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## Introduction

Welcome to a compendium of descriptions of some of the Centres for Excellence in Teaching and Learning (CETLs) related to health and social care. Many thanks to the CETLs' staff who contributed information.

This booklet is one of the ways in which the Higher Education Academy and the Subject Centres for Health Sciences and Practice (HSAP), Medicine, Dentistry and Veterinary Medicine (MEDEV), and Social Policy and Social Work (SWAP) are supporting CETLs and disseminating their work throughout the UK. The aim of the booklet is to provide a brief update on developments during the initial 12 month set-up period.

In 2005, following a competitive bidding process, the Higher Education Funding Council England (HEFCE) awarded up to £500,000 recurrent funding for five years and up to £2m capital costs each to 74 Centres for Excellence based in English Higher Education Institutions and directly HEFCE-funded further education colleges. Similarly, the Department for Employment & Learning of the Northern Ireland Executive funded seven CETLs. The purpose of the CETL initiatives is to enhance learning and teaching activity.

32 CETLs are included in this edition. This is not a definitive list of all CETLs related to health and social care but a collection based on our work so far; we intend to include more CETLs in the next update. A list of all CETLs is included at the end of the booklet, with links to further information about the bidding process and summaries.

Information about each CETL has been limited to about 350 words for reasons of space. The booklet was funded by The Higher Education Academy, York and prepared collaboratively by the HSAP, SWAP and MEDEV Subject Centres. Christine Wright compiled and revised the contents, and Nikos Skizas designed the cover.

This booklet is available to download from the three Subject Centres' websites, and the full text provided by CETLs with any diagrams and pictures are also accessible on the HSAP website. More information is available through the listed individual CETL web sites.

We welcome comments to support the development of further editions and how they might be improved.

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## Centre for Excellence in Interdisciplinary Mental Health

Lead Institution: University of Birmingham

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CEIMH aims to promote excellence in interdisciplinary mental health teaching and learning. It comprises a core team of eight staff who have substantial professional, service user and carer mental health expertise, as well as teaching and learning experience. The Centre will be based in a prime location on the main campus from July 2006.

Building on the University of Birmingham's established record in mental health education, the CEIMH aims to develop a dynamic and collaborative partnership between six schools in the University: education; health sciences; medicine; public policy; psychology and social sciences as well as other key local, national and international mental health agencies and service user and carer organisations.

Service user and carer involvement, and e-learning are key features of the programmes development and evaluation. All teaching and learning will be informed by state of the art communication and information technology incorporating the latest developments in blended learning. In addition CEIMH will actively contribute to the promotion of best practice in supporting students with mental health problems to access and complete programmes of academic study.

Project partners currently include: SureSearch, a user led network of mental health service users in research and education based at the University of Birmingham. It welcomes, as members, users and survivors of mental health services and their allies who have experience and/or have an interest in mental health research and education. It undertakes commissioned research and professional and user education and training. It will have a base at CEIMH. For more information about activities contact: a.fisher@bham.ac.uk

Through these partnerships and others, the CEIMH will enhance and expand the delivery, evaluation and dissemination of innovative, interdisciplinary mental health programmes within higher education and the mental health sector, locally, nationally and internationally.

The CEIMH will provide a range of high quality, accessible teaching and learning facilities and resources. It will host workshops and conference events and offer a venue for innovative interdisciplinary mental health projects.

## AIMS (Applied and Integrated Medical Sciences)

Lead Institution: University of Bristol

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*\*Live April 2006*

Internal target areas include: undergraduate students taking degree programmes in medicine, dentistry, veterinary science, anatomy, biochemistry, pharmacology, physiology and related subjects.

External target areas include: undergraduate students taking degrees in health-related subjects including physiotherapy and radiography; surgical trainees and consultants and other postgraduate health professionals; secondary school students and members of the public.

Progress to date includes the creation of two suites for human patient simulator (HPS) teaching. The HPS systems were demonstrated during a teaching workshop held in Bristol, in July 2005, as part of a joint international scientific meeting of The Physiological Society and Federation of European Physiological Societies. Simulator-based physiology teaching was delivered to around 400 first year undergraduate students during the autumn of 2005. The simulators have attracted extensive local, national and international media/conference coverage.

Building plans for a clinical anatomy suite have been completed and refurbishment of the site will begin in May 2006. Two well-subscribed 'anatomy refresher' courses for external undergraduates, as well as a series of postgraduate surgical training workshops, have been hosted within the CETL.

Forthcoming events include: two further anatomy refresher courses in June 2006; launch of the completed and operational clinical anatomy suite in October 2006; clinical teaching sessions based on the human patient simulators for 4th year medical undergraduates from October 2006; HPS-based physiology and pharmacology teaching for 2<sup>nd</sup> year undergraduates from February 2007; development of a 'virtual microscope' to be available for histology and histopathology teaching from February 2007.

## Centre for Stakeholder Learning Partnerships: Engaging the Wider Faculty, Realising the Wider Campus

Lead Institution: University of Central England (UCE) Birmingham

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The core purpose of the CETL is to improve the student learning experience by engaging the wider faculty and realising the wider campus. The UCE Birmingham CETL will create and evaluate models of learning partnership between a university and health and social care sector employers. The project initially focused on Birmingham Children's Hospital (BCH) NHS Trust as the partners sought to build a learning organisation that was responsive to emerging educational needs. In November 2005, University Hospital Birmingham (UHB) NHS Foundation Trust became the second CETL partner.

The CETL will create and test innovative methods of learning and secure a more seamless flow of support, resources and staff between institutions. The opportunities for staff and students, across organisations, to learn from the work of others will result in dynamic curricula that enhance student learning experiences. The work of the CETL will cover midwifery, nursing, operating department practice, radiography, social work and speech and language therapy.

The CETL will:

**Engage the wider faculty:** Create real, meaningful and deep partnerships between UCE and health and social care employers. CETL staff will research, design and organise processes to enable partnerships to form and flourish. This will result in better teaching, learning and assessment for students and staff in partner organisations.

**Realise the wider campus:** Provide a greater range and flexibility of learning opportunities. The CETL will review when, where and how students learn. A greater range of learning opportunities will be provided to enable UCE and Trust staff to be more responsive in developing learning opportunities to meet service needs.

**Engage the wider community:** Encourage and enable non-traditional applicants to the health professions as we seek to recruit people who represent a wider society, especially in multicultural Birmingham, to meet the service needs.

## Centre for Inter-Professional e-Learning

Lead Institution: Coventry University

Collaborative Partners: Sheffield Hallam University

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Inter-professional learning lays a solid foundation for the collaborative practice and partnership working which underpins patient, client, service user and carer involvement within the modern health and social care systems. However, inter-professional education is also beset by notorious difficulties which make its large scale implementation problematic.

The Centre for Inter-Professional e-Learning (CIPeL) is a collaborative five year CETL between Coventry University and Sheffield Hallam University. It has been set up to develop and disseminate solutions to current barriers that hinder the advance and embedding of inter-professional learning in health and social care education. The Centre intends to act as a 'beacon of best practice' to promote inter-professional e-learning (IpeL) nationally and internationally.

