature is joint student projects with related Schools in the University, and initially 13 HEIs in England and 10 universities overseas. The University of Gloucestershire is committed to pursuing active learning across all undergraduate/postgraduate curricula, with CeAL as the laboratory for innovation, experimentation and evaluation. Existing synergies between teaching, research, knowledge transfer and AWP initiatives will be utilised.

### **Key Activities**

- *Development of Induction (undergraduate and postgraduate):* Aims to better prepare students for active learning through a separate, pre-semester, intensive residential short course. They will explore study skills development, multidisciplinary teamwork, real world problem-solving, Personal Development Planning and group e-learning. Active learning and reflection on performance will also be enhanced in appropriate compulsory modules throughout all levels; and
- *New Staff Appointments:* Three new lecturer appointments release existing experienced SoE academic staff from delivery of approximately 24 modules per year, permitting them to focus on CeAL activity, and to develop their personal capabilities.

Five Postgraduate Research Assistants (PGAs) assist with establishing active learning projects for members of disciplinary-based Professional Development Groups (PDGs), developing and facilitating delivery of projects and teaching materials. Crucially, they will undertake evaluative research work on effectiveness of active learning, leading ultimately to publication. PGAs have registered for research degrees (MA/MSc/MPhil or PhD), whose themes are congruent with their academic interests, and an appropriate pedagogic research question relating to effective practice.

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# Centre for Effective Learning in Science - CELS

## Nottingham Trent University

### *CELT Aims & Objectives*

CELS aims to create a new image for science within both the HE and school communities as more relevant, accessible and achievable. Based on our excellent record in HE science teaching and nationally recognised widening participation activities, CELS will enable academic teams to develop and trial new approaches to teaching and presenting science to both communities. Using best practice in educational research and outreach, these developments will increase the number of science students, support the learning of science students locally, and provide a significant new resource base for science teaching nationally.

### *Key Activities*

In Higher Education CELS is developing:

- new ways of teaching scientific concepts;
- research into e-learning;
- individualised learning packages to address the issues of differing entry profiles and subject knowledge within student populations on science courses; and
- diversified range of assessments used in science, focusing on giving effective feedback.

### *Outreach activities:*

CELS has organised a wide range of activities for Primary, Secondary and post 16 students. The aim of the outreach work is to improve the image of and generate increased interest in Science.

CELS also supports the teaching of Science within schools by:

- Collaborating with the ExperimentsAtSchool site with the RSSCSE providing on-line interactive experiments (<http://www.experimentsatschool.org.uk>);
- Participating in the Undergraduate Ambassadors Scheme with undergraduate scientists;
- Creating new 'Master Classes' with teacher and pupil resources;
- Designing and delivering activities (CPD) for teachers and technical staff; and
- Developing Teaching Materials for the new Science GCSEs and future AS/A2 Sciences curricula.

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# Centre for Excellence in Leadership and Professional Learning

Liverpool John Moores University

## *CETL Aims & Objectives*

This CETL will develop existing innovative learning approaches within Physical Education, Dance, Sport and Exercise Sciences to enhance students' vocational, leadership and entrepreneurial skills. Building on novel community, industry, and business partnerships, models for lifelong learning will be developed through experiential opportunities in organisations dedicated to performance enhancement and the pursuit of a healthy and active lifestyle. These distinctive approaches, as they relate to the professional practice of Education and Science students, will be explored and utilised to enable students to become 'leading learners' as well as, at the same time, be 'learning to lead'.

## *Key Activities*

- A focus on professional, work-based and work-related learning, entrepreneurship, problem-based, experiential and reflective approaches;
- Central co-ordination through the University's educational development unit (Learning Development Unit) to ensure synergy with institutional learning, teaching and assessment strategy developments and initiatives;
- Specialist support personnel and business development managers to create new networks with local communities, employers and client groups and to manage enterprise innovation;
- Development of a Leadership and Community Learning facility as the epicentre for creating and developing an interactive learning network with community learning clusters across the region, providing students with state of the art interactive video facilities for analysing leadership and learning in the community;
- Development of a Health, Activity and Human Performance facility to expand students' applied knowledge and practical skills base in a work-related environment to enhance students' understanding of physiological, biomechanical and psychological assessment of individuals;
- Development of students as entrepreneurs through Student Enterprise Fellowships, awarded annually; and
- Promotion of pedagogic research through a rolling programme of sabbaticals and secondments and appointment of Research Officers.

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# Centre for Open Learning of Mathematics, Science, Computing and Technology - COLMSCT Open University

## **CETL Aims & Objectives**

The Centre will build on the Open University's experience and innovatory work in open learning in the study of mathematics, science, computing and technology. The core objective is to improve the learning experience of students who have limited opportunity for direct face to face interaction with teachers. Although the potential development agenda is broad, there will be an initial focus on assessment and e-learning. The Centre will comprise an academic community of 'teaching fellows' who will refine their skills through action learning based on the OU's programmes.

## **Key Activities**

COLMSCT has focused on establishing the Centre and its community, notably the recruitment and induction of Fellows and the initiation of innovative teaching and learning projects. COLMSCT is working in partnership with the other three OU led CETLs, in a collective known as the Open CETL to share practices, explore synergies, and identify opportunities for joint dissemination and enhanced impact.

### *COLMSCT impact on University pedagogic activities*

- The Centre established the E-Assessment for Learning: iCMA group to accelerate the adoption of online computer-based assessments for OU courses and programmes. The fundamental premise is that computer-based assessment with feedback is an underused pedagogic strategy in the OU;
- Fuller academic engagement will underpin our aspirations to provide a national lead in this form of e-learning;
- Adoption of an action research approach where course teams have proposed projects to the Group. Ten OU projects were accepted and will work with the Group to develop the relevant assessment and to evaluate both the process and the outcomes;
- Bridge links between local academic aspiration and both L&T Strategy and VLE system development to establish a similar action research-led development theme – Building Subject Communities that Learn Together; and
- COLMSCT and the Open CETL are fully engaged with the senior committee and management boards in the development of teaching and learning policy and contribute to the generation of 'green papers' on significant pedagogic issues.

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# Experiential Learning in Environmental and Natural Sciences

## University of Plymouth

### **CETL Aims & Objectives**

The CETL aims to enhance provision in fieldwork, lab work and work-based learning by using innovative new technologies, applying inter-disciplinarity and embedding the skills associated with employability and entrepreneurship more firmly in the experiential curriculum. Labs, curricula and procedures will be adapted to ensure that large cohort sizes, or individual disability, do not impede access to a lively, extensive and safe experiential curriculum. An innovative Immersive Vision Theatre and an equally advanced Lab+ facility will be developed for the benefit of students, visiting educational groups and the local community.

### **Key Activities**

- *Immersive Vision Theatre (the dome)*: Allowing students to virtually 'visit' remote field sites and help them make the best use of time in the field;
- *Information Communication Technology resources*: The CETL will investigate the potential for web-based delivery of briefing, de-briefing and assessment materials that is in increasingly wide use;
- *Fieldwork safety training course*: A nationally accredited fieldwork safety training course for HE staff will be developed, building on a pilot study from the Geography, Earth and Environmental Sciences (GEES) Subject Centre;
- *Access to the experiential curriculum for disabled students*: Access to lab work will be the main focus in this area. A critical review of current lab work will be undertaken in order to adjust the design and delivery of the curriculum and to inform design of the teaching labs;
- *Interdisciplinary fieldwork*: The CETL will create a broad, inter-disciplinary resource consisting of an instrumented field site in the local area and an associated archive of environmental data;
- *The Lab+ facility*: The CETL aims to enhance and equip a set of linked multi-disciplinary 'wet' and 'dry' labs, in which students can utilise resources related to experiential events; and
- *Increasing opportunities for students*: This activity will review our lab and field practice in order to embed opportunities to develop employability and entrepreneurship and to make these visible and explicit to students. The CETL also aims to increase opportunities for work-based learning.

