

Summative evaluation of the CETL programme

Final report by SQW to HEFCE and DEL

December 2011

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Executive summary

Purpose and background

1. SQW was commissioned in December 2010 by the Higher Education Funding Council for England (HEFCE) and the Department for Employment and Learning (DEL) in Northern Ireland to undertake the summative evaluation of the Centres for Excellence in Teaching and Learning (CETL) programme. This is the executive summary of the evaluation report.
2. The objectives for the evaluation¹ were as follows:
 - to assess the cross-institutional impact of individual CETLs
 - to assess the impact across subject areas of the CETLs
 - to assess the impact on the HE sector as a whole
 - to identify lessons learned from the initiative
 - to assess issues of sustainability.
3. The CETL programme comprised a major investment in the enhancement of teaching and learning in higher education. In England, the programme represented HEFCE's largest single funding initiative in teaching and learning to date, with a total of £315 million made available from 2005-06 to 2009-10. While the scale of the programme in Northern Ireland was much smaller and did not include any capital funding, it was, nevertheless, also a significant investment for DEL and the HE sector in Northern Ireland (with £5.5 million of recurrent funding provided).

Methodology

4. The evaluation needed to be completed in a relatively short time and was primarily based on analysis of the self-evaluation reports CETLs had produced in May 2010. In addition, the project team carried out some primary research comprising two e-surveys (one of practitioners and one of Pro-Vice-Chancellors for Teaching and Learning (or equivalent)) and a small number of consultations with stakeholders. Eight thematic case studies were also developed to explore some of the achievements of CETLs in greater depth.

Scale and scope of the CETL programme

5. A total of 73 higher education institutions (HEIs) have been involved in the CETL programme (comprising 69 English HEIs and all four HEIs in Northern Ireland). The programme is characterised by its diversity, with centres of varying sizes (including

¹ Taken from the HEFCE invitation to tender document.

19 collaborative CETLs), covering a range of pedagogic and subject-based themes. There was a good level of regional and institutional spread with centres based in different types of HEIs. Sixteen institutions hosted more than one CETL.

6. Centres typically adopted one of the following structural models: a new stand-alone centre; based within, or closely linked to, an existing central support unit for learning and teaching development or, in some cases, in a careers centre; or based within a department or faculty/school. Staffing structures were similar for many CETLs, with a small core team, led by a director or equivalent. Some centres also employed students as interns to promote their work to the wider student community.
7. CETLs valued senior management engagement with their work, but their experiences in this regard were variable. Where centres sat outside pre-existing academic structures, some found it more challenging initially to establish working relationships and connections with senior managers.
8. The activities and outputs of CETLs were diverse and included: the development of new curriculum content; diagnostic and evaluative tools and toolkits; support materials for staff; new e-Learning and communication systems designed to exploit the potential of Web 2.0; piloting of new approaches to teaching and learning (e.g. use of peer tutoring, active and inter-active learning approaches); research projects and peer-reviewed publications; events, including internal development activities and wider dissemination seminars and conferences.
9. CETLs developed and engaged in many rich and complex collaborative networks. Given the diversity of centres funded, there is, however, no real sense of a national CETL network and many CETLs have not necessarily seen other centres as important nodes in their networks.
10. Views are mixed on the role of the HE Academy and its Subject Centres in supporting CETLs. While some discipline-based CETLs, in particular, have found the Subject Centres useful in developing collaborative relationships, this has been less apparent in relation to cross-disciplinary CETLs and those with a more generic pedagogic focus.

Institution-wide impact of CETLs

11. CETLs' self-evaluation reports provide much qualitative feedback on the impact of the programme on individual staff and their institutions. There is also some evidence of impacts on students and their approaches to learning. It is difficult, however, to quantify these impacts in any rigorous way.
12. CETLs have developed staff capacity and expertise, encouraged engagement across participating institutions via communities of practice and contributed to improving knowledge capital. They have helped to raise the profile and prestige of teaching and learning within their institutions and, in some cases, have influenced wider institutional developments and strategies. While some CETL staff and participants have benefited from enhanced recognition and reward, this has not always had a

wider institutional impact in relation to the recognition of teaching and learning excellence more generally. Challenges faced by CETLs in this regard have included competing demands on staff time and the relative incentives and priorities attached to teaching and learning within their institution.

The wider impacts of CETLs

13. As highlighted earlier, many CETLs chose to network and disseminate their findings via subject or thematic-based networks. CETLs operating in a particular subject area were likely to disseminate their findings via the HE Academy Subject Centres, subject associations, professional bodies and other networks. Evidence of this is, however, variable across the self-evaluation reports with some CETLs having a more inward focus.
14. Wider impact on the HE sector is a challenging area to unpack. While there are numerous references in the self-evaluation reports to dissemination events and activities, specific evidence of the adoption of CETL approaches in non-funded HEIs is much scarcer. There will, of course, have been some broader impacts, but the extent to which CETLs have directly contributed to sector-wide changes in behaviour and culture is impossible to quantify. Many CETLs highlighted their disappointment that the HE Academy and HEFCE had not played a more active role in this regard.
15. There are many examples of more generalised impacts across the HE sector arising from CETL activities. For example, there is a wealth of resources available on CETL and HEI websites, some of which are also on the Academy's EvidenceNet site (<http://www.heacademy.ac.uk/evidencenet>), but more work is needed to raise awareness of these across the sector.
16. Other wider impacts include: collaborative working with employers and non-HEI partners; the development of international partnerships; the undertaking, promotion and dissemination of educational research; and technology-based innovation and its contribution to the development of new teaching and learning methods. Many self-evaluation reports acknowledged the importance of this latter area in relation to student motivation and attainment, although few were able to demonstrate a direct causal link.

Sustainability

17. Many CETL outputs have been effectively embedded in institutions' curricula and learning programmes and we expect them to have a continuing value. In addition, the cultural changes that CETLs have promoted in their institutions can also be expected to have some lasting impacts. Where CETLs have also cited impacts on HEI strategies and policies, we can be more confident that outputs will be embedded.
18. In many cases the technology infrastructure established during the programme will be maintained and, at least as important, academic staff have developed the skills and experience required to exploit these technologies fully. We, therefore, expect an

enduring legacy from these investments, although it is worth noting that, in a few cases, continued specialist support was in doubt.

19. Based on the evidence in the self-evaluation reports, at least 17 CETLs said they would be continuing in some discrete form beyond the funding initiative, although often with a reduction in the resources available. Some others have been amalgamated within a unit with a teaching and learning enhancement remit. Amongst those continuing, there was an increasing emphasis on self-funding activities via a mix of selling services and outputs developed during the CETL programme, providing advice and consultancy and winning *ad hoc* grants for teaching and learning.
20. Data in the self-evaluation reports indicate that key staff from a high proportion of CETLs will remain in the host institution and their expertise will therefore be available for the HEI to draw on in the future.

Lessons for the future

21. Most reports provide candid and thoughtful reflections on the difficulties CETLs encountered during the programme and the lessons they have drawn from this experience. In many cases, the difficulties identified reflected local institutional issues, but several generic issues also arose and are summarised in this section. We recognise that some of these are perhaps inevitable consequences of a significant, and time-limited, funding programme.
22. Many of the reports from English CETLs drew attention to the requirements surrounding capital funding. The availability of such funding was universally welcomed, but the main issues related to the requirement to spend these sums during the first two years of the programme. The initial focus on planning and implementing capital spend diverted CETLs from developmental activities and engaging academic staff. It also meant that capital spending needed to be decided before developmental activities had been undertaken. Many would have preferred to retain some capital funds in order to respond to the emerging requirements. A few reports also mentioned a preference for greater flexibility between revenue and capital budgets and, specifically, a wish to spend relatively more on the latter.
23. Other challenges related to the recruitment and retention of staff, including an underlying shortage of people with the required skills and experience. The fixed-term contracts awarded to staff were also felt to have exacerbated turnover.
24. Many CETLs reported that it was more challenging to engage academic staff than they had expected. Competing demands on staff time and, to a lesser extent, insufficient pedagogic research expertise and interests were often cited as the main factors. The importance of identifying spin-out projects of mutual interest to academic and CETL staff and of persistence in promoting and publicising the work of the CETL were highlighted in self-evaluation reports, along with the need for good senior management links and institutional visibility.

25. Some CETLs were frustrated that HEFCE did not take a more strategic coordinating role in supporting collaboration and networking between the CETLs. It is recognised that some attempts were made to bring people together through conferences and events but, with such diversity of activity, many felt that they lacked focus and relevance for their CETL.
26. Finally, the most commonly cited generic issue, although not by all, was management of the CETL programme as a whole. The light touch management of individual projects by HEFCE was welcomed (and expected), but there was a quite widespread feeling that an opportunity to raise the status and profile of teaching and learning across the sector, and to disseminate results more effectively, had been missed.

Conclusions

27. The CETLs were extraordinarily and intentionally diverse. While they represented a programme in the sense of common overall aims (and funding and broad activities), specific aims and detailed activities varied widely.
28. The self-evaluation reports provide evidence of impacts on individual practitioners who participated directly and also at the institutional level in some cases. There is far less evidence of impacts on other HEIs. It is difficult to trace impact at a sector level, especially for those HEIs which did not receive funding.
29. There are some good examples of disciplinary and thematic collaboration, but also many centres which seem to have progressed in relative isolation from other developments.
30. Reflecting these points, the legacy of the programme rests largely in individual staff, and in those institutions which have embedded CETL developments and continue to support innovation and development in teaching and learning, rather than in a general enhancement of teaching and learning across the sector. Participating staff will move between HEIs, and apply their experience and expertise elsewhere, but we do not believe the CETL programme itself has led to material changes in non-participating HEIs and across the sector as a whole.

Recommendations

To HEFCE/DEL as funders

31. This section provides some general recommendations to the funders. We are conscious, however, that scope was, in practice, limited by the need to launch and fund activities over a comparatively short time period.
32. As was discussed above, the CETL programme was extremely diverse but we nevertheless believe that any future programme of this kind should build in more active central management and coordination, while still permitting individual projects to determine their activities in the light of local circumstance. The aim should be:

- to raise the profile of CETLs (or any similar programme) as a ‘brand’ in order to inform the sector and other stakeholders
 - to engender a community of practitioners concerned with teaching enhancement across the diverse themes and activities
 - to ensure that key findings and messages are disseminated more systematically across the HE sector as a whole.
33. An evaluation framework should have been designed and developed with the CETLs from the start of the programme. CETLs should also have been asked to provide more detailed monitoring feedback on the use of the funds against an agreed template.²

To the HE Academy

34. The Academy needs to continue to maintain, develop and refresh the body of evidence collated within EvidenceNet. It would also be helpful for wider sector understanding if the Academy could publicise the information available more actively and also provide some further briefings on key subject and thematic issues and developments which arose from the programme.

To HEIs

35. Those HEIs which benefited from CETL funding need to continue to support and refresh the activities and approaches developed by CETLs, even if the centres themselves are no longer continuing.
36. Other HEIs can draw on the CETL outputs through:
- making use of the wealth of evidence available via EvidenceNet (including some of the self-evaluation reports) and CETL websites (where these are still available) and other resources to inform their own teaching and learning developments
 - considering the various ways in which the CETLs have rewarded and engaged staff in teaching and learning enhancement
 - more generally, with the increase in student tuition fees from 2012, students may become even more discerning and demanding ‘clients’. The developments which the CETL programme has encouraged, if adopted and promoted by HEIs, may make an important contribution towards enhancing the student experience in the new HE environment.

² A similar approach to the one taken part way through the Lifelong Learning Network (LLN) programme (which was established following the interim evaluation of that initiative) would have been appropriate and would have generated more useful data about the proportions of funding being spent on particular types of activities.

1: Introduction and background

Purpose

- 1.1 The Centres for Excellence in Teaching and Learning (CETL) programme comprised a major investment in the enhancement of teaching and learning in higher education. In England, the programme represented the Higher Education Funding Council for England's (HEFCE's) largest ever single funding initiative in teaching and learning to date, with a total of £315 million made available over the five years of the programme from 2005-06 to 2009-10. While the scale of the programme in Northern Ireland was much smaller and did not include any capital funding, it was, nevertheless, also a significant investment for the Department for Employment and Learning (DEL) and the HE sector in Northern Ireland.
- 1.2 This report is the summative evaluation of the CETL programme. SQW was commissioned by HEFCE and DEL in December 2010 to undertake this project. The evaluation has the following overarching objectives, as identified in the invitation to tender (ITT):
 - to assess the cross-institutional impact of individual CETLs
 - to assess the impact across subject areas of the CETLs
 - to assess the impact on the HE sector as a whole
 - to identify lessons learned from the initiative
 - to assess issues of sustainability.
- 1.3 Other issues within the ITT for the evaluation to consider included:
 - providing insights on benefits relating to specific teaching and learning enhancements and the dissemination of good practice
 - unpacking lessons for future discretionary funding initiatives.

Our approach

- 1.4 The evaluation needed to be completed in a short timescale of just over three months. This limited the amount of primary research the team was able to carry out, and our main sources of evidence have been the self-evaluation reports written by CETLs themselves.
- 1.5 The work programme comprised two main phases of activity, as specified in the ITT:
 - Phase 1: analysis and synthesis of the CETLs' own self-evaluation reports, culminating in two stand-alone reports (one covering England and one covering Northern Ireland), available as Annexes B and C
 - Phase 2: some additional primary research, including:

- two e-surveys (one of Pro-Vice-Chancellors (PVCs), or equivalent, and one of teaching and learning practitioners) to explore issues relating to the impact and sustainability of the CETL programme at sector, institutional and individual levels
- eight thematic case studies, drawing on evidence from the self-evaluation reports, other literature and some further selective consultations with key individuals and organisations, where appropriate. The themes selected for the case studies are provided in Figure 1-1 and the case studies themselves are attached as Annex E.

Figure 1-1: Case study themes

- Collaboration and networking between CETLs
- The place of educational research within the CETL programme
- The role of technology-enhanced learning within the CETL programme
- Sustainability of innovation post-CETL funding
- The role of CETLs in staff development and longer-term capacity-building
- CETLs' engagement with employers and other non-HEI partners
- Evidence of wider changes in the culture and behaviour of CETL HEIs
- The impact of the CETL programme on non-participating HEIs.

Source: SQW

1.6 Further details of the methodology, the evaluation framework and research instruments are provided in Annexes C and D.

1.7 At this point, it is also worth highlighting some of the challenges related to the use of the CETLs' self-evaluation reports to draw summative conclusions about the programme as a whole. Some key points concerning the reports are as follows:

- CETL aims and activities are extremely diverse so classification to a meaningfully small subset of themes is difficult
- the reports, in general, provide good information on how the funds were used. However, very few consider what might have been undertaken without CETL funds in anything but a cursory manner. There is, therefore, virtually no information with which to establish any sense of additionality or a possible counterfactual
- information on the direct effects or impacts of activities is, at best, patchy. Many reports, for example, provide information on the number of dissemination events but little, if anything, on whether these influenced behaviour in other HEIs. Similarly, some provide data on the number of students involved in some way in new approaches developed by a CETL, but not on whether and how they benefited.

Background and policy context

The CETL programme in England

- 1.8 The CETL programme in England had its roots in the then Department for Education and Skills (DfES)³ 2003 White Paper, *The future of higher education*, which announced the intention to establish ‘centres of excellence ... to reward good teaching at departmental level and to promote best practice’.⁴ This development was part of a broader move to enhance the status of learning and teaching in higher education, recognising that esteem and reward systems within HEIs were often more likely to recognise excellence in research than teaching. It formed one aspect of a package of related developments including the establishment of the Higher Education Academy (bringing together the work of the Institute for Learning and Teaching in HE (ILT), HEFCE’s Learning and Teaching Support Network (LTSN) and some functions of the Higher Education Staff Development Agency (HESDA)), and the requirement for all new lecturing staff to undertake an accredited programme on teaching and learning in HE.
- 1.9 HEFCE was required to develop the concept of centres of excellence, as introduced in the HE White Paper, into a fully-fledged funding initiative within a very short timescale. The Council published a consultation document about the initiative in July 2003 ([HEFCE 2003/36](#)) and invited responses by 24 October 2003. As the HEFCE website notes,
- The consultation revealed broad support for the CETL initiative, tempered by some reservations on particular aspects. Of the 140 responses received from institutions, representative bodies and other organisations, some 75 per cent responded positively to the overall aims and objectives of the CETL proposals. Many institutions would have preferred a general distribution of funds to all institutions on the model of the Teaching Quality Enhancement Fund. Nevertheless, they have welcomed the flexibility in the proposed funding levels and the opportunity for institutions to define CETLs to reflect their particular ideas of excellent practice rather than to conform to a single model.*⁵
- 1.10 Following on from the consultation phase, HEFCE published an invitation to bid for recurrent and capital funding to establish CETLs in January 2004 (HEFCE 2004/05).⁶ HEFCE-funded higher education institutions (HEIs) and directly HEFCE-funded further education colleges (FECs) with at least 500 full-time equivalent higher education students were eligible to bid. The bidding process comprised two stages, with a deadline for stage one bids of 23 April 2004 and a subsequent deadline for stage two bids of 29 October 2004.
- 1.11 At stage one, a total of 259 eligible bids were received from 126 different institutions. The bids spanned all the main subject areas (as defined in the Joint Academic Coding System) and a wide range of thematic topics in learning and teaching. Of this total, 106 bids (including 24 collaborative bids) were selected to proceed to stage two of the bidding process. Funding was

³ Higher education is now within the remit of the Department for Business, Innovation and Skills (BIS).

⁴ DfES (2003), *The future of higher education*, p47, available at:

<http://webarchive.nationalarchives.gov.uk/20100210151716/dcsf.gov.uk/hegateway/uploads/white%20pape.pdf>.

⁵ See <http://www.hefce.ac.uk/learning/tinits/cetl/consult.asp>.

⁶ Available at: http://www.hefce.ac.uk/pubs/hefce/2004/04_05/.

subsequently agreed for 74 CETLs in England from 2005 onwards. Funding was provided at three levels, reflecting the relative scale of different Centres.

1.12 The CETL programme was one, albeit considerable, component of HEFCE's overall approach to supporting enhancement in learning and teaching during this period. From 2006-2009, a total of £525 million was provided to the sector under the Teaching Quality Enhancement Fund (TQEF), which also included the following initiatives in addition to the CETL programme:

- formula allocations to all English HEIs to support development and implementation of learning and teaching strategies (£158.5 million of funding was provided to HEIs over the period 2006-2009)
- funding to support the Higher Education Academy and its network of Subject Centres
- the Teaching and Learning Research Programme (TLRP): a joint initiative by HEFCE and the Economic and Social Research Council (ESRC) to invest in the educational research base
- the National Teaching Fellowship Scheme (NTFS) which provides rewards for individual excellence to support professional development in teaching and learning or aspects of pedagogy.

1.13 An evaluation of the impact of the TQEF⁷ in its earlier phase from 1999-2005 concluded that the fund had contributed to ensuring that many HEIs had,

taken major steps to build capacity for enhancing learning and teaching in much more systematic ways than previously. In most institutions surveyed, the data were clear that earmarked TQEF funding has generally been of real benefit.

1.14 The evaluation also commented on the extent to which there was synergy between some of the strands of TQEF, as follows,

There is evidence of synergy between some – not all – of the various strands of TQEF. However, despite being an integrated strategy at the start TQEF was not explicitly managed to produce synergistic effects, although it was assumed that they would develop, partly through the publication of two early good practice documents and, latterly, the work of the TQEF national coordination team. Within HEIs visited there were considerable differences in the extent to which synergy has been achieved. In several cases where there is particularly strong institutional (and usually centralised) commitment to enhance learning and teaching, then outputs from the subject and individual strands have been brought together to enhance aspects of the learning and teaching, and substantial progress has been made. In such cases the value of TQEF funding has been high. Conversely, in other HEIs there has been much less synergy, and it only comes about at the departmental level through the work of enthusiasts.

⁷ Available at: http://www.hefce.ac.uk/Pubs/rdreports/2005/rd23_05/.

HEIs surveyed by the evaluation team widely welcomed the formulaic approach to funding the institutional strand of TQEF and contrasted this favourably with short-term bidding initiatives.

1.15 As the report concludes,

the requirement to submit a formal Learning and Teaching Strategy (LTS) stimulated the institution either to refocus an existing LTS or to prepare one where none existed; and the funding, although not large, was earmarked for learning and teaching rather than being swallowed up in the general funds of the HEI.

The CETL programme in Northern Ireland

1.16 The Department for Employment and Learning (DEL) implemented the Excellence in Teaching and Learning initiative in Northern Ireland in 2005. This built on the HEFCE programme to establish Centres for Excellence in Teaching and Learning (CETLs) and previous investments in learning and teaching provided through the Teaching Quality Enhancement Fund (TQEF).

1.17 DEL took a deliberate decision that the initiative in Northern Ireland would not comprise a selective, competitive bidding process. It was felt that this would not be helpful in the context of a much smaller HE sector and would be unlikely to deliver the benefits sought by the Department. DEL, therefore, developed

an inclusive approach to the recognition and reward of excellence so that funds would be available to all higher education institutions in Northern Ireland to encourage development and to enhance the quality of teaching and learning. Any institution which wished to participate in the initiative would be required to meet appropriate benchmarks.⁸

1.18 A consultation process began in February 2004 with the publication of *The Excellence in Teaching and Learning Fund in Northern Ireland*. DEL expected to allocate approximately £1.1 million recurrent funding to the Excellence in Teaching and Learning initiative in each of the five years from 2004-2005 to 2008-9. For each of the five years of the initiative, universities would be able to bid for up to £500,000 per annum while university colleges could bid for up to £50,000 per annum. All four higher education institutions (HEIs) in Northern Ireland were broadly supportive of the proposals and welcomed the inclusive and proportionate approach to the proposed allocation of funding.

1.19 Seven CETLs were subsequently funded in Northern Ireland HEIs.

The interim evaluation of the CETL programme in England

1.20 A formative, interim evaluation of the English CETL programme by the Centre for the Study of Education and Training (CSET) at Lancaster University was published in 2008.⁹ This provided some emerging findings on the impact of programme, including:

⁸ Extract from internal briefing paper from DEL.

⁹ Report available at: http://www.hefce.ac.uk/pubs/rdreports/2008/rd08_08/rd08_08.doc.

- identification of some early positive effects, although many of these were still linked to direct beneficiaries of CETL resources rather than the sector more widely
- a minority of CETLs which had had a more profound impact on institutional policy and practices, particularly in relation to cross-disciplinary areas such as work-based learning and assessment
- the importance of building strong links to relevant HE Academy Subject Centres and other discipline networks to enhance teaching within particular subject areas across the sector more broadly.

1.21 The report also highlighted a number of issues for the management of the programme, including the ‘delicate balance’ to be struck between a long-established tradition of academic autonomy and more centralised management of initiatives. In relation to the national management of CETLs and cross-CETL coordination, the report observed that senior managers and CETLs themselves might welcome ‘a more central strategy associated with cross-CETL themes, external visibility and wider dissemination’. It also concluded that,

the networks are not organised to represent the programme as a whole... There may be a need for a more cohesive framework for the CETLs – but without falling into central management. Cross-CETL connections, focusing on generic areas of interest (reflective learning, students as researchers, active learning, pedagogic research planning, engagement with employers, learning support mechanisms) might be enabled through central coordination.

1.22 The interim evaluation recognised some of the limitations of the CETLs’ approaches to self-evaluation which tended to focus on the immediate success of activities rather than gathering more systematic evidence of longer-term impact. As the report notes,

[CETL self-] evaluations tended to emphasise evaluations of the experience of an activity. This might be understood as a first step in evaluation i.e. without an activity taking place or numbers of individuals taking part no effects could be expected. However, a reader is still not able to discern on what basis the activity is considered to have produced or not produced desired outcomes or positive effects of a wider nature. In this second period of development, a refocus of evaluative practice to include a focus on new learning or new practices at individual or systemic levels might be useful, including a more transparent evidential base for a wider audience.

HE Academy support for the programme

1.23 The Higher Education Academy has provided a range of support for the CETL programme which has been designed,

...to generate a partnership environment, provide a forum for the sharing of information and facilitate and develop the means to disseminate learning outcomes generated by, and within, the CETLs.¹⁰

¹⁰ Taken from the HE Academy website (this page has subsequently been removed).

1.24 Key areas of focus for this support have included: sustainability; the CETL self-evaluation framework; a survey of resources and collaborative working practices; and events. We consider the role of the Academy in supporting wider sector engagement with the programme later in this report.

2: Scale and scope of the CETL programme

Participation in the CETL programme

- 2.1 A total of 73 HEIs across England and Northern Ireland have been involved in the CETL programme (69 English HEIs and all four HEIs in Northern Ireland). Of these, 58¹¹ have been host HEIs for at least one CETL. In the English HE sector, just under half of all HEIs (59 in number¹²) have not received CETL funding (this breaks down to 13 pre-92 universities, 18 post-92 universities and 28 small and/or specialist HEIs). No directly-funded further education colleges (FECs) have hosted a CETL, although some have featured as partners. An alphabetical list of funded CETLs is provided in Annex F.
- 2.2 Considerable diversity can be seen across the range of funded CETLs in terms of:
- the size and scale of the Centres, including 19 collaborative CETLs with a number of different HEI and other partners
 - subject spread, including some with a single discipline focus and others which were multi-disciplinary
 - pedagogic spread, including emphases on particular learning methods (e.g. problem-based learning, personal development planning (PDP) or e-Learning) and/or types of provision (continuing professional development (CPD), Foundation degrees)
 - regional and institutional spread (encompassing a range of different types of HEI and including 16 institutions with more than one CETL).
- 2.3 At the start of the programme in England, HEFCE produced two graphs to illustrate the subject and thematic spread of funded CETLs (available at: <http://www.hefce.ac.uk/learning/tinits/cetl/final/brochure.pdf>) which are reproduced as Figure 2-1 and Figure 2-2.

¹¹ 54 in England and four in Northern Ireland.

¹² This figure excludes the University of London (Senate House) and a small number of other institutions which were not part of the publicly designated HE sector in England at the start of the initiative.

Figure 2-1: Subject spread of funded CETLs in England

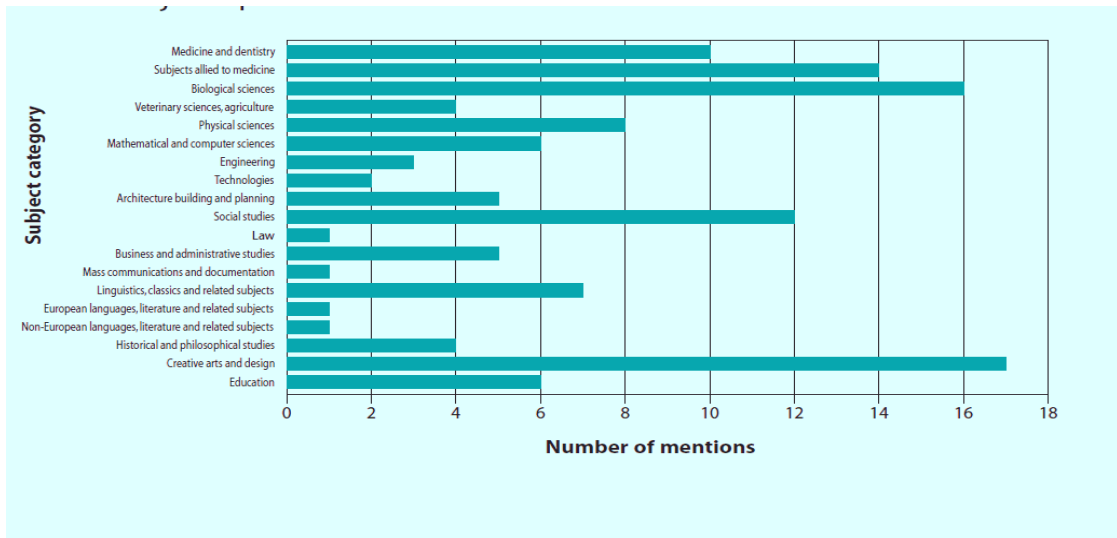
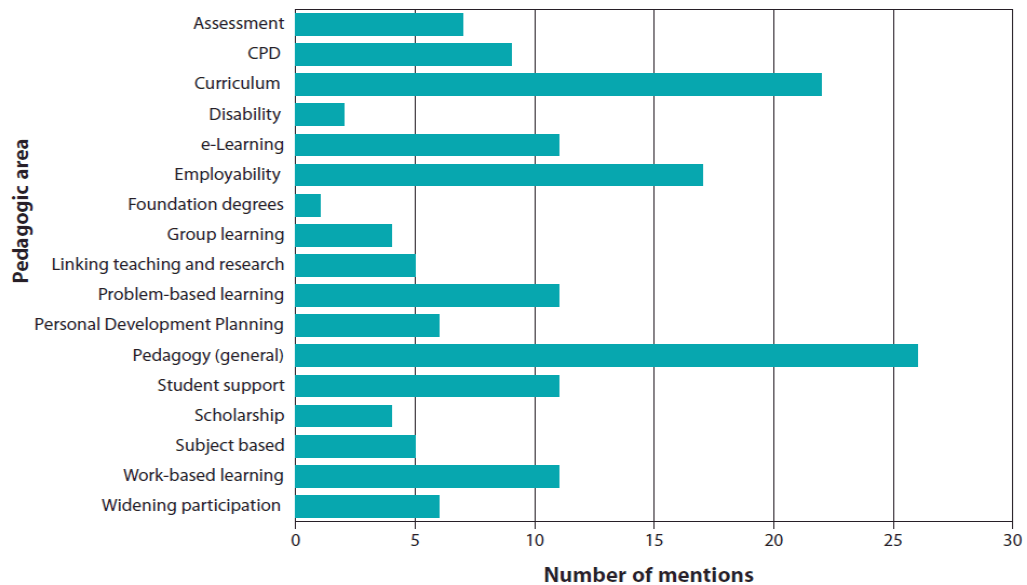


Figure 2-2: Pedagogic spread of funded CETLs in England



Location and structures of CETLs

2.4 The self-evaluation reports indicate three underlying structures for the CETLs:

- creation of a new stand-alone centre
- a centre based within, or closely linked to, an existing central support unit, for example ‘Learning and Teaching Development’ (most commonly) or a careers centre
- a centre based within a single department or faculty, or, in a few cases, across more than one faculty.

- 2.5 The structures adopted closely reflected the specific aims and objectives of individual CETLs and generally seemed very sensible in relation to these (although difficulties were inevitably encountered in some cases). Thus, those CETLs with a subject-specific remit tended to be departmental-based whereas those with an institution-wide remit (for example, employability) tended to be a new unit or based within existing central support structures.
- 2.6 Reporting arrangements also followed these structures. A key issue cited in some self-evaluation reports was the importance of securing senior management engagement, especially where aims were institution-wide. Many CETLs commented on the importance of such engagement and some felt that senior managers had played an important role in this respect. In HEIs with more than one CETL, a single high-level management group was often established and this appears to have been effective in facilitating CETL activities, and also internal dissemination and embedding. More generally, there is a fairly obvious point that success in obtaining CETL funding, in part, reflected existing strategies in some cases and many were 'working with the grain'.
- 2.7 Other CETLs had had more varied experiences in securing senior management engagement, with a minority having experienced difficulties. In some cases, these difficulties reflected changing priorities within HEIs and/or parallel developments with related objectives. It is also worth noting that some of the newly established centres were outside the pre-existing academic structure and found it challenging initially to establish working relationships and connections to senior management. In a few cases, they also underestimated the management time which would need to be devoted to tasks such as finance and human resources (HR), especially during the period of capital expenditure.
- 2.8 Staffing structures were similar for many CETLs. The core team was generally small and led by a director or equivalent. S/he was usually recruited from within the institution, although there were some examples of external appointments, and typically had been active in a relevant area for some time. Each CETL also appointed other staff with pedagogic experience and/or interests as well as a few support and administrative staff. Support staff varied according to activities: for example, IT specialists or learning technologists were appointed for many of the technology-based CETLs, while placement officers were recruited for some employability-related initiatives. There were also examples of employment of:
- undergraduate students, generally part-time, to work as interns and promote the CETL to other students
 - postgraduates, for their specialist subject expertise
 - external advisors and pedagogic evaluators.