The CIPeL has various objectives to meet within its five year timeframe, including:

- building a digital repository of learning objects which specifically address inter-professional learning outcome
- contribute to the evidence base for inter-professional e-learning through development of common research, evaluation and pedagogic strategies
- engage internal and external stakeholders through common staff development strategies for e-moderation and IPL facilitation, and explore the potential to deploy our e-approaches in other multi-disciplinary fields.

CIPeL has held successful launches at both institutions. The team has been building on innovations at Coventry and Sheffield Hallam Universities including web-based 'patient journeys', multimedia accounts of patient, client, service user and carer experience and online inter-professional action learning sets. CIPeL's first secondments are now in place and development of inter-professional learning objects and activities are underway. The team has also completed its research and evaluation strategy, with two studentship posts commencing spring 2006: One focusing on IpeL approaches to teaching and learning, and the other on the staff experience. There are lots of developments taking place and the CIPeL welcomes interest from those wishing to engage with the team in developing learning objects, or who are interested in research projects. In 2006 and 2007 the CIPeL aims to run a series of workshops related to creating learning objects and will be circulating information of these in the newsletter.

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

Lead Institution: Edge Hill College of Higher Education

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SOLSTICE is an innovative method of programme delivery involving the use of supported and online blended learning designed on sound pedagogic principles and developed as a result of ongoing evaluative research. It seeks to capture the power of new technology to deliver programmes flexibly, is learning focused and not technology driven, and aims to enhance learning and the learning experience for Edge Hill students.

Projects and developments using the SOLSTICE method are currently underway in the Faculty of Health, as well as in the other two faculties.

There are six key aims for SOLSTICE:

- development of SOLSTICE as a method of programme delivery
- adoption of the SOLSTICE method in a wider range of programmes
- sharing of expertise with a larger group of staff within Edge Hill
- recognition of excellence by the operation of a human resources strategy
- sharing knowledge, expertise and skills with the higher education sector
- development of a physical centre.

An innovative feature of SOLSTICE is the drawing together of academic tutors, learning technologists, learning resources staff, technical staff and employers' representatives into a 'new academic team', enabling colleagues to share expertise, experience, approaches and practice, developing together and learning from each other.

SOLSTICE Fellows and Associate Fellows have been appointed from the faculties to provide a focus and point of contact in their areas for developments and dissemination, and to expand the hub of expertise within the institution.

First SOLSTICE conference '*Enhancing student learning through the intelligent deployment of technologies*' is in May 2006

([www.edgehill.ac.uk/SOLSTICE/Conference2006](http://www.edgehill.ac.uk/SOLSTICE/Conference2006)). For a full list of seminars and events open to colleagues at other institutions visit:

[www.edgehill.ac.uk/SOLSTICE/SeminarSeries2005\\_2006\\_developingexcellence.htm](http://www.edgehill.ac.uk/SOLSTICE/SeminarSeries2005_2006_developingexcellence.htm).

## Centre for Excellence for Work-based Learning for Education Professionals

Lead Institution: Institute of Education, London

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The CETL for Work-Based Learning for Education Professionals (WLE Centre) at the Institute of Education (a specialist single-faculty institution within the federal University of London) aims to build on existing practice in teaching, learning and assessment through both face-to-face and mixed-mode programmes.

The Centre approaches work-based learning in both its forms: as work-related (taking place away from work) and work-located (taking place at work). The WLE Centre incorporates the concepts of work experience and experiential learning in its aims. The findings and outcomes from its research and development work will be disseminated to higher education institutions, employers and other public sector organisations, both within the UK and internationally.

The WLE Centre works towards ensuring that Institute policies and practices align explicitly with work-based learning, for example through the development of innovative accreditation and assessment frameworks, technology-supported pedagogies or the development of policy and guidelines on the Accreditation of Prior (Experiential) Learning.

The WLE Centre also supports and sponsors the development of new modules and teaching programmes at the Institute to meet the particular needs of professionals working in different sectors of education (from early years to higher education) and related areas of the public sector (including medicine, health and children's services)

Initially, the work of the Centre will focus on five work-based programmes: the Master of Teaching (MTeach), Learning and Teaching in Higher and Professional Education (MATLHPE), Investing in Diversity, the MBA in Higher Education Management and the Doctorate in Education (EdD).

The Centre will develop and provide a range of multimedia resources for learning and teaching and will support shared knowledge construction in workplaces through intra- and interprofessional networks facilitated by computer-mediated communication. The Centre is also in the process of developing a virtual learning space.

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

Lead Institution: University of Gloucestershire

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CeAL will be an international Centre for Excellence to review, develop, promote and embed inclusive and exemplary active learning for students in geography, environment and related disciplines. Projects will be organised through professional development groups (PDGs). The five groups in geography, environment related disciplines are community development, human geography, physical geography, landscape design and science.

The Gloucestershire approach to active learning focuses on inquiry-based exploration in the field and classroom, field and laboratory experimentation, studio-based work using real sites, learning in and from work-based, community-related, and employer-linked activities. This will directly help our students by developing:

- our teaching and research links
- our access and widening participation initiatives
- our community of active learners.

CeAL will be developed around 'communities of active learners' in which staff and students inquire together. A key feature is joint student projects with related departments in the university, and geography and environment related departments in UK and overseas universities.

The community development PDG group aims to extend active learning methodologies that both embody and develop the principles and practices of local and global citizenship, including sustainability, empowerment and community development.

Internally joint working and project development will focus on academically cognate areas in social sciences, humanities, leisure & tourism; art, media & design; and science-based teacher education programmes. All the remaining departments will subsequently be involved, namely the Gloucestershire Business School, and Sport and Health. Synergies between environmental and business management, sociology and community development, biology and health-related subjects, heritage management and history will be exploited. There are also possibilities for drawing on experience in distance learning tuition.

## Assessment and Learning in Practice Settings (ALPS)

Lead Institution: University of Leeds

Collaborative Partners: York St John College, University of Huddersfield,  
Leeds Metropolitan University, University of Bradford

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Assessment and Learning in Practice Settings (ALPS) is a collaborative programme between five Higher Education Institutions with proven reputations for excellence in learning and teaching in health and social care: University of Bradford, University of Huddersfield, University of Leeds (lead); Leeds Metropolitan University and York St John College. There are 16 professions involved across the partnership: audiology, clinical physiology, dentistry, dietetics, diagnostic radiography, medicine, midwifery, nursing, occupational therapy, operating department practice, optometry, pharmacy, physiotherapy, podiatry, social work and speech and language therapy, a wide range of partners including the West Yorkshire Workforce Development Confederation, clinical networks and professional bodies.

ALPS aim is to ensure that students graduating from courses in health and social care are fully equipped to perform confidently and competently at the start of their professional careers. We will achieve this by extending excellence and innovation in assessing practice, helping students learn both within their professions and across professional boundaries. ALPS will raise the status of teaching in practice. We will work with practice-based educators so they can assess generic skills (e.g. communication, team working, ethics) and professional competencies common to many groups. Practitioners who teach can benefit from and contribute to the work of ALPS and its networks. ALPS will reward staff, with opportunities for teaching fellowships, sabbaticals and teaching awards. To be kept up to date with ALPS activity, email: [alps@leeds.ac.uk](mailto:alps@leeds.ac.uk) or subscribe to our bulletin from the website.