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# Genetics Education Networking for Innovation and Excellence - GENIE

## University of Leicester

### *CETL Aims & Objectives*

GENIE builds on existing expertise and synergy between world-class science genetics education. The Centre will lead the development of innovative approaches and establish a network of institutions engaged in teaching genetics, promoting the sharing of resources and experiences. An internationally accessible database of these resources will also be assembled. Intrinsic to the philosophy is the embedding of generic skills and the application of generic approaches to broader fields, for example, biotechnology, medicine and law. Therefore the learning experiences of students from a wide range of subjects will be enhanced, reflecting the broad impact of genetics on science and society.

### *Key Activities*

- Providing dynamic state of the art teaching environments at the University of Leicester, with innovative combinations of laboratory and e-learning approaches for undergraduates and postgraduates to promote and sustain a synergy between first class research and teaching;
- Raising public awareness of genetics in science and society. The Department of Genetics, which houses the GENIE CETL, has a well-established and varied outreach programme;
- Supporting the Virtual Genetics Education Centre (VGEC) as an extensive web-based network of quality genetics resources and information for teachers and learners;
- Establishing a national network of genetics educators, people involved in delivering genetics programmes and promoting genetics education to establish best practice; and
- Developing and disseminating resources to support the subject of genetics in such topics as human health, welfare, daily life and society in general. Projects currently being developed include student-centred problem-based group exercises, course design focusing on the social, legal and ethical implications of genetics and engaging students in outreach activities for schools and the general public.

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# Inter-Disciplinary Ethics Applied - IDEA

## University of Leeds

### *CETL Aims & Objectives*

The IDEA CETL builds on the established excellence in ethics teaching in the Leeds medical course where subject specialists and ethicists help students integrate the diverse ethical issues in the course into a coherent Ethics Theme which crosses subject and year boundaries. The CETL will transform student experiences by extending these successful features of ethics teaching to other programmes of study across the university, including biosciences, business, computing, education and engineering. Thus it will equip students to address increasing public concern about ethical issues in business and professional life. Furthermore the IDEA CETL will contribute to national and international debates on these issues and their pedagogical implications.

### *Key Activities*

- The integration of interdisciplinary ethics into the curricula of: medicine, business, engineering, biological sciences, nanotechnology, environment, computer science, sport science, media, law, psychology, education, social work and performance arts at the University of Leeds;
- Develop coherent ethical thread to run through degree courses, rather than a “bolt-on” approach, enabling students to engage with ethical issues in a sustained manner. This will be facilitated by Ethics Theme Teams, partnerships of ethicists, subject practitioners and students from each discipline; and
- Promote the importance of ethical decision making as an important skill for graduates.

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# Write Now Centre for Scientific Literacy

London Metropolitan University, Liverpool Hope University, Aston University

## *CETL Aims & Objectives*

The **Write Now** CETL is a collaboration between London Metropolitan, Liverpool Hope and Aston Universities that developed out of the successful psychology-based FDTL4 Assessment Plus project on using assessment criteria to support student learning. It aims to improve student achievement and enrich student learning experiences through the development of innovative, evidence-based provision focused on writing for assessment. The Centre celebrates and promotes student writing in the disciplines, with the objective of enabling students to develop academic and disciplinary identities as empowered, confident writers. A comprehensive programme of pedagogical research underpins and strengthens the ethos and practice of the Centre, including the key areas of development, evaluation and dissemination.

## *Key Activities*

- Writing Centres;
- Undergraduate writing coaches;
- Personalised student websites;
- Assessment guidance packages;
- Working with staff to promote writing in curriculum design;
- Student focus groups and forums;
- Induction resources;
- MSc in Student Assessment;
- Pedagogical research; and
- Workshop programmes for students and staff.

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# Assessment Standards Knowledge Exchange - ASKe

## Oxford Brookes University

### **CETL Aims & Objectives**

Assessment standards guide and mould student learning both in terms of what they must do and how well they must do it, yet students often claim to be unsure about expectations. Research at the Business School has proven that sharing tacit, alongside explicit, knowledge of standards significantly improves students' academic performance. ASKe will spread this innovative practice and pioneer the cultivation of an assessment community with students, pre-HE and HE staff, alumni and employers as active partners. The community will be nurtured by the creation of bespoke 'social learning space' and socialisation processes that move beyond a focus on assessment technique to a more holistic perspective in which assessment's position as central to learning is fully exploited.

### **Key Activities**

#### *Strand 1: Replicating proven practice*

- supporting development of a proven pre-assessment intervention within Brookes, and across five partner institutions
- disseminating the Academic Conduct Officer system throughout the HE community and embedding the system in five other institutions by the end of five years
- extending the Peer Assisted Learning programme across Brookes

#### *Strand 2: Pioneering evidence-based practice*

- funding projects across Brookes that develop and enhance assessment practices

#### *Strand 3: Cultivating a community of practice*

- developing a brand-new £2 million building on Brookes' Wheatley campus to support student learning outside structured class time
- developing the social environment necessary to colonise this physical space.

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# Bridges - Supporting Personal Career and Professional Development through the Undergraduate Curriculum

## University of Bedfordshire

### *CETL Aims & Objectives*

The University of Bedfordshire has developed a distinctive undergraduate curriculum which seeks to support students' learning through integrating academic and personal development with transferable and career management skills. The CETL will support the further development of the curriculum and, in particular, the use of personal development planning with students from diverse backgrounds across a range of subjects. It will examine how these processes can be used to 'bridge back' to students' prior experiences and 'bridge forward' to their future career ambitions. The CETL has a strong research and evaluation dimension and approaches and resources will be shared with the wider academic community.

### *Key Activities*

- *Assessment & Recording*, exploring assessing PDP skills formatively and summatively while using the University's student record system to capture a richer picture of student attainment;
- *Assessment Centres*, embedding into the curricula developmental experiences for students which support self analysis and enhance their capability;
- *Bridging Back*, examining what is happening in the pre-19 curriculum and supporting transition into higher education;
- *Bridging Out*, incorporating elements from the world of work and professional practice into the Curriculum;
- *Games & Simulations*, exploring computer games and simulation processes that enhance Creativity;
- *Learner Development*, motivating students and developing higher skills including creativity, problem solving and reflection;
- *e-Portfolio*, reviewing e-portfolio software and considering how it can be used to augment student development and the recording process; and
- *Research and Evaluation*, supporting pedagogic research and the evaluation of the impact of PDP approaches.

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# Centre for Career Management Skills - CCMS

## University of Reading

### *CETL Aims & Objectives*

Employability is a key issue for today's graduates. The Centre for Career Management Skills will build on the career management skills programme the university has run since 2002. Academics, careers staff and employers use lectures and online materials to develop students' career management skills. These award-winning materials are used in around 60 higher education institutions. The centre will support a network of HEIs in developing career management skills. Reading's existing material will be used as the cornerstone of a 'learning ladder' web-site. This will support students from foundation to postgraduate degree level courses to manage career transitions throughout their higher education experience.

### *Key Activities*

- Development of new web-based teaching and learning resources;
- Development of new taught materials;
- Encouraging new approaches to CMS through fellowships at Reading and beyond;
- Establishing and supporting a network of other HEIs; and
- Evaluating and researching the effectiveness of CMS.