CETL programme funding

- 2.9 English HEIs which received CETL funding were subject to relatively light reporting requirements under their institutional Annual Monitoring Statements (AMS). Questions were asked about:

- the extent to which they had met the targets and objectives for their CETL(s) within the given year
- where relevant, details of any significant underspend of funds and actions being taken to get the spending profile back on track.

2.10 Performance against targets is shown in Table 2-1 (data are not available for the final year of the programme). These indicate high levels of self-assessed success throughout, with improved performance after the start up phase.

Table 2-1: Number of English HEIs meeting targets and objectives set out in their CETL business plans

	2005-06	2006-07	2007-08	2008-09
No	11	9	4	4
Yes	47	47	52	53
Total responses	58	56	56	57

2.11 These initial difficulties are, to some extent, reflected in Table 2-2 which shows the number of English HEIs reporting significant underspend on their CETL budgets in each year. The early problems are a reflection of the need to spend capital funds during the start of the programme, but there do not appear to be generic reasons for the increase in the number of HEIs reporting underspend during 2008-09. Of the 20 reporting underspend during the final year, all but four expected to spend the remaining budgets during 2010-11. Three projects were projecting underspend on completion amounting to just under £70,000 in total.

Table 2-2: Number of English HEIs reporting underspend in each year

	2005-06	2006-07	2007-08	2008-09	2009-10
No	24	19	34	24	48
Yes	34	37	22	33	20
Total	58	56	56	57	68

CETL activities and outputs

2.12 CETL activities and outputs have been diverse. The purpose of this report is not to describe these in great detail, but rather to analyse the impact of the work undertaken within participating HEIs, in subject and practitioner communities, across the HE sector and more widely. However, some of the key types of activities and outputs are briefly summarised below:

- new curriculum content, including the introduction and embedding of modules and degree programmes developed by CETLs. In some cases the number of students affected by these changes is estimated in the thousands, although there is seldom any information to contextualise these numbers. The expectation is that these modules/courses will continue, albeit with further development in some cases

- many CETLs have developed tools or toolkits that can be reused in relation to future learning programmes. These are highly diverse encompassing course (impact) evaluation and diagnostics and assessment methods. A key focus for many of these toolkits has been to assist students in reflecting upon, and understanding, their own learning styles/preferences, needs and gaps
- the production of support materials for staff which can be drawn upon in the future
- the emergence of new systems which are often IT-based and designed to exploit the potential of Web 2.0. These include e-Learning systems, but also more general ways of communicating with students and other stakeholders
- projects to pilot new approaches that were expected to lead to more fundamental changes in teaching and learning practice within institutions (e.g. use of peer tutoring, active and inter-active learning approaches etc.)
- research projects and peer-reviewed publications, which have been an important strand of the programme for many CETLs. Some CETLs have also left a legacy of research programmes with, for example, additional PhD students
- a range of events including internal development activities and wider dissemination seminars and conferences.

2.13 We would note that many of these specific outputs are available online to all, and often kept in searchable archives or repositories.

2.14 To give some sense of the scale of activities and outputs, the following figures have been quantified based on the data within the CETL self-evaluation reports. These figures are an under-representation of activity and outputs, as they do not cover all of the categories highlighted above and some CETLs provided rounded estimates or no figures at all. Based on the available data, however, we can say that the CETL programme delivered at least:

- 2,679 spin-out projects across CETL host and partner HEIs, including small research grants, secondments, fellowships and awards
- 3,435 peer-reviewed outputs
- 5,594 development and dissemination events.

2.15 It is evident from the self-evaluation reports that many CETLs saw their main output as influencing underlying academic attitudes towards teaching and learning and, in rather fewer cases, those of students too. They have provided demonstrators of what is possible (and in some cases of what is not). Many have encountered difficulties in reaching staff across the institution, but the following statement by one CETL is probably representative of what centres feel they have achieved, at their best, for individual practitioners,

...transformation from being intuitive teachers to reflective and informed teachers.

2.16 In addition to these educational and cultural outputs, the substantial capital funding provided to CETLs in England has significantly enhanced learning facilities in a number of ways:

- through the provision of additional, ‘state-of-the-art’ buildings and spaces, often with high quality IT and other facilities
- by developing a new kind of space, in many cases, which is student-centred and flexible to enable delivery in a wide range of ways, for example drop-in and meeting space, the ability to accommodate different sized groups for lectures and workshops, smaller meeting rooms for student projects and so on
- by providing opportunities to experiment with different configurations as required for innovative learning developments and delivery.

CETL collaboration and networking

2.17 Collaboration was an important aim and a serious activity for the CETL programme, both to ensure effective working and to promote the wider uptake of programme outputs. While all of the CETL self-evaluation reports have provided evidence of collaborative activities, in most cases it is difficult to judge what this collaboration achieved that would not otherwise have been possible.

2.18 First, 19 CETLs were themselves collaborative ventures involving several HEIs and, in some cases, other partners including further education colleges (FECs), professional bodies and employer organisations. Generally, collaboration between partners in a single CETL appears to have been very good. The individual HEIs, of course, shared similar aims and a common understanding of issues and approaches and they appear to have benefited from the opportunities to share experiences based on different approaches in different contexts. In particular, there does not appear to have been major issues around the management of the CETL or the division of funds and activities between participating HEIs. That is to say, our impression is that the collaborations were established because of the perceived benefits rather than just to increase the chances of success at the competition stage. There are, inevitably, examples where partners’ expectations may not have been realised fully, but as the quote below illustrates, benefits were still, nevertheless, often gained,

Overall, there is disappointment that the three partners did not gain more from collaborating. As was probably inevitable, many individuals benefited, but the inter-university links were limited. The different organisational structure in each partner institution and local discipline foci led to different approaches to delivery being developed, which has introduced challenges to sharing.

2.19 Second, there are numerous examples of CETL to CETL collaboration and this has occurred in various ways which are discussed below:

- *between CETLs hosted by the same HEI:* without exception, CETLs in the same HEI established fruitful working relationships and shared good practice to the extent that differing objectives made this appropriate. In part, this simply reflected being part of the same organisation and thus having a common understanding of processes and what does and does not work in a specific institutional culture (although there are numerous examples of other within-HEI collaborations which have been problematic). But, as was mentioned above, some HEIs established a top level

steering group which all the CETLs reported to and this appears to have facilitated collaboration, not least because the CETLs' activities tended to be aligned with institutional priorities and strategies.

- *between CETLs in the same region*: in two cases, regional groupings of CETLs arose spontaneously, often involving projects with very different aims and activities. Our impression is that, as might be expected, there was limited joint working unless the CETLs were in cognate areas, but there was some sharing of practice in how to establish and run CETLs, which some found valuable at least in the early stages of the programme.
- *between individual CETLs*: there is a clear message from the self-evaluation reports that CETLs working in cognate areas established very good links with each other and found these valuable. To some extent, these links involved CETLs focused on particular pedagogical themes, for example enquiry-based learning, rather than those with a more subject specific remit, but this is an over simplification. For example, there was some collaboration between CETLs engaged with the health sector, and also between those focusing on mathematics and art and design.

2.20 This conclusion is not surprising. As is discussed below, academic networks naturally form between nodes of expertise and CETLs will have sought links with other organisations with similar aims and constraints which have been designated as Centres of Excellence. These networks, in some cases, became quite formalised as the following quotation from a self-evaluation report demonstrates,

LTEA (Learning through Enquiry Alliance) is a collection of CETLs whose focus includes enquiry-based learning and undergraduate research. This group of CETLs has met regularly through the period of the scheme to share practice and policy. This has proved to be a productive and cost-effective collaboration. A notable output of this alliance has been the pooling of resources and expertise in the formation of an annual LTEA conference.

2.21 There is, however, little evidence of collaboration across the range of CETLs as a whole, or the emergence of a programme-wide network. Some CETLs did find the annual conference useful, but our impression is that this was more to do with the practical issues of establishment, such as handling the capital grant, rather than sharing good practice with respect to learning and teaching. Again, perhaps this is unsurprising given the diversity of CETLs – as two CETLs reported,

Our primary experience has been that, apart from the awareness generated by the title 'Centre of Excellence in Teaching and Learning', we have rarely felt strongly attached to the wider CETL network. This appears to be, partly, due to time pressures, but principally because of the lack of deep overlap or synergy with other CETL projects. Some are subject-focussed, others approach-based; some are rooted in partnership between organisations, others grounded in the development of physical spaces, yet others, the creation of digital artefacts. The HEFCE funding and a focus on teaching and learning were the only factors that the CETL...had in common with many other projects.

Clearly, there have been benefits from letting each CETL form its own relationships with others in this organic way, and many kind of groups will have emerged according to particular needs and interests. However, aside from our common identity as CETLs, we have not felt that we have been part of a strong national community or movement, developing a shared set of values, interests, strategies, activities and outputs for the sector as a whole.

2.22 Responses to our survey of teaching and learning practitioners (see Annex D) reflect the sense that collaboration across the programme as a whole has not been a defining feature of the initiative, with only 37 per cent of respondents agreeing or strongly agreeing that the level of collaboration between CETLs had been good.

2.23 Third, most of the reports cite collaboration within their own institutions as part of normal activities. This has taken a variety of forms including:

- the requirement for spin-out projects to involve more than one academic
- collaboration between disciplines, mainly around pedagogic themes, but there has also been some transfer of subject-specific developments between disciplines
- in the case of technology-based projects, collaboration between specialists (generally IT) and subject experts
- work with existing academic support units such as careers, research and enterprise and learning development.

2.24 Finally, CETLs have sought to work and network with relevant expertise wherever it is located and, while we are not able to assess the relative effectiveness of different forms of collaboration, we suspect that this is very high up the list in volume terms. This simply reflects the natural way of academic working in many cases, but has also been encouraged by the non-prescriptive nature of the CETL programme. The self-evaluation reports frequently cite:

- membership of academic networks which are often international and supported by hosting conferences and joint visits, in some cases involving staff placements
- joint authorship of papers
- joint bidding for research funds
- closer working with external partners, including: FECs, employers and professional societies.

2.25 A large number of the self-evaluation reports refer to the role of the HE Academy Subject Centres and many appear to have found these centres useful in developing collaborative relationships. However, the reports indicate that they are not fully meeting needs in this respect and, in particular, in relation to cross-disciplinary initiatives. The following quotations from self-evaluation reports illustrate this point,

The matter of raising the status of teaching through reward and recognition was certainly at the heart of the national CETL initiative. This

has been perhaps the most challenging issue and one which we feel really needed a national perspective and guidance. Had the HEA work on reward and recognition not been delayed, this might have made a timely contribution to national debate. There would appear to be no locus from which change can be driven and the CETLs do not seem to have made many inroads here.

An issue that has been both strength and a challenge has been the relationship of CETLs to HEA Subject Centres and other related national and regional centres. We have networked through and across these but have experienced a lack of coherence in these relationships, possibly too many initiatives emerging from them and few structures to support partnerships and collaborations.

While the HEA has its subject centres, it is not very good at creating cross-disciplinary networks of individuals.

The lack of a clear strategy for relating CETLs to existing enhancement provision within HE has been problematic. HEA Subject Centres provide an obvious locus for collaboration. However, we have seen little evidence of joint working in relation to this by HEFCE and the HEA. Had the HEA maintained the Generic Centre that they inherited from the LTSN as a strong advocate of employability, our experience of the CETL initiative might have been quite different.

In this regard, it would have been useful if HEFCE and/or HEA had developed means to develop networks as part of the CETLs initiative which could also have contributed to ensuring post-CETL funding.

There has been little, if any, increased engagement with the HEA Subject Centres. If anything a tension has been detected in the relationship as a result of the CETL.

Conclusion

- 2.26 The self-evaluation reports provide considerable evidence of the many rich and complex networks which have been developed by individual CETLs and which they have seen as important aspects of their roles. Given the diversity of centres funded, there is, however, no real sense of a national CETL network and many CETLs have not necessarily seen other centres as important nodes in their networks. Some CETLs with cognate aims (e.g. enquiry-based learning) or within particular discipline areas have established effective networks or clusters and centres working within the same host HEI have valued sharing good practice with each other.
- 2.27 This raises some interesting questions for the evaluation around the extent to which the CETL initiative really operated as a programme and whether more should have been done to facilitate and encourage collaboration. We return to these issues later in the report.
- 2.28 In the next two chapters, we consider the impact of CETLs at institutional and individual levels, within disciplines and pedagogic communities of practice and more widely across the HE sector and beyond. It is important to note that many of the activities undertaken by CETLs have made an impact across several, if not all, of these levels. We have tried as far as

possible, however, to identify some specific impacts at each level, but there is some inevitable blurring across the boundaries.

3: Institution-wide impact of CETLs

- 3.1 In this chapter, we consider the impact of CETLs across their own host (and, where relevant, partner) institutions. In the self-evaluation reports, impacts have been reported across a range of levels, including:
- impacts on individual staff
 - impacts on students
 - wider institutional impacts across departments/faculties or in relation to institutional approaches to teaching, learning and assessment.
- 3.2 Some CETLs also reported that their work had had an impact at the strategic level (by influencing institutional teaching and learning strategies, for example); this was viewed as an unintended, but welcome, additional benefit.

Impacts on staff

- 3.3 CETLs have made some diverse and interesting contributions to engaging and developing staff within their HEIs. Resources for staff development have supported a wide range of activities including postgraduate (PG) study, attendance at conferences and HE Academy accreditation.
- 3.4 Some CETLs provided funding for fellowships as a way for staff to develop pedagogical or subject-based interests.¹³ For example, the Blended Learning Unit CETL reported that eight of its secondees had been awarded University Teaching Fellowships in recognition of their contribution. Secondments or residencies were offered as opportunities for staff to develop professional practice and share learning with others, particularly with those outside their discipline. Staff on secondment were often encouraged to present their work at events organised by the CETL.¹⁴ In many instances, these staff developed or consolidated roles as champions for teaching and learning within their institutions.
- 3.5 The extent to which fellowships or similar developments genuinely opened up new opportunities to staff was, however, questioned in a few cases. As one member of CETL staff commented, ‘*development fellowship awards are good as they inspire innovation but they are taken up by the people who would probably do it anyway.*’ There were also concerns that not enough time was freed up for fellows to innovate; often they were juggling their existing workload as well as the new activities.
- 3.6 Other centres championed structural changes or created new posts specifically to support academics in undertaking pedagogic research. The Centre for Excellence in Preparing for Academic Practice (University of Oxford), promoted graduate teaching coordinator posts to emphasise the importance of teaching in graduate experience. These posts raised awareness

¹³ For example: CEDP, Aspire, CCMS, sigma.

¹⁴ For example: CIPeL, Blended Learning Unit, sigma.

and provided a formal and supportive structure for research. At the Royal Northern College of Music's CETL¹⁵, research fellows and assistants were appointed. As well as undertaking pedagogic research themselves, this body of staff drove momentum for more educational research, and supervised post-graduate and doctoral students with an interest in this area.

3.7 Other approaches to developing staff included:

- a mobile learning trials approach, adopted by the Ceapl CETL, which invited staff across the institution to participate in trials and learn what works for students on work placements regardless of discipline. Ceapl felt that this approach enabled it to engage with a far wider audience
- an E-tools Database developed by the Centre for Institutional E-Learning Services at the University of Ulster to provide an online repository with over 40 e-Learning tools and 29 technologies
- the CILASS 'Students as Partners' initiative which provided a model for partnership working in learning and teaching enhancement.

3.8 While few of the self-evaluation reports go into much detail on the challenges faced by CETLs in developing staff and building internal capacity within HEIs, three main issues have been identified, as follows:

- getting staff to buy in to the CETL, particularly where this may represent a significant shift in the ethos and activities of a department or institution
- lack of time for staff to get involved (although this has been overcome by many CETLs which have bought out staff time to participate in developmental activities and projects)
- ensuring that CETL messages are communicated to staff with a minimum of educational jargon.

3.9 In some cases, CETLs have commented that the provision of online learning resources has increased engagement as it provides added flexibility to staff. Some CETLs have also played a role in offering additional research assistance to prepare materials and support teaching staff (for example, the AIMS CETL). From our own survey of practitioners, 52 per cent of respondents agreed with the statement '*as a result of the CETL programme, I have had more time and opportunity to reflect on my teaching*', although several commented that, while the opportunities were there, time remained a constraining factor.

3.10 Research was seen as a significant aim and output by the majority of CETLs. Many felt that their work should be underpinned by rigorous and relevant educational research, where possible. Support for educational research often took the form of sponsored research mini-projects, the appointment of staff to undertake relevant research, or financial support for practitioners. The breadth and scope of research was varied and, in many cases, resulted in significant bodies of work. Research ranged from the theoretical (for example, better understanding of pedagogical theory) through to more hands-on study (for example, in using

¹⁵ Dynamic Career Building for Tomorrow's Musician.

student feedback to research the effectiveness of particular pedagogic techniques). Those undertaking research included academic staff and students at different levels. The level of outputs (both peer-reviewed and otherwise) was generally regarded as high by centres.

- 3.11 Many of the CETL self-evaluation reports¹⁶ provide details of the wide range of staff publications and other outputs, including books, occasional papers, journal articles, seminars, podcasts and DVDs, resources (virtual and physical), good practice guides, and wikis. Internal dissemination of these CETL-generated materials and research helped to develop the professional competence of individual staff members through knowledge acquisition, and enhanced the careers of staff in many instances. As one CETL notes, '*COLMSCT has seen many of its less experienced fellows blossom into accomplished published authors.*' For some this has resulted in promotions or permanent employment contracts, the opening up of career paths and the building of professional contacts and relationships, including across disciplines, which have prepared staff for future joint working.
- 3.12 Virtually all CETLs provided small funds for staff to develop innovative approaches, often by buying out their time. Many CETLs also provided project funding for staff to pursue their own CPD interests. Some centres supported PhD students to undertake educational research in support of other academics, or as part of their own doctoral studies. Examples of this include CeAL¹⁷ (University of Gloucester), sigma¹⁸ (Loughborough University) and the Postgraduate Statistics Centre (Lancaster University).
- 3.13 Communities of practice (CoP) within host and partner institutions have been created and/or supported by CETLs through a variety of mechanisms, including:
- formal groups such as the Space, Performance and Pedagogy Group set up by CAPITAL Centre CETL at the University of Warwick to enable staff to share experiences and disseminate creative practice. This group has set the agenda for interdisciplinary collaboration at the University, promoting performance as a learning strategy. The HELP CETL facilitated the creation of over 44 physical and virtual CoPs to share resources, research and good practice across the University of Plymouth and its partner FECs
 - cross-faculty collaborations amongst those with a shared interest. For example, CEIMH brought together those with responsibility for e-based learning at the University of Birmingham and InQbate's 'Train the Trainer' Cable project has provided opportunities for over 100 staff in 20 teams to collaborate on reviewing their practice to transform teaching¹⁹
 - wikis have been viewed by some CETLs as a particularly effective way to create a virtual CoP to share information and engage a wider audience.

¹⁶ For example: the CETL in Mental Health and Social Work, SOLSTICE, ALiC, CPLA, CETH, CEWBL, Aspire, CETL:IPPS, C4C, CETLE (White Rose), Visual Learning Lab, CECPA, CEIPE,

¹⁷ Centre for Active Learning,

¹⁸ Centre for Excellence in Mathematics and Statistics Support,

¹⁹ InQbate's self-evaluation report states, 'the CABLE process is geared to the needs of an individual institution and capitalises on the benefits that cross institutional sharing and support can bring. The process itself is sensitive to the constraints that academic and professional staff are frequently working under and recognises the importance of ongoing support as change management projects progress.'

- 3.14 There have been ‘softer’ outcomes for staff involved in some CETLs²⁰ such as growth in self-confidence (e.g. confidence to develop their own pedagogic practice), assertiveness and empowerment. Staff have also benefited from a cultural shift towards increased collaboration between staff as seen, for example, in the Centre for Excellence in Professional Development CETL where open discussions about pedagogical ideas and a greater propensity amongst staff to get involved in educational research have resulted in enhanced and research-informed teaching.
- 3.15 Statements from two staff members from the VLL CETL illustrate the personal impacts which many CETL staff experienced,

At the VLL's outset I [had] an interest in learning technologies; at its conclusion I am an interdisciplinarian with a focus on learning. In that sense, my involvement with the VLL has seen a re-shaping of my academic identity. This is at least partly as a result of being a member of projects creating innovative learning across a variety of disciplines, and partly as a result of how the VLL has managed to create networks of inspiring practitioners. Yet the core of my interest in technology as a mechanism for changing learning has broadened and been reinvigorated rather than diminished.

[The CETL helped me] to develop a wide range of generic project management skills, to develop another research specialism and to interact with a wide range of new colleagues in schools and faculties at the University ... and beyond.

- 3.16 The SQW practitioner survey found two highly positive impacts on staff at the individual level:
- *improved teaching and learning practice*: 79 per cent of those responding to the practitioner survey agreed or strongly agreed that, ‘as a result of the CETL programme, my overall teaching and learning practice has improved’²¹
 - *innovation*: again 79 per cent²² of those responding to the practitioner survey agreed or strongly agreed that, ‘as a result of the CETL programme, I have developed innovative approaches to teaching and learning.’

Impacts on students

- 3.17 It is clear from the self-evaluation reports that student engagement has been a key focus for all CETLs, but it is not so clear whether awareness of effective learning *per se* has been raised amongst the wider student community. There is, however, some evidence of wider student engagement via the CETL Student Network (now the Student Learning and Teaching Network). This network has its roots in a student-focused event organised by the CEEBL CETL in 2005 and a subsequent event hosted by the AfL CETL in 2006. It was officially launched as a network in 2007 and continues to operate with a committee of student volunteers (see <http://studentlandtnetwork.ning.com/>).

²⁰ For example: the CETL in Mental Health and Social Work, SOLSTICE, ALiC, CPLA, CETH, CEWBL, Aspire, CETL:IPPS, C4C, CETLE (White Rose), Visual Learning Lab.

²¹ This included both employees of CETL and non-CETL employees.

²² This is a separate, but overlapping, set of respondents.

- 3.18 The following are relatively common features in CETL self-evaluation reports:
- students have sometimes been directly involved in a CETL's work, for example in assisting with pedagogical research (interns) or in helping to engage the student body
 - some CETLs were mainly concerned with approaches where reflection on what and how to learn were integral features. Such developments have encouraged more active, independent and deep learning amongst students
 - many self-evaluation reports include feedback on how students have been empowered by opportunities to influence learning methods and resources
 - the student learning experience has been enriched by innovative and creative approaches and industry-standard facilities.
- 3.19 The Ceapl CETL²³ provides an illustrative example of student engagement. This centre was informed by an overarching pedagogic approach that favoured the participation and involvement of students. Staff were keen to find ways of representing the 'student voice' in their research and associated changes in approaches to teaching and learning. This meant involving students as equals in development teams, and supporting them to promote the work of the CETL and its pedagogic focus (placement learning) with their peers. Students were involved in the development and dissemination of Ceapl's mobile learning projects, and were supported to take part in the CETL student network, which included debate and discussion on educational research.

Impact at the institution level

Cross-disciplinary and wider institutional impacts

- 3.20 Many of the CETLs contributed to increases in cross-disciplinary and wider institutional working. In many instances, they fostered a sense of collegiality that spread beyond the traditional boundaries of academic disciplines.²⁴ Staff were able to network and collaborate with people outside their area of expertise, which, in many cases, would not have happened without the CETL. For example, the ALiC CETL reported that its work had resulted in the embedding of synoptic assessment, cross-site and cross-institution group work, and multidisciplinary team formation.
- 3.21 A number of CETLs suggested that their work had led to increased awareness and understanding of a range of issues across their HEI: for example, the Learn Higher CETL highlighted increased awareness amongst policy makers and senior managers of the significance of learning development as a function, which meant it featured more highly as a concern in decision-making. The *Aspire* CETL reported a growing culture and confidence in work-based learning amongst staff across the institution. This has led to a deeper understanding of solutions to curriculum problems and more confidence amongst staff to experiment.

²³ Centre for Excellence in Professional Placement Learning.

²⁴ For example: theWhite Rose CETL, Centre for Excellence in Preparing for Academic Practice, CEPAD, C-SCAIPE

- 3.22 Institutions have also benefited from CETLs' work in introducing new learning approaches, courses and modules. At Middlesex University, the work of the Mental Health and Social Work CETL has led to the introduction of podcast lectures and digital stories which are particularly helpful for dyslexic students. The University of Hertfordshire (Blended Learning Unit CETL) has seen major changes in teaching practices now embedded across the institution with the use of StudyNet more than doubling and the use of more interactive Web 2.0 methods becoming widespread. At Central School of Speech and Drama (Centre for Excellence in Training for Theatre) new courses have been developed, including an MA in Acting and an MA in Scenography. An MA in Professional Practice in Higher Education has been developed at Bath Spa University (Artswork CETL) to support the development of all staff and research students.
- 3.23 CETL communications can be complicated by the position of the centre within its institution. Including a wide range of internal stakeholders on CETL steering groups was one way of increasing understanding of CETL work across HEIs and forging links across disciplines.

Knowledge capital

- 3.24 Participating HEIs have also benefited from the enhanced intellectual and knowledge capital generated by the CETLs.²⁵ For the WLE CETL, for example, knowledge capital has been expanded in relation to: work-based learning theory, teacher education, technology-enhanced teaching and learning (including multimedia pedagogy for professional learning) and e-Learning, as well as academic areas such as social justice, equity and diversity. SOLSTICE has developed specific skills and knowledge in the effective use of virtual learning environments (VLEs).

Impacts on institutional policies and practices

- 3.25 Drawing upon the self-evaluation reports it is possible to identify a number of examples where CETLs have described how their work has been embedded within the HEI and/or it has influenced wider policies and practices of the organisation. However, it should be noted that whilst many claim to have had some influence in changing policy and practice within their HEIs, it is difficult to assess the actual extent of their influence and how this compared with other potential drivers such as wider policy changes in the sector. Some illustrative examples from self-evaluation reports are provided in Figure 3-1.

²⁵ For example: CEEBL, WLE, AfL, Mental Health and Social Work, CEWBL, ALiC, CIES.

Figure 3-1: Examples of CETLs' impact on wider institutional strategies or approaches

Open University (COLMSCT, piCETL, PILS and PBPL CETLs)

For the Open University having four centres co-located has been important. The University reports that, as a result of this arrangement, it has been possible to trace the trajectory of ideas generated within informal CETL open discussion into more structured debate, action and policy. For example, the articulation of ideas about the support of distance-learning students within an e-Learning community began as casual conversations, but is now an embedded part of the University's support plans, and guides the choice of new technologies. The PILS CETL also reported that the change in focus from individual modules to qualifications and pathways through modules represents a significant shift in culture resulting from its work.

Birmingham City University (Centre for Stakeholder Learning Partnerships CETL)

This CETL was originally based within the University's Faculty of Health where it sought to develop and investigate institutional and educational relationships between the University and the National Health Service. However, in 2008 a decision was made to move the CETL from the faculty and to relocate it at the centre of the University so that it could engage more widely across the University to spread the ethos and practice emerging from the CETL.

Kingston University (C-SCAIBE CETL)

The focus of C-SCAIBE was on embedding sustainability knowledge and principals within the student body so that students could become pro-active, working towards a more sustainable society. By working with others in the University and by achieving high level interest and commitment, the CETL has promoted the embedding of sustainability principles across the University. This is now being championed centrally through a newly constituted Kingston University Sustainability Hub (KUSH). Furthermore, the embedding of sustainability within programmes has also resulted in the development of new courses.

University of Sussex (InQbate CETL)

An integral part of the overall CETL approach was to work in creativity teams on each site, working closely with tutors, both individually and in groups, to review the areas of issue and success in their current teaching practices. They then explored alternative more student-centred, social constructivist approaches that would utilise the physical, digital and social learning contexts more effectively in order to support the needs of individual learners and to meet wider employability demands. This approach is reported to have led to the transformation of teaching of key courses and modules within the curriculum.

University of Wolverhampton (CIEL CETL)

Staff have developed their capacity in curriculum design, practice-based research and/or education evaluation. To ensure the embedding of this learning, the University is establishing a virtual policy and research centre to focus on the production of briefing papers in the areas of expertise developed by the CETL.

Sheffield Hallam University (e3i CETL)

This CETL has influenced the development of an Employability Framework and a Graduate Employment Strategy for the University.

Liverpool John Moores University (Leadership and Professional Learning CETL)

The work-related learning model promoted by the CETL has been adopted by the University. It is now a requirement that all undergraduate programmes include work-related training.

Source: CETL self-evaluation reports

- 3.26 In our scoping consultations, one stakeholder commented on the way in which some CETLs had achieved institution-wide impacts, particularly within smaller and specialist HEIs. While one could argue that it may be easier to have widespread impact in a smaller institution, it was felt that the collaborative ethos of these types of institutions had also been a significant contributory factor in this context.
- 3.27 Many reports draw attention to the impact of the CETL in raising the profile of teaching and learning within the host (and partner) institutions. As was mentioned above, the award of funding following open competition was a powerful demonstration of the importance attached to teaching and learning, at least in some institutions. It is claimed that this, combined with direct support from the CETL core staff, has led to a deeper and more reflective consideration of learning aims and approaches across institutions.
- 3.28 The capital funding element of the CETL programme in England has enabled participating HEIs to build state-of-the-art learning spaces and to upgrade resources significantly. Several self-evaluation reports drew attention to the impact, on staff and students, of the new build

enabled by the capital grant. As well as providing high quality learning space, this was often seen as an overt demonstration of the high status accorded to teaching and learning within the institution.

- 3.29 Many reports also claimed direct inputs to, and influence, over institutions' learning and teaching strategies with resulting wide spread impacts across the HEI. For some, this was an unintended, but welcome, additional benefit of the CETL programme.

CETLs' contribution to staff recognition and reward

- 3.30 CETLs contributed to the recognition and reward of excellence in teaching and learning within their institutions in various ways, both for those staff directly employed within CETLs and others. As discussed earlier, the self-evaluation reports include examples of:

- the award of titles, usually to core CETL academic staff
- recognition of CETL activities when making promotions. Some of the self-evaluation reports also provide evidence of ex-CETL employees moving into cross-institutional roles which may assist in embedding and recognising a CETL's work more effectively across an institution²⁶
- in a few cases, additional payments to individuals for participation in CETL activities.