## Inter- Disciplinary Ethics Applied

Lead Institution: University of Leeds

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### Integration, Innovation & Partnership

The Inter-Disciplinary Ethics Applied (IDEA) CETL was officially opened by Professor Michael Arthur, Vice-Chancellor of the University of Leeds, in the presence of Peter Day, presenter of BBC Radio 4's 'In Business' programme, and Dr Liz Beaty, Director of Learning and Teaching at HEFCE, in September 2005.

The IDEA CETL is working to integrate interdisciplinary ethics into the curricula of 14 disciplines at the University: medicine, business, engineering, biological sciences, nanotechnology, environment, computer science, sport science, media, law, psychology, education, social work, and performance arts.

Building on the successful model of the medical ethics programme, the CETL is working to transform student experiences by taking a genuinely inter-disciplinary approach. In each discipline, this is being facilitated by an innovative partnership of ethicists, subject practitioners and students, who together form an Ethics Theme Team. The aim of the team is to avoid a 'bolt-on' approach, but rather develop a coherent ethical thread that runs throughout a degree course, enabling students to engage with ethical issues in a sustained manner.

Vice-Chancellor, Professor Michael Arthur, said: "For some time now, consideration of the ethical dimension has been an important aspect of teaching in many disciplines. The launch of the Inter-Disciplinary Ethics Applied CETL provides a timely opportunity to bring this important aspect of student learning into sharp focus through a professional inter-disciplinary teaching model."

In collaboration with employer organisations and professional bodies, the Centre is promoting the importance of ethical decision making as an important skill for graduates in the 21st Century. With Higher Education Academy Subject Centres, the CETL is developing and sharing excellence in the teaching and learning of inter-disciplinary ethics and will contribute to national and international debates on ethical issues and their pedagogical implications. In his speech Peter Day, commented that during the 30 years in which he has been reporting on business, ethics has moved from the sidelines to the centre ground. As western businesses are forced to reinvent themselves to meet the demands of the 21st century, ethics is becoming difficult to ignore.

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

Lead Institution: University of Liverpool

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The public look to the medical profession for help and guidance at many times in their lives. Often this is when people are feeling apprehensive, in pain or in distress.

The public expect to be cared for by a competent, ethical and wise doctor who they can trust absolutely. This CETL will look at how this professionalism develops in medical students, how it can be nurtured and how it can be learned and assessed. For these students, their development into professional practitioners involves many challenging and stressful encounters with doctors, nurses, patients and carers, not to mention teachers and examiners. These experiences form the learning resources through which they can develop their professionalism.

The CETL will:

- develop robust mechanisms to assess attitudes and behaviour of medical students
- develop a careers advice service for medical students
- underpin the changes by developing criteria to determine excellence in clinical teachers which we aim to have accepted nationally.

The CETL has already piloted a reflective instrument through which students may learn, plan and develop themselves into professional practitioners. Sharing these experiences, and their thoughts on them, may also help students to defuse stress and anxiety. The CETL will be working to develop and assess professional attitudes and behavior in students as they progress through medical school. This will be developed through to their final year where their attainment of professional attributes is assessed in the work place. The intention is that this will lead to a seamless progression from student to professional medical practitioner with the knowledge, skills and attitudes to continue their development to be a trusted, caring and wise doctor. Through this CETL, we will further develop in our students the professional attitudes which are increasingly important in the NHS in the 21st century, better preparing them for their future careers.

## Centre for Excellence in Enquiry-Based Learning

Lead Institution: University of Manchester

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The Centre will actively influence education throughout the four faculties of The University of Manchester - Humanities, Medical and Human Sciences, Engineering and Physical Sciences and Life Sciences, and support the existing community of practice. We will promote Enquiry Based Learning (EBL) using a 'hub and spoke' model - a central 'hub' supporting local developments through a 'spoke' within each faculty. We will conduct a programme of research and evaluation that builds on our existing track record. We will also provide an infrastructure for dissemination, building on our links with agencies such as the Higher Education Academy, professional organizations and Subject Centres.

Our outstanding track record of developing and producing gains in EBL will expand our own excellence and bring about the following impact:

- one third of our own students will have experienced some form of EBL
- strong influence on university strategy
- expanded our capacity for EBL both centrally and within Faculties
- staff access to expert resources for the development of EBL practice
- key staff will have been rewarded for their commitment to EBL
- HR policy on recognition and reward will take account of staff expertise
- developed networks and partnerships at local, regional, national and international levels.

CEEBL activities will be underpinned by research into areas including the measurement of the impact of EBL, via research-based tracking method:

- identification of the characteristics of an 'EBL friendly' work environment
- impact of EBL methods on student motivation
- implications of a student's indigenous culture on their response to EBL
- assessment of the existing theories underpinning EBL, and their application in differing contexts.

Activities include: 26 April, project holders' workshop 'Dissemination and Publication', 5 May, seminar led by Prof Sally Regan, University of Western Australia, Perth, 23 May, CEEBL presentation at 4th International SI Conference, Malmo, Sweden, 29 June, Learning Through Enquiry Alliance seminar hosted by CEEBL, 30 June, CEEBL EBL Symposium, full day national event.

## Centre for Excellence in Teaching and Learning in Reusable Learning Objects (RLO)

Lead Institution: London Metropolitan University

Collaborative Partners: University of Cambridge, University of Nottingham

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The CETL builds on a strong base in the partner institutions: London Metropolitan University, the University of Cambridge and the University of Nottingham. Several years' work on the design, development and use of learning objects led to widespread recognition of this work, including achieving a prestigious European Academic Software Award (EASA) in 2004. The CETL will:

- advance pedagogical and structural design of reusable learning objects
- 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 the three institutions
- achieve this through an innovative and extensive staff reward programme designed to harness expert knowledge and transform it into engaging interactive shareable content
- engage in a vigorous programme of dissemination to spread the impact of the RLOs.

There is a dynamic culture in the CETL with academic staff, students and multimedia developers working in teams to create, use and evaluate pedagogically rich learning objects. Many of these teams are cross institutional and are working on topics that range from learning mathematics, through to nursing and business studies.

There are many challenges (creative, technical and cultural) to achieve the widespread use and reuse of high quality learning objects. The strategy of the CETL is to tackle these issues in a series of phases. Each phase results in a new set of learning objects, evaluated with substantial groups of students. There are four cycles in the first two years of the CETL (2005-2007) producing new learning objects in mathematics, nursing, language learning, business studies and study skills. Each phase will move forward the conceptual knowledge, tools and techniques to create a new generation of 'generative learning objects' which enable tutors to easily adapt learning objects. These 'second generation' learning objects, represent a major goal for the CETL in advancing knowledge and practice in this field.