Director:	Dr Zella King
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# Centre for Excellence in Enquiry-Based Learning - CEEBL University of Manchester

## ***CETL Aims & Objectives***

CEEBL capitalises on the University of Manchester's excellence in Enquiry-Based Learning (EBL), with Medicine and Manchester Business School being leaders in problem-based and case-based learning, and a National Teaching Fellow pioneering these approaches in Humanities. CEEBL will extend and embed EBL throughout the University, aligned with our Learning, Teaching and Assessment strategy and working with students as partners. We will establish a university 'hub' facility, linked to the four Faculty 'spokes' of Engineering and Physical Sciences, Humanities, Life Sciences, and Medical and Human Sciences. The hub provides support and expertise, whilst each spoke implements a major EBL project, reaching at least 5,000 further students overall. A programme of evaluation and research will underpin the work of CEEBL at every stage.

## ***Key Activities***

In addition to the major Faculty projects, every year CEEBL supports and funds a number of small scale projects, allowing EBL to be developed and embedded at School level across the University. A state-of-the-art facility enables CEEBL to support innovative teaching sessions, workshops and training for staff and students from University of Manchester and beyond, as well as hosting high quality external events.

The Centre contributes by dissemination of information through academic papers, publications, leading workshops and seminars by invitation, offering consultancies to and collaborates with CETLs, the HE Academy and other relevant external agencies. CEEBL, with support of the HE Academy, has recently launched a national CETL Student Network which will bring together student representatives from around the country to share ideas, experiences and develop student-led initiatives.

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# Centre for Excellence in Preparing for Academic Practice University of Oxford

## ***CETL Aims & Objectives***

This CETL is focusing on the development of postgraduate research students and postdoctoral researchers as the next generation of academics. It will build on Oxford's pre-eminent position as a provider of academics to the UK HE system, its development of graduates as teachers, and both pedagogic research and educational development support from the Institute for the Advancement of University Learning. It will implement accredited programmes to develop the teaching, research and graduate skills of future academic staff for UK HE, across all academic departments, and support a national Preparation for Academic Practice Network involving eight institutions with large doctoral programmes.

## ***Key Activities***

One of the main focuses of the Centre is the development and implementation of schemes at Oxford enabling contract research staff and postgraduate research students to undertake teaching, and to gain teaching experience. The Centre will attempt to support all departments within the University in pursuit of these objectives, including those founded on or linked to the area of bioscience. These programmes are part of a framework covering teaching provision at the University, which involves induction, support and reflection and the intention is that that these programmes will be accredited by the Higher Education Academy. Additionally, the Centre has established a Network, consisting of Oxford and seven other research-intensive universities that are also interested in the promotion of Academic Practice (AP). The Oxford Network will allow for the sharing of ideas and experience regarding AP, and will undertake a series of seminars, conferences and collective research projects to support this work. The Centre will address the international dimensions of AP, both in terms of the numbers of overseas postgraduate research students, and with regard to UK students who need to compete for posts overseas.

A research and evaluation agenda underlies all of these activities, so the various evaluation exercises will attempt to track and record what works, and what doesn't, in promoting academic careers, and in trying to match up people's expectations to the support services available. The research on teaching-research relations will be disseminated to a wider audience, and should also integrate with the tradition established within the Centre for Bioscience of examining the linkages between teaching and research.

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# Centre for Excellence in Teaching and Learning in Assessment for Learning – AFL Northumbria University

## **CETL Aims & Objectives**

The CETL will accelerate a transformation in assessment, building on excellent practice in Education, Childhood Studies, History, English, Psychology and Engineering. Our approach to Assessment for Learning means that students will benefit from assessment which does far more than simply test what they know. Students will participate in activities that are valuable, informative, provide feedback, and teach self-assessment. The Centre aims to embed Assessment for Learning across the university and to share experiences with colleagues across the higher education sector.

## **Key Activities**

### *Internal to Northumbria;*

- CETL Recognised Teams – CETL-funded teams will work on a single collaborative development using the principles of Assessment for Learning;
- CETL Associates – will explore the benefits of Assessment for Learning for student learning; RECAP (REsearching the Challenges of Academic Practice) Network – members are actively engaged in research into teaching, learning and/or assessment; aim to improve learning, teaching and assessment locally and beyond, through research; support each other in their research endeavours; share ideas, research approaches and outcomes in order to raise the quality and impact of their research at Northumbria and; raise the profile of Northumbria in the field of pedagogic research externally; and
- Contribute to Northumbria University's CPD courses.

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# Centre for Excellence in Teaching and Learning in Reusable Learning Objects – RLO CETL

London Metropolitan University, University of Cambridge, University of Nottingham

## *CETL Aims & Objectives*

The CETL develops a range of multimedia learning objects that are stored in repositories, accessed over the web, and integrated into course delivery. This effort will extend the work of the partners in establishing effective methods for the design, development and delivery of reusable learning objects. There will be a strong programme of embedding and evaluation in a range of subject areas, from Nursing through to Computing, supported by a bold staff development programme. The Centre also contributes actively to research on the pedagogical and organisational issues in using learning objects to achieve real educational impact.

## *Key Activities*

- Advance the pedagogical and structural design of reusable learning objects (RLOs);
- Build a common development framework for producing and sharing a critical mass of RLOs;
- Share and evaluate these RLOs with a minimum of 2000 students per year across three institutions;
- Achieve this through an innovative and extensive staff reward programmes designed to harness expert knowledge and transform it into engaging interactive shareable content; and
- Engage in a vigorous programme of dissemination to spread the impact of the RLOs beyond the CETL partner institutions and to form mutually productive partnerships with other national and international partners where appropriate.

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# Centre for Excellence in Work Based Learning - CEWBL Middlesex University

## ***CETL Aims & Objectives***

The CEWBL builds upon the distinctive Middlesex University approach to work based learning as a field of study as well as a mode of learning. The centre will increase the number of students directly benefiting from excellent teaching and learning at Middlesex University and advance curriculum innovation in higher education by developing new models of teaching and learning appropriate to knowledge recognition, creation and use at work. In doing this we will develop excellent teaching resources and enhance understanding of the role of e-learning and the use of credit accumulation and modular frameworks to support HE/employer partnerships.

## ***Key Activities***

Areas of expertise are:

- Accreditation of Experiential Learning (APEL): for individuals and those using that learning to create individualised programmes ranging from undergraduate Certificates to Professional Doctorates;
- Accreditation of Organisational learning: valuing and acknowledging learning gained through workplace training and development and integrating it into Higher Education programmes;
- Partnerships: working with organisations to meet their education and training requirements through flexible use of the work based studies curriculum; and
- Work based projects: facilitation of a wide range of real time projects that contribute to organisational objectives, research and development.

We can offer support and guidance for those working with:

- Accreditation of experiential and certificated learning;
- Learning agreements and organisational working partnerships; and
- Work based projects.

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# Centre of Excellence for Work-Based Learning for Education Professionals - WLE Centre Institute of Education, University of London

## ***CETL Aims & Objectives***

The WLE Centre will enable the Institute to establish a Centre of Excellence for Work-Based Learning, focusing in particular on education professionals. This will build on existing innovative practice in teaching, learning and assessment, with the objective of improving work performance. The Centre will support the development of our work-related programmes, and enhance students' learning opportunities through face-to-face programmes and the use of new technologies to facilitate learning at work. The Centre will also support new initiatives, including the development of accreditation and assessment frameworks, for workplace learning. These and other outputs will be made available to other institutions and employers.

## ***Key Activities***

The Centre aims to engage in developing new research and learning/teaching modes in relation to work-based provision and any other aspect of work-based learning. These areas include inter-alia policy formulation, curriculum development, research and enquiry: the relationship between theory, learning and professional practice, new approaches to modes of work-based learning, the role of knowledge in professional development, the interface between education and related disciplines such as health and social science, issues related to work-based learning in the context of the re-modelling of the PGCE, innovative approaches to work-based assessment, e.g. e-portfolios, inclusive pedagogy, accreditation of prior (and experiential) learning, non award-bearing CPD in HE. The Centre is located in a newly refurbished TV studio. Apart from regular research activities, the Centre offers a range of services relating to students, staff and outside bookings. The Centre could be used both for filming and presentation purposes having, as a longer term aim, to make the studio and recording facilities available for outside bookings for professional purposes.