- 3.31 Some CETLs developed their own awards schemes to recognise excellent practice or provided opportunities for staff to gain professional accreditation or qualifications. For example, the Centre for Excellence in Multimedia Language Learning introduced its own scheme to recognise excellent practice in multimedia teaching. Two teaching fellows at COLMSCT were given Open University Teaching Awards; one staff member at CEPA received the Vice-Chancellor's Distinguished Teaching Award and three of CEAIL's members were awarded a University Teaching Award. At the LWW CETL²⁷ at the School of Oriental and African Studies, practitioners were supported to develop a deeper understanding of pedagogic issues by working towards certificates and diplomas in relevant areas, including Language Pedagogy Certificates.

- 3.32 While it is clear from many of the self-evaluation reports that some CETL staff and other participants did benefit from enhanced recognition and reward for their excellent practice, views from the practitioner survey were more mixed on this aspect. Just under half (46 per cent) of respondents agreed or strongly agreed that '*as a result of the CETL programme, my excellence in teaching and learning has been recognised via promotion or some other form of recognition and reward*'. Respondents also highlighted the point that it was not always possible to attribute such recognition and reward solely or directly to the CETL itself; there will have been a wide range of other contributory factors including individual expertise and the impact of other policy developments (such as HEFCE's developing and rewarding staff initiative, for example).

²⁶ C-SCAIPE, CEPAD, CEPA, AFL, CEWBL and ALiC.

²⁷ Languages of the Wider World.

CETLs as incubators of innovation

3.33 Many CETLs sought to act as incubators for innovative thinking and practice in their institutions. Centres were often viewed as providers of specialist expertise and space to try out innovative approaches. A comment from a staff beneficiary of the *Aspire* CETL's innovation support illustrates the positive impact for staff of being able to access this type of expertise,

I can draw upon the expertise that otherwise I wouldn't have access to...some staff will continue to need (or benefit from) the 'creative people' in Aspire, to progress new ideas and push boundaries.

3.34 Approaches to supporting innovation included:

- the development of effective communication methods such as using plasma screens for communication internally and ensuring innovation and successes are disseminated effectively within and beyond the HEI (to benefit and inspire others)
- the use of technology to create digital archives to improve documentation of practice and to support curricular developments as well as more effective use of technology (e.g. intranet, wikis etc)
- pedagogic innovation developed through research centres, innovation hubs and observational laboratories (see Figure 3-2 for some illustrative examples).

Figure 3-2: Examples of pedagogic innovation

The Open CETL Suite is an innovation hub shared by all of the OU CETLs; the suite provides hot desks, meeting and networking space and presentation rooms for fellows and high specification ICT equipment. OU fellows or 'change champions' received laptops and access to equipment. These fellows carried out innovative project work within their own departments to ensure that innovation would cross over more easily into mainstream practice.

Middlesex University's Mental Health and Social Work CETL opened up its pedagogic fora to all staff interested in teaching and learning enhancement and CETL funding was used to support interested staff from other disciplines (e.g. the Business School) to undertake innovative pedagogic projects of benefit to many disciplines.

Source: CETL self-evaluation reports

Challenges faced by CETLs

3.35 CETLs have made sterling efforts to disseminate outputs within their institutions and the self-evaluation reports suggest there have been some real successes on this score. At the same time, several self-evaluation reports are candid in their assessments of progress and challenges. The underlying issues appear to be competing demands on staff time and the relative incentives for teaching and learning provided at an institutional level. We would note, however, that there is no simple dichotomy between research and teaching, and challenges were not confined only to more research-intensive HEIs. The following quotations provide a flavour of the challenges and difficulties faced,

Whilst the CETL has received significant support within the University's Directorate it has found it quite difficult to fully engage with all aspects of the University. There has been open discussion within the CETL team that the work of the CETL is better recognised outside of the University than it is within the University. This is quite difficult to rationalise although it could be said that the British attitude of not wanting to be seen to be showing off to your peers could have something to do with this.

Within the School and wider University, the CETL has also significantly raised the profile of pedagogic innovation and has enabled significant teaching and learning projects to be undertaken. The greatest disappointment we have within the centre is that we haven't made a more visible and measurable impact on the wider ...University community.

Although some staff have attended our events and even adopted our ideas, materials and tools, it would be false to say that the University has changed dramatically as a result of the CETL initiative.

Promoting best practice internally, including to non-enthusiasts, will always be challenging. When increasingly busy academics struggle to balance competing demands their own professional development may be difficult to prioritise. There has been a trend within CETL and the wider universities toward lower attendance at professional development seminars and workshops. Providing online learning resources may have partially offset this, but the major difficulty remains that staff find it hard to allocate time to engage with new practices.

CETLs have faced challenges around finding appropriate mechanisms to achieve internal influence. Similarly, as small transitory units within larger organisations, CETLs have been affected by wider institutional changes.

Conclusions

- 3.36 CETLs' self-evaluation reports provide a lot of qualitative feedback on the impact of the programme on individual staff and their institutions. There is also some evidence of impacts on students and their approaches to learning. It is difficult, however, to quantify these impacts in any rigorous way.
- 3.37 CETLs have developed staff capacity and expertise, encouraged engagement across participating institutions via communities of practice and contributed to improving knowledge capital. They have helped to raise the profile and prestige of teaching and learning within their institutions and, in some cases, have influenced wider institutional developments and strategies. While some CETL staff and participants have benefited from enhanced recognition and reward, this has not always had a wider institutional impact in relation to the recognition of teaching and learning excellence more generally. Challenges faced by CETLs in this regard have included competing demands on staff time and the relative incentives and priorities attached to teaching and learning within their institution.

4: The wider impacts of CETLs

Introduction

- 4.1 This chapter considers wider CETL impacts outside the host and partner institutions. It is organised in three sections:
- subject and thematic areas
 - impacts on the HE sector
 - other programme impacts and benefits.

Impacts on subject and thematic areas

- 4.2 Many CETLs instinctively chose to network and disseminate their findings through subject- or thematic-based networks or clusters, rather than more generically across all funded CETLs. At the subject level, CETLs operating in a particular academic discipline area were likely to disseminate their findings via relevant HE Academy Subject Centres, subject associations, professional bodies and other sector networks. It is worth noting, however, that evidence of this is variable across the self-evaluation reports. While some subject-specific CETLs have clearly engaged proactively in their subject communities, others provide less detail of this aspect of their work or appear more inwardly-focused within their institutions.
- 4.3 Many of the subject-specific CETLs referred to collaboration with professional and sector bodies. For example, CETLs in the medical and veterinary science subject areas have engaged with the General Medical Council, the Royal College of Physicians, the King's Fund, the Anatomical Society, the Physiological Society, the Royal Veterinary College, the Royal College of Veterinary Surgeons (RCVS), and the European Association of Establishments for Veterinary Education. The Centre for Excellence in Media Practice (CEMP) has been in dialogue with the Art, Design & Media Subject Centre, Skillset (the relevant Sector Skills Council) and MeCSSA, the subject association for Media, Communication and Cultural Studies, about the direction of the subject area. Networks have been established: the Centre for Inter-Disciplinary Ethics Applied (IDEA) set up a Professional Ethics Network (supported by charitable funding) to ensure open access to IDEA's outputs; and the Centre for Excellence in Active and Interactive Learning (CEAIL) established networks with various national bodies and the Royal Academy of Engineering.
- 4.4 Some stakeholders commented that some subject centres made a significant contribution to the impact of CETL activity, by taking a highly focused approach to coordinating and streamlining all the experience in a given field. By pooling resources and concentrating foci in order to avoid duplication of effort, the combined impact of initiatives can be better understood and appreciated. Particular subject areas mentioned in this regard included: Economics; Education; and Art, Design & Media. There were also some excellent examples of collaborative working across Health Sciences, Social Work and the Medicine / Dentistry / Veterinary subject areas. In early 2010, a group of nine CETLs and the Social Policy and

Social Work (SWAP), Health Science and Practice, and Medicine, Dentistry and Veterinary Medicine (MEDEV) Subject Centres were brought together by the Centre for Excellence in Interdisciplinary Mental Health, to discuss how learning could be shared and disseminated more effectively. The forum resulted in a range of suggestions for future collaboration which are being discussed.

- 4.5 Examples of some of the thematic and subject networks developed by CETLs are presented in Figure 4-1 and Figure 4-2.

Figure 4-1: Examples of thematic networks

<p>Coventry University Centre for Inter-Professional e-Learning (CIPeL)</p> <p>CIPeL has excellent links with Centre for the Advancement of Interprofessional Education (CAIPE) and the European Interprofessional Education Network (EIPEN). The work associated with the clusters of excellence that have been identified, such as in the teaching of basic skills such as hand washing and cardiopulmonary resuscitation, has been disseminated through these networks. CIPeL aimed to disseminate resources and research findings to a local, national and international community and has established a network of colleagues who have visited the CETL and continue to draw on our expertise.</p> <p>University of Durham Centre for Active Learning in Computing (ALiC)</p> <p>The creation of CETL ALiC brought together clusters of teaching excellence in four different universities and gave each cluster a visible and influential presence within their respective institutions. One result of banding together such successful practitioners was their recognition within the institutions which led to requests for their input into a number of institution-wide bodies, such as Learning and Teaching committees, teaching practitioner networks and staff development activities.</p> <p>Sheffield Hallam Centre for Promoting Learner Autonomy (CPLA)</p> <p>Of particular note has been the recent involvement in the Learning Through Enquiry Alliance (LTEA). As a 'cluster of excellence', the LTEA is a partnership of enquiry-based learning CETLs. A notable output of this alliance has been the pooling of resources and expertise in the formation of an annual LTEA conference.</p> <p>University of Bedfordshire Bridges CETL</p> <p>Bridges' work strongly supports the notion of clusters of excellence having the ability to influence more widely than isolated individuals. It has supported the development of special interest groups within the institution and worked with external organisations (notably the Centre for Recording Achievement), other universities and other groups (such as the Student Support Network) to raise the profile of excellence.</p> <p>University of Oxford Centre for Excellence in Preparing for Academic Practice</p> <p>Oxford's Centre for Excellence in Preparing for Academic Practice developed a sustainable network of English higher education institutions with large doctoral programmes. The network's purpose was to support the further development of programmes and mechanisms within each institution, so that nationally there is sound preparation for the next generation of academics. In addition to this within-institution role, the network was instrumental in leading the CETL's engagement beyond Oxford, including active involvement in national and international networks and scholarly societies, and the coordination of three international conferences and multiple academic practice workshops.</p> <p>University of Plymouth Centre for Sustainable Futures</p> <p>Nationally, CSF has earned a strong and respected reputation through involvement in approximately 100 staff development workshops at other HEIs and national events, some in association with the GEES Subject Centre and the Academy, as well as keynote delivery. It is fair to claim that CSF has been a flagship in raising the profile of ESD nationally. This is reflected in external recognition (e.g. Green League ranking, Universities that Count ranking, high commendation in Green Gowns, and mention of CSF/UoP in HEFCE policy documents), but also in the number of approaches and visitors that CSF has enjoyed from the sector both nationally and internationally.</p> <p>University of Plymouth CETL for Higher Education Learning Partnerships (HELP)</p> <p>Through dissemination of project outcomes, the HELP CETL has contributed to debate regarding an understanding of HE in FE at a national level in a range of ways including multiple case studies in the 2009 HEFCE HE in FE Good Practice Guide. The dissemination not only helps to raise the profile of UPC but also provides research informed evidence to instigate change. Several of the development activities have resulted in publications and a number of these have been peer-reviewed publications. The impact of CETL research and development has been recognised in the QAA Integrated Quality Enhancement Reviews [IQR] occurring across UPC. The good practice from IQR is being disseminated via public information released by the QAA and in national and regional events designed to share and celebrate the good practice in HE in FE</p>

Source: CETL self-evaluation reports

Figure 4-2: Examples of subject networks

Loughborough University Centre for Excellence in Mathematics and Statistics Support (sigma)

sigma has funded nine secondments, with six secondees coming from outside LU/CU. Some of the secondments fed into the Proactive Teaching Interventions, whilst others focussed on technical skills development, generic resource development or piloting new provision. All secondees have been encouraged to present their work at the CETL-MSOR conferences and to publish papers in MSOR Connections. sigma has worked closely with several academics through its Visiting Fellows scheme. This has enabled individuals to link with sigma members to work on research projects, including the development of a series of motivational sessions for the second year mathematics students and the learner identities of mathematics students and their use of social learning spaces. sigma has been able to leverage its reputation to gain funding on several other projects.

Lancaster University Postgraduate Statistics Centre (PSC)

As the PSC is a PG statistics training centre, it has been important to raise the profile of its work both nationally and internationally. The CETL initiative has enabled more dedicated time and impetus to be given to marketing and publicity to attract new clients. A restructuring of the departmental website to better incorporate the PSC and a new PSC website and e-brochure have maximised advertising of PSC's training courses on the web.

De Montfort University Centre for Excellence in Performance Arts (CEPA)

Regionally, the centre and its building have become a hub for schools and practitioners and a dozen organisations including Dance 4 and Foundation for Community Dance. It has collaborated with a network of three other local Universities on the ACE Young Artists' initiative.

Bath Spa University Artwork

Artwork has actively promoted engagement with the Higher Education Academy's (HEA) Subject Centres; notably with the English, Palatine, and Art, Design and Media centres, and the Centre for Recording Achievement. These engagements have involved advising on conferences, hosting national events and regional workshops, contributing materials to websites, and informing sector thinking. Artwork has presented and published its findings and work-in-progress to various audiences. For example, Artwork has delivered papers for four consecutive years at the International Society for the Scholarship of Teaching and Learning's annual conference and has contributed to major events, such as the conferences of the European League of Institutes of the Arts (ELIA) Biennale and the 2010 ELIA/Columbia College conference on creativity. Industry involvement in the design of learning environments and courses, coupled with a proactive approach to promoting collaboration with partners in the region has led to far greater engagement with external partners

University of Bristol Chemistry Laboratory Sciences (BristolChemLabS)

In addition to its impact on undergraduates and postgraduates, BristolChemLabS has, over five years, developed a schools and wider public outreach programme of very considerable scope and volume which now engages with around 30,000 students each year.

Institute of Education Centre of Excellence in Work-Based Learning for Education Professionals (WLE)

The Researching Medical Learning and Practice (RMLP) network has organised a seminar series and three conferences in collaboration with the Association for the Study of Medical Education (ASME), bringing together educational researchers with medical education practitioners and researchers. This has now become established as an annual conference with the ASME and attracts international attendance.

Middlesex University CETL in Mental Health and Social Work

The relationships forged by this CETL with various other stakeholders such as the Centre for the Advancement of Interprofessional Education (CAIPE), the Social Care Institute for Excellence and the Staff and Educational Development Association (SEDA) have been an effective way of communicating its message across the sector. The CETL Director also became a SEDA Director. In some cases these relationships have provided opportunities for shared events e.g. the Inter-professional Education Conference hosted by the CETL and planned with the Mental Health in Higher Education project (MHHE) and CAIPE.

Newcastle University Centre for Excellence in Healthcare Professional Education (CETL4HealthNE)

The involvement of service users and carers in this CETL's work has been an eye-opener to many of those involved and is leading to some exciting new collaborations that should bring important innovations to healthcare professional education and training programmes in the future. Whilst initially, development work occurred within the partnership, it quickly expanded to include other organisations and voluntary sector groups.

Source: CETL self-evaluation reports

Impact of CETLs on the HE sector

- 4.6 This section considers the extent to which there is evidence that the CETL programme has made an impact on the wider HE sector. This is a challenging area to unpack. While there are numerous references in the self-evaluation reports, for example, to dissemination events and activities, specific evidence of the adoption of CETL approaches in non-funded HEIs is much

scarcer. There will, of course, have been some impact on other HEIs via discipline networks and wider communities of practice, as discussed earlier in this report, but the extent to which the CETL programme has contributed to sector-wide changes in behaviour and culture is impossible to quantify.

Dissemination outside CETL institutions

4.7 Virtually all of the self-evaluation reports provide, often impressive, data on the numbers of dissemination events and publications, but it is difficult to judge how influential these have actually been in practice. Some key themes related to dissemination are summarised below:

- unsurprisingly in an academic context, outputs have been disseminated internationally, reflecting the wide networks of many CETLs
- while other HEIs have been the prime targets for dissemination, such activity has not been limited to HEIs. In particular, businesses and practitioners more generally have been closely involved in some CETLs. However, we cannot tell from the reports whether working with the CETL has influenced these organisations' interactions with other parts of the HE sector
- there are numerous references to take-up of CETL outputs such as 'tool kits', appraisal methods and repositories, but few CETLs provide detailed evidence of other HEIs making active, sustained use of their resources and approaches.

4.8 CETLs have devoted significant efforts to external dissemination and most have engaged in a combination of activities which are listed below. The self-evaluation reports suggest a significant volume of activity, but only a handful of the reports provide any indication of the impacts of these activities on external organisations and, in particular, whether uptake has been promoted elsewhere. Outputs and activities have included:

- over 3,000 publications in peer reviewed journals, and elsewhere
- a large number of dissemination events. We calculate that there were more than 5,500 in total. More than half of these are characterised as external events, but many of the internal events will also have attracted external participants and the distinction between external and internal is not consistent or meaningful across the reports. Many will have been symposia and conferences, but there are also examples of CETL staff conducting workshops at other HEIs. References to international participation in UK conferences and attendance at conferences outside the UK are common
- several CETLs explicitly mention the HE Academy Subject Centres as an important and valued means for disseminating information. As would be expected (and as discussed earlier), these are almost exclusively CETLs with a subject-specific theme
- the collaborative relationships described above have also served as dissemination channels
- a few CETLs had visiting fellows schemes which enabled staff from non-CETL HEIs to participate directly in activities.

- 4.9 Where appropriate CETLs have usually made learning resources and materials freely available online and many of the self-evaluation reports state that these have been accessed by a wide range of organisations (although again there is no evidence of uptake nor of the impact on these organisations).

The role of the HE Academy

- 4.10 As mentioned earlier in this report, the HE Academy has played a role in providing support to the CETL programme. There was some disappointment evident in many of the self-evaluation reports about the role of the HE Academy, which was initially viewed as having the potential to enable broader engagement between CETLs. For some CETLs, HE Academy subject-based events were not as useful as relationships that they had developed themselves with other CETLs. Furthermore, several CETLs noted that their links with the HE Academy diminished over the lifetime of the programme. Illustrative quotes from the self-evaluation reports were provided in paragraph 2.25 earlier in this report.
- 4.11 The main vehicle for sector-wide dissemination of CETL materials and papers is EvidenceNet – an online repository on the HE Academy website which is searchable by theme.²⁸ At the time of writing, some 167 CETL written outputs had been published on the EvidenceNet resource and ‘tagged’ to a particular pedagogic theme. The pedagogic themes covered by these resources were wide-ranging, but there were notable concentrations of research relating to: employability and employer engagement; curriculum content and development; the evaluation of teaching and learning; and teaching and learning practices. These collaborative links were also reflected by the involvement of the Academy and individual CETLs or CETL networks in a series of events during the lifetime of the programme.
- 4.12 Lots of CETLs have their own websites or have uploaded resources to professional or subject body websites so there is an ongoing role for the Academy in continuing to coordinate and update this resource. It is also unclear how far this resource is being actively used by the sector as a whole, including institutions which did not receive CETL funding.

Evidence of adoption of CETL approaches/materials by other HEIs

- 4.13 While many of the self-evaluation reports assert that CETL approaches and materials have been disseminated to, and well received, by other HEIs, much of this activity appears to have been to interested individuals who happen to work in other institutions. While a CETL’s work may have influenced that individual in his/her practice, it is difficult to gauge the extent to which this may have led to other institutions actively adopting the approaches and materials developed by CETLs.²⁹ There are, however, some instances where CETLs provide evidence that their work is being more systematically adopted by other HEIs; some examples of this are provided in Figure 4-3.

²⁸ Available at: <http://www.heacademy.ac.uk/evidencenet>.

²⁹ Anecdotally, we have encountered some instances where HEIs in Scotland have cited the influence of the Blended Learning Unit and the employability-related CETLs as part of an evaluation of a Scottish Funding Council initiative to develop graduate employability.

Figure 4-3: Examples of CETL activities/materials being adopted by other HEIs

- The CETH CETL at the University of Central Lancashire has reported that its Realistic Work Environments (RWE) model has generated interest from other HEIs (including Roehampton, Winchester, Essex and Huddersfield). CETH colleagues have made visits to other HEIs to outline what is involved in the setting up and successful running of a RWE, and to discuss how identified outcomes can be ensured.
- The Reusable Learning Objects (RLO) CETL at London Metropolitan University has seen its agile development method and workshop format being reused successfully across a number of other universities (including Ulster, Sheffield Hallam, Leeds Metropolitan, West London and Manchester).
- The Foundation Direct CETL at the University of Portsmouth commented that its work had helped FEC partner colleges to 'feel part of the University 'community' and ... has helped them in the delivery of their courses and the learning process'.
- The University of Reading's Centre for Career Management Skills has seen its Destinations® materials embedded in over 50 HEIs.
- The sigma³⁰ CETL at Loughborough University has facilitated a regional hub network, covering the field of mathematics support. This has facilitated information sharing, built up local networks for those interested in the topic and coordinated local views to feed into an annual forum. The networks were coordinated through a number of institutions, and have expanded from two networks to four (including one in Scotland and one in Ireland).

Source: CETL self-evaluation reports

Wider HE sector impacts

- 4.14 There are myriad examples of other more generalised impacts across the HE sector arising from CETL activities. A spirit of collaboration across the HE sector has been fostered by the work of many CETLs. For example, the White Rose CETL highlighted informal exchange of ideas with many other HEIs across the country, as follows,

...this loose collaboration has continued despite some of the institutions not receiving funding for their CETL bid; this is again testament to the importance placed on enterprise within Higher Education at present and the high value placed on meeting and working with colleagues from other HEIs.

- 4.15 CETLs have been enthusiastic in their sharing of good practice and resources for the wider benefit of the HE sector as a whole. The Artswork CETL, for example, has created innovative resources to support new or redesigned arts degree programmes. Some have been shared with colleagues in the sector and they will also be made freely available as Open Educational Resources (OER).
- 4.16 The transferability of knowledge capital between HEIs is another interesting aspect of the wider impact of the work of the CETLs. When staff who have benefited from professional and personal development opportunities through a CETL move to another HEI, their knowledge and skills transfer with them. Over time, the sector as a whole will benefit from the legacy of increased knowledge capital emanating from the CETL programme.

Other impacts and benefits of the CETL programme

- 4.17 This section builds on the range of impacts discussed earlier and identifies some additional impacts and benefits of the CETL initiative. In particular, it highlights:

³⁰ Centre for excellence in mathematics and statistics support

- evidence of engagement with employers and other partners outside the UK HE sector
- research impacts
- the role of technology in enhancing teaching and learning in HE.

Engagement with employers and other partners outside the UK HE sector

4.18 Many CETL self-evaluation reports detail engagement with employers and non-HEI partners and the collaborative approaches adopted. There is evidence of engagement across the private, public and voluntary sectors. Some of the main types of employer engagement included in CETL self-evaluation reports are summarised in Figure 4-4.

Figure 4-4: Types of employer engagement

- **Discussion with employers on workplace learning and collaboration to improve placement processes:** LIVE³¹ has engaged in discussions with academia and employers on workplace learning and collaboration to improve placement processes³². Cepl³³ set up the 'Placement Development Teams' initiative in 2007 to improve student and mentor support in clinical practice settings; teams include South West HEIs and practice placement partners. CETH³⁴ developed an employer's network, to ensure that student learning and project work reflects employer and community need. The self-evaluation report states that, *'there has been an increase in the quantity, quality and depth of relationships and associated outcomes. [We] set out to engage with employers and help to meet their needs... Their work with many professional partners has allowed the College to share its experience with a wide range of organisations such as the Children's University, Music in Hospitals, Nordoff-Robbins Music Therapy, and high profile regional orchestras and ensembles.'* The CEAIL CETL has arranged industrial visits with employers e.g. to commercial food processing facilities, to give students experience of the workplace.
- **Industry placements schemes for students:** some of the CETLs have become involved in student work placement schemes³⁵. For example, the Sound Festival of Student Performance at The Sage Gateshead hosts annual CETL Music and Inclusivity internships for students, and CEAIL Biosciences has developed an effective work placement system. *Aspire* ran a Placement Learning Seminar in April 2010, focused on land-based vocations, where HE and FE staff shared good practice and engaged in problem solving; from this emerged a virtual 'community of practice' for placement officers³⁶ focused on rural economy occupations. CRUCIBLE³⁷ employed a Placements Officer and this has strengthened CRUCIBLE's employer partnerships providing an opportunity for CETL staff to engage with employers and scrutinise placement quality. The Centre for Excellence in Dynamic Career Building for Tomorrow's Musician CETL also used capital funding to co-locate placement staff within the CETL alongside other support staff to facilitate a growth in external collaborations, most notably with Manchester Camerata. The self-evaluation reports concludes that, *'the CETL has helped increase employer engagement, and develop additional placements, both in performance and the wider music industry, which have been made available with a variety of employers enabling the students to sample the totality of the profession.'*
- **Work-based learning:** the Mental Health and Social Work CETL is providing flexible learning embedded within the workplace for Barnet Council. This approach offers greater accessibility to practitioners. The CETL has expanded its post-qualified portfolio of programmes and CETL funding has increased the number of part-time places to students on work release.
- **Inter-professional practice:** the CETL:IPPS³⁸ formed a collaborative partnership with a Local Authority to develop CPD for Children's Services staff. This was a challenge because of the different way the organisations worked; the partners had to build trust and a shared language to communicate effectively. The result has been successful follow-on collaboration including courses on multi-agency working.
- **Community Interest Company:** the Centre for Sustainable Futures CETL founded the South West Learning for Sustainability Coalition to work with all key regional bodies to support and accelerate the development of a sustainable South West. The Coalition aims to coordinate and facilitate learning for sustainability in the region

³¹ Centre for Excellence in Lifelong and Independent Veterinary Education.

³² E.g. systems, information sheets for placement providers and feedback procedures.

³³ Centre for Excellence in Professional Placement Learning.

³⁴ Centre for Employability through the Humanities.

³⁵ Usually a one-year industry placement is undertaken by a student following a sandwich degree programme.

³⁶ A Community of Practice (CoP) is defined in this context as a group of practitioners from different organisations coming together for a common interest to share good practice and support learning and professional/ personal development.

³⁷ Centre of excellence in education in human rights, social justice and citizenship.

³⁸ Centre for Inter Professional Learning in the Public Sector.

across all social sectors and educational phases. The CETL provided modest set-up funding.

- **Knowledge transfer:** the Artsworld CETL has shared good practice and research with creative industries via business networks such as Creative Bath³⁹ and an Artsworld manager chairs the Universities South West (USW) Creative Industries Group⁴⁰. IDEA undertook knowledge transfer with over 300 people through training, consultancy and events. These approaches are providing students with greater opportunities for employer engagement.
- **Use of facilities:** CLIP⁴¹ at the University of the Arts London has used capital funds to create a well-equipped space for student and fashion industry use; as a result the London College of Fashion interacts more effectively with industry and the space has hosted events run by external partners such as the Fashion Business Resource Studio, which is serving to strengthen external partnerships. The Centre for Excellence in Theatre Training⁴² has built a cutting edge performance space to deliver continuing professional development (CPD) for creative industry professionals; as a result they have been able to engage with large employers such as Yamaha.
- **Enabling use of CETL generated resources:** the LearnHigher CETL has shared materials with workplace trainers and the Clinical and Communication Skills CETL has used its skills bus to deliver educational activities for care home sector staff locally as well as hospital trust staff. The sigma CETL has shared statistics resources with schools, FE colleges and non-HEI employees undertaking CPD (including virtually via iTunes). The Institute for Enterprise CETL has developed materials with a number of beneficiaries including FE colleges, local businesses, charities and schools.
- **Events:** CETL staff have attended external events (including as invited speakers) and many CETLS have hosted inclusive events that reach out to a range of institutions⁴³ including international organisations. CETLS benefit from the opportunities events bring to network with potential partners and disseminate CETL's work and messages.
- **Advisory boards and steering committees:** Some CETLS have an active presence on non-HEI advisory boards and steering committees⁴⁴ giving staff the opportunity to network and promote the work of their CETL. For example, the Languages of the Wider World (LWW) CETL has sat on boards of government funded language programmes (e.g. the Department for Education's (DfE's) Links into Languages) and international projects (the Training and Development Agency for Schools (TDA) World Languages and LANGSCAPE in Europe). CETLS also involve external partners as CETL advisory board/steering group members; representatives have included educationalists, professional practitioners and bodies, and industrialists.⁴⁵ For example, voluntary and community organisations and professional bodies sit on the Institute for Enterprise board.

Source: CETL self-evaluation reports

- 4.19 A number of international partnerships have been secured by CETLS. For example, CELS⁴⁶ developed science education resources for South Korea and ran a summer science camp there sponsored by the LG Corporation. CEPA has developed partnerships with individuals and organisations in 21 countries.⁴⁷ CEPAD⁴⁸ has developed links with HEIs in China, including project work with students from UK and China *in situ* and virtually using video-conferencing. The White Rose CETL has also forged links with China, founding the Nanjing-York Joint Centre for Enterprise and Employability with Nanjing University. In addition, events and conferences organised by CETLS have attracted international visitors: ALiC attracted over 50 international visitors to an event that aimed to bring together students and clients so that students could understand and tackle real-world problems. The Open University (OU) CETLS and e3i⁴⁹ have worked in partnership with the British Council on international projects including e-Learning research at the OU CETLS and a CPD project for science teachers at e3i.

³⁹ Also, the Federation of Small Businesses and GWE Business West Ltd.

⁴⁰ The Universities South West Creative Industries Special Interest Group.

⁴¹ Creative Learning in Practice.

⁴² Central School of Speech and Drama.

⁴³ *Aspire*, ALiC, ASKe (Assessment Standards Knowledge Exchange) and SCEPTRE (Surrey Centre for Excellence in Professional Training and Education).

⁴⁴ AURS, LWW.

⁴⁵ CCMS, ALiC.

⁴⁶ Centre for Effective Learning in Science.

⁴⁷ Argentina, Australia, Belgium, Brazil, Canada, China, Corfu, Finland, France, Germany, Greece, India, Ireland, Macedonia, Malaysia, Mexico, Netherlands, Sweden, New Zealand, South Africa and the United States of America.

⁴⁸ Centre of Excellence for Product and Automotive Design.

⁴⁹ Embedding, enhancing and integrating employability.

- 4.20 In November 2007, the ASKe CETL brought together its International Advisory Group (comprising seven experts on assessment) and 30 national experts which subsequently became known as the Weston Manor Group. A key output from the meeting was a manifesto for change⁵⁰ which was widely publicised and attracted interest in the UK and internationally. The centre's self-evaluation report notes that the manifesto was adopted by four UK HEIs and also used as a basis for work in Australia and the USA.
- 4.21 The self-evaluation reports reveal some evidence of clear and measurable impacts in relation to engagement with employer and other non-HEI partners. These can be categorised into impacts on:
- reputation and profile
 - practice and learning
 - networks and collaborations
 - resources
 - work-based learning.
- 4.22 Some illustrative examples are provided in Figure 4-5.