## Centre for Excellence in Work-Based Learning (CEWBL)

Lead Institution: Middlesex University

<b>Director:</b>	Professor Jonathan Garnett	CEWBL
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The Centre for Excellence in Work Based Learning (CEWBL) builds upon nationally recognized excellent practice in Work Based Learning (WBL) of the National Centre for Work Based Learning Partnerships (School of Lifelong Learning and Education) and the Work Based Learning Unit of the School of Health and Social Sciences (HSS). CEWBL will maximize the impact of excellent practice in WBL within Middlesex University and provide a catalyst for dissemination of good practice in partnership with other Centres for Excellence in Teaching and Learning and the Higher Education Academy.

The Middlesex WBL provision extends access to higher education and combines individual learning and organisational development by providing flexible and learner centred programmes which are negotiated to be relevant to the needs of individual work based learners, teams and organisations. This focus is distinct from, but has the potential to contribute to, enterprise or employability in the undergraduate curriculum. The CEWBL is thus uniquely positioned to impact upon work based learners who are full-time workers and therefore part-time students. The CEWBL will extend and further develop excellent practice by:

- extending WBL to all five Schools of the University
- embedding elements of WBL excellent practice (e.g. reflective practice, APEL, assessing work-based projects) within other University programmes
- developing excellent WBL research focused upon teaching and learning
- extending access and enhancing effectiveness through the use of ICT
- producing excellent teaching and learning resources
- enhancing the expertise of University staff in recognizing, facilitating and assessing the use of transdisciplinary knowledge generated by APEL and real life work-based projects
- supporting knowledge creating partnerships between the University and external partners.

Led by Prof Jonathan Garnett, a seminar will be held in summer 2006 at the Middlesex University Centre for Learning Development Conference on *Developing Student Centred Programmes: The WBL Experience*.

## Centre for Excellence in Teaching and Learning in Mental Health and Social Work

Lead Institution: Middlesex University

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The Mental Health and Social Work CETL, involves close partnership working with the Sainsbury Centre for Mental Health (SCMH), which has a long-standing relationship with the Mental Health and Social Work Academic Group of Middlesex University. Additional resources will help us further enhance the quality of our learning and teaching through:

- designing and developing programmes from a service user, capability-based perspective
- participation in design, delivery and assessment of educational programmes with students, service users, social service departments and NHS Trusts
- bridging the gap between the campus and fieldwork settings so as to enhance student skills in practice
- high quality innovative programmes, locally and nationally
- a team-based approach to student teaching and assessment
- active commitment to evidence-based practice and rigorous evaluation
- skills-lab approach to enhancing practice skills
- developing further educational programmes which service users want and which they can take part in
- integrated approaches to work with practice colleagues through joint appointments and video conferencing.

In our first year we will:

- identify best teaching practice both within the CETL and the School of Health and Social Sciences
- create new consultative forums for students, mental health service users and our partner Trusts
- explore innovations in curriculum, development - particularly in the area of shared learning for social workers and mental health nurses
- audit our educational provision against the Essential Shared Capabilities
- enhance our supervision of practice through our new joint appointments.

## Centre for Excellence in Healthcare Professional Education (CETL4HealthNE)

Lead Institution: University of Newcastle Upon Tyne

Collaborative Partners: University of Durham, University of Northumbria at Newcastle, University of Sunderland, University of Teeside, County Durham and Tees Valley Strategic Health Authority, NHSU North East Region, North Tees and Hartlepool NHS Trust, North Tyneside Primary Care Trust, Northumberland Healthcare NHS Trust, Northumberland, Tyne and Wear Strategic Health Authority

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Our programme of work is focused on six themes on which mixed groups in the partnership are working:

**Interprofessional education (IPE)** builds upon our previous collaboration as a Department of Health = funded Common Learning site to identify and disseminate good IPE practice within the region.

**User involvement in healthcare education:** building the knowledge of the 'People with Experience' into the design, delivery and evaluation of teaching and learning activities. An initial workshop in December 2005 was well attended by users, carers, practitioners and educators and generated plenty of ideas.

**Peer group learning** motivates students and can enable more time to be spent on learning tasks, help to model the way future professionals will work together, including peer appraisal, and allow for immediate and focused feedback. The group plans by the end of 2006 to complete a review of local good practice in peer group learning.

**Practice based approaches to learning.** This group has identified a range of themes to explore including preparation, assessment, role models and timing of learning experiences.

**Health of the population.** The group identified that this is a large agenda, which will need selectivity to achieve concrete gains. One focus may be the development of 'whole systems' inter-agency teaching.

**Preparation for modernised health care** requires exploration of the potential impacts of new roles, new patient groups, and new technologies on practice and education for practice. This group has highlighted two areas of work to look at in more depth over 2006: urgent care and patient safety.

The work of these themes will be supported by two further groups looking at the use of underpinning learning technologies and evaluation of the CETL4HealthNE's activities.

## Centre for Excellence in Assessment for Learning (AfL)

Lead Institution: University of Northumbria at Newcastle

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Our vision is to accelerate a transformation in assessment by ensuring students will benefit from assessment which does far more than simply test what they know. Assessment for Learning (AfL) approaches involve students in the kinds of activities that:

- are valuable long term
- help them to develop
- provide them with guidance and feedback
- enable them to learn how to assess themselves as future professionals.

The CETL is built on excellent practice in education, childhood studies, history, English, psychology and engineering at Northumbria. The initial focus is the enhancement of AfL approaches in modules delivered by CETL fellows and the introduction of AfL into core subject-based study skills modules and modules in subjects perceived as 'difficult' by students.

Students across the university benefit from new learning and teaching spaces designed to facilitate AfL approaches and engagement in collaborative learning opportunities across the core subjects. Staff across the university join CETL activities through schemes for CETL Associates and Recognised Teams and opportunities for mini secondments.

Through the development, research and evaluation of AfL, the Centre will move toward transformational change, embedding AfL in the culture across the university at all levels and in all modes of learning.

Forthcoming events include Assessment for Excellence, 30 August – 1 September 2006, Northumbria EARLI SIG Assessment Conference, Redworth Hall, County Durham. For full conference details and to register please go to: <http://northumbria.ac.uk/assessment2006/>. For individual queries please contact local organisers at: [assessment.conf2006@northumbria.ac.uk](mailto:assessment.conf2006@northumbria.ac.uk).

## Visual LearningLab

Lead Institution: University of Nottingham

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The CETL focuses on combining visual learning and new technologies to enhance student learning. The distinctiveness of visual learning lies in the ways it supports learners and teachers from all disciplines and specialisms to construct knowledge, develop skills and understanding through interaction with and mediation by visual phenomena. Visual learning exploits the use of new generation video-conferencing, virtual realities, workplace simulations, 3-D animation and visual representations of complex concepts. Visual LearningLab aims to:

- raise awareness of effective visual learning internally and externally
- develop and disseminate excellent practice
- incubate and evaluate new initiatives
- research VL impact on student learning.

The VLL is a university-wide cross-departmental initiative and seeks to provide students and their teachers with access to visual learning tools which enable them to have new experiences. Constituent departments are working on developing visual learning in their own subject disciplines. For example, the School of Molecular Medical Sciences is developing a proof-of-concept visual learning package for use with students following pre-clinical pathology courses. The School of Nursing is exploring new ways of delivering teaching and learning and in particular linking with external sites in nursing practice and clinical settings by pioneering video links in partnership with colleagues in NHT/PCT.