The WLE Centre website is a virtual networking hub for technology-enhanced teaching, learning, collaboration and dissemination activities. Various online services enable staff, learners, participants and professionals to collaborate on projects, courses, community exchange, and other WLE Centre activities. The Centre aims to develop, in particular, creative use of new technologies such as e-learning and digital video.

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# Centre for Integrative Learning

## University of Nottingham

### *CETL Aims & Objectives*

The Centre for Integrative Learning is an innovative venture in supporting high-quality student learning. The Centre will build learning environments that foster students' abilities to integrate their learning - connecting academic study, reflective self-awareness and experiential learning inside and outside the curriculum. It will enhance students' academic performance, their employability and their personal confidence to engage successfully with the challenges of a rapidly changing world.

This CETL is built upon excellence in three areas (history, entrepreneurship education and personal development e-portfolios), led by nationally recognised staff for their outstanding achievements. It will play an important role in helping the University raise the profile of teaching and learning.

The Centre's distinctive staffing strategy includes incentivised investment in young staff, partnered by distinguished senior practitioners, and the funding of targeted, competitive-bid projects throughout the University. It will command strong regional impact through its unique network of employer contacts and working links with other HEIs.

### *Key Activities*

The Centre offers:

- An ambitious institutional initiative involving over 5000 students in seven schools;
- A strong commitment to scholarship;
- Recognition of and support for future champions of teaching innovation;
- An innovative pedagogy and programme; and
- Institutional, regional, national and international outreach.

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# Centre for Professional Learning from the Workplace - CEPLW

## University of Westminster

### *CETL Aims & Objectives*

The Centre will integrate excellence in promoting and enhancing students' workplace learning from Biosciences, Integrated Health and Media, Arts & Design. Students will be carefully prepared for learning that is designed, supported and assessed with strong employer and professional body input and thus highly relevant to professional development. Workplace tutors will be supported in facilitating learning and offered a Postgraduate Certificate in Work-based Tutoring. Students will acquire effective reflective practices to enhance their ongoing professionalism. The Centre will embed these practices in the current core provision and extend it to other provision within the university and the wider HE community.

### *Key Activities*

- Provide an adaptable model of effective professional learning from the workplace (PLW);
- Train colleagues and employers in the effective delivery of PLW;
- Involve more employers in direct delivery and assessment of PLW, to strengthen the career-related applicability of the learning;
- Enhance quality of delivery by greater numbers of workplace tutors taking the PgCert WBT;
- Extend these activities to more students in core Schools, through current programmes, and in developing post-experience professional courses;
- Extend the work of the Centre to other University programmes, that already have active engagement with WBL, professional links and effective practice;
- Disseminate the approach of the Centre across the University, to other HEIs, Professional Bodies and employers; and
- Enhance the research-based understanding of the pedagogy of PLW.

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# Centre for Promoting Learning Autonomy - CPLA Sheffield Hallam University

## **CETL Aims & Objectives**

The Centre builds on work in several subject disciplines which have developed significant ways of promoting students as autonomous learners through transformative models of autonomy. The CETL draws on innovative pedagogies, learning processes, and learning environments. The Centre promotes learning through diverse activities including peer tutoring, student-led conferences, student-led assessment, simulations, and internationalising student activity. The Centre brings these together and creates new opportunities for learning particularly through digital media. Students will have the opportunity to engage with other students nationally and internationally through partner arrangements already developed by Centre staff including work with the Higher Education Academy.

## **Key Activities**

- *Students and tutors in learning partnerships.* Opportunities are being developed for student involvement through diverse activities including student-led conferences and peer-tutoring to further enhance the notion of partnership in learning;
- *Collaborative forms of assessment* including peer and self assessment;
- *New technologies and learning environments.* The Centre draws on innovative pedagogies, learning processes and learning environments and creates new opportunities for learning;
- *Students are assisted in making successful transitions* within their University careers; and
- *Whole communities of learners enabled to shape online learning environments.* E-learning allows students to engage with other students nationally and internationally.

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# Centre for Sustainable Futures - CSF

## University of Plymouth

### **CETL Aims & Objectives**

The CSF CETL aims to transform the University of Plymouth from an institution characterised by significant areas of excellence in education for sustainable development (SD) into an institution modelling university-wide excellence and, hence, able to make a major contribution to SD regionally, nationally and internationally. Students across the university and its network of partner colleges will be provided with opportunities to engage critically with sustainability agendas and their social, ethical, professional and personal implications. The impact on student learning will be reinforced through opportunities for action research projects into the greening of the campus and into community and regional sustainability initiatives.

### **Key Activities**

There are four key cross-cutting *activity lines* - 'Research', 'Change and Development', 'Evaluation and Monitoring', and 'Promotion and Dissemination'. These apply across three *core areas* of 'Curriculum', 'Campus' and 'Community', all of which contribute to the fourth 'C' of higher education which is Culture. Together, these core areas, and activity lines provide a broad strategic framework within which any particular initiative and its contribution to the whole can be located.

- The Curriculum group hosts a team of Centre Fellows across a number of schools and faculties, who are engaged in curriculum and pedagogical development work, associated research, and organising and facilitating CPD events. CSF has spearheaded the development of an innovative MSc in Learning for Sustainability within the School of Earth, Ocean and Environmental Sciences;
- The Campus group is working very closely with the Learning Facilities Division and Estates on a number of projects and ideas to enhance existing sustainability strategies, to introduce new thinking and wider consultation into various aspects of campus planning and maintenance;
- The Community group is working with partners in the community on specific projects as well as providing a platform for dialogue and doorway for cooperation; and
- Each group has a Forum and Focus Group which consists of CSF staff, academic and support staff, and student representation.

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# CRUCiBLE - Centre for Human Rights Education

## Roehampton University

### *CETL Aims & Objectives*

This CETL enhances student learning through an active engagement with the world in dealing with issues of human rights, social justice and citizenship. The title reflects the role of CRUCiBLE both as a forum for bringing together diverse partners and as a catalyst for real change within higher education. The CETL makes use of our existing expertise and experience in building partnerships between human rights organisations and universities to construct programmes and learning resource materials as well as providing opportunities for student placements. CRUCiBLE expertise, networks, resources and facilities will be made available to other universities.

### *Key Activities*

**Programmes:** 'Questioning Citizenship', developed as a compulsory first year module, has been rolled out across a range of single honours programmes such as drama, history and education. The module is designed to introduce students to a wide range of human rights and social justice issues. It will familiarise students with an understanding of concepts of citizenship, human rights and social justice. These concepts will be contextualised within historical, contemporary and current debates and national and international political institutions. Teaching and learning will focus on a range of case studies and current examples. There will also be an opportunity for students to apply these concepts and issues to their chosen subject of study.

CRUCiBLE works with all subject programmes across the University to assist them in building a human rights and social justice dimension to their work. Masters level programmes are being developed that will focus on human rights work and issues across a range of disciplines.

**Partnerships:** CRUCiBLE is working with a range of local and national NGOs, such as the Children's Rights Alliance, Reprieve, Global Witness and UNIFEM. Partners' interests vary from working with us on curriculum development to placements, awareness raising events and information sharing.

**Placements:** Placements for MA International Service and Human Rights undergraduate students have been arranged with organisations such as the VSO, Survival, NSPCC and Save the Children.