Figure 4-5: Evidence of impacts relating to engagement with employers and non-HEI partners

<p>Reputation and profile</p> <ul style="list-style-type: none"> • When Artwork began in 2005 the University was not known for excellence in innovative teaching and learning throughout the arts but it is now regarded as such by parts of the creative industries that have collaborated with Artwork on course design through to learning environments. The Crucible' CETL's impact has been felt across the University and beyond, and the growing numbers of international partners testify to the reputation and impact of its work internationally. For SCEPTRE, external partners said they valued the CETL because of the positive impact on their organisations. CEMP has established a national profile in part due to the CETL status and by working closely with the media sector to develop teaching and learning that meets its needs. <p>Practice</p> <ul style="list-style-type: none"> • CEDP⁵¹ staff involvement with influential professional bodies such as the General Medical Council has been important in achieving influence and has made an impact on the theory and practice of medical education. The Cepl CETL⁵² has disseminated its work beyond health, to other subject areas which incorporate a placement or work-based element. This has led to a commission to undertake an evaluation of community activity in services in sensitive areas including evaluating an event for practitioners in respect of sexual harm to produce a strategy and action plan for multi-agency working. This model is now covered in the Social Care Management programme in partnership with the Age UK Older Offenders Project that supports older prisoners. The Centre for Excellence in Training for Theatre has become more outward facing in its activities; it is now confident and proactive in reaching out to academia, industry and its local community and sharing its pedagogical practices. <p>Networks and collaborations</p> <ul style="list-style-type: none"> • A key legacy of the CETL programme is a spirit of collaborative learning in HEIs. The ExPERT⁵³ Centre has developed a number of active communities of practice and established networks with external partners. Cepl has invested in strengthening and widening collaborative partnerships with NHS, Social Services and independent sector colleagues. Cepl has involved service users, academics and professional services staff, as well as public and third sector organisations in the sharing of good practice (as 'consumers and producers'). CAPITAL⁵⁴ is keen to continue collaborations with existing partners, e.g. Shakespeare networks and international theatre companies, to support initiatives aimed at a globally-oriented curriculum that embrace a multiplicity of learning styles. CEPA now has a legacy of well established relationships with six practitioners and companies who were involved in the visiting practitioner programme; this will enhance the centre's reputation

⁵⁰ ASKe's Manifesto for Change is available at: <http://www.brookes.ac.uk/aske/documents/ManifestoLeafletNew.pdf>.

⁵¹ Centre for Excellence in Developing Professionalism.

⁵² Centre for Excellence in Professional Placement Learning.

⁵³ Centre for Excellence in Professional Development through Education, Research and Technology.

⁵⁴ Creativity and Performance in Teaching and Learning.

and place it in a good position to pursue future high level collaborations.

Resources

- CLIP funded the development Creative Living⁵⁵, an interactive employability skills website, which now receives as many hits from people outside the University of the Arts London as within it. This website is seen as a 'living resource' owned by the careers department that will continue to add to it. Cepl's Placements Gateway⁵⁶ has played a major part in the exchange of learning around good practice in placement preparation and support – for students, placement providers and university staff - over a five-year period. Users say they have benefited from the gateway as a single entry point and are now able to access resources in an accessible format via the internet. SCEPTRe has archived a series of seminars and is creating an e-book which will be hosted on a free wiki. Some of the resource packs produced by CEIPE are now used by hospital trusts in Northern Ireland.

Work-based learning

- WLE's theoretical work in WBL has been put to use by HEIs and industry practitioners in sandwich degree programmes which include a year of professional practice (e.g. University of Surrey).

Source: CETL self-evaluation reports

Research

- 4.23 Most CETLs saw the undertaking, promotion and dissemination of educational research as central to their remit. Many felt that their work should be underpinned by rigorous and relevant educational research where possible, and examples of CETLs which did not undertake primary research were relatively rare. Support often took the form of sponsored research mini-projects, the appointment of staff to undertake relevant research, financial support for practitioners and advice to staff less familiar with the topic.
- 4.24 Many centres were involved in dissemination activities, to promote their pedagogic research and conclusions at their institution, and across the sector as a whole. Some of the most successful examples of these included pedagogic or teaching and learning research networks. These allowed for the exchange of ideas across traditional academic (i.e. subject-specific) boundaries, and formalised and recognised the process of sharing educational research. The best examples utilised the bodies of research built up by centres to promote debate outside their own institutions, using their particular pedagogic focus to lever in interest from practitioners based elsewhere. Internal networks were sometimes crucial in the first few years of the CETL, with larger, external networks growing in prominence as centres became more established.
- 4.25 The breadth and scope of research varied from the theoretical (for example, to better understand pedagogical theory) through to more hands-on study (for example in using student feedback to research the effectiveness of particular pedagogic techniques) and, in many cases, resulted in significant bodies of work. The level of outputs (both peer-reviewed and otherwise) was generally high at most centres. Outputs included journal articles, presentations, book chapters, teaching and learning support material, case studies, assessments, assessment frameworks and guidance for practitioners. The extent to which this research has been organised, disseminated and inventoried for future use has also varied. Some centres have focused on compiling repositories of their research, to support the legacy of their work.

⁵⁵ Available at: <http://www.careers-creative-living.co.uk/>.

⁵⁶ The gateway provides access to resources developed through the Centre for Excellence in Professional Placement Learning. Items published on the CPG reflect placement quality themes and include key principles developed through Cepl research, as well as resources for immediate use for students, staff and placement providers (source: Placements Gateway website hosted by the University of Plymouth at <http://www.plymouth.ac.uk/pages/view.asp?page=34562>).

- 4.26 An example of a CETL with an explicit sector-wide remit is the Centre for Excellence in Preparing for Academic Practice (University of Oxford). It promoted Graduate Teaching Coordinator posts to emphasise the importance of teaching in graduate experience. These posts raised awareness, and provided a formal and supportive structure for research. Another interesting aspect of educational research which emerged at some CETLs was work to raise pedagogic awareness amongst student bodies, and sometimes to involve them directly in research.
- 4.27 It was, however, surprising that there seemed to be very few links to the Economic and Social Research Council's (ESRC's) and HEFCE's Teaching and Learning Research Programme (TLRP)⁵⁷ which ended in 2009 (with the exception of its Technology Enhancement stream, which ends in 2012). Whilst the TLRP's remit was much broader than that specified for the CETL programme (covering all ages and learning settings), it did facilitate at least 14 significant and relevant educational research projects in the sector between 2000 and 2009. The TLRP was involved in CETL-related support workshops in 2006 and 2007, but these were hosted by the HE Academy rather than the TLRP itself.⁵⁸ There are only a handful of references to TLRP in the self-evaluation reports and very limited evidence to suggest collaboration between the two programmes. This does not necessarily mean that collaboration did not occur, however, but rather that the self-evaluation template was not designed to capture such evidence.

Technology-based innovation within the CETL programme

- 4.28 CETLs have used a wide range of technologies to foster and develop innovative methods of teaching and learning. Some CETLs including Artswork (Bath Spa University College) and Cepl (University of Plymouth) have used their capital spend to build and purchase state-of-the-art learning spaces and equipment for their students. Other CETLs used technology to develop new teaching materials and widen access to knowledge and information for learners. CIEL⁵⁹, for instance, introduced an e-Portfolio system for its learners whilst SOLSTICE⁶⁰ is one of many to have established a virtual learning environment (VLE). Although satisfaction with these technology-enhanced learning facilities and resources has generally been high, success has not been unqualified. Some CETLs have cited staff reluctance to use technology, and a lack of skills to use it more widely in their teaching.
- 4.29 One of the main benefits seen through the CETLs' use of technology has been the provision of a more varied learning offer that meets the need of a diverse range of learners. In part, this has occurred through the use of new equipment and technologies; however, other approaches have also been used which have enabled more flexible and accessible methods of learning.
- 4.30 The use of technology in some CETLs has enabled students to take a more hands-on and interactive approach to learning. For example, at the Visual LearningLab, the School of Geography has introduced video-making as a form of assessment. This was looked upon so

⁵⁷ HEFCE also provided financial support for the TLRP.

⁵⁸ 'Undertaking an Action Research Project in your CETL' (2006) and 'Introducing Pedagogic Research Methods' (2007).

⁵⁹ Critical Interventions for Enhanced Learning.

⁶⁰ Supported Online Learning for Students using Technology for Information and Communication in their Education.

favourably that other Schools of the University including Nursing, Film and Television Studies, and Chemistry have also now adopted it. At the AIMS⁶¹ CETL, the increasing use of ICT has enabled the production of a wider variety of teaching materials including online tutorials and revision quizzes. The quizzes, in particular, have helped provide timely feedback on students' performance, helping consolidate their understanding prior to the next teaching session.

- 4.31 Even in institutions already using interactive teaching methods, CETLs have enabled further enhancement. At the Centre for Excellence in Professional Development (Stranmillis University College), the CETL has given students access to more diverse video content including live feed which encourages student to analyse information as it comes in rather than giving pre-prepared answers.
- 4.32 In other CETLs, emphasis has been placed on using technology to improve access to knowledge and learning resources. Again, there are several instances where this has been achieved to good effect. In the Open University's PILS⁶² for instance, online study planning fora have been introduced and subsequently used by over 3,700 students. As a result, the Open University has now mainstreamed them across the university⁶³. New subject websites have also been piloted and, after being accessed by over 114,000 students, funding was made available for an extensive roll-out across all the main subject areas. Other CETLs have also chosen to establish an easily accessible online database of materials. SOLSTICE is an example of this which, through its Moodle virtual learning environment (VLE), has given free-of-charge access to web-based teaching, video material and online datasets. The VLE has also been made available to potential students who wish to examine course material when making applications decisions.
- 4.33 Technology has successfully been used in other CETLs to allow for more flexible forms of learning (including work-based learning), enabling them to deal more effectively with the needs and constraints of learners. ALiC (Leeds Metropolitan University) for instance, established Techno-Cafes – informal learning spaces with WiFi access. This, according to their self-evaluation report, enabled students to continue their learning under conditions that better reflected their own lifestyles and working preferences. Students were also freed from the typical scheduling demands and laboratory rules that would normally constrain them on campus. Ce ppl has also increased its use of webcasting, video-conferencing and mobile technologies, providing students with virtual access to learning opportunities, resources and support. As stated in its self-evaluation report, one of Ce ppl's main reasons for introducing this was to enhance learning for students on placements, and to better meet the needs of students with disabilities.
- 4.34 In many respects, it is difficult to assess the specific impact that technology-enhanced learning has had on students. The availability of, and access to, new resources, facilities, and teaching methods is just one of several factors that could influence student motivation and attainment levels. Few CETLs have directly attributed the development of learners' skills to

⁶¹ Applied and Integrated Medical Sciences

⁶² Personalised Integrated Learning Record

⁶³ PILS self-evaluation report

the presence of technology-enhanced learning although there was a general acknowledgement in many self-evaluation reports that the two were in some way related.

5: Sustainability

- 5.1 In this chapter, we examine two related, but distinct, aspects of sustainability: firstly, the extent to which the innovatory ethos of CETLs is being sustained and embedded within institutions; and, secondly, which institutions are continuing to sustain their CETLs (or some notion of a discrete centre).

Embedding change

- 5.2 It is clear from the discussion above that many CETL outputs have been effectively embedded in institutions' curricula and learning programmes and we expect them to have a continuing value. In addition, the cultural changes that CETLs have promoted can also be expected to have some lasting impacts. However, many of the CETLs have cited impacts on HEI strategies and policies and where this is the case we can be more confident that outputs will be embedded. It is difficult to summarise the nature of these impacts across this diverse programme and quotations from several reports are provided as illustrations:

...the explicit embedding of active learning in the Learning, Teaching and Assessment Strategic Framework and University Strategic Plan and associated resolutions to monitor the implementation of these policies through validation and periodic review processes demonstrates a clear institutional commitment to achieve full embedding within a five-year period.

At a University level, a senior management level post of Director of Work-based and Placement Learning was approved by Chancellery in autumn 2008. The CETL had significant input into designing and developing this position.

It remains to be seen whether or not the university will maintain a separate Employability policy document outside of the Core Minimum Entitlement statement, but if it does this will be the 2004 Employability framework which has been revised by the CETL.

[The CETL] has been of major benefit to the development of the university. Its systemic impact is evident in: the development of the university's mission statement and strategic objectives; the university's new learning and teaching strategy, designed by a member of the CETL team; the re-design of the university's modular scheme, in which CETL staff played a leading role; the development of quality assurance processes to include more student, alumni and employer engagement in course validations/reviews; and the re-alignment of the University's Careers Advisory Service to a new department of Employability operating at the interface of higher education and industry.

The work-related learning model promoted by CETL has been adopted by the University. It is now a requirement that all undergraduate programmes include work-related learning.

[The CETL's] successes have led directly to a University Employability and Enterprise Strategy which (since 2007) is a key feature of the Vice-

Chancellor's Medium Term Strategy. Policy requires employability and enterprise to be embedded in all programmes, and considered at course validation and periodic review.

The substantial contribution of [CETL] staff to the pedagogic research agenda has, along with that of the other Plymouth CETLs, been recognised in an in-principle decision to establish a Pedagogic Research Institute within the University.

The emphasis of nearly all the projects has been on developing resources to enhance research-based or enquiry-based learning; and this investment and continuing support meant the University felt able to enshrine this in its Teaching and Learning Strategy, demonstrating an impact on policy. The CETL was singled out as being responsible for delivery of many of the strategic changes in the implementation plan.

Embedding of new technologies

- 5.3 Innovation is often associated with the use of new technologies, especially ICT. In many cases the technology infrastructure established during the programme will be maintained and, at least as important, academic staff have developed the skills and experience required to exploit these technologies fully. We, therefore, expect to see an enduring legacy from these investments, although it is worth noting that, in a few cases, continued specialist IT support was in doubt. Some illustrative examples are shown in Figure 5-1.

Figure 5-1: Examples of embedding technologies

University of Durham ALiC (Active Learning in Computing)

The introduction of video and audio podcasting to support teaching was piloted at Leeds Met and this has been adopted across the university. The system and processes used to design, develop and deploy these is being transferred to the Leeds Met central information services to ensure its continuation, enabling staff across the university to adopt podcasting to support assessment, learning and teaching in all subject areas.

One impact of ALiC has been on the student learning environment where the introduction of Techno-Cafés, the provision of informal learning spaces and the extension of WiFi access into these spaces has enabled students to continue their learning under conditions more akin to their own working approaches and lifestyles. Being able to provide space and also access to technology which is not constrained by standard laboratory rules and which is minimally affected by typical resource-scheduling demands has enabled students to continue their learning on campus, whether working singly or in groups.

Open University PBPL (Practice-based Professional Learning Centre for Excellence in Teaching and Learning)

Innovative video analysis software developed at the OU has been used to create a reusable template for interactive learning. This is being used in a new online environment for support of work-based learning by social workers, funded by PBPL CETL. Video as a tool for the analysis of teaching practice has also been taken into new directions, with resources developed across four faculties.

Institute of Education-WLE

The key resources built over the five-year programme include:

- a physical and a virtual centre supporting activities face-to-face, mixed-mode and at a distance;
- a multi-faceted approach to dissemination with a multifunctional centre website at the core. The website had in excess of 34,500 visitors over the last five years and 11,344 in 2009 (an increase of 25 per cent compared to 2007).

Loughborough University sigma

Using the CETL-funded recording facility at CU, new video resources have been developed. These extend the materials produced by the math tutor project with which the sigma team were associated. These videos can be streamed over the internet and, in addition, downloadable versions suitable for video iPods, MP4 players and 3G mobile phones are being provided. These resources give students the opportunity to access support in a new way, using mobile technology to enable them to receive high quality tuition in small 'bite sized' chunks at times and locations most convenient to themselves.

The creativity zones enhanced the delivery of blended, student-centred learning, freeing tutors from the constraints of

the traditional classroom and providing them with a range of effective physical and digital technologies to engage learners and encourage self-directed, exploratory and collaborative learning behaviours.

Sussex University InQbate⁶⁴

A key component of the success of the project in improving teaching was the direct support for tutors throughout the planning and design process. At each stage they were encouraged to consider the affordances of the space and technology in relationship to their desired learning outcomes.

University of Hertfordshire Blended Learning Unit (BLU)

The past five years have seen major changes in teaching practice that are now embedded across the institution. The use of StudyNet has more than doubled (from a possibly sector-leading start point) and the use of more interactive Web 2.0 methods of engagement is widespread, if not yet ubiquitous. High quality Blended Learning practice is prevalent and student satisfaction with StudyNet is high. Excluding small specialist institutions, in 2009 the University's NSS satisfaction with resource provision was ranked 8th in the sector and a more detailed internal student survey put StudyNet 1st and 3rd out of nine factors relating to resource provision.

JISC has recognised the exemplary work of the Blended Learning Unit and has promoted the work of the unit through invitations to speak at numerous e-learning programme meetings and the Learning and Teaching Experts Meetings. This has offered opportunities to showcase the inspiring practice to a national audience from further and higher education institutions. In addition, a case study from BLU was included in the recently published JISC publication, *Effective Practice in a Digital Age* which has had a wide circulation both nationally and internationally. The BLU team are congratulated on the impact BLU has made not only on the University of Hertfordshire, but also in sharing the outcomes of their work with the wider community. This has encouraged others to take forward the valuable lessons learnt on how to effectively blend technology enhanced learning with traditional practices.

University of Nottingham Visual Learning Lab (VLL)

The VLL has set up and developed a visual learning technologies innovation lab in the School of Education where the VLL CETL was based. From an initial set-up with one interactive whiteboard with integrated video conferencing facilities, the in-room technology has gradually developed to a set-up that includes: High Definition video conferencing, Skype facilities, and two independently running multiple display systems, which can also be used in an integrated manner using a range of combined and flexible display technologies.

Source: CETL self-evaluation reports

Embedding of new approaches to teaching and learning

- 5.4 At Gloucestershire's Centre for Active Learning (CeAL), the active learning induction which was developed within the School of Environment has now been rolled out wholly across two faculties and is being employed by Geography, Psychology, Sociology, Criminology, Education, Sport and Social Work departments. In addition, the University of Gloucestershire approach was adapted for use within the School of Natural and Built Environment at the University of South Australia.
- 5.5 At CETT, CETL funds have enabled: the documenting of innovative practice through systematic recording of visiting artists, conference and symposium activity; an innovative artist in residence programme; the creation of a graduate internship focussing on media documentation; and the creation of an open access digital archive of rehearsal processes. Other practical, but significant, impacts include the creation of a staff/student company. There is now greater awareness of the teaching and learning approaches of colleagues, which has led to increased inter-departmental collaboration on curricular projects. Student actors are working with student designers on drawing as a means of developing a character.
- 5.6 Several CETLs felt that innovation in teaching and learning was being sustained, although this was not always straightforward to evidence. For example, Lancaster's Postgraduate Statistics Centre (PSC) reported that,

The work undertaken within the PSC has already had an effect on teaching practice and the student experience. While some effects can be

⁶⁴ Centre of Excellence in Teaching and Learning in Creativity.

hard to monitor in a systematic way, they can also be pervasive, subtle and occur over a long period. Immediate effects on individuals can translate into wider effects over time as individuals move into different positions or gain coordinating roles where their experience can act directly as a resource for innovation. Effects can also be discerned at disciplinary and interdisciplinary levels where transformative processes concerning the student experience are beginning to filter through.

Continuation of CETLs

- 5.7 There is perhaps a larger question as to the future of CETLs, post funding. It is not easy to get a clear picture, in part because the financial future facing the sector inevitably introduces uncertainty, but also because negotiations and planning were still underway at the time a number of the self-evaluation reports were prepared.
- 5.8 Based on the evidence in the self-evaluation reports, at least 17 CETLs said they would be continuing in some discrete form beyond the funding initiative, although often with a reduction in the resources available. Some others have been amalgamated within a unit with a teaching and learning enhancement remit.
- 5.9 Amongst those continuing, there was an increasing emphasis on self-funding activities. Revenue will be generated by a mixture of selling services and outputs developed during the CETL programme, advice and consultancy and winning *ad hoc* grants for teaching and learning.
- 5.10 Although definitely a minority, a number of CETLs stated that they would continue in their current form post-funding. Our impression is that none would continue with the same level of resources and activities as during the programme, but they would be recognisable as the CETL and continue with similar sets of aims and operations. Interestingly, some of these cases claimed to be financially sustainable and expected to generate income from a mixture of external research and development grants and providing services on a commercial basis (for example, working with employers or schools).
- 5.11 These were, however, the exceptions and where there were plans for continuation it more often involved the following:
- transfer of CETL responsibilities to a ‘Learning and Teaching Development Unit’⁶⁵ or equivalent, usually involving staff transfers as well as responsibilities. In some cases, these were new units which the HEI planned to establish when the CETL ended. The impression we gained from the reports was that this did not reflect a downgrading of the importance attached to the CETL; indeed the opposite was often the case and the motive was, in part, to mainstream CETL activities within the HEI’s management structures
 - a reduction, sometimes significant, so that a more limited subset of activities would continue. Several reports, for example, stated that the equivalent of a fund for spin-out projects would continue, but resources would not be available for maintaining websites and active dissemination of findings more generally.

⁶⁵ As was mentioned earlier, some CETLs were initially established within such units or had very close links.

- 5.12 Several CETLs noted the importance of retaining a distinct identity after the end of CETL funding. Bournemouth's Centre for Excellence in Media Practice (CEMP), for example, saw a clear link between distinctiveness and innovation,

There is support for retaining [CEMP] as a presence within the Media School. As the Dean of the School suggested, in order to maintain and enhance this profile, it probably needs to retain a separate identity rather than be absorbed into the School, unlike many other CETLs that are likely to close and disappear once the funding finishes. This degree of separation has enabled CEMP to innovate and to challenge accepted theory and practice of education delivery.

- 5.13 However, there are also examples where our impression is that CETL-related activities will be seriously curtailed, although the outputs already achieved may be embedded within the institutions. In general, the inability of the HEI to continue funding was cited, but it may also have been the case that some CETLs did not convince senior management of their longer-term value to the HEI itself. As one report stated,

New structures are currently under consideration by the University and it is possible that some staff may find new positions within these but funding levels (and posts) are greatly reduced. Academic staff were largely seconded (part-time) and have returned (or will be returning) to substantive roles. One core member is retiring. Research posts will not be continued. Administrative support may find other posts within the University or outside. These are difficult and uncertain times in higher education and it is unrealistic to expect the University to pick up the funding for all of the CETLs' activity at a time of impending long-term cuts to teaching funds.

- 5.14 It is worth noting that where strong external networks had been established, often involving practitioners and employers as well as academics, there was a high level of confidence that these would continue and be a valued vehicle for exchanging information and good practice.
- 5.15 Where CETLs were no longer continuing, some CETL staff have returned to previous (or promoted) roles with continued teaching and learning responsibilities within their institution. As with most initiatives of this kind, others have come to the end of fixed-term contracts or been made redundant.
- 5.16 CETLs were asked to report on the expected destination of staff employed by centres and an analysis of responses is shown in Table 5-1. Aggregation across the rows does not give the actual number of CETLs because some reports were ambiguous or uncertain and, more importantly, some other centres reported that some staff would be retained in some capacity while others would not (so these CETLs have been counted twice). The data indicate that staff from a high proportion of CETLs will remain in the host institution and their expertise will therefore be available for the HEI to draw upon in the future.

Table 5-1: Expected destinations of CETL staff

	Stayed within a centre ⁶⁶	Retained elsewhere within (host institution) – including returned to academic department	End of appointment
Centre directors	13	32	7
Academic and research staff	6	59	34
CETL support staff (e.g. technical and admin support)	6	36	45

⁶⁶ This does not necessarily mean the CETL will be retained in its current form.

6: Lessons, conclusions and recommendations

Introduction

- 6.1 This chapter presents overall conclusions and recommendations. It begins, however, with a summary of lessons for the future which were identified by the CETLs themselves.

Lessons for the future

- 6.2 Most reports provide candid, and thoughtful, reflections on the difficulties CETLs encountered during the programme and the lessons they have drawn from this experience. In many cases, the difficulties identified reflected ‘local’ issues, for example problems which arose for partners, changes in institutional structures and so on. However, a number of more generic issues also arose and are summarised in this section. We recognise that some of these are perhaps inevitable consequences of a significant, and time-limited, funding programme.

- 6.3 Many of the reports from English CETLs drew attention to the requirements surrounding capital funding. The availability of such funding was universally welcomed, but the main issue related to the requirement to spend these sums during the first two years of the programme. Two sorts of problems arose:

- CETL teams focused too much on planning and implementing capital spend during the early stages of the programme and many felt that they were unhelpfully diverted from developmental activities and engaging academic staff. Several noted that CETL staff were often inexperienced in administering capital budgets and this created further difficulties
- capital spending needed to be decided before developmental activities had been undertaken. Many would have preferred to retain some capital funds in order to respond to emerging requirements.

- 6.4 A few reports also mentioned a preference for greater flexibility between revenue and capital budgets, and specifically a wish to spend relatively more on the latter. More generally, the following is illustrative of many responses,

One of our immediate concerns in 2005 was the extremely short lead-time for spending the original capital money, especially given that we were encouraged to aim for quite ambitious building projects, and that we were also trying to set up funding schemes etc with the recurrent allocation at the same time. If HEFCE were to finance a similar initiative again, it might be worth considering a ‘year 0’ for capital expenditure, particularly if building work is to take place.

- 6.5 A partially-related issue concerns the five-year span of the projects. Some CETLs felt this was too short to achieve all that was expected. As one report stated,

Although significant cultural change has been initiated at each institution, five years has been insufficient for a complete learning cycle in such a

complex and fundamental area of university activity – especially where significant, innovative building work is required. The first two years of the project were dominated by the design and build of each of the zones, the subsequent two years by challenging the existing culture and establishing optimal operational systems. This left the final year to evaluate and disseminate key findings, but insufficient time to implement all of the changes suggested by the evaluation.

6.6 It is interesting to note that some of those who questioned the time span reported as if everything had to be completed within five years; rather than seeing the CETL as an ongoing initiative. A few of these CETLs also argued for further funding to facilitate the transition to sustainability.

6.7 A common issue concerned recruitment and retention of CETL staff. One report cited the launch of all the CETLs at the same time as a key factor in creating excess demand. Other CETLs emphasised a number of contributory factors, including:

- an underlying shortage of people with the required combination of skills and experience
- more importantly, the fixed-term nature of the CETL funding which meant that, in general, only fixed-term appointments were offered. These were less attractive initially and were thought to have exacerbated turnover during the projects, as illustrated by the following report extract,

More broadly there are tensions in the aim of the CETL initiative to reward excellent staff and the nature of the fixed-term funding. [Our CETL] has provided a setting that has enabled staff to develop professionally. However, there is no post-CETL progression route. Already staff have left for posts elsewhere.

6.8 Many of the reports referred to the challenges of engaging academic staff and found this more difficult than expected. Competing demands on staff time and, to a lesser extent, insufficient pedagogic research expertise and interests were often cited as the main factors. There was no panacea, but several stressed the importance of identifying spin-out projects of mutual interest to academic and CETL staff and of persistence in promoting and publicising the work of the CETL. We would also note two other points in this context:

- unsurprisingly, the importance of visibility within the HEI, links to senior management and of working with the grain of HEI strategies was cited by many
- a minority of CETLs felt that their aims, and ways of working, were not well understood within the HEI, at least initially. The reasons for this, however, were not always clear.

6.9 Finally, the most commonly cited generic issue, although not by all, was management of the CETL programme as a whole. The light touch management of individual projects by HEFCE was welcomed (and expected), but there is a quite widespread feeling that an opportunity to raise the status and profile of teaching and learning across the sector, and to disseminate results more effectively, had been missed. This is illustrated by the following quotations from the self-evaluation reports:

...we have not felt that we have been part of a strong national community or movement, developing a shared set of values, interests, strategies, activities and outputs for the sector as a whole. As there were exhortations but no formal requirements for CETLs to work together in this way, and no national coordination to lead and support such work, the general visibility and value of the CETL initiative is probably no greater than the sum of all its parts. Opportunities to create a community capable of celebrating achievements (not least, internationally) and influencing strategies, practices, and perhaps even policies at a national level have therefore probably not been fully realised.

As a CETL that was seeking to support partnership generation, it was notable that HEFCE or the HEA did not seek to foster a greater sense of the CETL community. In particular, the CETL networking conferences appeared to fizzle out as attendance grew weaker. As HEFCE was issuing millions of pounds of funding per CETL it seems odd that it did not feel able to insist that all CETL directors attend such events. As a result it is not clear that there was a wider movement. An outsider may suggest that there were 74 CETLs all busily doing their own thing and an opportunity was lost to collaborate to further promote the importance of learning and teaching.

From a CETL-wide perspective, it is disappointing that the recommendations in the interim HEFCE report for targeted support in generic areas, such as digital and web-based resources, were not implemented. Although the need to avoid the pitfalls of a centralised management for all the CETLs was understood, the self-organising networks have been slow to appear.

This limited inter-connectedness with other CETLs has in part been an issue of capacity, with the centre focusing on affecting change within the host institution and the wider academic and practitioner communities engaged in teaching and learning around mental health. It also reflects the diversity of CETLs and, in operational terms, their tendency to cluster around particular themes and interests – rather than coming together as a movement within and across Higher Education.

HEFCE had a very hands-off role in the monitoring and management of the CETL programme. A closer relationship facilitating dialogue around emerging issues would have been valuable. The value of the interim evaluation of the CETL programme as a whole was severely diminished by the long delays in presenting the findings. As such this evaluation had little formative value to individual CETLs. The final evaluation, while eventually coming up with a set of clear (if repetitious) questions, has reached this point through a seemingly tortuous route.

The lack of a clear strategy for relating CETLs to existing enhancement provision within HE has been problematic. HEA Subject Centres provide an obvious locus for collaboration. However, we have seen little evidence of joint working in relation to this by HEFCE and the HEA. For [our CETL] this has been exacerbated by the lack of a strong employability lead from the HEA. The contingent nature of Subject Centre funding has been a further complication.

HEFCE could have held CETL conferences on issues that were creating difficulties for the CETL community, e.g. institutional impact and

influence, embedding change in the HE community, as well as continuation plans.

In terms of HEFCE, we believe more could have been made of the CETL programme, including HEFCE branding as part of individual CETL branding and more assistance with raising the institutional and public profiles of CETLs. Similarly, there could have been more support for networking of CETLs during the five-year programme. We also feel that the HEFCE interim evaluation did not add much value to our work.

An early disappointment in terms of external impact was our failure to develop the planned deep engagement with the HEA and subject centres. We had discussed with the HEA, at bid stage, the possibility of collaboration, including mutual secondments. However, a change in policy direction away from such flexible forms of engagement at the HEA, as CETLs were established, made this impossible to achieve.

6.10 There is a clear underlying frustration amongst some CETLs that HEFCE did not take a more strategic coordinating role in supporting collaboration and networking between the CETLs. It is recognised that some attempts were made to bring people together through conferences and events, but with such diversity of activity, many felt that they lacked focus and relevance for their CETL. There are several areas where CETLs reported that HEFCE could have done more to foster collaboration and networking opportunities, including:

- bringing CETLs together around issues that had relevance across the network, e.g. embedding change, institutional impact and influence, and continuation plans
- encouraging evaluation activity earlier in the programme with more rapid dissemination of the interim evaluation findings across the network
- developing a central strategy to identify common interests or areas for potential collaboration, and for dissemination of learning.