Whilst the VLL supports a range of innovative visual learning projects it aims to both gather together and roll out effective practice across disciplines in order to generate non-subject related principles for effective visual learning and assessment. At the same time, this CETL will also focus on how those generic principles can be applied to specific subject disciplines. Allied closely to the HEI, JISC and two internal institutes: LSRI (Learning Sciences Research Institute) and IRLTHE (Institute for Research into Learning and Teaching in Higher Education), the VLL has a dual purpose – it is multidisciplinary in design yet seeks to inform subjects specialists. Further work targeting HEA Subject Centres is envisaged as well as building on its role in the dynamic East Midlands CETL Group.

## Practice-based Professional Learning (PBPL) CETL

Lead Institution: Open University

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Practice-based learning increases student employability and promotes learning outcomes that are hard to develop through conventional courses. Many universities are looking to distance learning and new technologies to address these problems of ensuring quality and providing learning support.

PBPL capitalises upon strengths in professional courses in the four partner academic units (The Open University Business School, The Faculty of Health and Social Care, The Faculty of Education and Language Studies and the Institute of Educational Technology).

Over five years the Centre aims to:

- enrich the Open University’s Supported Open Learning model, bringing in practice-based learning, extending staff’s pedagogical repertoires
- extend opportunities for OU students to engage in effective practice-based learning, using online methods and partnerships to widen access
- capture and codify excellent practice embodied in nominated courses, and knowledge about implementation arising from extending practice-based learning opportunities in the OU
- refine and extend that codification through research and drawing on recent findings, notably the Education and Social Research Council’s teaching and learning research
- demonstrate advances in e-learning, such as blogs and ambient and mobile technologies, applied to flexible practice-based learning
- engage colleagues across England in improving the quality and flexibility of practice-based learning provision in professional courses in partnership with the Higher Education Academy and other national bodies.

The key aim during the first year is to identify and record the excellence in practice-based learning that exists in the Open University. A major self and peer evaluation exercise is under way to identify what we are doing well, what issues we face and what we are doing to improve our (and our colleagues’) practices. In the second year the major theme will be the assessment of practice-based learning. Further details and outputs to date can be found on our web site. If you would like to be added to our contact list to be kept informed of progress and events, please e-mail: [pbpl-cetl@open.ac.uk](mailto:pbpl-cetl@open.ac.uk).

## Placement Learning in Health and Social Care

Lead Institution: University of Plymouth

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The CETL concerns placement or practice learning in health and social care disciplines, based on recognised excellence in the University of Plymouth's (UoP) social work, midwifery and post registration health profession programmes. The essence of this excellence is the delivery of consistent, high quality placement learning opportunities across a large geographical area. Provision is client/patient centred and informed by the ethos that students are a valuable resource, with whom we work jointly, to improve the work setting so that it better serves needs.

The CETL aims to disseminate this excellence to all UoP programmes in health and social care and to other similar programmes across the UK. In addition, through the identification and development of generic placement learning principles and practice, the CETL aims to facilitate the development of excellence in other programmes that have a placement, practice or work-related component both at the UoP and nationally. Building on existing excellence, the CETL also aims to develop innovative, new inter-professional placement opportunities at the cutting edge of service in the South West – including working with refugees, asylum seekers, prisoners, homeless people and carers.

To maximise the impact of the CETLs dissemination strategy, each of the CETLs development teams (each working on a different aspect of placement learning) comprises a range of key stakeholders, including students, practice colleagues, and service users as well as academics beyond the three core disciplines.

Dissemination activity will be targeted within the University of Plymouth, within the South West region and nationally. Existing strong regional and national links already provide excellent opportunities for dissemination (e.g. Higher Education Academy Subject Centres, Professional Bodies etc), but the CETL hopes over the next year to engage more actively with other CETLs working in similar areas, as well as others interested in enhancing placement learning.

The focus of dissemination is:

- developing publicity
- raising awareness
- presenting workshops
- attending and hosting conferences.

## Centre for Excellence in Professional Development Through Education Research and Technology (the ExPERT Centre)

Lead Institution: University of Portsmouth

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The Centre aims to support staff in developing scholarship in learning and teaching 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. 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 interprofessional educational opportunities that would otherwise be unavailable. The research activities of the Centre focus on variation theory and its application in Higher Education, allowing us to test and validate new pedagogic approaches to learning and teaching. The main research themes of the Centre, which will be closely linked with teaching activity, are creativity in learning and teaching in the health-related sciences, the use and role of technology, and the impact of simulation, in blended learning.

The Centre will have state-of-the-art facilities for developing tomorrow's health-related scientist, as well as a range of technological resources and expertise. Colleagues are supported in personal and professional development through the opportunity to bid for small research grants, funding for dissemination activities, secondment or exchange visits. The Centre will provide a number of electronic resources for UoP staff including an annotated database of useful references and a database of expertise within the University of Portsmouth.

The Centre produces a brief monthly newsletter (The ExPERT News), which highlights a particular activity in each edition and provides information about useful links and resources. We are currently introducing Learning Network Lunches where colleagues have the opportunity to network across the university, to discuss ideas about research and examples of good practice and to see demonstrations of equipment in an informal setting.

## 4E CETL for Clinical and Communication Skills

Lead Institution: Queen Mary, University of London

Collaborative Partners: City University, London

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Our CETL will develop and disseminate good practice and innovation in clinical and communication skills that shifts emphasis from teaching to learning and from teachers to students. The CETL will build on existing excellence to:

- enhance the student experience through support for student-centred skills learning
- build an expert interprofessional faculty for clinical skills, rewarding and recognising teaching excellence
- pilot and evaluate new methodologies and technologies and disseminate best practice
- engage with the NHS to ensure that students enter employment with the professional skills and competencies they need to practice safely in a transforming health care system.

The funding will enable the strategic alliance to extend and develop learning facilities in a clinical skills centre. Healthcare students from nursing, speech and language, and radiography at City and Queen Mary's School of Medicine and Dentistry will benefit from:

- a mobile 'skills bus' equipped to provide training for students from all disciplines in hospital and primary care placements
- learning about patient care in enhanced simulated settings
- access to computer based technologies with extended opening times, providing opportunities to progress at their own pace
- greater relevance to practice by bringing more NHS based teachers into close contact with the CETL.

Plans are underway to build a large and growing interprofessional group of teachers who can support and share good practice with one another, test and evaluate new methods and technologies and then pass on these skills to their colleagues in their own and other institutions.

## Centre for Excellence in Interprofessional Education – CEIPE (NI): Curriculum and Assessment Development

Lead Institution: Queens University, Belfast

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The Queen's University Schools of Medicine and Dentistry, Nursing and Midwifery, Pharmacy and Education have been recognised by the Department of Employment and Learning in Northern Ireland (DELNI) as a Centre for Excellence in Teaching and Learning in Interprofessional Education.