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# Enabling Achievement within a Diverse Student Body

## University of Wolverhampton

### **CETL Aims & Objectives**

The University of Wolverhampton is nationally recognised for widening participation. The CETL will support students drawn from a diverse background and enable their success. Excellent student outcomes have been achieved through the use of diagnostics to identify and support learner needs, as well as the development of specific learning skills embedded within a virtual learning environment. The CETL will integrate this work and use an e-portfolio to enhance personal development and planning whilst exploiting cutting-edge communications technology. The CETL activity will ultimately affect all academic staff engaged with Level 1 students and will provide national leadership and advice on the optimum methods of supporting students.

### **Key Activities**

*Design for Interior Textiles* has produced a generic diagnostic tool, the Individual Learning Profile, to identify individual learner needs on entry to the course. Students are assessed as high, medium or low risk and provided with tailored academic and learning skills support.

*Environmental Sciences* has created an electronic student tracking system for identifying at risk students. For those at risk, the virtual learning environment is used to provide interactive tutorials and study skills support. Face-to-face contact and peer support are available via a drop-in centre.

*Politics and Philosophy* have identified the need for specific learner and learning support to improve student abilities to write effectively. This is achieved through the module, 'Writing for Academic Success, that refines learning and writing skills.

*Education Studies* has pioneered the embedding of learner support in the subject curriculum by creating a bank of materials within the virtual learning environment entitled 'Learning for Success' Staff use these interactive materials to deliver learning support integrated with their subject curriculum. Students are encouraged to reflect on their own learning and to develop personal strategies to improve their ability to learn.

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# Enhancing, Embedding and Integrating Employability Centre for Excellence in Teaching & Learning - E3I Sheffield Hallam University

## *CETL Aims & Objectives*

The E3I Centre's holistic approach advocates embedding and integrating a coherent range of employability features in programmes, benefiting all students, developing attributes needed for success in their chosen paths and lifelong development, and supporting widening access to employment. Our models and examples (policies, strategies, and practices) will be adaptable to other institutions. Ongoing evaluation will contribute to employability research. Our holistic approach and our links into national and international HE communities will enable the Centre to have a key sector co-ordination and dissemination role. Our articulation of employability and the curriculum features supporting it, grounded in pedagogy, research and our own evaluated practice, puts E3I at the cutting edge of practice.

## *Key Activities*

- Enhancement of multidisciplinary and business orientated simulations;
- Production of bespoke Career Management Skills materials for courses;
- Guidance and advice through the validation process in terms of employability; and
- Promotion of the use of e-learning and Blackboard.

Director:	David Laughton
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# Foundation Direct

## University of Portsmouth

### ***CETL Aims & Objectives***

Foundation Direct will provide enhanced campus-based and online support for the university's growing number of vocational foundation degree students. Centre tutors provide generic skills and subject-specific guidance, careers management and Personal Development Planning. Students will learn how to manage and evaluate their studies and work-based learning and develop their professional practice. Foundation Direct works with employers, FE college partners and professional bodies engaged with foundation degree students to ensure that curricula are developed and delivered appropriately. The CETL will research the effective support of foundation degree students and disseminate this good practice in collaboration with external partners.

### ***Key Activities***

Foundation Direct will provide:

1. A physical and virtual centre that provides a blend of campus-based and e-learning support to meet the needs of the University's foundation degree students.
2. Centre tutor/advisors offering a mixture of generic and subject specific guidance for on-campus and distance learners.
3. Career management skills tailored to the needs of foundation degree students.
4. Professional Development Planning (PDP) units that structure support through the students' lifecycle.
5. A single point of reference for employers, FE colleges and professional bodies who are engaged with foundation degree students.
6. A centre for the research into and dissemination of good practice within the national context in Foundation Degrees.

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# Higher Education Learning Partnerships - HELP

## University of Plymouth

### **CETL Aims & Objectives**

The HELP CETL aims to become the national exemplar of excellence in locally-based higher education in further education (HE in FE). CETL funding will enable HELP to build on the excellent track record of the University of Plymouth (along with its regional further education college partners) in developing successful HE in FE partnerships and significantly widening participation while simultaneously maintaining high retention levels. We will further strengthen our partnership, enhance the students' experience, support a major expansion of provision and spread excellence both across our network and more widely through collaboration with other HE in FE consortia.

### **Key Activities**

- University Fellowships and CPD Awards – to increase scholarly activity within HE in FE through a variety of subjects:

#### **Subject forums**

Art & Design  
Business, Hospitality & Tourism  
Education  
Health  
Public Sector  
Science  
Technology

#### **Development Activities**

Work Based Learning, Blended Learning  
Foundation Degrees, Employer Engagement  
Interdisciplinary trading Zone  
HE in FE Partnership & Management  
Student Experience & Quality of HE in FE  
Student Retention, Progression & Transition  
Research and Scholarship in the HE in FE context

- Communities of Practice (CoPs) - aims to inspire teaching and learning communities to research and reflect on their practice and to share & disseminate knowledge and experience as well as share resources, within the South West region and beyond; and
- Development Activities - development and research projects targeted at taking forward the strategic mission of UPC. The work has initially been planned over a three year period, with 17 activities scheduled to start in the first year. Work is now underway within most of these areas.

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# Institute for Enterprise

## Leeds Metropolitan University

### *CETL Aims & Objectives*

The Institute for Enterprise will create an inclusive enterprise education community to act as an engine of change within Leeds Metropolitan University, the region and beyond. Enterprise education will be at the core of the student experience through a suite of nationally available top-up programmes, the development of a masters qualification and creation of physical and virtual infrastructures, which foster a vibrant learning community of academics, students and employers. Each site will access innovative learning resources, with a flagship 'enterprise café' providing the focus for a resource centre and networking space, to enhance national understanding of enterprise education.

The new Institute aims to make Leeds Metropolitan University the first choice for students seeking enterprise education across the whole range of academic subjects. This will be achieved by working with staff across all three sites of the university, through the appointment of 'pioneers' who will be dedicated to culture change within enterprise education, and a range of curriculum development projects.

### *Key Activities*

The Institute for Enterprise will develop:

- Subject specific materials that can be used in supporting enterprise development across all of the University's provision in each of our Faculties from sub-degree to Masters' degrees;
- Materials specifically designed to enable enterprise development in a wide range of Foundation degrees;
- A progression route from any Foundation degree (or other level 2 qualification e.g. HND), in any discipline to an Honours Degree in Enterprise;
- Routes to specialist Masters degrees in Enterprise and Innovation;
- Routes for our students from academic programmes and other course based support into business incubation and start-up;
- A broad base of support for enterprise teaching and learning development, in both Leeds Metropolitan University and across the wider community of our partnerships in the region and beyond; and
- Networking opportunities with Business Schools and other Faculties nationally to roll out our innovative approach.

Director:	Alison Price
URL:	<a href="http://www.leedsmet.ac.uk/enterprise/">http://www.leedsmet.ac.uk/enterprise/</a>
Address:	Leeds Metropolitan Enterprise, 2 <sup>nd</sup> Floor, Old School Board, Calverley Street, Leeds, LS1 3ED
Email:	<a href="mailto:Enterprise@leedsmet.ac.uk">Enterprise@leedsmet.ac.uk</a>

# LearnHigher - Excellence in Learning Development

## Lead Institution: Liverpool Hope University

### *CETL Aims & Objectives*

LearnHigher is an existing collaborative partnership between 16 HEIs involving practitioners working in learner development and study support roles. The partnership shares each practitioner's specialist expertise and excellence covering a wide range of learner development areas, identifying, quality assuring and sharing resources. This coordinated approach ensures that the highest quality resources reach the maximum number of students. LearnHigher, in conjunction with the Higher Education Academy, will create a portal service to provide these resources and materials to the whole of the sector for both students and staff and become an internationally renowned centre of excellence in learner development.