6.11 As a counterbalance, a small number of CETLs commented on the ‘light touch’ management of the programme as being a factor that had facilitated the development of the initiative because it had allowed a high degree of autonomy and the opportunity to focus on the principal activity of projects – to support innovation and effective teaching. One CETL also viewed the ‘light touch’ approach as having allowed CETLs ‘to grow and form organic links and communities.’ However, these views were in the minority, with a large number of CETLs pointing to a lack of programme leadership by HEFCE as a major challenge for collaboration and networking amongst CETLs.

Conclusions

Success features

6.12 Despite the diversity of CETLs funded under the programme, it is possible to distil some key features of success which can be applied across the range of centres, as follows:

- clarity of purpose, with meaningful support from senior managers in their host and partner institutions. However, this often also needed to have been combined with a

recognition that approaches may need fine-tuning, or more radical changes, and a willingness to take appropriate action

- collaborative developments occurring at strategic and operational levels within institutions
- the need for self-evaluation recognised and built in at an early stage in a centre's development
- a clear identity for the CETL which is understood by the intended audiences – including students.

6.13 For the programme as a whole, some stakeholders commented that the importance of evaluation and good project management were not sufficiently emphasised. It was recognised, however, that this was partly due to the tight timescale for the development and introduction of the programme.

6.14 Some key learning points related to collaboration and networking amongst CETLs can be summarised as follows:

- having a single umbrella programme (CETL) is not enough to engender a sense of 'community' amongst participants. In this instance, the diversity of activity that was funded meant that HEIs struggled to recognise commonality across the programme in what they were trying to achieve
- a programme with this level of diversity would have benefited from a central resource to ensure coordination and dissemination of learning outcomes across the programme. This is particularly the case for evaluation activity, where early feedback could help to shape the programme
- a centralised and coordinated strategy for identifying common interests and areas for potential collaboration could have been useful in supporting this activity across the network
- the demands of developing a capital programme and addressing institutional priorities led to some HEIs having an inward-looking focus.

6.15 It could have been beneficial to require some degree of external collaborative activity as part of the programme to encourage more outward facing linkages and networking opportunities.

6.16 There are some interesting contrasts between the CETL programme and another HEFCE-funded initiative, the Lifelong Learning Networks (LLN) programme for which SQW also undertook the summative evaluation in 2010.⁶⁷ The LLN programme involved a smaller number of cross-institutional networks of HEIs and FECs (30 in total) and emphasised the importance of collaboration. As with the CETL programme, the LLN interim evaluation recommended improvements to the national coordination and monitoring of activity. In the case of the LLN programme, a more structured approach to monitoring was subsequently developed, with the result that there was a more consistent dataset about the programme's

⁶⁷ The LLN summative evaluation report is available at:
http://www.hefce.ac.uk/pubs/rdreports/2010/rd21_10/rd21_10.pdf.

activities and achievements upon which to draw. LLNs also benefited from a National Forum which played a valued role in encouraging and coordinating partnership activities and the commissioning of joint research at a programme level. In our view, it would have been helpful for the CETL programme to have invested more in national coordination. While the HE Academy partially undertook this role, the establishment of a dedicated central unit or forum would have encouraged greater synthesis of findings and the promotion of CETL approaches and developments.

What did CETLs achieve?

- 6.17 At their best, CETLs:
- fostered a spirit of collaborative learning amongst staff, between staff and students, amongst students and with employers/other partners
 - provided an exponential increase in opportunities for participating staff to develop their practice, share with others and be informed by, and contribute to, pedagogic research
 - led to improvements in student engagement.
- 6.18 Participating students were empowered by opportunities to influence learning methods and resources which encouraged more active, independent and deep learning. Their experiences were also enriched by the development of innovative and creative approaches and access to state-of-the-art facilities.
- 6.19 CETL funding brought legitimacy and enhanced status to teaching and learning through the access it provided to specialist staff and expert methods, with work grounded in pedagogic research. The investment in dedicated resources for teaching and learning provided space and time to develop new and innovative approaches and transformed learning spaces. CETLs also provided a focus for staff development and reward, as well as opportunities to acquire technical knowledge and skills.
- 6.20 There are many good educational reasons to justify the light touch management of the programme. CETLs were able to experiment with new approaches without fear of being judged as failing. However, we would argue that there did need to be more pro-active management of the programme from the centre if good practice and lessons learned were to be disseminated effectively at a sector level.
- 6.21 As discussed in the policy context section in Chapter 1, at the consultation stage many HEIs clearly stated their preference for a more equitable distribution of funds across all HEIs along the lines of other TQEF institutional funding. We would also question whether the competitive and selective bidding approach used in England, and which included a significant amount of capital funding, was the most effective way to enhance and reward excellence in teaching and learning across the sector.

Summary

- 6.22 The CETLs were extraordinarily and intentionally diverse. They represented a programme in the sense of common overall aims (and funding and broad activities), but specific aims and detailed activities varied widely.
- 6.23 The self-evaluation reports provide evidence of impacts on individual practitioners who participated directly and also at the institutional level in some cases. There is far less evidence of impacts on other HEIs. It is difficult to trace impact at a sector level, especially for those HEIs which did not receive funding.
- 6.24 There are some good examples of disciplinary and thematic collaboration, but also many projects which seem to have progressed in relative isolation from other developments.
- 6.25 Reflecting these points, the legacy of the programme rests largely in individual staff, and in those institutions which have embedded CETL developments and continue to support innovation and development in teaching and learning, rather than in a general enhancement of teaching and learning across the sector. Participating staff will move between HEIs, and apply their experience and expertise elsewhere, but we do not believe the CETL programme itself has led to material changes in non-participating HEIs and across the sector as a whole.

Recommendations

To HEFCE/DEL as funders

- 6.26 This section provides some general recommendations to the funders. In making these recommendations we are conscious that scope was, in practice, limited by the need to launch and fund activities over a comparatively short time period.
- 6.27 As was discussed above, the CETL programme was extremely diverse, but we nevertheless believe that any future programme of this kind should build in more active central management and coordination, while still permitting individual projects to determine their activities in the light of local circumstance. The aim should be:
- to raise the profile of CETLs (or any similar programme) as a ‘brand’ in order to inform the sector and other stakeholders
 - to engender a community of practitioners concerned with teaching enhancement across the diverse themes and activities
 - to ensure that key findings and messages are disseminated more systematically across the HE sector as a whole.
- 6.28 There was a need to build more consistent monitoring and evaluation in from the start of the programme:
- CETLs should have been asked to provide more detailed monitoring feedback on the use of the funds against an agreed template. A similar approach to the one taken part way through the LLN programme (which was established following the interim evaluation of that initiative) would have been appropriate and would have generated

more useful data about the proportions of funding being spent on particular types of activities

- an evaluation framework should have been developed in the early stages of the programme, with full consultation with CETLs. It would have been beneficial to have appointed independent evaluators to work alongside the CETLs throughout the programme to provide on-going formative feedback
- the self-evaluation reports contain a wealth of valuable (and interesting) information, but their use for summative evaluation is limited. In particular, few consider what might have been achieved without CETL funding and there is little information with which to establish the counterfactual and additionality. Information on the direct effects of activities is, at best, patchy. Many reports, for example, provide information on the number of dissemination events but little, if anything, on whether these influenced behaviour in their own or other HEIs; similarly, some provide data on the number of students involved in some way in new approaches developed by a CETL, but not on whether, or how, they benefited.

6.29 In England, the need to spend capital funds quickly and in advance of development activities created difficulties for many CETLs and delayed effective delivery in some cases. The required spend profiles need to be carefully considered in such programmes.

To the HE Academy

6.30 The Academy needs to continue to maintain, develop and refresh the body of evidence collated within EvidenceNet. It would also be helpful for wider sector understanding if the Academy could publicise the information available more actively and also provide some further briefings on key subject and thematic issues and developments which arose from the programme.

To HEIs

6.31 Those HEIs which benefited from CETL funding, need to continue to support and refresh the activities and approaches developed by CETLs, even if the centres themselves are no longer continuing.

6.32 Other HEIs can draw on the CETL outputs through:

- making use of the wealth of evidence available via EvidenceNet (including some of the self-evaluation reports) and CETL websites (where these are still available) and other resources to inform their own teaching and learning developments
- considering the various ways in which the CETLs have rewarded and engaged staff in teaching and learning enhancement
- more generally, with the increase in student tuition fees from 2012, students may become even more discerning and demanding 'clients'. The developments which the CETL programme has encouraged, if adopted and promoted by HEIs, may make an

important contribution towards enhancing the student experience in the new HE environment.

Annex A: CETL Phase 1 report for England

Introduction

- A.1 The CETL programme in England had its roots in the then Department for Education and Skills (DfES)⁶⁸ 2003 White Paper, *The future of higher education*, which announced the intention to establish ‘centres of excellence ... to reward good teaching at departmental level and to promote best practice’.⁶⁹ This development was part of a broader move to enhance the status of learning and teaching in higher education, recognising that esteem and reward systems within HEIs were often more likely to recognise excellence in research rather than teaching. It formed one aspect of a package of related developments including the establishment of the Higher Education Academy (bringing together the work of the Institute for Learning and Teaching in HE (ILT), HEFCE’s Learning and Teaching Support Network (LTSN) and some functions of the Higher Education Staff Development Agency (HESDA)), and the requirement for all new lecturing staff to undertake an accredited programme on teaching and learning in HE.
- A.2 HEFCE was required to develop the concept of centres of excellence, as introduced in the HE White Paper, into a fully-fledged funding initiative within a very short timescale. The Council published a consultation document about the initiative in July 2003 ([HEFCE 2003/36](#)) and invited responses by 24 October 2003. As the HEFCE website notes,
- The consultation revealed broad support for the CETL initiative, tempered by some reservations on particular aspects. Of the 140 responses received from institutions, representative bodies and other organisations, some 75 per cent responded positively to the overall aims and objectives of the CETL proposals. Many institutions would have preferred a general distribution of funds to all institutions on the model of the Teaching Quality Enhancement Fund. Nevertheless, they have welcomed the flexibility in the proposed funding levels and the opportunity for institutions to define CETLs to reflect their particular ideas of excellent practice rather than to conform to a single model.*⁷⁰
- A.3 Following on from the consultation phase, HEFCE published an invitation to bid for recurrent and capital funding to establish CETLs in January 2004 (HEFCE 2004/05⁷¹). HEFCE-funded higher education institutions (HEIs) and directly HEFCE-funded further education colleges (FECs) with at least 500 full-time equivalent higher education students were eligible to bid. The bidding process comprised two stages; with a deadline for stage one bids of 23 April 2004 and a subsequent deadline for stage two bids of 29 October 2004.
- A.4 At stage one, a total of 259 eligible bids were received from 126 different institutions. The bids spanned all the main subject areas (as defined in the Joint Academic Coding System) and a wide range of thematic topics in learning and teaching. Of this total, 106 bids (including 24 collaborative bids) were selected to proceed to stage two of the bidding process. Funding was

⁶⁸ Higher education is now within the remit of the Department for Business, Innovation and Skills (BIS).

⁶⁹ DfES (2003), *The future of higher education*, p47, available at: <http://webarchive.nationalarchives.gov.uk/20100210151716/dcsf.gov.uk/hegateway/uploads/white%20pape.pdf> .

⁷⁰ See <http://www.hefce.ac.uk/learning/tinits/cetl/consult.asp>.

⁷¹ Available at: http://www.hefce.ac.uk/pubs/hefce/2004/04_05/.

subsequently agreed for 74 CETLs in England from 2005 onwards. Funding was provided at three levels, reflecting the relative scale of different centres.

CETL structures

- A.5 The self-evaluation reports indicate three underlying structures for the CETLs:
- creation of a new stand-alone centre
 - based within, or closely linked to, an existing support unit, for example ‘Learning and Teaching Development’ (most commonly) or Careers
 - based within a single department or faculty or, in a few cases, across more than one faculty.
- A.6 The structures adopted closely reflected the specific aims and objectives of the CETLS and generally seemed very sensible in relation to these, although difficulties were inevitably encountered in some cases. Thus, those CETLs with a narrow subject-specific remit tended to be departmental-based whereas those with an institution-wide remit, for example employability, tended to be a new unit or based within existing support centres.
- A.7 Reporting arrangements also followed these structures. A key issue cited in some reports was ensuring senior management engagement, especially where aims were institution-wide. There appears to have been a range of experiences in this respect with a minority having difficulties. In some cases these reflected changing priorities within the HEIs and/or parallel developments with related objectives. In contrast, many recorded the importance of such engagement and felt that senior managers had played an important role. In some HEIs with more than one CETL, a single high-level management group was established and this appears to have been effective in facilitating CETL activities, and also internal dissemination and embedding. More generally, there is a fairly obvious point that success in obtaining CETL funding, in part, reflected existing strategies in some cases and many were ‘working with the grain.’
- A.8 It is also worth noting that some of the newly established centres were outside the pre-existing academic structure and some found it a challenge initially to establish working relationships and connections to senior management. In a few cases, they also underestimated the management time which would need to be devoted to tasks such as finance and HR, especially during the period of capital expenditure.
- A.9 Staffing structures were similar, in part reflecting HEFCE requirements. The core team was generally small and led by a director or equivalent. S/he was generally recruited from within the institution, although there are some examples of external appointments, and typically had been active in a relevant activity area for some time. Each CETL also appointed other staff with pedagogic experience and/or interests and support and administrative staff. Support staff varied according to activities: for example, IT specialists for many of the technology-based CETLs; placement officers for some employability initiatives. There also examples of employment of:

- undergraduate students, generally part-time, to work as interns and promote the CETL to other students
- postgraduates, for their specialist subject expertise
- external advisors and pedagogic evaluators.

Activities

Engaging staff

- A.10 Engaging staff was a key activity for all CETLs since the centres themselves could not hope to develop and deliver all activities; even if this had been feasible it would not have been effective in terms of disseminating or embedding activity within the HEI. All of the CETLs adopted a twin strategy of promoting their activities within their HEIs and providing support, financial and other, to staff to engage in CETL activities. The latter is closely tied to the requirement to reward excellence.

Promotion

- A.11 Most of the CETLs appear to have initially devoted significant effort to raising awareness within the HEI. Typically, this was done through conventional means such as workshops and internal communications media. We cannot judge how effective these efforts were in practice, but most CETLs seem to have been satisfied; indeed in some of the smaller HEIs the CETL claimed to have a very high profile. A small minority, however, did encounter difficulties with typical comments including the following quotations,

...we are better known outside the HEI than within.

...because we have xxxx in the title, staff assume we are responsible for all activities relating to xxxx, whereas this is not the case.

- A.12 There also appear to have been some misunderstandings of how the CETL would work. However, these seem to have been addressed quite quickly.

Rewarding staff

- A.13 As mentioned above, the CETLs needed to draw on academic staff to meet their objectives and most reports also cite these mechanisms as rewarding excellence. The approaches are wide ranging and operate on a number of levels.
- A.14 First, many, but not all, self-evaluation reports cite the award of CETL funding as important in itself. The funding allocation was seen as a competitive process based on an external assessment of teaching quality. As such it was novel, and the allocations of significant funding gave further credibility. For many staff this was the first time that their expertise had received such high profile recognition.
- A.15 Second, some core CETL appointments, especially the director, were also seen as high status and some appointees were promoted, with increased salaries, to reflect this.

- A.16 Third, the capital grants had a significant, and in some cases major, impact on the resources and facilities available to staff for teaching. As is discussed further below, they also raised the profile of the CETLs. In many cases, the capital spend was a simple addition to facilities, albeit generally a high-quality one, but some of the reports also note the opportunity it provided to experiment with new spaces for teaching purposes; an opportunity that was completely novel in most cases.
- A.17 Fourth, the funding was, of course, used directly to support staff to engage on CETL projects. In many cases this reflected ‘excellence’ in that bidding for projects and positions was competitive. In others it is unclear what the level of competition was and some clearly had difficulties in generating sufficient interest in project funding; competing demands on time were usually cited as the main factor in these cases. However, in both cases this funding was crucial to securing staff engagement and the reports indicate a wide range of approaches with most CETLs undertaking some combination of:
- the appointment of fellows based in departments or faculties. CETLs have bought out their time, typically for around a year, and their role is to develop new learning approaches and to act as champions within their departments/faculties
 - secondments and sabbaticals to the CETL
 - spin-out projects of various sizes where funding is provided to academic staff to develop new approaches. There is a large range in the scale of funding and some buy out time while others only provide funding for materials or attendance at networking events
 - supporting staff to work towards their doctorates for work related to the CETL.
- A.18 Fifth, there are, of course, differences between the CETLs, but the self-evaluation reports are striking for the emphasis that many give to pedagogic research. This may, in part, reflect the requirement to report on underlying theories, but we believe it has been a real focus for many of the CETLs. In particular, virtually all the CETLs appear to have devoted significant thought and effort to identifying how the learning experience can be enhanced. The core CETL staff have usually played a key role in this activity, but staff involved in spin-out projects have also been encouraged to reflect on pedagogic issues in more depth than would be usual. Core staff have provided advice (and funding) to assist them in this respect. Several CETLs reported that this had been a challenge in that they were dealing with academic staff without pedagogic research experience and, in some cases, without any research experience. They also felt that the initiative had been instrumental in raising self-confidence and abilities in this area and a minority were expecting to see this reflected in the REF. It is, however, interesting to note that only two CETLs mentioned any links to the ESRC’s Teaching and Learning Research Programme, although there are many mentions of contacts with other researchers outside the host institution(s).
- A.19 Sixth, where relevant to objectives, CETLs have expanded links with external organisations in various ways. There is huge diversity in this respect, but we would note the following:
- a significant minority of the CETLS were focused on professional development in various ways and several of these were concerned with the health sector. Almost all

appear to have engaged seriously with relevant external bodies and improved access by academic staff. Similar comments apply to working with, and outreach to, schools

- although only involving a few CETLs, those in the creative arts have brought practitioners and performers into the HEI
- there does not appear to have been the level of interaction with employers from other sectors which might have been expected given the focus of some on areas such as work-based learning (WBL), enterprise and employability. However, it is sometimes difficult to tell what has happened in practice and this statement may underplay the level of interactions
- several CETLs operate 'visiting fellows' schemes which provide financial support for academics from other HEIs to spend some time at the CETL host.

A.20 Finally, most CETLs have also provided staff development opportunities through programmes of workshops and seminars. In some cases, modules developed by the CETL have been incorporated into the Postgraduate Certificate in Higher Education (sometimes as a compulsory requirement). More generally, the CETLs have themselves hosted conferences and networking events and many self-evaluation reports are consistent with the following statement by one,

The CETL has increased the prominence of teaching and learning and provided a forum for discussion and development leading to improvement in departmental policy and practice and, for some, has provided a much needed evidence base for cases for promotion.

Collaboration

A.21 This section is concerned with collaborative activities, rather than dissemination, which are often discussed together in the self-evaluation reports. Collaboration was an important aim for the programme, both to ensure effective working and to promote the wider uptake of programme outputs, and all the CETLs have provided evidence of collaborative activities. It is usually impossible to judge what collaboration achieved that would not otherwise have been possible, but it was undoubtedly a serious activity. Collaboration was evidenced at a number of levels.

A.22 First, many of the CETLs were themselves collaborative ventures involving several HEIs and, in some cases, other partners not funded by HEFCE. Generally collaboration between partners in a single CETL appears to have been very good. The individual HEIs of course shared similar aims and a common understanding of issues and approaches and they appear to have benefitted from the opportunities to share experiences based on different approaches in different contexts. In particular, there does not appear to have been any major issues around the management of the CETL or the division of funds and activities between participating HEIs. That is to say, our impression is that the collaborations were established because of the perceived benefits rather than just to increase the chances of success at the competition stage. There are, inevitably, examples where partners' expectations may not have been realised fully but, as the quote below illustrates, benefits were, nevertheless, often gained,

Overall, there is disappointment that the three partners did not gain more from collaborating. As was probably inevitable, many individuals benefited, but the inter-university links were limited. The different organisational structure in each partner institution and local discipline foci led to different approaches to delivery being developed, which has introduced challenges to sharing.

A.23 Second, there are numerous examples of CETL to CETL collaboration and this has occurred in various ways which are discussed below.

A.24 *Between CETLs hosted by the same HEI:* without exception, CETLs in the same HEI established fruitful working relationships and shared good practice to the extent that differing objectives made this appropriate. In part this simply reflected being part of the same organisation and thus having a common understanding of processes and what works and what does not in a specific institutional culture (although there are numerous examples of other within-HEI collaborations which have been problematic). But, as was mentioned above, some HEIs established a top level steering group which all the CETLs reported to and this appears to have facilitated collaboration, not least because the CETLs' activities tended to be aligned with institutional priorities and strategies.

A.25 *Between CETLs in the same region:* in two cases regional groupings of CETLs arose spontaneously, often involving projects with very different aims and activities. Our impression is that, as might be expected, there was limited joint working unless the CETLs were in cognate areas, but there was a sharing of practice in how to establish and run CETLs which some found valuable at least in the early stages of the programme.

A.26 *Between individual CETLs:* there is a clear message from the self-evaluation reports that CETLs working in cognate areas established very good links with each other and found these valuable. To some extent these links involved CETLs working on pedagogical themes, for example enquiry-based learning, rather than subject specific topics, for example chemistry, but this is an over simplification. There was, for example, collaboration between CETLs engaged with the health sector, even though the pedagogical theme might differ and also between those with a mathematical focus.

A.27 This conclusion is not surprising. As is discussed below, academic networks naturally form between nodes of expertise and the CETLs will have sought links with other organisations with similar aims and constraints which have been designated as Centres for Excellence. These networks have, in some cases, become quite formalised, as illustrated by the following extract,

LTEA (Learning through Enquiry Alliance) is a collection of CETLs whose focus includes enquiry-based learning and undergraduate research. This group of CETLs has met regularly through the period of the scheme to share practice and policy. This has proved to be a productive and cost-effective collaboration. A notable output of this alliance has been the pooling of resources and expertise in the formation of an annual LTEA conference.

A.28 There is, however, little evidence of collaboration across CETLs as a whole, or the emergence of a programme-wide network. Some CETLs did find the annual conference useful, but our impression is that this was more to do with the practical issues of establishment, such as

handling the capital grant, rather than sharing good practice with respect to learning and teaching. Again, perhaps this is unsurprising given the diversity of CETLs – as two CETLs reported,

Our primary experience has been that, apart from the awareness generated by the title ‘Centre of Excellence in Teaching & Learning’, we have rarely felt strongly attached to the wider CETL network. This appears to be, partly, due to time pressures, but principally because of the lack of deep overlap or synergy with other CETL projects. Some are subject-focussed, others approach-based; some are rooted in partnership between organisations, others grounded in the development of physical spaces, yet others, the creation of digital artefacts. The HEFCE funding and a focus on teaching and learning were the only factors that the CETL in Creativity had in common with many other projects.

Clearly, there have been benefits from letting each CETL form its own relationships with others in this organic way, and many kind of groups will have emerged according to particular needs and interests. However, aside from our common identity as CETLs, we have not felt that we have been part of a strong national community or movement, developing a shared set of values, interests, strategies, activities and outputs for the sector as a whole.

A.29 Third, most of the reports cite collaboration within their own institutions as part of normal activities. This has taken a variety of forms including the following approaches:

- the requirement by many CETLs for spin-out projects to involve more than one academic
- inter-disciplinary activities, mainly around pedagogic themes, but there has also been some transfer of subject-specific developments between disciplines
- technology-based projects which require collaboration between specialists (generally IT) and subject experts
- partnership working with existing academic support units such as careers, research and enterprise and learning development.

A.30 To illustrate how widespread this was, we quote one of the few exceptions,

...it was also unusual in being centred on a specific School rather than being a cross-University initiative. Therefore to demonstrate collaboration throughout the sector would have been difficult, given the very local nature of the CETL. Additionally, although we had an objective to reach out beyond the University, this was primarily to practitioners and the local community rather than to other academic institutions. Nonetheless it has succeeded in developing academic networks, informal and formal, dedicated to enhancing knowledge, understanding and effective learning.

A.31 Finally, CETLs have sought to work and network with relevant expertise wherever it is located and, while we are not able to assess the relative effectiveness of different forms of collaboration, we suspect that this is very high up the list in volume terms. As mentioned above, this simply reflects the natural way of academic working in many cases, but has also

been promoted by the nature of the CETL programme and HEFCE requirements. The self-evaluation reports frequently cite:

- membership of academic networks which are often international and supported by hosting conferences and joint visits, in some cases involving staff placements
- joint authorship of papers
- joint bidding for research funds
- closer working with external partners, including: FE Colleges, employers and professional societies.

A.32 A large number of the self-evaluation reports refer to the role of the Higher Education Academy (HEA) Subject Centres and many appear to have found these useful in developing collaborative relationships. However, the reports indicate that they are not fully meeting needs in this respect and, in particular, in relation to cross-disciplinary initiatives. The following extracts from several CETL reports provide some illustrative comments,

The matter of raising the status of teaching through reward and recognition was certainly at the heart of the national CETL initiative. This has been perhaps the most challenging issue and one which we feel really needed a national perspective and guidance. Had the HEA work on reward and recognition not been delayed, this might have made a timely contribution to national debate. There would appear to be no locus from which change can be driven and the CETLs do not seem to have made many inroads here.

An issue that has been both strength and a challenge has been the relationship of CETLs to HEA Subject Centres and other related national and regional centres. We have networked through and across these but have experienced a lack of coherence in these relationships, possibly too many initiatives emerging from them and few structures to support partnerships and collaborations.

While the HEA has its subject centres, it is not very good at creating cross-disciplinary networks of individuals.

The lack of a clear strategy for relating CETLs to existing enhancement provision within HE has been problematic. HEA Subject Centres provide an obvious locus for collaboration. However, we have seen little evidence of joint working in relation to this by HEFCE and the HEA. Had the HEA maintained the Generic Centre that [it] inherited from the LTSN as a strong advocate of employability, our experience of the CETL initiative might have been quite different.

In this regard, it would have been useful if HEFCE and/or HEA had developed means to develop networks as part of the CETLs initiative which could also have contributed to ensuring post-CETL funding.

There has been little, if any, increased engagement with the HEA Subject Centres. If anything a tension has been detected in the relationship as a result of the CETL.

Dissemination

Within the host institution

- A.33 All of the CETLs, to varying degrees, aimed to disseminate innovation and good practice beyond the beneficiaries of the specific projects and activities which they undertook. The reports suggest real successes on this score, but also some remaining challenges.
- A.34 Many reports draw attention to the impact of the CETL in raising the profile of teaching and learning within the host. As was mentioned above, the award of funding following open competition was a powerful demonstration of the importance attached to teaching and learning, at least in some institutions. It is claimed that this, combined with direct support from the CETL core staff, has led to a deeper and more reflective consideration of learning aims and approaches amongst academic staff. Several reports note, in particular, efforts to engage students more fully with learning processes (and not only in projects concerned with active learning).
- A.35 Many reports are also claiming direct inputs to, and influence over, institutions' learning strategies with resulting widespread impacts across the HEI. This is discussed further below in the section on embedding and sustainability.
- A.36 Virtually all the CETLs also undertook more direct activities to disseminate within the HEI, including:
- the spin-out projects discussed above which were important in this respect, in that they drew a wide range of staff, and in many cases discipline areas, into new developments
 - the appointment by many CETLs of 'champions', with a range of titles, whose function was to promote CETL activities and staff engagement and to disseminate outputs within departments and faculties
 - core staff working with departments to assist with curricula development
 - regular workshops/dissemination events and staff development sessions.
- A.37 In general, we think that CETLs have made sterling efforts to disseminate outputs within their institutions and it is often difficult to see what other activities they could have undertaken. However, several self-evaluation reports are candid in their assessments of progress and challenges. The underlying issues appear to be competing demands on staff time and the relative incentives for teaching and learning. We would note, however, that there is no simple dichotomy between research and teaching and some less research-intensive HEIs also encountered difficulties, as the following quotations illustrate,

Whilst the CETL has received significant support within the University's Directorate it has found it quite difficult to fully engage with all aspects of the University. There has been open discussion within the CETL team that the work of the CETL is better recognised outside of the University than it is within the University. This is quite difficult to rationalise although it could be said that the British attitude of not wanting to be seen to be showing off to your peers could have something to do with this.

Within the School and wider University, the CETL has also significantly raised the profile of pedagogic innovation and has enabled significant teaching and learning projects to be undertaken. The greatest disappointment we have within the Centre is that we haven't made a more visible and measurable impact on the wider Bournemouth University community.

Although some staff have attended our events and even adopted our ideas, materials and tools, it would be false to say that the University has changed dramatically as a result of the CETL initiative.

Promoting best practice internally, including to non-enthusiasts, will always be challenging. When increasingly busy academics struggle to balance competing demands, their own professional development may be difficult to prioritise. There has been a trend within CETL and the wider universities toward lower attendance at professional development seminars and workshops. Providing online learning resources may have partially offset this, but the major difficulty remains that staff find it hard to allocate time to engage with new practices.

CETLs have faced challenges around finding appropriate mechanisms to achieve internal influence. Similarly, as small transitory units within larger organisations, CETLs have been affected by wider institutional changes.

Outside the institution

A.38 CETLs have also devoted significant efforts to external dissemination and most have engaged in a combination of the following. The indication is of a significant volume of activity but only a handful of the reports provide any indication of the impacts of these activities on external organisations, and in particular whether uptake has been promoted elsewhere. Outputs and activities included:

- almost 3,000 publications in peer reviewed journals and elsewhere
- a large number of dissemination events. We calculate that there were more than 5,500 in total. More than half of these are characterised as external events, but many of the internal events will also have attracted external participants and the distinction between external and internal is not consistent or meaningful across the reports. Many of these will have been symposia and conferences, but there are also examples of CETL staff conducting workshops at other HEIs. Many CETLs refer to international participation and conferences outside the UK
- several CETLs explicitly mention the HEA Subject Centres as an important and valued means for disseminating information. As would be expected, these are almost exclusively CETLs with a subject-specific theme
- the collaborative relationships described above have also served as dissemination channels
- a few CETLs had visiting fellows schemes which enabled staff from non-CETL HEIs to participate directly in activities.

- A.39 As is discussed further below, CETLs have usually made learning resources and materials freely available online and these have been accessed by a wide range of organisations (although again there is no evidence of the impact on these organisations).

Outputs

- A.40 We believe that many CETLs see their main output as influencing underlying academic attitudes towards teaching and learning and, in rather fewer cases, those of students too. They have provided demonstrators of what is possible (and in some cases of what is not). As was mentioned above, many have encountered difficulties in reaching staff across the institution, but the following statement by one CETL is probably representative of the impact which centres have had on many staff, resulting in,

... transformation from being intuitive teachers to reflective and informed teachers.

- A.41 In addition to these cultural outputs, the CETLs have also delivered more tangible results. First, and most obviously in many cases, the substantial capital investments have significantly enhanced learning facilities in a number of ways by providing:

- additional, high quality space, often with cutting edge IT and other facilities
- a new kind of space, in many cases, which is student centred and flexible to enable delivery in a wide range of ways, for example drop-in and meeting space, the ability to accommodate different sized groups for lectures and workshops, smaller meeting rooms for student projects and so on
- the opportunity to experiment with different configurations as required for innovative learning developments and delivery.

- A.42 Second, most of the self-evaluation reports cite influence over specific modules, courses or degree programmes. In some cases the number of students affected by these changes is estimated in the thousands, although there is seldom any information to contextualise these numbers. The expectation is that these courses will continue, albeit with further development in some cases.

- A.43 Third, the projects have developed ‘tools’ which can be reused in relation to future learning programmes. These are highly diverse encompassing course (impact) evaluation and diagnostics and assessment methods.