CEIPE (NI) is undertaking exploratory research to identify areas of the curriculum in healthcare and other academic disciplines that will benefit from an interprofessional approach. The team will investigate how greater understanding of students' and teachers' learning dispositions can inform interprofessional developments in both the classroom and workplace, and how better understanding of these issues can contribute to mass higher education. The primary aim is to obtain a greater understanding of learner-teacher interaction, that will in turn inform curricular and assessment developments. The five year project will be divided into two distinct phases, with a six month interim period between them. Phase 1 will involve:

- development, trialing and evaluation of instruments to identify healthcare students' learning dispositions and the teaching dispositions of healthcare educators
- exploratory research that will build on current best practice examples in IPE and its assessment in both the classroom and workplace for undergraduate healthcare students and in other academic disciplines
- development of a project web-site and web-based support database
- staff/student workshops
- local and national dissemination of findings.

The Interim phase will include review and evaluation of Phase 1 and the provision of workshops for staff and students, and for other relevant groups as appropriate. Phase 2 will involve university-wide implementation of IPE programmes, a learning/teaching dispositions inventory, staff/student workshops, evaluation and local, national and international dissemination of findings.

## **CRUCiBLE: Centre for Rights Understanding and Citizenship Based on Learning through Experience**

Lead Institution: Roehampton University

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**Programmes:** 'Critical Citizenship' is being developed as a compulsory first year module to roll out in the 2006/07 academic year 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, which will make the abstractions both real and concrete. There will also be an opportunity for students to apply these concepts and issues to their chosen subject of study. A variety of learning resources and materials will be used drawn from the experience of human rights organisations and activists, and web-based discussion groups will be used as part of the assessment process.

**Partnerships:** Crucible is working with a range of partner non-governmental organisations such as the British Institute of Human Rights, Reprieve, Prison Reform Trust, and the United Nations Development Fund for Women (UNIFEM). Partners' interests vary from working with us on curriculum development to placements, events and information sharing.

**Placements:** Placements for MA International Service students have been arranged with organisations including Children's Rights Alliance, Save the Children and other non-governmental organisations.

**Events:** Crucible has supported events organised by student societies such as Amnesty and Human Rights Societies in October (Protect the Human Week) and November (Amnesty week) 2005. Two guest lectures have been held in conjunction with the School of Arts, one with Rahila Gupta from Southall Black Sisters, and one with Sadiq Khan, Labour MP for Tooting.

## **LIVE Centre for Excellence in Lifelong and Independent Veterinary Education**

Lead Institution: The Royal Veterinary College

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LIVE stands for Lifelong and Independent Veterinary Education. It targets areas such as the development of new placement learning methods, independent learning and highly-advanced assessment tools, as well as the further development of the students' clinical and communication skills.

Our emphasis is on innovative curriculum design focused on improvement of clinical reasoning, and our self-directed learning sessions seek to prepare our students for a lifelong learning experience. The extensive use of e-learning packages and computer-assisted assessment enables students to learn at their own pace and to test their own progress.

These new learning materials will include the production of digital videos with commentaries, and the assembly into work packages of models, simulators and clinical equipment. Also the new learning materials in professional and communication skills are developed to be accessible for students who are on their hospital rotations or involved in extramural studies. LIVE also puts emphasis on the research and evaluation of the effectiveness of these pioneering learning opportunities.

LIVE is structured to engage as many individuals from as many different groups as possible. On an internal basis, LIVE makes use of the active internal framework within the Royal Veterinary College, which will allow further dissemination of findings. LIVE staff will contribute to an expanded teaching and learning experience at the RVC and will introduce all staff to the LIVE facilities and activities, as well as highlighting LIVE's potential to help them with their own teaching.

The LIVE Centre will include two brand new clinical skills laboratories, carefully designed to meet the needs of our students. These will bring both academics and students into contact with LIVE staff on a daily basis. We are proud of the fact that the RVC is the only vet school in the UK which offers this kind of facility to students, but would also wish to provide the Centre's services to any other vet school, national body or other educational institution which perceives the need for such support. The opening of the new LIVE Centre is planned for early 2007.

## Centre for Inquiry-Based Learning in the Arts and Social Sciences (CILASS)

Lead Institution: University of Sheffield

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The primary aim of CILASS is to create innovation in the nature and quality of student learning, by:

- embedding discipline-sensitive, inquiry-based learning (IBL) at the heart of the learning experience, and
- exploiting the synergies between collaborative inquiry, information literacy development and networked learning in new and innovative ways.

CILASS is funding departmental level curriculum development projects in all departments in the social science and arts faculties in a phased programme of engagement. Funding will be available to enhance the learning technology available to staff and students including Access Grid, videoconferencing and mobile technologies. We are also funding inquiry-focused development projects proposed by individuals in our core faculties. In addition, CILASS will actively support interdisciplinary and collaborative inquiry by funding development projects that address overarching strategic themes, that are either collaborative in nature or can demonstrate a clear impact across a number of departments.

CILASS is working with key partners at the University of Sheffield to fulfill our strategic aims. The library is working with specialists in the core team to develop a strategic approach to embedding information literacy within the learning experience. We will draw on the expertise of library staff in relation to information literacy, promote the library's information skills WebCT online learning module and broker further support from the library for CILASS funded projects. Our second key partner in the university is the Learning Development and Media Unit which aids in the design and construction of online learning materials to support the networked learning strand of CILASS activity.

Other key stakeholder groups for CILASS involvement and dissemination are students. We have a team of student ambassadors who are involved as members of the CILASS advisory group promoting CILASS to fellow students and also participating in presentations and seminars about inquiry-based learning. We are also building partnerships with other HEIs, Higher Education Academy, Subject Centres and similarly themed CETLs and professional bodies. In particular we are involved with the creation of the Learning through Enquiry Alliance of CETLs that have a focus on IBL (inquiry-based learning).

## Centre for Promoting Learner Autonomy

Lead Institution: Sheffield Hallam University

Collaborative Partners: Oxford Brookes University, University of Northumbria,  
Illinois University

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The CETL works with students and colleagues across a number of different subjects including education, engineering, English, history, property management, psychology, sociology, as well as with staff in the institution's educational development unit. In 2005/06 staff secondments have focused on 'developing learner autonomy on complex courses' which focuses particularly on first year programmes of study. There are linked projects within this work including personal development planning (PDP), assessment, and peer assessment. Colleagues working in this area currently are drawn from English, criminology and sociology. Work on online education for Masters and doctoral students, assessment in Languages and student experience in engineering are also currently part of the project. The CETL has appointed two placement students who support special interest groups, the overall CETL team and specific projects. The university also hosts a CETL in employability and is a collaborating partner for Coventry University's Centre in Interprofessional e-Learning (CIPeL). The Sheffield Hallam CETLs have created Special Interest Groups (SIGs) which take forward shared themes including new technologies, work-based learning, transitions, scholarship, research and evaluation, career management, enterprise, institutional processes. Each SIG has a leader and a programme of activity which is agreed within the SIG.

The Centre has full involvement with the Students' Union and actively supports work they are doing on enhancing the student representative system. It is anticipated that in 2006/07 the following at least will be contributors to CPLA: education, psychology, urban and regional studies.

