

Bioscience Related Centres for Excellence in Teaching and Learning (CETLs)



Centres for Excellence in Learning and Teaching

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.

This leaflet is intended to provide a brief introduction to 12 CETLs identified as having close links with the biosciences. A short description of each CETL's main aims and objectives, written by CETL staff, is provided along with a link to the CETL's web page.

Web pages to accompany this booklet are available on 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/>.



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Advancing Skills for Professionals in the Rural Economy - Aspire

Harper Adams University College

Aspire builds on Harper Adams' excellent record in student progression, achievement and employment in the professions serving the rural economy. The Centre brings together staff and students to provide a focus for work-based learning, academic and professional skills development, learner support (dyslexia, numeracy and study skills) and learning technologies. Aspire aims to enhance support for all students, especially those who are part-time, sandwich or work-based learners and those with disabilities. Good practice developed by the Centre will be shared with others, primarily through funded secondments.

<http://www.harper-adams.ac.uk/aspire>



Applied and Integrated Medical Sciences – AIMS Centre

University of Bristol

AIMS will integrate the teaching of medical sciences with clinical skills in an excellent learning environment. The Centre will develop 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 materials will also be created. Existing teaching space will be extended and enhanced to include a clinical anatomy and surgical training centre.

<http://www.bris.ac.uk/cetl/aims/>



Applied Undergraduate Research Skills - AURS

University of Reading

The Applied Undergraduate Research Skills CETL will produce a range of innovative educational resources building upon teaching and learning of undergraduate research skills. The Centre will further support skills development by maximising student engagement with existing resources in our unique university museums, collections, and fieldwork facilities. This will include the creation of dedicated undergraduate research space and new teaching and learner support materials to complement curricula developments. There will be increased scope for students to learn, develop and apply their research skills through enhanced work experience and research funding opportunities. A suite of teaching and learning resources will be made available to other institutions and educational bodies.

<http://www.rdg.ac.uk/cdotl/cetl-aurs>



Bristol ChemLabS University of Bristol

Bristol ChemLabS CETL sets out to transform the student experience of learning practical chemistry. ChemLabS is creating a major national resource for the teaching and learning of the experimental sciences. This will be done by establishing professional-standard laboratories and practices with state-of-the-art instrumentation and facilities for the e-learning of modern laboratory chemistry. Funding has been used to host Fellowships for seconded school teachers and university lecturers and to develop outreach programmes to engage pre-university students and the general public. New ways of teaching and learning practical science will be disseminated nationwide.

<http://www.chm.bris.ac.uk/bristolchemlabs/>

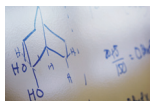


Centre for Active Learning in Geography, Environment and Related Disciplines - CeAL University of Gloucestershire

CeAL is an international centre of excellence reviewing, developing, promoting and embedding active learning. CeAL'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 developed around communities of active learners where students and staff enquire 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.

<http://www.glos.ac.uk/ceal/>



Centre for Effective Learning in Science - CELS Nottingham Trent University

The Centre for Effective Learning in Science (CELS) aims to create a new image for science within both the Higher Education and school communities as more relevant, accessible and achievable. Based on an excellent record in HE science teaching and nationally recognised widening participation activities, the 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.

<http://www.ntu.ac.uk/cels/>

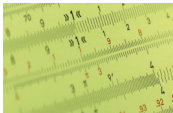


Centre for Excellence in Leadership and Professional Learning

Liverpool John Moores University

The Centre for Excellence in Leadership and Professional Learning 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, lifelong learning models 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'.

<http://www.ljmu.ac.uk/lid/ltweb/cetl/>



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

Open University

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. These fellows will be drawn from the OU academic staff and will occupy seconded roles temporarily.

<http://cetl.open.ac.uk/colmsct/>



Experiential Learning in Environmental and Natural Sciences – EL CETL

University of Plymouth

The EL CETL arises from excellence in fieldwork, laboratory work and work-based learning. It will enhance provision in these areas by using innovative new technologies, applying interdisciplinarity and embedding the skills associated with employability and entrepreneurship more firmly in the experiential curriculum. The Centre will adapt laboratories, curricula and procedures to ensure that large cohort sizes, or individual disability, do not impede access to a lively, extensive and safe experiential curriculum. The CETL will develop an innovative Immersive Vision Theatre and an equally advanced Lab+ facility for the benefit of students, visiting educational groups and the local community.

<http://www.plymouth.ac.uk/cetl/e/>

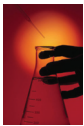


Genetics Education Networking for Innovation and Excellence - GENIE

University of Leicester

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 experience. 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 experience of students from a wide range of subjects will be enhanced, reflecting the broad impact of genetics on science and society.

<http://www.le.ac.uk/genetics/genie/>

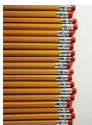


Inter-Disciplinary Ethics Applied - IDEA

University of Leeds

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.

<http://www.idea.leeds.ac.uk/>



Write Now Centre for Scientific Literacy

London Metropolitan University, Liverpool Hope University, Aston University

Write Now 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. The Centre aims to improve student achievement and enrich student learning experiences through the development of innovative, evidence-based provision focused on writing for assessment. The CETL 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.

<http://www.writenow.ac.uk>