- A.44 Fourth, new ‘systems’, often IT-based, have emerged. These include e-Learning systems but also more general ways of communicating with students and other stakeholders, often exploiting the potential of Web 2.0.

- A.45 We would note that many of these specific outputs are available online to all, and often kept in searchable archives or repositories.

- A.46 Finally, as well as raising the profile of, and capacity for, pedagogic research some CETLs have left a legacy of research programme with, for example, additional PhD students.

Embedding change and sustainability

- A.47 It is clear from the discussion above that many CETL outputs have been effectively embedded in curricula and learning programmes and we expect them to have a continuing value. In addition, the cultural changes that the CETLs have promoted can also be expected to have lasting impacts. However, many of the CETLs have cited impacts on HEI strategies and policies and where this is the case we can be more confident that outputs will be embedded. It is difficult to summarise the diverse nature of these impacts so quotations from several CETL self-evaluation reports are provided below as illustrations,

...the explicit embedding of active learning in the Learning, Teaching and Assessment Strategic Framework and University Strategic Plan and associated resolutions to monitor the implementation of these policies through validation and periodic review processes demonstrates a clear institutional commitment to achieve full embedding within a five-year period.

At a University level, a senior management level post of Director of Work-based and Placement Learning was approved by Chancellery in autumn 2008. The CETL had significant input into designing and developing this position.

It remains to be seen whether or not the university will maintain a separate Employability policy document outside of the Core Minimum Entitlement statement, but if it does this will be the 2004 Employability framework which has been revised by the CETL.

[The CETL] has been of major benefit to the development of the university. Its systemic impact is evident in: the development of the university's mission statement and strategic objectives; the university's new learning and teaching strategy, designed by a member of the CETL team; the re-design of the university's modular scheme, in which CETL staff played a leading role; the development of Quality Assurance processes to include more student, alumni and employer engagement in course validations/reviews; and the re-alignment of the University's Careers Advisory Service to a new department of Employability operating at the interface of Higher Education and Industry.

The work-related learning model promoted by CETL has been adopted by the University. It is now a requirement that all undergraduate programmes include work-related learning.

[The CETL's] successes have led directly to a University Employability and Enterprise Strategy which (since 2007) is a key feature of the Vice-Chancellor's Medium Term Strategy. Policy requires employability and enterprise to be embedded in all programmes, and considered at course validation and periodic review.

The substantial contribution of [CETL] staff to the pedagogic research agenda has, along with that of the other Plymouth CETLs, been recognised in an in-principle decision to establish a Pedagogic Research Institute within the University.

The emphasis of nearly all the projects has been on developing resources to enhance research-based or enquiry-based learning; and this investment and continuing support meant the University felt able to enshrine this in

its Teaching and Learning Strategy, demonstrating an impact on policy. The CETL was singled out as being responsible for delivery of many of the strategic changes in the implementation plan.

- A.48 There is perhaps a larger question as to the future of CETLs, post funding. It is not easy to get a clear picture, in part because the financial future the sector faces inevitably introduces uncertainty, but also because negotiations and planning were still underway at the time a number of the self-evaluation reports were prepared.
- A.49 One aspect of the reports where there is some clarity is the expected destination of staff employed by the CETLs. An analysis of responses is shown in Table A-1. Aggregation across the rows does not give the actual number of CETLs because some reports were ambiguous or uncertain and, more importantly, some other staff were retained in some capacity while others at the same CETL will not be retained so these CETLs have been counted twice. The data indicate that staff from a high proportion of CETLs will remain in the host institution and their expertise will therefore be available for the HEI to draw upon.

Table A-1 : Expected destinations of CETL staff

	Stayed within a centre ⁷²	Retained elsewhere within (host institution) – including returned to academic department	End of appointment
Centre directors	13	32	7
Academic and research staff	6	59	34
CETL support staff (e.g. technical and admin support)	6	36	45

- A.50 Although definitely a minority, a number of CETLs stated that they would continue in their current form post-funding. Our impression is that none would continue with the same level of resources and activities as during the programme, but they would be recognisable as the CETL and continue with similar sets of aims and operations. Interestingly, some of these cases claimed to be financially sustainable and expected to generate income from a mixture of external research and development grants and the provide services on a commercial basis, for example working with employers or schools.
- A.51 These were, however, the exceptions and where there were plans for continuation it more often involved the following:
- transfer of CETL responsibilities to a ‘Learning and Teaching Development Unit’⁷³ or equivalent, usually involving staff transfers as well as responsibilities. In some cases, these were new units which the HEI planned to establish when the CETL ended. The impression we gained from the reports was that this did not reflect a downgrading of the importance attached to the CETL; indeed the opposite was the case and the motive was, in part, to mainstream CETL activities within the HEI’s management structures

⁷² This does not necessarily mean that the CETL will be retained in its current form (see the discussion later in this section).

⁷³ As was mentioned above, some CETLs were initially established within such units or had very close links.

- a reduction, sometimes significant, so that a more limited subset of activities would continue. Several reports, for example, stated that the equivalent of a fund for spin-out projects would continue, but resources would not be available for maintaining websites and active dissemination of results more generally.

A.52 However, there are also examples where our impression is that CETL-related activities will be seriously curtailed, although the outputs already achieved may be embedded within the institutions. In general, the inability of the HEI to continue funding was cited, but the other side of the coin is that the CETLs have not convinced senior management of their value to the HEI itself. As one report stated,

New structures are currently under consideration by the University and it is possible that some staff may find new positions within these, but funding levels (and posts) are greatly reduced. Academic staff were largely seconded (part-time) and have returned (or will be returning) to substantive roles. One core member is retiring. Research posts will not be continued. Administrative support may find other posts within University or outside. These are difficult and uncertain times in higher education and it is unrealistic to expect the University to pick up the funding for all of the CETLs' activity at a time of impending long term cuts to teaching funds.

A.53 It is worth noting that where strong external networks had been established, often involving practitioners and employers as well as academics, there was a high level of confidence that these would continue and be a valued vehicle for exchanging information and good practice.

Lessons learned

A.54 Most reports provide candid, and thoughtful, reflections on the difficulties they encountered during the programme and the lessons they have drawn from this. In many cases the difficulties identified reflect 'local' issues, for example problems which arose for partners, changes in institutional structures and so on. However, a number of more generic issues also arose and are summarised in this section. We recognise that some of these are perhaps inevitable consequences of a significant, and time-limited, funding programme.

A.55 Many of the reports drew attention to the requirements surrounding capital funding. The availability of such funding was universally welcomed, but the main issue related to the requirement to spend during the first two years of the programme. Two sorts of problems arose:

- CETL teams focused too much on planning and implementing capital spend at the start of the programme and many felt that they were unhelpfully diverted from developmental activities and engaging academic staff. Several noted that CETL staff were often inexperienced in administering capital budgets and this created further difficulties
- capital spending needed to be decided before developmental activities had been undertaken. Many would have preferred to retain some capital funds in order to respond to the emerging requirements.

- A.56 A few reports also mentioned a preference for greater flexibility between revenue and capital budgets, and specifically a wish to spend relatively more on the latter. More generally, the following is illustrative of many responses,

One of our immediate concerns in 2005 was the extremely short lead-time for spending the original capital money, especially given that we were encouraged to aim for quite ambitious building projects, and that we were also trying to set up funding schemes etc with the recurrent allocation at the same time. If HEFCE were to finance a similar initiative again, it might be worth considering a 'year 0' for capital expenditure, particularly if building work is to take place.

- A.57 A partially related issue concerns the five-year span of the projects. Some CETLs felt this was too short to achieve all that was expected. As one report noted,

Although significant cultural change has been initiated at each institution, five years has been insufficient for a complete learning cycle in such a complex and fundamental area of university activity – especially where significant, innovative building work is required. The first two years of the project were dominated by the design and build of each of the zones, the subsequent two years by challenging the existing culture and establishing optimal operational systems. This left the final year to evaluate and disseminate key findings but insufficient time to implement all of the changes suggested by the evaluation.

- A.58 It is interesting to note that some of those who questioned the time span reported as if everything had to be completed within five years; rather than seeing the CETL as an ongoing initiative. One or two of these CETLs also argued for further funding to facilitate the transition to sustainability.

- A.59 A common issue concerns recruitment and retention of CETL staff. One report cites the launch of all the CETLs at the same time as a factor creating excess demand, but the more general comments relate to:

- an underlying shortage of people with the required combination of skills and experience
- more importantly, the fixed-term nature of the CETL funding which meant that, in general, only fixed-term appointments were offered. These were less attractive initially and are thought to have exacerbated turnover during the projects. The following extract from a CETL report illustrates this point,

More broadly there are tensions in the aim of the CETL initiative to reward excellent staff and the nature of the fixed-term funding. CCMS has provided a setting that has enabled staff to develop professionally. However, there is no post-CETL progression route. Already staff have left for posts elsewhere.

- A.60 Many of the reports refer to the difficulties of engaging academic staff and found this more difficult than expected. Competing demands on staff time and, to a lesser extent, insufficient pedagogic research expertise and interests were often cited as the main factors. There is no panacea, but several stressed the importance of identifying spin-out projects of mutual interest

to academic and CETL staff, and of persistence in promoting and publicising the work of the CETL. We would also note two other points in this context:

- unsurprisingly, the importance of visibility within the HEI, links to senior management and of working with the grain of HEI strategies was cited by many
- a minority of CETLs felt that their aims, and ways of working, were not well understood within the HEI, at least initially. The reasons for this are, however, not always clear.

A.61 Finally, the most commonly cited generic issue, although not by all, was management of the CETL programme as a whole. The light touch management of individual projects by HEFCE was welcomed (and expected), but there was a quite widespread feeling that an opportunity to raise the status and profile of teaching and learning across the sector, and to disseminate results more effectively, had been missed. This is illustrated by the following quotations from the reports,

...we have not felt that we have been part of a strong national community or movement, developing a shared set of values, interests, strategies, activities and outputs for the sector as a whole. As there were exhortations but no formal requirements for CETLs to work together in this way, and no national coordination to lead and support such work, the general visibility and value of the CETL initiative is probably no greater than the sum of all its parts. Opportunities to create a community capable of celebrating achievements (not least, internationally) and influencing strategies, practices, and perhaps even policies at a national level have therefore probably not been fully realised.

As a CETL that was seeking to support partnership generation, it was notable that HEFCE or the HEA did not seek to foster a greater sense of the CETL community. In particular, the CETL networking conferences appeared to fizzle out as attendance grew weaker. As HEFCE was issuing millions of pounds of funding per CETL it seems odd that it did not feel able to insist that all CETL directors attend such events. As a result it is not clear that there was a wider movement. An outsider may suggest that there were 74 CETLs all busily doing their own thing and an opportunity was lost to collaborate to further promote the importance of learning and teaching.

From a CETL-wide perspective, it is disappointing that the recommendations in the interim HEFCE report for targeted support in generic areas, such as digital and web-based resources, were not implemented. Although the need to avoid the pitfalls of a centralised management for all the CETLs was understood, the self-organising networks have been slow to appear.

This limited inter-connectedness with other CETLs has in part been an issue of capacity, with the centre focusing on affecting change within the host institution and the wider academic and practitioner communities engaged in teaching and learning around mental health. It also reflects the diversity of CETLs and, in operational terms, their tendency to cluster around particular themes and interests – rather than coming together as a movement within and across Higher Education.

HEFCE had a very hands-off role in the monitoring and management of the CETL programme. A closer relationship facilitating dialogue around emerging issues would have been valuable. The value of the interim evaluation of the CETL programme as a whole was severely diminished by the long delays in presenting the findings. As such this evaluation had little formative value to individual CETLs. The final evaluation, while eventually coming up with a set of clear (if repetitious) questions, has reached this point through a seemingly tortuous route.

The lack of a clear strategy for relating CETLs to existing enhancement provision within HE has been problematic. HEA Subject Centres provide an obvious locus for collaboration. However, we have seen little evidence of joint working in relation to this by HEFCE and the HEA. For [our CETL] this has been exacerbated by the lack of a strong employability lead from the HEA. The contingent nature of Subject Centre funding has been a further complication.

HEFCE could have held CETL conferences on issues that were creating difficulties for the CETL community, e.g. institutional impact and influence, embedding change in the HE community, as well as continuation plans.

In terms of HEFCE, we believe more could have been made of the CETL programme, including HEFCE branding as part of individual CETL branding and more assistance with raising the institutional and public profiles of CETLs. Similarly, there could have been more support for networking of CETLs during the five-year programme. We also feel that the HEFCE interim evaluation did not add much value to our work.

An early disappointment in terms of external impact was our failure to develop the planned deep engagement with the HEA and subject centres. We had discussed with the HEA, at bid stage, the possibility of collaboration, including mutual secondments. However, a change in policy direction away from such flexible forms of engagement at the HEA, as CETLs were established, made this impossible to achieve.

Annex B: CETL Phase 1 report for Northern Ireland

The CETL programme in Northern Ireland

B.1 The Department for Employment and Learning (DEL) implemented the Excellence in Teaching and Learning initiative in Northern Ireland in 2005. This built on the HEFCE programme to establish Centres for Excellence in Teaching and Learning (CETLs) and previous investments in learning and teaching provided through the Teaching Quality Enhancement Fund (TQEF).

B.2 DEL took a deliberate decision that the initiative in Northern Ireland would not comprise a selective, competitive bidding process. It was felt that this would not be helpful in the context of a much smaller HE sector and would be unlikely to deliver the benefits sought by the Department. DEL, therefore, developed,

...an inclusive approach to the recognition and reward of excellence so that funds would be available to all higher education institutions in Northern Ireland to encourage development and to enhance the quality of teaching and learning. Any institution which wished to participate in the initiative would be required to meet appropriate benchmarks.⁷⁴

B.3 A consultation process began in February 2004 with the publication of ‘The Excellence in Teaching and Learning Fund in Northern Ireland’ document. DEL expected to allocate approximately £1.1 million recurrent funding to the Excellence in Teaching and Learning initiative in each of the five years from 2004-2005 to 2008-9. For each of the five years of the initiative, universities would be able to bid for up to £500,000 per annum while university colleges could bid for up to £50,000 per annum. All four higher education institutions (HEIs) in Northern Ireland were broadly supportive of the proposals and welcomed the inclusive and proportionate approach to the proposed allocation of funding.

Overview of CETL activity

B.4 Seven CETLs were funded in Northern Ireland: three at Queen’s University Belfast (QUB); two at the University of Ulster; and one each at St Mary’s University College and Stranmillis University College. Each CETL formally involved only one HEI although, as is discussed further below, there was interaction between the seven and some collaboration between the Northern Ireland CETLs and their English counterparts. Table B-1 lists the CETLs and indicates their main areas of interest. Total funding was £5.5m, all for recurrent expenditures.

⁷⁴ Extract from an internal briefing paper from DEL.

Table B-1 Table B-1: Northern Ireland CETLs

HEI	CETL	Aim
Queen's University Belfast	(CEIPE) Centre for Excellence in Interprofessional Education	To develop opportunities for healthcare students to learn together. Through learning together it is expected that students will understand more about the healthcare professionals they will work with in future. The main focus of is to enhance students' team work and communication skills, promote collaborative practice and ultimately to improve patient care.
	(CECPA) Centre for Excellence in Creative and Performing Arts	To develop more practice-based arts provision within the University, more links between the University and external artists and arts organisations and more links between the subject areas within the Creative and Performing Arts.
	(CEAIL) Centre for Excellence in Active and Interactive Learning	To develop new pedagogical models for curriculum design and delivery based on active and interactive approaches to learning. The centre was created in order to improve the development of generic and subject-specific skills, and enhance student employability. It incorporated two projects, which focused development within engineering and biosciences disciplines.
University of Ulster	(CEMLL) Centre for Excellence in Multimedia Language Learning	To research the use of computer-based multimedia teaching facilities and develop appropriate teaching methods. The centre's approach to multimedia language learning is to integrate use of digital technology in class to promote active engagement and to support dynamic intervention. The primary aims include to: develop teaching excellence and encourage innovation in the use of multimedia resources; integrate the use of multimedia resources with face-to-face teaching; and research and evaluate the effectiveness of teaching in a multimedia environment.
	(CIES) Centre for Institutional E-Learning Services	To promote, facilitate and reward the adoption of a 'learner centred' reflective practice approach to the development of teaching and learning, in particular with respect to the use of e-Learning technologies.
Stranmillis University College	(CEPD) Centre for Excellence in Professional Development	To develop technology enhanced learning (TEL) approaches for teachers.
St Mary's University College	Centre for Excellence in Critical Thinking and Analytical Writing	To expand upon the initial commitment of the Liberal Arts programme to the development of a programme in written communications. In particular to establish the kinds of collaborative, social, learning processes considered essential to good writing.

Source: DEL internal briefing paper

B.5 Table B-1 illustrates the diversity and range of activities encompassed by the seven projects and specifically indicates that:

- while none are focused solely on technology developments, this is a major aspect of three of the projects
- four of the CETLs had particular subject areas as a focus, but this may be slightly misleading since the two University Colleges were focused on specific groups of students because of the nature of the institutions. However, all justifiably claim that their approaches are, in principle, transferable and some, notably CECPA, did involve students from many disciplines to some degree

- even though there may have been a subject focus, links with other disciplines may have been made. CEIPE, for example, worked with staff from Law and Architecture and Planning as well as Healthcare.

Activities

- B.6 All seven CETLs adopted similar high level approaches involving dedicated staff who drew on existing staff and other resources within the HEI⁷⁵. The self-evaluation reports suggest that the CETLs started with clearly defined aims of what they wanted to achieve (and why) although objectives and specific activities evolved during the early stages of the CETLs. The aims, given the selection process, of course reflected existing strengths and enthusiasms within the HEIs. In a few cases, there were quite significant modifications to objectives as projects progressed and initial intentions were found to be infeasible.
- B.7 The specific activities undertaken obviously reflect the diversity of aims and objectives, and also difference in starting points. However, there are a number of common themes, albeit with differences in emphasis. The projects were generally led by small teams drawn from an existing department (or departments in some cases) or a unit with cross-departmental responsibilities. The self-evaluation reports suggest that considerable thought went into the planning of approaches and activities and these were based on existing experience and pedagogical theories. As is discussed further below, research was an important component of the projects, both in terms of planning activities and also in reporting on project outputs.

Engaging staff

- B.8 A key requirement for all the projects was to draw other staff into the project; both for the direct inputs required by the project, but also to disseminate and embed innovative practice within the HEI. It is fair to say that all projects recognised this as one of their major challenges and they adopted a range of, but similar, approaches. Activities in this area met the requirement of *rewarding excellent performance*.
- B.9 All provided small project funding which enabled staff to develop new approaches. These are referred to in the self-evaluation reports as ‘spin-off’ projects and the Northern Ireland CETLs funded almost 80 spin-off projects in total. However, it is worth noting that what constitutes a spin-off project seems to vary, both between and within CETLs, and it is difficult to place this aggregate figure in a meaningful context, especially as over 60 were accounted for by two CETLs. It does, however, suggest a substantial number of ‘non-CETL’ staff were significant participants in the projects.
- B.10 In addition to the spin-off projects, other staff were involved in a number of ways including:
- the award of a specific title for those participating in development work, for example, Associate Member
 - staff development sessions, although these were closely aligned with dissemination within the HEI.

⁷⁵ This is discussed further in the following sections.

- B.11 Cutting across these specific activities, most of the self-evaluation reports drew attention to the impact of the CETL award in raising the profile of teaching and learning both in the selected area and within the institution. It was seen as an external identification of excellence which brought tangible rewards in the form of funding to areas which may have had a much lower profile previously. This was, in most cases, reinforced by the overt support of senior management.

Engaging students

- B.12 All of the projects, of course, aimed to enhance the teaching and learning (T&L) experience for students. In some cases, students were also directly involved in the projects which adopted a practice-led approach to development. The ways in which this has occurred are illustrated by the following extracts from the self-evaluation reports,

an important aspect of raising students' awareness of the effectiveness of teaching has been involving them as full partners in learning. For example, students have continually provided feedback on changes in curriculum and delivery. As a result, the teams have included more peer-learning, peer-assessment and problem-based learning.

several hundreds of students have actively participated in over 30 innovative, interdisciplinary projects, developing a range of subject-specific, profession-specific and transferable learning skills.

[we have]...engaged students as both learners and evaluators of the programmes. Students have provided feedback on the interventions; and reflected on how these have increased their understanding and respect for other professional roles, and increased their team working and communication skills.

student involvement in the CETL initiative includes direct contact through workshops/tutorials. It has challenged the learning experience for these students by moving their expectations away from didactic, instructionist methods of teaching towards a more facilitative, dynamic, enquiry-based collaborative interaction between student-student (peer/group work), student-teacher and student to technology.

[our work]...demonstrated that simple explicit descriptions of teaching and learning activities could assist teachers to effectively articulate their expectations to Year 1 students.

final year students reported that the teaching in labs 'lets you be more involved and is more interesting' and provides 'different ways of interacting with lecturers.' They also recognised that activities, such as using wikis in translation exercises, 'helped [through] learning from other peoples' mistakes as well as your own.'

Collaboration

- B.13 As already mentioned, the Northern Ireland CETLs were all single institution models, but there was an expectation of collaboration with other CETLs. A Northern Ireland forum was established at the start of the programme and this appears to have been useful in sharing information initially and in helping the projects to establish themselves. However, there does

not seem to have been much in the way of additional collaboration either between the CETLs in Northern Ireland or those in England. As one report put it, *'we felt less a part of the CETL movement and more a part of existing national and international networks.'* In practice collaboration has:

- been restricted, between CETLs, to those working, wholly or part, in very similar areas and in these cases there was a fruitful sharing of experiences and ideas
- more importantly, focused on national, and in some cases international, networks concerned with the relevant specialisms. These are largely academic networks but have also included practitioners where appropriate.

Dissemination

B.14 All of the projects took dissemination within the HEI seriously. Some of the project outputs, discussed below, are themselves tools for dissemination in that they can be adopted outside the project, but the more specific activities included:

- workshops and dissemination events for staff. As with spin-off projects these are formally recorded in the self-evaluation reports and there were just over 100 internal events. However, it is again difficult to interpret this data
- identifying individuals within departments who are responsible for disseminating information to their colleagues
- presentations to staff, for example, at academic boards.

B.15 The self-evaluation reports also indicate that CETL staff and 'associates' have come to be seen as experts in various areas, not least because of the high profile of the CETL. As such, they advised and commented on various T&L initiatives and strategies which are not related directly to the CETL.

Outputs

B.16 The outputs achieved by the CETLs are extremely varied and we have not attempted to summarise them. In addition, only a few of the self-evaluation reports specify targets so it is difficult to judge how far these may have been met. However, our impression is that all have produced outputs of significance which can be grouped under five broad headings.

B.17 First, there have been tangible changes to the curriculum with the introduction of new learning programmes into existing degree structures. These include:

- new academic modules developed by the CETL
- in one case, a personal development planning (PDP) module, developed with Careers Guidance.

B.18 Second, two of the projects have developed tools which can be used in the future and in relation to other subject areas,

...this tool profiles a student's disposition and preferences across eight facets of studying and learning: Anxiety, Time Management, Selecting Main Ideas, Self Testing, Information Processing, Motivation, Concentration and Test Strategies. All the University's students can use this tool to help identify strengths and where they could develop their effectiveness as learners

...the tool was identified as an effective means of describing information literacy skills and library services to new students from the perspective of typical learning scenarios. Modelled activities were used to support library induction sessions and [to] provide the Library with a learning perspective interface to its online information skills development resources.

- B.19 Third, support materials have been produced which teaching staff can draw on in the future. In most cases, these have been systematically organised in databases and repositories.
- B.20 Fourth, the projects have piloted models which are expected to lead to more fundamental changes in T&L approaches, for example:
- *an expanded and more mature peer tutor training programme was written and deployed*
 - *models of curriculum design and delivery [were developed] consistent with active and interactive learning*
 - *an effective model for developing new degree programmes [was written], which is currently being documented to support other Schools across the University*
 - *the various interdisciplinary projects have altered the way in which students learn. Many projects are non-credit bearing, have intense contact hours.*
- B.21 Finally, as mentioned above, research has been an important strand of the projects and almost 130 peer reviewed publications were produced.

Embedding change

- B.22 We believe that there is an important distinction to make between embedding the specific outputs from the CETL programme and whether the innovation and developmental aspects of the CETL will continue in some form post-funding. The latter we term sustainability and it is discussed later.
- B.23 The self-evaluation reports are very positive so far as embedding CETL outputs is concerned. They have all identified changes to the curriculum which incorporate CETL outputs and these will almost certainly continue in at least the short- to medium-term future. In addition, most, where appropriate, have developed resources for teachers and students which will have a currency for some time. In two cases there are aspects of the CETL-developed programmes which are unlikely to continue without external funding, but these are exceptional and will not affect core programme components.
- B.24 Some of the reports acknowledge the importance of expertise within the HEI to support teachers and undertake further development where necessary. It is less clear whether this

support will be available to the same extent post-funding, but most projects expect to retain expertise within the HEI and personal interests, and research agendas, mean that expertise will still be available, and work will continue, although resources will inevitably be less than during the project.

- B.25 We are less confident that CETL-generated developments will be extended beyond the learning programmes addressed during the project, although it is difficult to tell from the information contained in the self-evaluation reports. The various awareness-raising and staff development activities may be important in this respect. In addition, some of the project outputs are a good fit with, and complement, strategic developments within the HEIs in relation to T&L and employability and in some cases claim to have influenced these strategies. However, our impression is that the significant effort which has gone into the proactive promotion of CETL innovations will not continue and this is likely to have an impact on their wider adoption.

The importance of CETL status and funding

- B.26 The self-evaluation reports do not explicitly address the question of what might have happened in the absence of funding, but there are many comments in the self-evaluation reports which are relevant to this issue. In summary, we are confident that the funding has generated substantial levels of activity which would not otherwise have occurred:

- perhaps most importantly, the funding has enabled significantly additional inputs to the projects. In all cases, there was related activity underway before funding, but the CETL funds generated a step change in activity as a result of
 - dedicated staff to plan and manage activities more effectively than would otherwise have been possible
 - funding for projects undertaken by other staff. This appears to have been especially important as, in most cases, T&L development was seen as competing for staff time with mainstream teaching and research responsibilities
- in part related to the above points, the requirements of the CETL programme led projects to think much more widely than they might otherwise have done. In particular, all devoted efforts to dissemination and embedding; whereas activities might have been more focused on specific programmes in the absence of funding. Some also used resources to develop approaches which would not have been possible without external funding, for example, bringing non-academic external expertise into the project
- funding also enabled higher risk projects to be undertaken. A number of the reports indicated that the programme's emphasis on innovation encouraged them to try new approaches
- as was mentioned above, the CETL designation raised the status and profile of T&L within the HEI. Several reports commented that, although there were real strengths

pre-CETL, these were not widely recognised and T&L development was not always perceived as legitimate activity for academics. The external recognition of excellence and the award of funding were seen as very important in this respect.

- B.27 While the CETL award, and label, was important, it is far less clear that the projects derived significant benefits from being part of a larger programme. There was some collaboration with other CETLs, both within and outside Northern Ireland, but the reports clearly indicate that the strongest networks were with cognate subjects and/or those with interest and expertise in particular pedagogical approaches. In a small number of cases the CETL award may have facilitated access to international networks, but in most cases these contacts would have been established even without the CETL programme.

Sustainability

- B.28 The self-evaluation reports have given much more emphasis to embedding project outputs as opposed to the sustainability of the CETLs themselves; that is to say whether the role of the CETL in developing innovative approaches to T&L will continue in some form or another. Insofar as we can tell from the reports, a more limited future role is envisaged in this regard. One report states,

while much has been achieved throughout the duration of the initiative, much work still needs to be done within the HE sector and beyond. The primary concern, therefore, is that practitioners are still able to access expertise and that experts have the time and resources to deliver that. We will continue from within existing core-funding to maintain the website and online Handbook of Good Practice. We will continue to conduct research and to publish. We hope to be able to support further multimedia language learning events, although funding for these will have to be obtained from elsewhere.

- B.29 Three other CETLs are also considering sustainability in a more limited sense, as illustrated by the following extract,

The Group has characterised sustainable activities as: Activities that will be embedded within curricula before the end of the funding period; Outputs that will become learning resources for future use; Work that will be continued by permanent members of staff associated with the CETL.

- B.30 It is clear from the reports that continuing work by permanent staff members will be restricted to the area covered by the CETL.

- B.31 The other three CETLs have similar intentions. In one case, however, the CETL appears to be extending its influence and reach beyond the focus of the project. This was a CETL with a technology focus and the report states that,

A key element of the restructuring [...] within the Teaching and Learning portfolio was the formation of a dedicated Technology Facilitated Learning (TFL) group [...]. The role and profile of this group was informed by the experiences and activities of the CETL. To support the creation of this Unit, the University established four additional permanent posts. [...] a number of these posts were filled by staff who had worked on the CETL.

...the Teaching and Learning Committee established a working group to examine how the University could best respond to the challenges of emerging technologies and whether technology could be used as an effective educational change agent. The CETL provided key input into the working group through the provision of user perceptions of technology and the potential for institutional data to inform discussion around how emerging technologies can best support the teaching and learning objectives of the University. The key finding of this working group was the proposal for an Emerging Technologies Sub Committee of the Teaching and Learning Committee. This Sub Committee was established in 2009 and has a remit to advise and make recommendations to the Teaching and Learning Committee on matters relating to the educational potential of technologies and their pedagogic value.

Annex C: Evaluation framework

Evaluation methodology

- C.1 The evaluation needed to be completed in a short timescale of just over three months. This limited the amount of primary research the team was able to carry out and our main sources of evidence have been the self-evaluation reports written by CETLs themselves.
- C.2 The work programme comprised two main phases of activity, as specified in the ITT:
- Phase 1: analysis and synthesis of the CETLs' own self-evaluation reports, culminating in two stand-alone reports (one covering England and one covering Northern Ireland), available as Annexes B and C
 - Phase 2: some additional primary research, including:
 - two e-surveys (one of Pro-Vice-Chancellors (PVCs), or equivalent, and one of teaching and learning practitioners) to explore issues relating to the impact and sustainability of the CETL programme at sector, institutional and individual levels
 - eight thematic case studies, drawing on evidence from the self-evaluation reports, other literature and some further selective consultations with key individuals and organisations, where appropriate. The themes selected for the case studies are provided in Figure C-1 and the case studies themselves are attached as Annex E.

Figure C-1 : CETL case study themes

- Collaboration and networking between CETLs
- The place of educational research within the CETL programme
- The role of technology-enhanced learning within the CETL programme
- Sustainability of innovation post-CETL funding
- The role of CETLs in staff development and longer-term capacity-building
- CETLs' engagement with employers and other non-HEI partners
- Evidence of wider changes in the culture and behaviour of CETL HEIs
- The impact of the CETL programme on non-participating HEIs.

Source: SQW

- C.3 While the findings of the e-surveys are not statistically representative, in the case of the practitioner survey, in particular, they do provide some additional insights relating to the impact of the programme. We received 114 responses to the practitioner e-survey, almost evenly split between those employed by CETLs and other staff. The findings from this survey are included at relevant points throughout the main report and an analysis of the responses is attached as Annex E.