The CETL is actively involved in educational change and works with a combination of change agency at the level of individual project and institutional step change. Mapping of these interactions is a key part of the CETL for 2005/06 and 2006/2007.

## Centre for Excellence in Interprofessional Learning in the Public Sector (CETL:IPPS)

Lead Institution: University of Southampton

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CETL:IPPS will target post qualified students (PQS) working in the public sector areas of health, social care and education. It will focus on interprofessional learning opportunities for qualified health, social care and education practitioners linked to continuing professional development. The CETL therefore builds upon and extends the initial work of the New Generation Project which has seen major curriculum reform across health and social care pre-qualifying programmes, integrating interprofessional learning for over 1200 pre-qualifying students per year. The working definition of interprofessional learning is based on the provision of opportunities for ‘two or more professions to learn from and about each other to improve collaboration and the quality of care’. The CETL:IPPS will progress the principles of embedded curriculum innovation and promote the reward and recognition of teaching and learning excellence within the institution and beyond. Across all public services the emphasis is now upon collaboration and integration, inter-organisational and inter-agency working. The CETL:IPPS provides a major opportunity to work in a partnership between the University, employers and regulators to create conditions, which facilitate shared learning opportunities for PQS from the public sector workforce undergoing continuing professional development (CPD). In order to deliver the overall work of the CETL there are a range of activities that will be developed:

- embed the recognition and reward of excellence in interprofessional teaching, learning and scholarship within the institution
- enhance the environment to support of staff to deliver excellence in interprofessional teaching and learning
- create and deliver interprofessional (CPD) experiences for post qualified students from across health, social care and education to promote and encourage collaborative working in public sector practice
- work in partnership with employers and regulators to develop curricular and learning experiences responsive to the needs of the workplace
- develop systematic evaluation and research activity to underpin and inform educational developments in interprofessional learning
- share and disseminate our learning within and beyond the institution
- ensure governance, accountability and management.

## **CETL Early Childhood Studies – Bridging the Gap, Building a Virtual Classroom**

Lead Institution: Stranmillis University College

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Within the College, a number of pilot programmes have been identified. These programmes establish the grounding for the Stranmillis CETL and will concentrate on three genres of teaching and learning identified within an exclusive preliminary literature review.

The extensive literature review (working paper) explored a number of professional practice qualifications focusing on pathways where a strong emphasis is placed upon critical thinking, observation and communication skills development. This included the medical education and engineering fields. The research looked at the varying methodologies and the specific use of instructional technologies (hardware & software) in teaching and learning.

Research firmly pointed towards the utilization of three main genres in teaching and learning, including, problem-based learning (PBL) as a methodology; reusable learning objects (RLOs), used as synchronous support materials; and synchronous collaboration tools (SCTs), used as synchronous support materials. These programmes, ratified by the steering committee, establish the grounding for the Stranmillis CETL and will concentrate on the three genres of teaching and learning identified within the literature review. The CETL team has successfully disseminated the CETL vision to the College academic staff through a series of meetings and seminars. As a result, a number of key pilots have been identified with a view to establishing a new paradigm in teaching and learning at the College: focusing on the three identified genres above.

In addition to stronger links with the Higher Education Academy and other CETLs in the U.K, local links between the Queen's University Belfast (QUB) Computing Department (Mobile Technologies Group) and the Stranmillis CETL has seen a number of advances. These include delivering a workshop on the use of wireless mobile technologies (PDAs/Tablet PCs) in a problem-based learning environment collaborative with QUB exploiting further the use of mobile and wireless technologies for both undergraduate (BA, BEd) and post-graduate (MA & M.Teach) pathways. The Stranmillis website will evolve to provide access to information (dissemination) and resources (for example RLOs) and links to other teaching and learning genre related sites.

## Surrey Centre for Excellence in Professional Training and Education

Lead Institution: University of Surrey

<b>Director:</b>	Professor Norman Jackson	SCEPTrE Centre
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Surrey Centre for Excellence in Professional Training and Education (SCEPTrE) is being set up in recognition of the existing excellence in professional training including preparation of undergraduates for employment and the university's commitment to transforming the learning experiences of its students through collaborative forms of enquiry. It will help advance understanding of effective and innovative methods for preparing students for, and supporting them in, the workplace and facilitate the development of staff expertise in helping students learn through collaborative enquiry.

**Professional Training at Surrey:** One of the key factors in the success of Surrey graduates in finding good jobs is the university's professional training scheme. One of the purposes of SCEPTrE is to work with professional tutors, students and work place supervisors to gain deeper insights into the most effective practices that prepare students for the work place and support them during the placement year. An important objective is to enhance students' skills for enquiry and problem working in the workplace and develop new forms of networks and peer, tutor and employer support. The knowledge developed through this process will be used to provide new professional development opportunities for tutors and teachers at Surrey and the wider Higher Education community.

**Learning through Enquiry:** SCEPTrE aim is to equip students for an ever changing, complex and uncertain world by developing the skills of enquiry – the package of analytical and creative skills and behaviors that enable us to find and explore academic and real world problems and discover/invent new solutions. The university's vision is that expertise in enquiry and creative problem solving becomes a distinctive and highly regarded competency for all Surrey graduates.

**Transforming Students' Experiences:** SCEPTrE will help staff and students develop a deeper understanding of what *knowing how to learn* means in the forms of academic, professional and personal development that are encouraged and facilitated through the Surrey experience.

**SCEPTrE space:** There will be video recording equipment to capture video clips so that teachers and students can observe, evaluate and learn from these.

## The Reinvention Centre for Undergraduate Research

Lead Institution: University of Warwick

Collaborative Partners: Oxford Brookes University

<b>Director:</b>	Dr Mike Neary	The Reinvention Centre for Undergraduate Research Department of Sociology University of Warwick Coventry CV4 7AL
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The Reinvention Centre is a collaborative Centre for Excellence in Teaching and Learning based in the Department of Sociology at the University of Warwick and the School of the Built Environment at Oxford Brookes. The Reinvention Centre aims to reinvent the undergraduate teaching and learning experience in a number of ways. Firstly, the Reinvention Centre puts research activity at the heart of undergraduate study by supporting and funding students to plan, undertake, analyse and disseminate their own research. In this way, strong links between research and learning are forged and developed. Secondly, the spaces in which students learn are reinvented. Students are encouraged to move beyond and between traditional classroom and university settings and other communities or places beyond the university as they engage in critical enquiry. Within the university itself, teaching and learning spaces are also re/invented in new and creative ways through the development of student-centred learning environments which encourage flexible and collaborative working practices.

The Reinvention Centre aims to create and maintain a culture of undergraduate research across all disciplinary areas at both institutions. Grants and fellowships for students and academic staff support the development of student research activity across the whole university.

In the process of pursuing these key aims the Reinvention Centre both draws upon, and contributes to, pedagogical debates and developments in the area of research and teaching and learning. In this way, the Reinvention Centre engages directly in wider debates around teaching and learning in Higher Education. At the same time as supporting undergraduate research activity, the Reinvention Centre is carrying out research and evaluation in order to evaluate critically the potential benefits and challenges of rethinking the relationship between research and teaching. 'Research' itself is subject to critical redefinition through the funding and support of diverse research activity within and beyond the two key institutions.