### *Key Activities*

- To build a research and evidence base across the LearnHigher network to inform the effective use of Learning Development resources;
- To develop, identify, quality assure and share electronic resources for higher education staff to integrate into their curriculum and for students to use in support of their own learning development;
- To develop, identify, quality assure and share electronic resources for students to use in support of their own learning development;
- To share resources across the sector through the Higher Education Academy portal services; and
- To become a nationally and internationally recognised Centre for Excellence in Learning Development.

LearnHigher is committed to improving student learning through practice led enquiry, building a research base to inform the effective use of learning development resources. Each of the 16 partner institutions is engaged in enquiry led practice which aims to build a sound evidence base in student's practices in a broad spectrum of learning areas that underpin activity across all academic subjects.

Director:	Jill Armstrong
URL:	<a href="http://learnhigher.hope.ac.uk">http://learnhigher.hope.ac.uk</a>
Address:	LearnHigher, Liverpool Hope University, Hope Park, Liverpool, L16 9JD.
Email:	<a href="mailto:learnhigher@hope.ac.uk">learnhigher@hope.ac.uk</a>

# Personalised Integrated Learning Support - PILS

## Open University

### *CETL Aims & Objectives*

The PILS Centre builds on Open University expertise in supporting a large and diverse student population to offer a better integrated and more personalised learner support service. Working closely with the staff who most directly support students, their tutors, as well as academic and other learning support staff the CETL will develop a blended learning approach which provides greater individualisation of information, advice, resources and support. This will enable students to become more confident learners who can make informed decisions about the best mix of services and media to help plan, develop and monitor their learning and progress in order to achieve personal, educational and career objectives.

### *Key Activities*

In the long term PILS intends to build a model working and sharing at the programme level. The work of the PILS Centre will build upon the progress made by the Programme Based Student Support Project which is working in the subject areas of Psychology and Molecular Science.

Directors:	Pat Atkins, Patrick Kelly
URL:	<a href="http://cetl.open.ac.uk/pils/">http://cetl.open.ac.uk/pils/</a>
Address:	Personalised Integrated Learning Support Centre, The Open University, Walton Hall, Milton Keynes, MK7 6AA
Email:	PILS-Centre@open.ac.uk

# Postgraduate Statistics Centre - PSC

## Lancaster University

### *CETL Aims & Objectives*

The PSC CETL aims to enhance and extend our existing excellent practice in quantitative postgraduate training, both to specialist statisticians and to users of statistics in other disciplines. This dual objective echoes the Lancaster Statistics Group's reputation for world-class statistical research at the interface between theory and applications. By collaborating with colleagues in the natural, social and management sciences, we will motivate and encourage topical and relevant enquiry-led training in theoretical and applied statistics. Our approach will produce highly employable graduates in a range of disciplines: statistics specialists who appreciate the wider relevance of statistics to scientific work; and non-statisticians who are enthusiastic and knowledgeable about the quantitative aspects of their particular specialism.

### *Key Activities*

- To extend and disseminate innovative and excellent teaching practice to additional partner departments across the university by collaborating with colleagues in the natural, social and management sciences to motivate and encourage topical and relevant enquiry-led training in theoretical and applied statistics;
- To achieve and to secure our position as the leading training centre for postgraduate statistics in the UK by providing a regional, national and international centre of excellence in the training of statistics postgraduates at both Masters and PhD level by providing a range of courses including Environmental Statistics, Medical Statistics and Applied Social Statistics;
- To give Lancaster-trained postgraduates in all disciplines quantitative skills which will influence and enhance their whole approach to research by providing short courses for postgraduates in the Life Sciences, Social Sciences, Medicine and Veterinary Science;
- To produce well-trained and highly employable graduates in a range of disciplines including specialist statisticians who appreciate the relevance of statistics to scientific work and non-statisticians who are enthusiastic and knowledgeable about the quantitative aspects of their particular subject specialism; and
- To provide continuing professional development (CPD) courses in statistics for professionals in the wider academic community.

Director:	Professor Brian Francis
URL:	<a href="http://www.maths.lancs.ac.uk/department/specialistGroups/psc">http://www.maths.lancs.ac.uk/department/specialistGroups/psc</a>
Address:	Department of Mathematics and Statistics, Fylde College, Lancaster University, Lancaster, LA1 4YF.
Email:	<a href="mailto:mathematics@lancaster.ac.uk">mathematics@lancaster.ac.uk</a>

# SIGMA Centre for Excellence in Mathematics & Statistics Support

Loughborough University, Coventry University

## *CETL Aims & Objectives*

The SIGMA Centre builds on extensive experience, reputations and expertise in the mathematics and statistics support provided to thousands of students from across universities for whom mathematical and statistical methods are required components of their undergraduate and postgraduate programmes. SIGMA is making substantial investment to enhance existing provision and address proactively the needs of those who can benefit from it. This will strengthen our capacity to support students with disabilities and those from non-traditional backgrounds. A test bed for innovative approaches to learning will be established, and all activities will be underpinned with a substantial programme of pedagogic research.

## *Key Activities*

- Enhancing and extending mathematics and statistics drop-in centres at both universities;
- Improving learning by teaching, or providing supplementary support to, identified groups of students in small groups (size 20-30);
- Extending existing specialist support for students with disabilities or specific learning difficulties;
- Developing and delivering short courses in statistical methods for research students; and
- Developing a university-wide statistics consultancy service for postgraduate and final year undergraduate projects.

Director:	Tony Croft
URL:	<a href="http://www.sigma-cetl.ac.uk/">http://www.sigma-cetl.ac.uk/</a>
Address:	Mathematics Education Centre, Loughborough University, Leicestershire, LE11 3TU.
Email:	see: <a href="http://www.sigma-cetl.ac.uk/index.php?section=13">http://www.sigma-cetl.ac.uk/index.php?section=13</a>

# Supported Online Learning for Students using Technology for Information and Communication in their Education - SOLSTICE

Edge Hill University

## *CETL Aims & Objectives*

The SOLSTICE Centre encompasses excellence in supported online or blended learning. It involves academics and learning technologists as a hub of expertise in pedagogic design for development of this method and its embedding within curricula. It focuses on capturing the power of new technologies including VLEs for flexible delivery and is orientated towards widening access by making learning opportunities available from the workplace. It will initially focus on professional development for students working in public services but will add value to delivery of all Edge Hill programmes.

## *Key Activities*

- Further development of SOLSTICE as a method of programme delivery incorporating pedagogic development as a result of continuing evaluative research, and further technological development as new technologies and multimedia applications become available;
- Adoption of the SOLSTICE method in a wider range of Edge Hill programmes for planned developments of Foundation Degrees, CPD opportunities and MA programmes in all three Faculties;
- The sharing of expertise with a larger group of Edge Hill staff in curriculum design, preparation of online material, and online tutoring and support, building on existing expertise;
- The recognition of excellence by the operation of a human resources strategy combining time relief, financial reward, enhanced access to scholarly activities and titular recognition for development work;
- The sharing of knowledge, expertise and skills with the higher education sector both in the UK and internationally, building on an existing track record of contacts; and

*External to Edge Hill SOLSTICE activities focus on:*

- Research and dissemination of materials;
- SOLSTICE seminars and workshops and annual Conference; and
- Consultancy and/or staff development activities relating to SOLSTICE approaches and Developments.