- C.4 The PVC survey generated a much smaller number of responses (32 in total), but only 15 of these provided answers to substantive questions within the survey. As a result, we are only using some of the qualitative comments to underpin our analysis and conclusions. As with the practitioner survey, an analysis of responses is attached as Annex E.
- C.5 In addition to the two main phases of work identified above, some semi-structured consultations were undertaken with representatives of the funding bodies and other key organisations and individuals including the HE Academy and members of HEFCE’s Teaching Quality and Student Experience (TQSE) Committee. A presentation and discussion of emerging findings also took place at a TQSE Committee meeting in March 2011.
- C.6 The evaluation framework is set out in Table C-1.

Table C-1 : Key evaluation themes and related questions

Evaluation objectives	Questions/issues to be explored	Sources of evidence
To assess the cross-institutional impact of individual CETLs	<ul style="list-style-type: none"> • To what extent have CETLs enthused staff and students and improved teaching and learning practice in their own institutions and any partners? • How have CETL institutions' wider strategies and practices been influenced (some possible areas are suggested below) <ul style="list-style-type: none"> ➢ financial or promotional incentives for staff to reward excellence in teaching and learning ➢ more time and opportunity to teach and reflect on learning ➢ provision for staff visits ➢ better facilities for teaching ➢ increased opportunities for improved staff-student interaction ➢ opportunities to engage in pedagogical research & scholarship ➢ etc.? • Have CETLs: <ul style="list-style-type: none"> ➢ taken risks ➢ pioneered innovative learning approaches ➢ significantly extended the use of new technology? • Where an institution is a host to, or partner in, more than one CETL, have these centres worked together to benefit the institution as a whole? And if so, how? 	<ul style="list-style-type: none"> • Self-evaluation reports • Case studies • Web-based surveys
To assess the impact across subject areas of the CETLs	<ul style="list-style-type: none"> • Has enhanced teaching and learning practice within particular disciplines been adopted as a result of CETL activities – both in CETL and non-CETL HEIs? • How have subject-focused CETLs worked with HE subject centres and other professional subject bodies/networks? • To what extent are approaches developed within one subject area transferable to other disciplines? What evidence is there of cross-disciplinary working across CETLs? • Is there more evidence of cross-sector working and impact in some subject areas rather than others? 	<ul style="list-style-type: none"> • Self-evaluation reports • Web-based surveys • Case studies

Evaluation objectives	Questions/issues to be explored	Sources of evidence
To assess the impact on the HE sector as a whole	<ul style="list-style-type: none"> • What has been the level of collaboration between and across CETLs? • Has good practice in teaching and learning been shared between CETLs and non-CETL HEIs? • How have CETLs worked with the HE Academy (and other organisations/networks) to develop and disseminate activities and good practice more widely? • Which dissemination approaches have been most successful and why? • Are students benefitting from more effective teaching and learning approaches? How aware are they of CETL impacts? • How have CETLs contributed to improvements in student retention, achievement and employability? 	<ul style="list-style-type: none"> • Self-evaluation reports • Web-based surveys • Case studies • Consultation with NUS
To identify lessons learned from the initiative	<ul style="list-style-type: none"> • What have been the critical success factors for CETLs? • What have been the obstacles to achievement of objectives, and how have these been tackled? • What have been the relative strengths and weaknesses of <ul style="list-style-type: none"> ➢ collaborative CETLs cf single-institution CETLs ➢ subject-focused cf broader pedagogical approaches? • What would funders, HEIs and CETLs themselves do differently if they were starting again? • What would have happened anyway without the CETL programme? • What were the opportunity costs associated with the CETL programme? • How well do the relative priorities of individual CETL objectives and the overall objectives for the programme fit together? • Is a competitive bidding process the most effective way to recognise and disseminate excellence? • What are the key lessons for any future funding initiatives in relation to: <ul style="list-style-type: none"> ➢ programme vs individual projects ➢ scale and length of programme ➢ mix and balance between capital and revenue funding? ➢ lead times from announcing programme to selecting bids to project start up 	<ul style="list-style-type: none"> • Self-evaluation reports • Web-based surveys • Case studies • Consultations with key organisations and individuals

Evaluation objectives	Questions/issues to be explored	Sources of evidence
To assess issues of sustainability	<ul style="list-style-type: none"> • What improvements in learning and teaching have been embedded in institutions as a result of the CETL programme, e.g. <ul style="list-style-type: none"> ➤ Are any formal processes in place for reviewing CETL impacts and incorporating results into institutional planning? ➤ Are developments reflected in strategic plans and ongoing processes/activities? ➤ Is a higher profile for teaching and learning evident? If so, how is this demonstrated? • What has happened/will happen when HEFCE funding ends? <ul style="list-style-type: none"> ➤ Are host and partner HEIs willing to provide additional resources to support further learning and teaching developments ➤ Are resources available for staff development to embed new approaches ➤ Is there continuing collaboration with partners and other non-CETL HEIs? • What do consultees see as the legacy of the programme? 	<ul style="list-style-type: none"> • Self-evaluation reports • Web-based surveys • Case studies • Consultations with key organisations and individuals

Source: SQW

Annex D: E-survey analyses

E-survey of teaching and learning practitioners

Section A: Respondents and their institutions

Question A1: Please say which of the following best describes your role in your institution?

Table D-1 : Question A1

Response	%		
	All respondents	CETL employees	Non-CETL employees
Member of academic teaching staff	61	60	64
Member of educational development staff	16	17	15
Other	23	24	22
Number of responses (N)	114	59	55

Source: SQW e-survey of practitioners. Due to rounding, figures may not add to 100.

- D.2 Other specified roles included CETL directors (current and former), educational technologists, placement and practice managers and researchers.

Question A2: Which of the following describes your involvement in a CETL?

Table D-2 : Question A2

Response	%		
	All respondents	CETL employees	Non-CETL employees
I am (or have been) employed within a CETL (if yes, please specify CETL)	52	100	-
I have received financial support from a CETL (if yes, please specify CETL)	20	-	42
I work in an institution that hosts a CETL, but have not been employed within the CETL itself	19	-	40
I work in an institution that is a partner in, but not host of, a CETL	4	-	7
I have not had any direct involvement in a CETL, but I have some views on the initiative	5	-	11
N	114	59	55

Source: SQW e-survey of practitioners. Due to rounding, figures may not add to 100

Question A3: If you are or have been employed by or directly by a CETL, which of the following describes its remit?

Table D-3 : Question A3

Response	%		
	All respondents	CETL employees	Non-CETL employees
A subject-specific CETL	40	49	31
A CETL with a pedagogic focus that is not subject-specific	36	38	35
Other (please describe)...	6	10	2
Not applicable	10	2	18
No response	8	2	15
N	114	59	55

Source: SQW e-survey of practitioners. Due to rounding, figures may not add to 100

Question A4: If you are (or have been) employed by or directly involved in a CETL, which of the following describes its structure?

Table D-4 : Question A4

Response	%		
	All respondents	CETL employees	Non-CETL employees
A single-institution CETL (non-collaborative)	53	68	36
A collaborative CETL (with partner institutions)	26	26	27
Other (please describe)...	3	3	2
Not applicable	12	3	22
No response	6	-	13
N	114	59	55

Source: SQW e-survey of practitioners. Due to rounding, figures may not add to 100.

Section B: Impact of the CETL programme on respondents

Question B1: As a result of the CETL programme, my overall teaching and learning practice has improved

Response	%		
	All respondents	CETL employees	Non-CETL employees
Strongly agree	46	60	33
Agree	33	31	36
Neither agree nor disagree	7	7	7
Disagree	1	-	2
Strongly disagree	-	-	-
Don't know	1	-	2
No response	11	3	20
N	114	59	55

Source: SQW e-survey of practitioners. Due to rounding, figures may not add to 100.

- D.3 Additional comments were varied, but nearly all highlighted examples of how they, as individuals, had benefited from the CETL programme. Examples included: opportunities to develop new teaching interventions and resources; benefiting from cross-institutional expertise; development of whole curriculum approaches; being given time to explore new developments in teaching and learning; opportunities to develop and share good practice; gaining expertise in new methods including blended learning, online and e-Learning; time for reflection and evaluation of practice; integrating research evidence into teaching and learning; becoming more focused on students' needs.

Question B2: As a result of the CETL programme, my excellence in teaching and learning has been recognised via promotion or some other form of recognition and reward

Table D-6 : Question B2

Response	%		
	All respondents	CETL employees	Non-CETL employees
Strongly agree	24	34	13
Agree	22	29	15
Neither agree nor disagree	14	14	15
Disagree	15	9	22
Strongly disagree	10	9	11
Don't know	2	2	2
No response	14	5	24
N	114	59	55

Source: SQW e-survey of practitioners. Due to rounding, figures may not add to 100.

- D.4 Some, but not all, respondents provided further details of how their involvement in a CETL had led to further recognition and reward. Examples included: the creation of new roles; award of teaching fellowships; being seen as an institutional champion; and promotion to enhanced roles. Others commented that their involvement had not led to any specific reward or recognition within their institution.

Question B3: As a result of the CETL programme, I have had more time and opportunity to reflect on my teaching

Table D-7 : Question B3

Response	%		
	All respondents	CETL employees	Non-CETL employees
Strongly agree	24	39	7
Agree	28	31	26
Neither agree nor disagree	17	12	22
Disagree	9	3	15
Strongly disagree	7	7	7
Don't know	1	-	2
No response	15	9	22
N	114	59	55

Source: SQW e-survey of practitioners. Due to rounding, figures may not add to 100.

- D.5 Most respondents highlighted the fact that the CETL had provided impetus and opportunities for them to reflect on their teaching and learning, but this had often occurred in their own personal time. Some commented on the time-consuming nature of being employed by a

CETL and the fact that they were expected to continue with previous roles as well as take on new CETL responsibilities.

Question B4: As a result of the CETL programme, I have developed innovative approaches to teaching and learning

Table D-8 : Question B4			
Response	%		
	All respondents	CETL employees	Non-CETL employees
Strongly agree	46	58	33
Agree	33	32	35
Neither agree nor disagree	6	3	9
Disagree	1	-	2
Strongly disagree	-	-	-
Don't know	1	-	2
No response	13	7	20
N	114	59	55

Source: SQW e-survey of practitioners. Due to rounding, figures may not add to 100.

- D.6 Respondents provided examples of how they had been able to develop their use of technology, specialist resources and a wider range of media to enhance their teaching. Some highlighted the importance of being able to pilot new approaches, take risks and learn from others as key benefits.

Question B5: As a result of the CETL programme, I have had opportunities to engage in pedagogical research and scholarship

Table D-9 : Question B5			
Response	%		
	All respondents	CETL employees	Non-CETL employees
Strongly agree	39	54	22
Agree	32	27	38
Neither agree nor disagree	12	7	18
Disagree	3	3	2
Strongly disagree	-	-	-
Don't know	2	2	2
No response	12	7	18
N	114	59	55

Source: SQW e-survey of practitioners. Due to rounding, figures may not add to 100.

- D.7 Respondents provided many specific examples of their own research involvement and outputs, including: books, articles and book chapters; conference presentations; films;

involvement in action research and communities of practice; peer reviewing; and supervision of PhD students. Some highlighted the fact that they would not have had these opportunities without the CETL programme.

Section C: Impact of the CETL programme on respondents' institutions

Question C1: The CETL programme has contributed to improved teaching and learning practice in my institution

Table D-10 : Question C1

Response	%		
	All respondents	CETL employees	Non-CETL employees
Strongly agree	47	56	39
Agree	35	36	35
Neither agree nor disagree	8	3	13
Disagree	3	2	4
Strongly disagree	2	-	4
Don't know	4	3	4
No response	2	-	4
N	114	59	55

Source: SQW e-survey of practitioners. Due to rounding, figures may not add to 100.

- D.8 Many respondents commented that the CETL had accelerated a process of change within their institution. In some cases, CETLs had seen their work recognised and embedded within learning and teaching strategies. New types of programmes, modules, tools and resources had been developed for the benefit of the HEI. Some also commented on their CETL's role in improving the student experience.

Question C2: The CETL programme has encouraged my institution to recognise and reward staff for excellence in teaching and learning

Table D-11 : Question C2			
Response	%		
	All respondents	CETL employees	Non-CETL employees
Strongly agree	22	25	18
Agree	34	39	29
Neither agree nor disagree	23	20	26
Disagree	8	2	15
Strongly disagree	8	9	7
Don't know	4	5	4
No response	1	-	2
N	114	59	55

Source: SQW e-survey of practitioners. Due to rounding, figures may not add to 100.

- D.9 Additional comments on this question were more ambivalent. Many felt that the status attached to research was still the primary driver for reward and recognition within their institution and, in some cases, felt that teaching and learning was given less focus now than a few years before. A few respondents highlighted a more positive shift within their institution towards greater recognition and reward for teaching and learning excellence, but also commented that, while the CETL may have contributed to this, other factors and policy developments had also been influential.

Question C3: The CETL programme has resulted in more time and opportunity to reflect on teaching in my institution

Table D-12 : Question C3			
Response	%		
	All respondents	CETL employees	Non-CETL employees
Strongly agree	18	25	9
Agree	44	44	44
Neither agree nor disagree	20	15	26
Disagree	11	10	11
Strongly disagree	4	3	4
Don't know	3	2	4
No response	2	-	4
N	114	59	55

Source: SQW e-survey of practitioners. Due to rounding, figures may not add to 100.

- D.10 Again, additional comments on this question were varied. While many felt that the CETL funding had provided opportunities for this, finding the time to engage was a constraining

factor. Some commented that there was less time for reflection now that the CETL funding had ended.

Question C4: The CETL programme has contributed to the adoption of innovative approaches to teaching and learning in my institution

Table D-13 : Question C4			
Response	%		
	All respondents	CETL employees	Non-CETL employees
Strongly agree	47	59	35
Agree	33	27	40
Neither agree nor disagree	11	10	13
Disagree	2	2	2
Strongly disagree	2	-	4
Don't know	4	2	6
No response	1	-	2
N	114	59	55

Source: SQW e-survey of practitioners. Due to rounding, figures may not add to 100.

- D.11 Additional comments were very mixed on this question. While many highlighted the role of CETLs in disseminating their resources and findings more widely across institutions and having an impact on teaching and learning approaches and strategies, others were more negative and felt that their impact had been limited to specific departments or schools.

Question C5: The CETL programme has resulted in more opportunities to engage in pedagogical research and scholarship at my institution

Table D-14 : Question C5:			
Response	%		
	All respondents	CETL employees	Non-CETL employees
Strongly agree	28	37	18
Agree	46	44	50
Neither agree nor disagree	12	10	15
Disagree	4	-	9
Strongly disagree	1	-	2
Don't know	7	9	6
No response	1	-	2
N	114	59	55

Source: SQW e-survey of practitioners. Due to rounding, figures may not add to 100.

- D.12 Many responses highlighted the positive impacts for their institutions of seeing more, and different, staff engaged in pedagogical research. The high numbers and quality of outputs

were also mentioned. Many felt that future opportunities for this type of activity would be more constrained now that funding has ended and that growth was unlikely to continue at the same accelerated level.

Question C6: If you are a non-CETL respondent please provide details of any individual CETLs whose work has influenced your practice and/or with which you have had some involvement (e.g. attended a dissemination event, visited a CETL, made use of CETL materials or tool-kits). (Please skip this question if you are a respondent from a CETL institution)

- D.13 Respondents highlighted attendance at conferences/events, use of DVDs, and the ability to access support via networks and communities of practice. Specific CETLs mentioned were: ALiC; SOLSTICE; ALPS; HELP; C4C; CEIMH; Blended Learning; LearnHigher; RLO-CETL; engCETL; sigma; CILASS, SCEPTRE and AfL.

Question C7: If your institution is involved in more than one CETL, as host and/or partner, please say to what extent you agree with the following statement. (For respondents from institutions who do not have more than one CETL, please skip this question). The CETLs in which we are involved have worked well together to benefit our institution as a whole

Table D-15 : Question C7

Response	%		
	All respondents	CETL employees	Non-CETL employees
Strongly agree	16	15	16
Agree	22	19	26
Neither agree nor disagree	6	3	9
Disagree	3	3	2
Strongly disagree	-	-	-
Don't know	4	5	4
No response	49	54	44
N	114	59	55

Source: SQW e-survey of practitioners. Due to rounding, figures may not add to 100.

- D.14 Additional comments reflected a mix of experience. Some highlighted that their CETLs had found effective ways to work together, including, for example, a pan-CETL board or regular meetings of the CETL directors. Where the agenda of CETLs was very different, there were less opportunities to work together, but centres still often met together regularly to share insights and progress.

Section D: Impact of CETLs across subject areas

Question D1: Whether or not you are or have been involved in a CETL, are you aware of any developments within specific subject areas that have arisen from the CETL programme?

Table D-16 : Question D1

Response	%		
	All respondents	CETL employees	Non-CETL employees
Yes	67	76	56
No	14	5	24
Don't Know	16	15	16
No response	4	3	4
N	114	59	55

Source: SQW e-survey of practitioners. Due to rounding, figures may not add to 100.

- D.15 Additional comments highlighted the following subject areas: Health and Medicine; Dance; Sport Development; Outdoor Education; Mathematics; Engineering; Media Education; and Design. Other respondents commented on the role of cross-disciplinary themes and approaches to learning including: blended learning; use of simulation; curriculum development; innovative approaches to assessment; enterprise learning; and inter-professional learning.

Question D2: In your experience, has there been effective working between subject-focused CETLs and other cognate subject associations (including HE Academy Subject Centres and relevant professional bodies)?

- D.16 Responses suggest that involvement has been good in some cases, but patchy overall. Some highlighted particular examples in Engineering, Mathematics, Health, Geology and Biology. Others would have welcomed greater involvement of the HE Academy and the Subject Centres across the programme as a whole.

Question D3: Can you provide any examples where teaching and learning approaches developed by CETLs within a particular subject area have been transferred to other disciplines?

- D.17 Respondents provided a wide range of examples, many of which related to approaches to learning and teaching which could be used across different subject areas (such as clinical simulation, enterprise, assessment for learning etc.) Others included specific details of where approaches developed in one discipline had been adopted by another (e.g. work developed in Engineering being adopted by Psychology; work on immersive vision theatre for fieldwork teaching in remote areas being adopted within Arts and Design/Performing Arts; a personal development planning (PDP) model used in Sports Development being taken up in Business and Law, Journalism and the Built Environment).

Section E: Wider impact of the CETL programme on the HE sector

Question E1: Good practice and innovation in teaching and learning have been shared between CETLs and non-CETL institutions

Table D-17 : Question E1

Response	%		
	All respondents	CETL employees	Non-CETL employees
Strongly agree	14	15	13
Agree	42	46	38
Neither agree nor disagree	22	29	15
Disagree	7	5	9
Strongly disagree	1	-	2
Don't know	14	5	24
No response	-	-	-
N	114	59	55

Source: SQW e-survey of practitioners. Due to rounding, figures may not add to 100.

- D.18 Additional comments generally provided examples of dissemination conferences and other events, sometime involving other partners such as professional or subject bodies. Some respondents had also been directly invited to and had presented their findings to other HEIs. There was some suggestion that CETLs with already-established networks found this easier than others. Some also questioned the extent to which the CETL programme had had much impact in this regard; as one person commented, ‘rewarding excellence internally did not generally encourage sector-wide improvements’. Another felt it was hard to judge the impact of this activity without harder evidence of wider adoption of CETL approaches.

Question E2: CETLs have contributed to improvements in student retention, achievement and employability

Table D-18 : Question 33			
Response	%		
	All respondents	CETL employees	Non-CETL employees
Strongly agree	15	25	4
Agree	41	51	31
Neither agree nor disagree	23	12	35
Disagree	2	3	-
Strongly disagree	1	-	2
Don't know	18	9	29
No response	-	-	-
N	114	59	55

Source: SQW e-survey of practitioners. Due to rounding, figures may not add to 100.

- D.19 The majority of additional comments provided anecdotal evidence of positive impacts on students and their learning, but many also recognised that this was difficult to quantify. Some commented that their own data suggested that student achievement had improved, but they had no evidence relating to retention (which was not seen as a problem anyway by some respondents) and employability. One institution had conducted a longitudinal survey of students who had benefited from CETL developments which suggested that the students' own perceptions of their employability had improved and were higher than the institutional average.

Question E3: There has been effective working between CETLs, the Higher Education Academy and other organisations and networks to develop and disseminate CETL activities and good practice more widely across the sector

Table D-19 : Question E3			
Response	%		
	All respondents	CETL employees	Non-CETL employees
Strongly agree	12	19	6
Agree	37	37	36
Neither agree nor disagree	27	29	26
Disagree	12	10	15
Strongly disagree	1	-	2
Don't know	11	5	16
No response	-	-	-
N	114	59	55

Source: SQW e-survey of practitioners. Due to rounding, figures may not add to 100.

- D.20 Responses to this question were mixed. Some provided examples of particularly good working between individual CETLs and Subject Centres. Others were more critical of the role of the HE Academy and felt that more could have been done to coordinate the programme and provide support with wider dissemination opportunities, particularly towards the end of the funding period.

Question E4: The level of collaboration between and across CETLs has been good

Table D-20 : Question E4

Response	%		
	All respondents	CETL employees	Non-CETL employees
Strongly agree	6	9	4
Agree	31	42	18
Neither agree nor disagree	32	31	33
Disagree	10	10	9
Strongly disagree	2	2	2
Don't know	18	3	33
No response	3	3	2
N	114	59	55

Source: SQW e-survey of practitioners. Due to rounding, figures may not add to 100.

- D.21 This was another question which generated a mix set of responses, perhaps reflecting the mixed picture across CETLs. While many gave examples of events and sharing of experience, these tended to be between CETLs working in cognate areas. Some respondents reflected that they had been more focused on making an internal impact within their institution. Finding time to collaborate more generally was also highlighted as a challenge by some.

Section F: Legacy of the CETL programme

What do you regard as the overall legacy of the CETL programme?

Question F1: For you individually?

- D.22 Respondents were generally highly positive about the legacy of the programme for them as individuals. It had enabled them to develop their professional understanding, skills and expertise further and had also provided considerable personal satisfaction. Some also commented that their involvement had enhanced their leadership and management skills and had increased their awareness of good and innovative practices (and the challenges these may present). Appreciating the value of subject-based pedagogic research was also mentioned by several. A few wished that they had had more time to develop themselves and hence to contribute more to the programme.

Question F2: For your institution?

- D.23 Many comments highlighted the role of CETL funding in accelerating change and the adoption of more effective approaches to teaching and learning within their HEI. Many felt that the programme had encouraged their institutions to recognise the value of teaching and learning, not least through the provision of capital funding for the English programme. State-of-the-art buildings and resources were also highlighted as a key part of the institutional legacy. Some respondents also commented on the development of a core team of experts who were able to continue to champion teaching and learning across the institution. Some responses were more ambivalent and negative and felt that the expertise generated within the CETL had not necessarily been appreciated at senior management levels or integrated across the institution.

Question F3: For the HE sector as a whole?

- D.24 Responses highlighted a diverse range of materials and resources developed by individual CETLs which were available to other HEIs. However, many recognised the potentially divisive nature of the programme and the challenges of wider adoption (including the need for sufficient time and resources). Many individuals had benefited from the programme, but there was a feeling that perhaps more could have been done to bring those individuals and other key developments from individual CETLs together in a more coordinated way for the wider benefit of the HE sector. Several respondents saw this aspect of the programme as a particularly challenging issue and others felt unable to respond. A few respondents were highly critical of the programme and felt that it was ill-conceived and a waste of resource.

E-survey of Pro-Vice-Chancellors (or equivalent)

Section A: Respondents and their institutions

Question A1: Please indicate which of the following best describes your role (tick one):

Table D-21 : Question A1

Response	%
Neither of the above (please provide your full job title)	13
PVC responsible for another area (please say which)	7
PVC responsible for Teaching and Learning, or similar	73
No response	7
N	15
Other specified responses (3):	
• <i>Deputy Vice-Chancellor responsible for all aspects of academic activity</i>	
• <i>Principal/CEO</i>	
• <i>Personnel</i>	

Source: SQW e-survey of PVC or equivalents. Due to rounding, figures may not add to 100.

Question A2: Please indicate which of the following describes your institution:

Table D-22 : Question A2

Response	%
Our institution hosts more than one CETL	13
Our institution hosts one CETL	47
Our institution is a (non-hosting) partner in one CETL	13
Our institution neither hosts nor is a partner in a CETL	27
N	15

Source: SQW e-survey of PVC or equivalents. Due to rounding, figures may not add to 100.

Section B: Institutional impact of CETLs

Please say to what extent you agree with the following statements and provide additional comments, where relevant, in the boxes provided ...

As a result of the CETL programme ...

Question B1: ... we have improved teaching and learning in practice in our institution

Table D-23 : Question B1

Response	%
Strongly agree	40
Agree	27
Neither agree nor disagree	-
Disagree	7
Strongly disagree	-
Don't know	-
No response	-
N	15

Other further comments/examples (6):

- *A heightened focus on employability and what this means for our students, as well as increased innovative teacher training opportunities and business and entrepreneurial skills embedded in the curriculum*
- *Funding enabled us encourage grass roots innovation*
- *Major innovations in: – performance-based learning – undergraduate research – open space learning – student engagement . Also developments in: – inter-disciplinarity – academic literacy and feedback – internationalisation*
- *Other institutions involved learnt from us rather more than we learnt from them. During the CETL period, we then introduced our own initiatives – it was this that led to substantial change/improvement. – e.g. our teaching task force led to asking PGCertHE compulsory for new FT faculty, where previously it was mainly taken by PhD students (which was the focus of the CETL)*
- *The CETL has introduced educational development for research students and staff, and uptake is very impressive with a steady flow of people taking HEA accreditation at Associate Fellow level*
- *The CETL was pioneering in developing modes to improve T and L and this has informed and inflected practice generally, though the speed of dissemination is less rapid than might be hoped*

Source: SQW e-survey of PVC or equivalents. Due to rounding, figures may not add to 100.

Question B2: ... we have introduced (or improved) processes for recognising and rewarding staff excellence in teaching and learning

Table D-24 : Question B2

Response	%
Strongly agree	7
Agree	47
Neither agree nor disagree	13
Disagree	7
Strongly disagree	-
Don't know	-
No response	27
N	15
Other further comments/examples (7):	
<ul style="list-style-type: none"> • <i>As above. Again our teaching task force led to small additions to rewards for teaching – as we already had others in place</i> • <i>Established teaching awards scheme, professorial title awards for learning and teaching, increased support for conference attendance, increased accreditation routes funding by the institution</i> • <i>Introduced a route through to professor for learning and teaching</i> • <i>The procedures were good before in terms of recognising and rewarding staff in T and L</i> • <i>Warwick Award for Teaching Excellence</i> • <i>We had a teaching award scheme in place before the CETL, but the culture has been changed so that more recognition is now given to the early career researchers on whom the CETL focused</i> • <i>We have improved processes for recognising and rewarding staff excellence but this was nothing to do with the CETL.</i> 	

Source: SQW e-survey of PVC or equivalents. Due to rounding, figures may not add to 100.

Question B3: ... staff in our institution now have more time and opportunity to reflect on their teaching

Table D-25 : Question B3

Response	%
Strongly agree	7
Agree	40
Neither agree nor disagree	7
Disagree	7
Strongly disagree	7
Don't know	-
No response	33
N	15

Other further comments/examples (6):

- *annual learning and teaching day showcases reflective work*
- *As above – the teaching task force (not CETL) provided funding for annual departmental development activities*
- *I am not aware any CETL was about this and with the financial constraints hitting the sector this is not likely to be the case in the future*
- *More encouragement to do so, but not necessarily more time!*
- *Teaching & Learning showcase events Warwick Innovative Teaching database*
- *They have more opportunity: the CETL cannot create time and our staff already choose to work long hours.*

Source: SQW e-survey of PVC or equivalents. Due to rounding, figures may not add to 100.

Question B4: ... we have better facilities for teaching at our university

Table D-26 : Question B4

Response	%
Strongly agree	20
Agree	33
Neither agree nor disagree	7
Disagree	
Strongly disagree	7
Don't know	
No response	33
N	15
Other further comments/examples (5):	
<ul style="list-style-type: none"> • <i>Did not have any share in the capital investment funding</i> • <i>Our CETL was aimed at developing staff, not facilities. However, the CETL brought some capital expenditure on teaching training space</i> • <i>Reinvention Centre at Westwood CAPITAL Studios Teaching Grid Arts Centre Creative Space</i> • <i>The CETL has transformed our infrastructure</i> • <i>We have excellent facilities which have been turned into a specialist centre for developing T and L, bringing together for the first time under one roof and one management structure all elements of training and development in the field.</i> 	

Source: SQW e-survey of PVC or equivalents. Due to rounding, figures may not add to 100.

Question B5: ... we have increased opportunities for better staff-student interaction at our institution

Table D-27 : Question B5

Response	%
Strongly agree	13
Agree	33
Neither agree nor disagree	13
Disagree	7
Strongly disagree	-
Don't know	-
No response	33
N	15
Other further comments/examples (5):	
<ul style="list-style-type: none"> • <i>As above</i> • <i>But not in response to the CETL alone</i> • <i>Innovative approaches to student engagement</i> • <i>Our model involves extensive 1:1 and small group teaching modes, so was already extensive</i> • <i>The CETL has worked to foster student-centred teaching and learning.</i> 	

Source: SQW e-survey of PVC or equivalents. Due to rounding, figures may not add to 100.

Question B6: ... we have developed innovative approaches to teaching and learning at our institution

Table D-28 : Question B6

Response	%
Strongly agree	40
Agree	13
Neither agree nor disagree	7
Disagree	7
Strongly disagree	-
Don't know	-
No response	33
N	15
Other further comments/examples (6):	
<ul style="list-style-type: none"> • <i>As above.</i> • <i>Cross institutional module open for all first year students</i> • <i>More enquiry-based and independent project-led models introduced. Increased placement activity across a wide range of areas</i> • <i>Research-based learning. Performance-based learning. Open Space Learning</i> • <i>The CETL here was focused on developing academic practice in early career researchers, not on developing new approaches to teaching</i> • <i>The designing inquiry-based learning methodology developed by the CETL has been widely promulgated across the university with positive outcomes.</i> 	

Source: SQW e-survey of PVC or equivalents. Due to rounding, figures may not add to 100.

Question B7: ... staff at our institution have more opportunities to engage in pedagogical research and scholarship

Table D-29 : Question B7

Response	%
Strongly agree	20
Agree	20
Neither agree nor disagree	20
Disagree	7
Strongly disagree	-
Don't know	-
No response	33
N	15

Other further comments/examples (4):

- *Again this was not particularly an outcome expected of the CETL*
- *Examples of CETL projects being developed into research projects and publications*
- *The CETL introduced staff to pedagogical research and scholarship, and some have been interested to undertake some research. However, this is but one aspect of the academic practice at which the CETL was aimed*
- *The CETL marked the start of our work in this area, which is now implicit in recruitment strategies and the new Research and Enterprise Strategy.*

Source: SQW e-survey of PVC or equivalents. Due to rounding, figures may not add to 100.

Question B8: If your institution is involved in more than one CETL, as host and/or partner, please say to what extent these CETLs have worked well together to benefit your institution as a whole

Table D-30 : Question B8

Response	%
Strongly agree	13
Agree	7
Neither agree nor disagree	-
Disagree	-
Strongly disagree	-
Not relevant (we are not involved in more than one CETL)	40
Don't know	-
No response	40
N	15

Other further comments/examples (1):

- *the CAPITAL and Reinvention Centres successfully merged to form the Institute for Advanced Teaching & Learning sharing 'Student as Producer' and 'Open Space Learning' concepts.*

Source: SQW e-survey of PVC or equivalents. Due to rounding, figures may not add to 100.