A number of student research projects are already underway and many more are in progress. Preparations for the research and making (by students) of a documentary film on Work and Learning have begun.

## Centre for Excellence in Professional Learning from the Workplace (CEPLW)

Lead Institution: University of Westminster

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CEPLW works within the university and with external partners and colleagues, to promote and develop the integration of professional work and learning from the work place into the academic environment for both students and staff of the University. In this way the academic environment can be enriched through collaborations with industry and professional organisations, and our graduates can gain experiential insight into the world of work to draw on when planning their careers. We have called this process Professional Learning from the Workplace (PLW). The Centre brings together expertise in working with regulated professions (biomedicine and complementary medicine), with the retail sector, and within the Arts. We believe this broad base of experience within the Centre will enhance the generic value of our work. Our work draws on these approaches to PLW to build an 'all through' development:

- preparing students for workplace learning, engaging employer support
- direct use of employers in delivery and assessment of student learning
- developing reflective practices
- evaluation and targeted research.

These will extend understanding of the complexity of PLW. The Centre will draw on this diversity to enhance and disseminate understanding of both theory and practice. The CEPLW offers support for:

- curriculum development of courses integrating work-placements and professional learning from the workplace
- developing collaborations with employers, professional bodies and other agencies to enrich the professional relevance of course, the employability of graduates, and the CPD of staff
- evaluation and dissemination of good practice
- enhancing the research-based understanding of the pedagogy of PLW.

## Centre for Excellence ‘ Enabling Achievement within a Diverse Student Body

Lead Institution: University of Wolverhampton

<b>Director:</b>	Dr. Alison Halstead	Centre for Excellence in Learning and Teaching University of Wolverhampton Wulfruna Street Wolverhampton WV1 1SB
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The University has the highest percentage of students historically under-represented in Higher Education in the UK and is nationally recognised for widening participation. The Centre aims to improve retention, progression and achievement at level 1. The Centre brings together four subject areas from the Schools of Art and Design, Applied Sciences, Humanities, Languages and Social Sciences and Education. Each has achieved high levels of retention and subsequent progression for their students by evolving specific strategies for student support:

**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.

**Creative Writing within Politics, Philosophy and Religious Studies** 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.

**Outcomes** for the work this year include guides, on ‘Writing for Academic Success’, ‘Enhancing the learning experience at level 1’ and ‘Adaptive and Assistive Technology for Science Students. The virtual learning environment and the new eportfolio: PebblePAD will be used to enhance personal development and planning whilst the use of SMS texting with five Schools will be explored.

## Appendix: CETLs (England)

- **University of the Arts London**
  - Creative Learning in Practice (CLIP)
- **Bath Spa University College**
  - 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 (CETLD)\*
- **University of Bristol**
  - AIMS (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 College of Higher Education**
  - SOLSTICE - Supported Online Learning for Students using Technology for Information and Communication in their Education
- **University of Gloucestershire**
  - Centre for Active Learning (CeAL) in Geography, Environment and Related Disciplines
- **Harper Adams University College**
  - Advancing Skills for Professionals in the Rural Economy (Aspire)
- **University of Hertfordshire**
  - The Blended Learning Unit
- **Institute of Education, University of London**
  - Centre for Excellence for Work-Based Learning for Education Professionals
- **Kingston University**
  - Centre for Sustainable Communities Achieved through Integrated Professional Education (C-SCAIPe)
- **University of Lancaster**
  - Teaching Excellence and Mentoring of Postgraduates using Statistics (TEMPUS)
- **University of Leeds**
  - IDEAS (Inter-Disciplinary Ethics Applied)
  - Assessment and Learning in Practice Settings (ALPS)\*

- **Leeds Metropolitan University**
  - Institute for Enterprise
- **University of Leicester**
  - Spatial Literacy in Teaching (SPLINT)\*
  - Genetics Education - Networking of 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 College**
  - LearnHigher\*
- **London Metropolitan University**
  - Centre for Excellence in Teaching and Learning in Reusable Learning Objects\*
  - The Centre for Scientific Literacy: Assessment-focused support for achievement in scientific writing\*
- **Loughborough University**
  - Engineering Centre for Excellence in Teaching and Learning (engCETL)
  - A Centre for Excellence in the Provision of University-wide Mathematics & Statistics Support\*
- **University of Luton**
  - Bridges - Supporting Personal Career and Professional Development through the Undergraduate Curriculum
- **University of Manchester**
  - Centre for Excellence in Enquiry-Based Learning
- **Middlesex University**
  - Centre for Excellence in Work Based Learning (CEWBL)
  - Centre for Excellence in Teaching and Learning in Mental Health and Social Work
- **University of Newcastle upon Tyne**
  - Inclusivity in Contemporary Music Culture\*
  - Centre for Excellence in Healthcare Professional Education (CETL4HealthNE)\*
- **University of Northumbria at Newcastle**
  - 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
  - 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**
  - Centre for Excellence in Professional Development Through Education, Research and Technology (the EXPERT Centre)
  - Foundation Direct
- **Queen Mary, University of London**
  - 4E CETL for Clinical and Communication Skills\*
- **University of Reading**
  - Centre for Career Management Skills (CCMS)
  - Centre for Excellence in Teaching & Learning in Applied Undergraduate Research Skills
- **Roehampton University**
  - CRUCiBLE: Centre for Rights Understanding and Citizenship Based on Learning through Experience
- **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 (EEI)
  - 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 (SCEPTRE)
- **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

## CETLs (NI)

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

*\*Collaborating Partners. A full list of collaborative CETLS can be downloaded from:  
[www.hefce.ac.uk/learning/tinits/cetl/final/brochure.pdf](http://www.hefce.ac.uk/learning/tinits/cetl/final/brochure.pdf)*

## Links

[www.hefce.ac.uk/learning/tinits/cetl/final](http://www.hefce.ac.uk/learning/tinits/cetl/final) - English process and CETL bid summaries

[http://www.hefce.ac.uk/pubs/hefce/2005/05\\_17/](http://www.hefce.ac.uk/pubs/hefce/2005/05_17/) - Outcomes and funding allocation

[www.heacademy.ac.uk/2889.htm](http://www.heacademy.ac.uk/2889.htm) - Northern Ireland CETL summaries

[www.delni.gov.uk](http://www.delni.gov.uk) - Information about Northern Ireland application process

[www.heacademy.ac.uk/CETL.htm](http://www.heacademy.ac.uk/CETL.htm) - Higher Education Academy information about CETLs

[www.health.heacademy.ac.uk](http://www.health.heacademy.ac.uk) - Subject Centre for Health Sciences and Practice (HSAP)

[www.medev.ac.uk](http://www.medev.ac.uk) – Subject Centre for Medicine, Dentistry and Veterinary Medicine (MEDEV)

[www.swap.ac.uk](http://www.swap.ac.uk) – Subject Centre for Social Policy and Social Work (SWAP)