Director:	Sue Roberts
URL:	<a href="http://www.edgehill.ac.uk/solstice">http://www.edgehill.ac.uk/solstice</a>
Address:	SOLSTICE, Linc Building, Edge Hill, St Helens Road, Ormskirk, L39 4QP.
Email:	<a href="mailto:solstice@edgehill.ac.uk">solstice@edgehill.ac.uk</a>



# Surrey Centre for Excellence in Professional Training and Education - SCEPTRe

## University of Surrey

### *CETL Aims & Objectives*

The SCEPTRe Centre aims to enhance the learning experience of students, especially those on professional placement, using an enquiry-based approach to education. It builds on our experience in Professional Training (PTr) and draws upon our expertise in e-learning, and in skills and personal development planning. PTr provides an excellent environment for using enquiry-led learning with tutor, peer and employer support. Based on the experience with PTr, SCEPTRe will also spread the approach across the university more generally and to PTr students elsewhere in the sector. It will be a centre for resources, expertise and excellent practice in professional training.

### *Key Activities*

- Conduct a programme of evaluation aimed at mapping conceptions of PTr at Surrey and understanding the approaches used to support PTr;
- Provide a brokerage service to enable professional training tutors and administrators to find out things they need to know quickly;
- Promote and extend excellence in professional training and education through a Fellowship scheme;
- Provide opportunities through events and activities for people interested in PTr to share their knowledge, experiences and practices to learn from each other;
- Conduct a number of practical experiments aimed at improving technology support for students while they are in placement; and
- Identify ways of working collaboratively with employers so that our students are better prepared for their placement experience.

Director:	Professor Norman Jackson
URL:	<a href="http://www.surrey.ac.uk/sceptre/">http://www.surrey.ac.uk/sceptre/</a>
Address:	SCEPTRe, AC Building, University of Surrey, Guildford, Surrey, GU2 7XH.
Email:	<a href="mailto:sceptre@surrey.ac.uk">sceptre@surrey.ac.uk</a>

# The Blended Learning Unit - BLU

## University of Hertfordshire

### *CETL Aims & Objectives*

The University of Hertfordshire's strategic vision is educational provision where high quality e-learning opportunities are blended with excellent campus-based learning in coherent, reflective and innovative ways. The BLU Centre will enable teachers, StudyNet Champions and student representatives to continue the development and dissemination of Blended Learning for all our students. External dissemination activities, including conferences, open days and secondments, will be conducted in collaboration with the Higher Education Academy, the JISC and other stakeholders.

### *Key Activities*

Support of Blended Learning Unit research categorised into the following areas:

- Computer Aided Assessment (CAA);
- Computer Supported Collaborative Learning (CSCL);
- Learning Materials/Learning Objects; and
- Curriculum Design.

Offers workshops for University of Hertfordshire staff (open to external participants as well) to aid their implementation of learning technologies. Additionally, they hold an annual Blended Learning Conference to exchange ideas on blended learning innovations and best practice with other higher education institutions.

The University of Hertfordshire is one of the 12 institutions taking part in the Pilot Phase of the HEA's e-Learning benchmarking exercise.

Director:	Professor Peter Bullen
URL	<a href="http://www.herts.ac.uk/blu">http://www.herts.ac.uk/blu</a>
Address:	The Blended Learning Unit, University of Hertfordshire, College Lane, Hertfordshire, AL10 9AB.
Email:	<a href="mailto:blu@herts.ac.uk">blu@herts.ac.uk</a>

# The ExPERT Centre - Centre for Excellence in Professional Development through Education, Research & Technology

University of Portsmouth

## *CETL Aims & Objectives*

The ExPERT Centre aims to support staff in developing scholarship in teaching and learning and has a strong focus on pedagogic research and knowledge transfer in order to enhance the student learning experience. The students concerned include those in biomedical sciences, psychology, radiography, social work, professions allied to medicine and complementary to dentistry and students will play a central role in our activities.

The Centre is also designed to act as a resource for the local dental and medical communities for continuing professional development and continuing medical/dental education. We are working towards a highly integrated approach that will benefit both professionals in the local community as well as our students at the University of Portsmouth through providing wider inter-professional educational opportunities that would otherwise be unavailable.

## *Key Activities*

- Development and embedding of blended learning across the curricula;
- Pedagogic research in four key areas of simulation, technology enhanced learning, creativity, and curriculum development and assessment;
- Staff development with regard to new approaches to teaching and learning and development of personal scholarship; and
- Student engagement with their own learning.

Director:	Professor Lesley-Jane Eales-Reynolds
URL:	<a href="http://www.port.ac.uk/special/ExPERTCentre">http://www.port.ac.uk/special/ExPERTCentre</a>
Address:	The ExPERT Centre, James Watson Building, King Richard I Road, Portsmouth, PO1 2DF.
Email:	<a href="mailto:expert.centre@port.ac.uk">expert.centre@port.ac.uk</a>

# The Reinvention Centre for Undergraduate Research

University of Warwick, Oxford Brookes University

## *CETL Aims & Objectives*

The Reinvention Centre puts undergraduate research at the centre of undergraduate education. By reinventing the relationship between teaching, learning and research, students will benefit from becoming contributors to the research culture of their departments. Student research will be enhanced through curricula redesign, extra-curricula research opportunities, research scholarships, accreditation for research skills, student exchanges and joint ventures with community organisations. An important aspect of the work of the Reinvention Centre is the design of appropriate learning and research facilities for undergraduates. Initially focusing on the collaborating departments, the Reinvention Centre's work will be extended into other departments within the two universities over the lifespan of the CETL.

## *Key Activities*

Funding projects devised by both staff and undergraduate students:

- Members of staff at Warwick and Brookes can be awarded funding from our Academic Fellowships fund; and
- Undergraduate students at Warwick can be awarded funding from our Small Grants Fund.

We are also partially funding Warwick's Undergraduate Research Scholarship Scheme, which is run by the Centre for Academic Practice: more details may be found at <http://www.warwick.ac.uk/go/urss>.

Director:	Dr. Mike Neary
URL:	<a href="http://www.warwick.ac.uk/go/reinvention">http://www.warwick.ac.uk/go/reinvention</a>
Address:	The Reinvention Centre for Undergraduate Research, University of Warwick, Coventry CV4 7AL.
Email:	<a href="mailto:reinvention@warwick.ac.uk">reinvention@warwick.ac.uk</a>

# Visual Learning Lab - VLL

## University of Nottingham

### *CETL Aims & Objectives*

The conceptual framework for the VLL Centre is based on the premise that learning is socially constructed and mediated. Visual learning provides an effective means for learners, teachers and researchers to apply and use different forms of representation through new technologies and media. Therefore, the distinctiveness of visual learning lies in the ways it supports learners and teachers to construct knowledge and develop skills and understanding effectively through interaction with and mediation by visual phenomena.

The VLL Objectives are to:

- Strengthen visual learning work in the seven core schools;
- Recognize and reward excellent practice among VLL participants;
- Develop a wide portfolio of visual learning research projects;
- Exploit technological advances to develop new learning opportunities;
- Expand visual learning practices to other schools;
- Promote and disseminate visual learning through active involvement in a range of networks; and
- Extend the reputation of the University in relation to the quality of student learning.

### *Key Activities*

- Developing problem solving through visual learning in simulated, virtual and mixed reality Environments;
- Using Teaching and Learning Observatories (TLOs) to link learning sites via video conferencing and the related use of interactive whiteboards;
- Reconceptualising student learning: geo-visualisation and cross-disciplinary collaboration; and
- Using visual resources, such as Reusable Learning Objects supporting visual learning, work-related exemplars, a database for visual learning resources.

Directors:	Professor Roger Murphy, Dr Do Coyle
URL:	<a href="http://www.visuallearninglab.ac.uk">http://www.visuallearninglab.ac.uk</a>
Address:	Visual Learning Lab, School of Education, University of Nottingham, Jubilee Campus, Wollaton Road, Nottingham, NG8 1BB.
Email:	<a href="mailto:vladministrator@nottingham.ac.uk">vladministrator@nottingham.ac.uk</a>

# White Rose Centre for Excellence in the Teaching and Learning of Enterprise - CETLE

University of Sheffield, University of Leeds, University of York

## *CETL Aims & Objectives*

The White Rose CETL enables students to develop enterprise skills so that they are equipped to make an impact in the future as social entrepreneurs, enterprising employees and successful business owners. Each of the three universities involved will have an Enterprise Zone: a dedicated enterprise teaching and learning facility that forms an institutional focal point for students, researchers and staff interested in enterprise. It builds upon the innovative and successful foundations of the White Rose Centre for Enterprise and intends to expand embedded enterprise across the whole curriculum for all three universities, with a focus in social sciences, arts and humanities.

## *Key Activities*

- Annual enterprise learning conference;
- Enterprise learning library;
- Online student resources and support;
- Enterprise learning projects throughout university faculties; and
- Annual business planning competition for potential entrepreneurs from the White Rose Universities.

Director:	Bob Handscombe
URL:	<a href="http://www.wrce.org.uk/">http://www.wrce.org.uk/</a>
Address:	White Rose Centre for Enterprise, 65 Wilkinson Street, Sheffield, S10 2GJ.
Email:	<a href="mailto:wrce@sheffield.ac.uk">wrce@sheffield.ac.uk</a>

# Funded Centres for Excellence in Teaching & Learning

Listed by lead host institution, \* denotes a collaborative CETL

University of the Arts London  
*Creative Learning in Practice - CLIP*

Bath Spa University  
*ArtsWork: Learning Labs*

University of Birmingham  
*Centre for Excellence in Interdisciplinary Mental Health*

Bournemouth University  
*Centre for Excellence in Media Practice*

University of Brighton  
*Centre for Excellence in Teaching and Learning Through Design - CETL\**

University of Bristol  
*AIMS Centre - Applied and Integrated Medical Sciences*  
*Bristol ChemLabS CETL - Bristol Chemical Laboratory Sciences*

University of Central England in Birmingham  
*Centre for Stakeholder Learning Partnerships: Engaging the Wider Faculty, Realising the Wider Campus*

University of Central Lancashire  
*The Centre for Employability Through the Humanities - CETH*

Central School of Speech and Drama  
*Centre for Excellence in Training for Theatre*

Coventry University  
*Centre for Interprofessional e-Learning - CIPeL*  
*Centre for Excellence in Transport and Product Design*

De Montfort University  
*The Centre for Excellence in Performance Practice*

University of Durham  
*Active Learning in Computing - ALiC\**

Edge Hill University

*Supported Online Learning for Students using Technology for Information and Communication in their Education - SOLSTICE*

University of Gloucestershire

*Centre for Active Learning in Geography, Environment and Related Disciplines - CeAL*

University of Hertfordshire

*The Blended Learning Unit - BLU*

Institute of Education, University of London

*Centre for Excellence for Work-Based Learning for Education Professionals – WLE-Centre*

Kingston University

*Centre for Sustainable Communities Achieved through Integrated Professional Education - C-SCAIBE*

Lancaster University

*Lancaster Postgraduate Statistics Centre*

University of Leeds

*Inter-Disciplinary Ethics Applied - IDEA*

*Assessment and Learning in Practice Settings - ALPS\**

Leeds Metropolitan University

*Institute for Enterprise*

University of Leicester

*Spatial Literacy in Teaching - SPLINT\**

*Genetics Education Networking for Innovation and Excellence - GENIE*

University of Liverpool

*Centre for Excellence in Teaching and Learning in Developing Professionalism in Medical Students*

Liverpool John Moores University

*Centre for Excellence in Leadership and Professional Learning*

Liverpool Hope University

*LearnHigher- Excellence in Learning Development\**



London Metropolitan University  
*Centre for Excellence in Teaching and Learning in Reusable Learning Objects - RLO-CETL\**

*Write Now - The Centre for Scientific Literacy: Assessment-focused support for achievement in scientific writing\**

Loughborough University  
*Engineering Centre for Excellence in Teaching and Learning - engCETL*  
*SIGMA Centre for Excellence in Mathematics & Statistics Support\**

University of Bedfordshire  
*Bridges - Supporting Personal Career and Professional Development through the Undergraduate Curriculum*

University of Manchester  
*Centre for Excellence in Enquiry-Based Learning - CEEBL*

Middlesex University  
*Centre for Excellence in Work Based Learning - CEWBL*  
*Centre for Excellence in Teaching and Learning in Mental Health and Social Work*

Newcastle University  
*Inclusivity in Contemporary Music Culture\**  
*Centre for Excellence in Healthcare Professional Education - CETL4HealthNE\**

University of Northumbria  
*Centre for Excellence in Assessment for Learning*

University of Nottingham  
*Centre for the Advancement of Integrative Learning*  
*Visual LearningLab*

Nottingham Trent University  
*Centre for Effective Learning in Science - CELS*

Open University  
*Centre for Open Learning in Mathematics, Science, Computing and Technology - COLMST*  
*Centre for Excellence in Innovative Physics Teaching\**  
*Personalised Integrated Learning Support - PILS*  
*Practice-Based Professional Learning*

School of Oriental and African Studies  
*Languages of the Wider World\**

University of Oxford  
*Centre for Excellence in Preparing for Academic Practice*

Oxford Brookes University  
*Assessment Standards Knowledge Exchange - ASKe*

University of Plymouth  
*Centre for Excellence in Teaching and Learning for Education for Sustainable Development - ESD*  
*Experiential learning in environmental and natural sciences*  
*Placement Learning in Health and Social Care*  
*Higher Education Learning Partnerships - HELP\**

University of Portsmouth  
*The ExPERT Centre - Centre for Excellence in Professional Development Through Education, Research and Technology*  
*Foundation Direct*

Queen Mary, University of London  
*4E CETL for Clinical and Communication Skills\**

University of Reading  
*Centre for Career Management Skills - CCMS*  
*Applied Undergraduate Research Skills - AURS*

Roehampton University  
*CRUCiBLE: Centre for Human Rights Education*

Royal Northern College of Music  
*Centre for Excellence in Dynamic Career Building for Tomorrow's Musician*

Royal Veterinary College  
*LIVE Centre for Excellence in Lifelong and Independent Veterinary Education*

University of Sheffield  
*White Rose Centre for Excellence in the Teaching and Learning of Enterprise - CETLE\**  
*Centre for Inquiry-based Learning in the Arts and Social Sciences - CILASS*

Sheffield Hallam University  
*Enhancing, Embedding and Integrating Employability - E3I*  
*Centre for Promoting Learner Autonomy*

University of Southampton  
*Centre for Excellence in Inter Professional Learning in the Public Sector - CETL:IPPS*

University of Surrey  
*Surrey Centre for Excellence in Professional Training and Education - SCEPTR*  
University of Sussex  
*Centre for Excellence in Teaching and Learning in Creativity\**

University of Warwick  
*The Reinvention Centre for Undergraduate Research\**  
*The Capital Centre (Creativity And Performance In Teaching And Learning)\**

University of Westminster  
*Centre for Professional Learning from the Workplace*

University of Wolverhampton  
*Enabling Achievement within a Diverse Student Body*

York St John College  
*C4C: Collaborating for Creativity*

## Areas of Excellence (Northern Ireland)

Queen's University Belfast  
*Curriculum and Assessment Development*  
*Centre for Excellence in the Creative and Performing Arts*  
*Programme for Active and Interactive Learning - PAIL*

Stranmillis University College  
*Bridging the Gap: Building a Virtual Classroom*

St Mary's University College  
*Centre for Excellence in Critical Thinking and Analytical Writing*

University of Ulster  
*e-Learning*  
*Dynamic Multimedia Teaching and Learning*



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**Web:** <http://www.bioscience.heacademy.ac.uk>