Section C: Impact of CETLs across subject areas

Question C1: Whether or not you are directly involved in a CETL, are you aware of any developments within specific subject areas that have arisen from the CETL programme?

Table D-31 : Question C1

Response	%
Yes	47
No	40
Don't know	7
No response	7
N	15

If yes, please provide further information/examples (5):

- *Better teaching space, dedicated facilities, dedicated student resource space*
- *Clinical skills development in veterinary education. A broader range of assessment methods in veterinary education. The beginnings of inter-professional education. Attention to discipline-based pedagogical research*
- *Cross curricular activity in my own institution. Cross sector activity in feedback and assessment*
- *Our CETL developed a new approach to QTS within the UG curriculum which has been taken up by other HEIs outside our (single) discipline*
- *The CETL promoted training relevant to academic practice in ways tailored to meet the four divisions of the University. There have been distinct developments in humanities and social sciences as compared with the physical and biological sciences. The work was not, however, aimed at developing the teaching of specific subjects.*

Source: SQW e-survey of PVC or equivalents. Due to rounding, figures may not add to 100.

Section D: Wider impact of the CETL programme on the HE sector

Please say to what extent you agree with the following statements and provide additional comments, where relevant, in the boxes provided ...

Question D1: Good practice and innovation in teaching and learning have been shared between CETLs and non-CETL institutions

Table D-32 : Question D1

Response	%
Strongly agree	13
Agree	60
Neither agree nor disagree	-
Disagree	-
Strongly disagree	13
Don't know	-
No response	13
N	15

Other further comments/examples (5):

- *HEFCE Funded 'Graduate Pledge' project linking Warwick and Kings College London*
- *Hosted conferences and provides material s and publication*
- *I am aware of sharing through the subject networks*
- *Our CETL run three major international conferences on developing academic practice, it has set up two legacy websites, and it ran a CETL network across HEIs to promote related research projects*
- *This has happened, but not strategically or in a sustainable fashion.*

Source: SQW e-survey of PVC or equivalents. Due to rounding, figures may not add to 100.

Question D2: CETLs have contributed to improvements in student retention, achievement and employability

Table D-33 : Question D2

Response	%
Strongly agree	13
Agree	20
Neither agree nor disagree	20
Disagree	-
Strongly disagree	13
Don't know	20
No response	13
N	15
Other further comments/examples (2):	
<ul style="list-style-type: none"> • <i>Funded research and employability website</i> • <i>Not really relevant to our CETL. We already have very high retention, achievement and employability amongst our students. The CETL was aimed at early career academics, and they have reported that courses developed by our CETL have helped them to in their careers and in securing new posts.</i> 	

Source: SQW e-survey of PVC or equivalents. Due to rounding, figures may not add to 100.

Question D3: There has been effective working between CETLs, the Higher Education Academy and other organisations and networks to develop and disseminate findings and good practice more widely

Table D-34 : Question D3

Response	%
Strongly agree	13
Agree	47
Neither agree nor disagree	13
Disagree	-
Strongly disagree	13
Don't know	-
No response	13
N	15
Other further comments/examples (3):	
<ul style="list-style-type: none"> • <i>The HEA subject centres collaborated with us in running subject-related academic practice days which brought together staff from different HEIs to look at academic careers in their subjects</i> • <i>Some good work has taken place, but the impact was limited by the tight timeframe</i> • <i>The CETL we were involved in organised some useful conferences which did share practice – including useful insights from US.</i> 	

Source: SQW e-survey of PVC or equivalents. Due to rounding, figures may not add to 100.

Question D4: The level of collaboration between and across CETLs has been good

Table D-35 : Question D4	
Response	%
Strongly agree	13
Agree	27
Neither agree nor disagree	20
Disagree	-
Strongly disagree	7
Don't know	20
No response	13
N	15
Other further comments/examples (3):	
<ul style="list-style-type: none"> • <i>Good across cognate disciplines, but always challenging to maintain momentum and encourage others to engage</i> • <i>Some very effective collaboration but also missed opportunities</i> • <i>We had excellent collaboration within our CETL network.</i> 	

Source: SQW e-survey of PVC or equivalents. Due to rounding, figures may not add to 100.

Section E: Lessons learned from the CETL programme

Question E1: If your institution is host to a CETL, can you say if there is anything you would have done differently, with hindsight, to ensure the success of the initiative? [Please skip this question if you are not a host]

Table D-36 : Question E1	
Open responses (7):	
<ul style="list-style-type: none"> • <i>Capital spend was dispersed to improve local facilities – wonder if this has had a long term impact</i> • <i>No, buildings will always take time to get up and in place. The effectiveness of some of the redesign came in the last two years</i> • <i>Our only significant issue was slow buy-in from one of our divisions which was fortunately put right after the first year by a change of personnel. Apart from that, the project was very well conceived around devolved working with central support, and that approach worked well</i> • <i>Started earlier to embed successes in host and elsewhere, as well as earlier with related staff development</i> • <i>The CETL did all we expected internally but external funding has been difficult to procure, perhaps given the area of expertise being developed and the lack of funding in the area more generally. It is therefore difficult to know what could have been done differently</i> • <i>The Warwick CETLs were largely successful</i> • <i>We recognised from the start the opportunities and the Director had a very clear plan which proved highly effective. While inter-disciplinary working proved slower to develop than one might have hoped, the challenging targets were all met and positive outcomes ensued.</i> 	

Source: Source: SQW e-survey of PVC or equivalents.

Question E2: If your institution is a partner in a CETL, can you say if there is anything you would have done differently, with hindsight, to ensure the success of the initiative? [Please skip this question if you are not a partner]

Table D-37 : Question E2

Open responses (2):

- No. The partners were excellent at engaging and staying involved
- Possibly consider the extent to which the CETL 'host' is already showing exemplary practice in the area in which it is awarded funding.

Source: Source: SQW e-survey of PVC or equivalents.

Question E3. Reflecting on the CETL programme as a whole, do you agree that the approach taken to developing and funding the programme was the most effective way to recognise and disseminate excellence in teaching and learning in HE?

Table D-38 : Question E3

Response	%
Strongly agree	7
Agree	20
Neither agree nor disagree	27
Disagree	13
Strongly disagree	20
Don't know	
No response	13
N	15

Other further comments/examples (6):

- Difficult to answer this question. Almost certainly not the most effective way, but some strong points
- I have specific knowledge of only one CETL, our own. This was superbly run and well focused on its three key purposes. I heard less positive stories from other PVCs with CETLs
- It has worked tremendously well for us and for our collaborators – whether it was the MOST effective way to achieve dissemination is difficult to say
- It was effective but there might be better ways of enhancing L&T across the sector as a whole
- The CETL programme helped develop teaching and learning in particular areas and good practice has been disseminated. More general dissemination beyond the area of the CETL has, however, been through the usual processes of quality assurance and enhancement of the University
- The two-stage bidding process was a useful filter. Programmes need to run over five to seven years to have any chance of evaluation and long-term embedding.

Source: SQW e-survey of PVC or equivalents. Due to rounding, figures may not add to 100.

Question E4: Overall, what lessons have been learned from the CETL programme which might usefully inform the funding of teaching and learning initiatives in the future?

Table D-39 : Question E4

Open responses (11):

- *Don't spend money in this way*
- *Ensure that there is large-scale funding because without it you cannot make significant impacts*
- *Focused teaching and learning support both rewards individuals and gives a status to educational development activities that helps place them alongside activities funded with research income*
- *If there is a capital element, five years is too short, as work cannot always commence until tendering/building is complete, i.e. year two/three. The focus in the last two years has to be on future sustainability, thus limited even more the scope of the project. Uncertainty about follow up funding exacerbated the problem. Some institutions without doubt used the funding to support research by freeing up research-active staff, rather than putting the funding towards L&T exclusively*
- *In my view, large amounts of funding were supplied to relatively few institutions – the 'institutional funding' stream had, for us, much great potential in ensuring development across the institution*
- *See above: the importance of getting 'buy-in' across the university – development of ideas and their dissemination cannot work without participation. Buy-in requires giving those involved considerable independence, and then agreeing targets, reviewing progress and giving support with expert help. Central direction was aimed more at changing the culture than at specific outcomes, and that approach has paid off handsomely*
- *Small amounts of pump priming can make a significant difference to teachers on the ground and the quality of teaching and learning*
- *The CETL funding lifted the status and prestige of University teaching and permitted some significant improvements in infrastructure. There have been important pedagogic innovations. The freedom given to CETLs was commendable, but more could have been done to ensure sharing of good practice and impact*
- *The CETL programme funded inputs rather than outcomes and whilst it has been helpful in the short term it has not been helpful in providing incentives that are as powerful as the RAE/REF where individual and institutional incentives are aligned*
- *The main lesson learnt is that this is particularly ineffectual way of improving quality and that the institutions we know about spent the money on new buildings to their sole benefit*
- *You have to be prepared to take risks and recognise that there is no certain outcome. Investment in innovative T and L will inevitably see as many 'failures' as 'successes'. Much depends upon the agents rather than on the structures. I suspect that the CETLs which worked best were also allowed to develop without heavy management/control/intervention from the institution. I chaired our board and had throughout great confidence in the people running it and delivering the outcomes. Being so assured, I was content to let them get on with it. I heard different stories from some institutions.*

Source: SQW e-survey of PVC or equivalents. Due to rounding, figures may not add to 100.

Section F: Sustainability of CETLs

If your institution is a host or a partner in a CETL, please say to what extent you agree with the following statements and provide further details, where relevant, in the boxes below.

Question F1: We have put formal processes in place for reviewing CETL impacts and incorporating the results into our institutional planning

Table D-40 : Question F1

Response	%
Strongly agree	33
Agree	20
Neither agree nor disagree	7
Disagree	-
Strongly disagree	-
Don't know	-
No response	40
N	15

Other further comments/examples (3):

- *It should be noted that the aims of our CETL overlapped the Roberts agenda and implementation of the Concordat for research staff*
- *Review has been conducted at college level and at university level in terms of educational enhancement. But it has not formally been incorporated into institutional planning*
- *Within Strategic Plans, sub-strategies and also detailed evaluation/review process from the original bids.*

Source: SQW e-survey of PVC or equivalents. Due to rounding, figures may not add to 100.

Question F2: Developments arising from our CETL are reflected in our institution's strategic and operational plans and embedded in our ongoing processes and activities.

Table D-41 : Question F2

Response:	%
Strongly agree	33
Agree	20
Neither agree nor disagree	7
Disagree	
Strongly disagree	
Don't know	
No response	40
N	15
Other further comments/examples (3):	
<ul style="list-style-type: none"> • <i>CETLs merged to form Institute for Advanced Teaching & Learning (IATL)</i> • <i>Taken forward the way of working into a strategic aim about communities of practice and into the ways we fund learning and teaching development</i> • <i>The impact of the CETL has changed the way the institution thinks and had a significant impact on its curriculum.</i> 	

Source: SQW e-survey of PVC or equivalents. Due to rounding, figures may not add to 100.

Question F3: Teaching and learning have a higher status and profile in our institution as a result of the CETL(s)

Table D-42 : Question F3

Response	%
Strongly agree	20
Agree	20
Neither agree nor disagree	20
Disagree	-
Strongly disagree	-
Don't know	-
No response	40
N	15
Other further comments/examples (6):	
<ul style="list-style-type: none"> • <i>IATL</i> • <i>Learning and teaching day very high profile</i> • <i>Learning and teaching have been given higher status through their being embedded in the reward structures of the institution not particularly because of the CETLs but because it was the strategy to do this</i> • <i>The CETL has been a strand in a much wider process of improving the profile of T and L so I would not ascribe a principal role to it</i> • <i>The CETL has certainly helped here – but its aims were much broader and to agree to this statement would be to claim too much</i> • <i>We were an L&T institution primarily before the CETL.</i> 	

Source: SQW e-survey of PVC or equivalents. Due to rounding, figures may not add to 100.

Question F4: Now that external CETL funding has ceased, our institution is providing internal resources to support further innovation in learning and teaching

Table D-43 : Question F4

Response	%
Strongly agree	33
Agree	27
Neither agree nor disagree	-
Disagree	-
Strongly disagree	-
Don't know	-
No response	40
N	15
Other further comments/examples (6):	
<ul style="list-style-type: none"> • <i>Additional funding has been allocated to support course team-level projects</i> • <i>But development of innovation in teaching and learning is embedded in the University culture and is not simply a result of having a CETL.</i> • <i>IATL</i> • <i>The CETL worked in the Roberts area, and the University is working to find ways of maintaining the momentum of this work. The work of the CETL is currently being maintained with the salary of the CETL director guaranteed for a further three years from internal sources</i> • <i>We have incorporated 'soft money' streams for educational enhancement into core budgets and have added a significant annual sum for projects in EE. We have learned lessons from the CETL which will inform future approaches</i> • <i>Where possible full support has been given, albeit most initiatives had in-built sustainability through associated income streams and partnership working.</i> 	

Source: SQW e-survey of PVC or equivalents. Due to rounding, figures may not add to 100.

Question F5: Our institution provides resources for staff development to embed new approaches in teaching and learning

Table D-44 : Question F5	
Response	%
Strongly agree	27
Agree	33
Neither agree nor disagree	-
Disagree	-
Strongly disagree	-
Don't know	-
No response	40
N	15
Other further comments/examples (3):	
<ul style="list-style-type: none"> • <i>As above</i> • <i>IATL Fellowships</i> • <i>Our focus is on good practice – any good practice, old or new.</i> 	

Source: SQW e-survey of PVC or equivalents. Due to rounding, figures may not add to 100.

Question F6: Our institution is continuing to collaborate with CETL partners and other non-CETL institutions to support the development of teaching and learning

Table D-45 : Question F6	
Response	%
Strongly agree	7
Agree	27
Neither agree nor disagree	13
Disagree	13
Strongly disagree	-
Don't know	-
No response	40
N	15
Other further comments/examples (2):	
<ul style="list-style-type: none"> • <i>Our CETL collaborations were in CETL-related research. These have ceased with the funding. Naturally, we maintain our professional contacts and undertake collaborative projects where it is possible to get grants (but it cannot be claimed this is a CETL legacy)</i> • <i>The CETL groups with which we were associated have disintegrated, but we continue to collaborate both nationally and internationally on the basis of the experience gained through the project.</i> 	

Source: SQW e-survey of PVC or equivalents. Due to rounding, figures may not add to 100.

Section G: Legacy of the CETL programme

In your view, what will be the overall legacy of the CETL programme for

Question G1: ... your institution?

Table D-46 : Question G1

Open responses (11):

- *A particular set of activities in the area of the CETL including a cross-University programme. Cross-European activity at postgraduate level*
- *Better balancing of priorities relating to teaching and research. Improved curricula and assessment regimes. Continued discipline-related pedagogical research*
- *Changed culture here in which career development for young academics has a continuing enhanced profile*
- *Lasting capital outcomes of real significance, plus a changed ethos in relation to student employability and associated skills development*
- *Limited – we were already well ahead of the CETL host*
- *Nothing*
- *Positive. It has bequeathed the vibrant innovative approach which characterised the CETL and the specially designed space which housed it to the new Centre in Learning. The core CETL continues to work in the field, has developed a new research dimension and is clearly sustainable into the future*
- *Raised the profile of learning and teaching, engaged grass roots staff*
- *Significant. A new approach to education involving greater integration of curriculum, pedagogy, physical and virtual learning spaces and more student engagement*
- *Some very good teaching facilities and improved staff engagement. There is, however, a matter of staff who were employed in the process and did a very fine job who are now unemployed*
- *Zero.*

Source: SQW e-survey of PVC or equivalents.

Question G2: ... the HE sector as a whole?

Open responses (9):

- *Another institution dedicated to the reward of teaching and researching education, as well as developing its international reputation in these areas*
- *Hard to say – many of the other HEIs involved in the project were also ahead of the CETL host on the issue of the CETL – hence [it is] probable that most of the benefit would be to the host. I've had very little information about other CETLs*
- *Harder to say. I suspect the impact is clearer locally but that the larger national impact is there and, though that may immediately appear to be weak, it will prove longer term to have been an important catalyst in a widening process of educational innovation and enhancement across the sector. We should resist the tendency to see investment like the CETL programme as having 'failed' if it didn't transform the world overnight*
- *In the long-term this will be seen as a positive blip in learning and teaching, but one which benefitted the University's which did host a CETL, and with limited value for those unlucky enough not to have been successful*
- *Modest*
- *More difficult to quantify, but where CETLs have fulfilled their potential and been proactive, there will be lasting benefits to others*
- *Nothing*
- *Patchy. The financial climate has clearly not helped the programme's legacy. Many CETL staff have left HE altogether, making it even harder to sustain innovations*
- *Related to our CETL: continuing research collaborations into the careers of early career academics.*

Source: SQW e-survey of PVC or equivalents.

Annex E: Thematic case studies

E.1 The initial review of the self-evaluation reports identified a number of themes and issues relevant to several and, in some cases many, CETLs. Eight of these were selected in consultation with HEFCE for further investigation and are reported on in this annex. They are:

- Collaboration and networking between CETLs
- The place of educational research within the CETL programme
- The role of technology-enhanced learning within the CETL programme
- Sustainability of innovation post-CETL funding
- The role of CETLs in staff development and longer-term capacity-building
- CETLs' engagement with employers and other non-HEI partners
- Evidence of wider changes in the culture and behaviour of CETL HEIs
- The impact of the CETL programme on non-participating HEIs.

E.2 A similar format has been adopted for each case study, comprising:

- questions and issues for consideration
- examples of good practice
- challenges
- evidence of impacts to date
- learning points.

The effectiveness of collaboration and networking between CETLs

The questions/issues for consideration

The purpose of this case study is to explore the effectiveness of networking and collaboration between CETLs over the lifetime of the programme. It starts by categorising the structures that were formed for collaboration and networking and then goes on to identify the types of collaborative activity that actually took place, drawing upon evidence from the self-evaluation reports to illustrate this. The evidence presented in this case study focuses on answering a number of pertinent questions as outlined below:

- What characterises effective collaboration and networking between individual CETLs?
- What role did the HE Academy play in this process and how was this regarded by CETLs?
- What role did HEFCE play in supporting networking and collaboration between CETLs?
- What are the impacts flowing from collaboration and networking activity between CETLs?
- What were the key learning points?

Examples of good practice drawn from the evidence base

Whilst the CETL self-evaluation reports highlight several examples of collaborative or networking arrangements between CETLs, this type of activity appears to have been largely ad hoc in nature and driven by the CETLs themselves. However, it has been possible to identify four main models or approaches to CETL collaboration and networking within the CETL programme. It should be noted that these are not mutually exclusive mechanisms for collaborative activity and that CETLs may have been involved in more than one approach. The models are described below and illustrated with examples of activity that have taken place.

'In-house' collaboration

This approach is evident where HEIs hosted more than one CETL and collaborative or networking activity has taken place between the CETLs within that institution. For the Open University, having four centres co-located has been important. It reports that as a result of this arrangement it has been possible to trace the trajectory of ideas generated within informal CETL open discussion into more structured debate, action and policy. For example, the articulation of ideas about the support of distant students within an e-Learning community began as casual conversations, but is now an embedded part of the university's support plans, and guides the choice of new technologies.

The University of Bristol indicates that the award of two subject-specific CETLs focused on practical-based teaching in scientific disciplines resulted in valuable collaboration. Having two CETLs has raised the profile of teaching and learning within the University to a greater extent than would have been possible with one CETL. Furthermore, it is reported to have enabled productive discussion of generic educational issues (e.g. strategies for evaluation and dissemination of educational initiatives) which has resulted in cross-representation of the management of both CETLs on the steering groups for some projects. The two CETLs have also been able to deliver joint high profile dissemination events, as well as school outreach activities such as workshops and summer schools.

Cross-HEI CETL collaboration

This is where CETLs hosted by different HEIs were involved in some form of collaborative or networking activity. Typically these relationships were based on mutual interests in a particular

‘subject’ or ‘theme’. The Royal Northern College of Music initially established a Performing Arts CETL group (comprising ten CETLs), supported latterly by the HE Academy which hosted meetings. Although the work of the group has been limited by scheduling issues and staff turnover, there have been connections and relationships developed through the group. The group has provided a useful informal network for discussion, albeit more opportunities for collaboration and engagement could have been nurtured.

The University of the Arts London (CLIP CETL) found the links between the Centre of Excellence in Teaching and Learning through Design (CETLD) at the University of Brighton and the Practice-based Professional Learning (PBPL) CETL at the Open University were beneficial and allowed all parties to exchange ideas and create opportunities to disseminate information. CLIP also undertook exchange visits with C4C at York St John University and InQbate, the creative CETL at Sussex University. Visits and discussions with the Visual Learning Lab CETL (University of Nottingham) raised issues about embedding technologies for learning within their discipline and the importance of visual ways of knowing in epistemologies and pedagogic practices.

The University of Reading (AURS CETL) had a close relationship with six other cognate CETLs in the Learning Through Enquiry Alliance (LTEA). Across this group of seven universities, the CETL directors acted as a peer support group as they all coped with issues such as managing capital spend and creating new units in their respective institutions. This collaboration happened naturally through directors making contact with each other once awards had been granted.

There has also been collaboration between CETLs in Northern Ireland and England. For example, St Mary’s University College (Belfast) through the Critical Thinking and Analytical Writing CETL initiated a collaborative relationship with the Write Now CETL at Liverpool Hope University and London Metropolitan University.

Regional CETL collaboration

There are a number of examples of CETLs collaborating or networking on a regional basis. In 2005, the East Midlands CETL Network was formed by nine of the CETLs in the region (based at the Universities of Leicester, Loughborough, Nottingham and Nottingham Trent). The Network had a common goal of enhancing the student experience and its primary aims were to promote sharing of good practice, innovation, reward and recognition of practitioners. In the early days the Network provided valuable mutual support for members around start-up issues. An offshoot of this has been the East Midlands Pedagogic Research Network which held a conference in 2007, hosted by engCETL at Loughborough University. As the CETLs matured there was less collaboration and there has been less activity, with the exception of representatives of different CETLs sitting on the advisory board/steering groups of other CETLs.

Whole programme collaboration and networking

There have been a number of programme-wide events that have provided opportunities for CETLs to network with each other. Examples of this include the Enabling Achievement within a Diverse Student Body CETL at the University of Wolverhampton, which was one of a number of CETLs to deliver national workshops through the Student CETL Network.⁷⁶

In Northern Ireland the CETLs established their own forum during the early part of the programme. It is reported that the forum allowed them to share experiences which informed initial activities. The forum lost momentum over time and it is felt that it would have been helpful to maintain the forum or re-establish it at a later date to focus on the outcomes from CETL activity.

Challenges faced and how they were overcome

Just over one-third (37 per cent) of those responding to the evaluation practitioner survey agreed or strongly agreed that, ‘The level of collaboration between and across CETLs has been good’. CETL

⁷⁶ This is an informal community of students who were involved in teaching and learning activity across the 74 CETLs and other HE institutions in the UK.

employees were more likely to be positive with regard to this statement. It is clear from the self-evaluation reports that, despite some evidence of cross-CETL collaboration and networking, there is a strong feeling that the potential for this was not fully exploited during the lifetime of the programme, and that this represents a missed opportunity. Indeed one CETL commented that, 'The range of CETLs and their diverse interests pose an inherent complexity in constructing a singular movement. This should not, however, have resulted in the isolation of CETLs into subject groups, but the broader underlying similarities should have been teased out more explicitly'.

In the self-evaluation reports the CETLs have articulated the main challenges facing them in collaborating with each other. However, there is rather less evidence of the ways they sought to overcome these challenges. There were three primary obstacles or challenges that limited the extent of collaborative and networking opportunities between CETLs. These are described below.

Lack of leadership and coordination by HEFCE and the HEA

A handful of CETLs commented on the 'light touch' management of the programme as being a factor that had facilitated the development of the network because it had allowed a high degree of autonomy and the opportunity to focus on the principal activity of projects – to support innovation and effective teaching. One CETL also viewed the 'light touch' approach as having allowed CETLs 'to grow and form organic links and communities'. However, these views were in the minority, with a large number of CETLs pointing to a lack of programme leadership by HEFCE as a major challenge for collaboration and networking amongst CETLs.

There is a clear underlying frustration amongst some CETLs that HEFCE did not take a more strategic coordinating role in supporting collaboration and networking between the CETLs. It is recognised that some attempts were made to bring people together through conferences and events, but with such diversity of activity, many felt that they lacked focus and relevance for their CETL. There are several areas where CETLs reported that HEFCE could have done more to foster collaboration and networking opportunities, including:

- bringing CETLs together around issues that had relevance across the network, e.g. embedding change, institutional impact and influence and continuation plans
- encouraging evaluation activity earlier in the programme with more rapid dissemination of the interim evaluation findings across the network
- developing a central strategy to identify common interests or areas for potential collaboration, and for dissemination of learning.

There is also some disappointment in the role of the HEA, which was initially viewed as having the potential to enable broader engagement between CETLs. For some CETLs, HEA subject-based events were not as useful as relationships that they had developed themselves with other CETLs. Furthermore, several CETLs noted that their links with the HEA diminished over the lifetime of the programme.

Resources and time to engage developing collaborative working with other CETLs

Several CETLs highlighted resources and time as key obstacles for participation in networking and collaborative activity. For example, it was reported that in the South East a good number of other CETLs had wanted to create a South-East Network, but this only resulted in one meeting as organisers had too little time due to demanding academic roles and their own CETL activity.

Others reported that getting established as a CETL and ensuring there was take-up in their own institutions meant there was little time to devote to collaboration and, as a result, collaborative working tended to focus on existing networks and relationships. In other instances, CETLs made a deliberate decision to prioritise working with key stakeholders and partners over other CETLs, as this was deemed to be a more productive use of time and resources.

The diversity of CETL activity

The sheer diversity of CETL activity appears to have posed a major challenge for collaboration and networking between CETLs. This is apparent at both a national 'network' level and also at a 'subject' or 'thematic' level. At a national level one CETL commented that the 'range of foci of CETLs made it too hard to group them as one movement even though attempts were made to do so'. For example, in the North West the regional cluster did not take off as was hoped and this was put down to the diversity of CETLs in the region and a lack of common ground on which to base collaborative working. Similarly, a SW CETL cluster was initially established to consider cross-CETL interactions (e.g. evaluating each other's work), but the disparities between objectives and approaches were too wide to make this worthwhile. As a result, collaborative activity appears to have been clustered around particular themes or interests.

For other CETLs the diversity of activity at a 'theme' or 'subject' level also meant they did not identify a natural partner CETL with which to collaborate. For example, the University of Reading CCMS CETL reported that it faced real challenges in working with other CETLs as it was the only one focusing on career management skills. Similarly, Middlesex University CEWBL CETL identified the fact that it was not an HEA subject area as limiting opportunities for meaningful interaction with other CETLs. For others, being a multi-disciplinary CETL or a cross- institutional CETL delivering across a wide range of activities, has made it challenging to identify natural links with other CETLs that have a very different focus (e.g. a very specific subject emphasis).

Evidence of impacts to date

Where CETLs have engaged in some form of collaboration or networking with other CETLs – through any of the approaches above – on either a formal or informal basis they were able to articulate the benefits have arisen from this. These are summarised below:

- informal peer support, e.g. problem solving and information sharing
- an opportunity to reflect upon experience and challenge practice with colleagues that have expertise in the field and a mutual understanding of what is trying to be achieved
- being able to raise the status of specific subjects/themes and opening up wider debate as a result of collective effort
- delivery of joint activities, e.g. conferences, workshops and new materials
- wider dissemination of learning outside the CETL network by utilising the networks and contacts of more than one CETL. Almost half (49 per cent) of those responding to the practitioner survey agreed or strongly agreed that 'there has been effective working between CETLs, the Higher Education Academy and other organisations and networks to develop and disseminate CETL activities and good practice more widely across the sector'. In contrast, 13 per cent disagreed or strongly disagreed with this statement.⁷⁷

The self-evaluation reports would suggest that 'in-house' and 'cross-HEI' collaborations have been regarded as the most fruitful models by most CETLs.

There is very limited evidence from the self-evaluation reports on clear and measurable impacts that can be attributed to collaborative and networking activity. However, the CETL self-evaluation reports did point to some long term impacts resulting from collaborative activity. Examples include:

⁷⁷ The remainder indicated that they 'neither agreed nor disagreed', 'didn't know' or they did not answer the question.

- *Open University* – collaborative working between the four CETLs around the needs of distance learners within an e-Learning community has influenced the University’s support plans and guides the choice of new technologies
- *Coventry University (CIPEL)* – has identified the potential to continue work within existing networks and collaborators. In early 2010 a group of nine CETLs and the Social Policy and Social Work (SWAP), Health Science and Practice, and Medicine, Dentistry and Veterinary Medicine (MEDEV) Subject Centres were brought together by the Centre for Excellence in Interdisciplinary Mental Health, to discuss how learning could be shared and disseminated more effectively. The forum resulted in a range of suggestions for future collaboration which are being discussed.
- *University of Warwick* – there were plans for the Warwick Reinvention CETL to merge with the CAPITAL Centre (Warwick’s other CETL) in order to form an Institute for Advanced Teaching and Learning, thus securing the future of their work.

Learning points

Key learning points related to collaboration and networking amongst CETLs can be summarised as follows:

- having a single umbrella programme (in this case CETL) is not enough to engender a sense of ‘community’ amongst participants. In this instance the diversity of activity that was funded meant that HEIs struggled to recognise commonality across the programme in what they were trying to achieve
- a programme with this level of diversity would benefit from a central resource to ensure coordination and dissemination of learning outcomes from across the programme. This is particularly the case for evaluation activity, where early feedback could help to shape the programme
- a centralised and coordinated strategy for identifying common interests and areas for potential collaboration could have been useful in supporting this activity across the network
- the demands of developing a capital programme and addressing institutional priorities led to some HEIs having an inward looking focus. It could have been beneficial to require some degree of external collaborative activity as part of the programme to encourage more outward facing linkages and networking opportunities.

The extent to which CETLs' work was informed by educational research

The questions/issues for consideration

This case study explores the extent to which CETLs and their work were informed by educational research, and the programme's contribution to the field of pedagogic research. It also provides examples of best practice in contributing to the research base for teaching and learning in HE, considering overlap and interaction with other relevant initiatives.

Examples of good practice drawn from the evidence base

The work of the majority of CETLs was underpinned or informed by particular pedagogic viewpoints or theories of learning. This was evidenced from an early stage, following HEFCE's allocation announcement in 2005, which described coverage of a wide range of pedagogic themes.⁷⁸ At this stage, stand-out themes included 'pedagogy (general)', 'curriculum' and 'employability'. The CETL NI programme also included examples of centres with an over-arching pedagogic focus or subscription.

When asked about their pedagogic approach under the Council's self-evaluation process⁷⁹, most centres said that their work was underpinned by specific theories of learning or pedagogies, and went on to explain these. The examples given were wide and varied, but included over-arching theories and pedagogic techniques. These included; 'action research', 'learning by doing', 'blended learning', 'peer-assisted learning', the theory of 'communities of practice', the 'student lifecycle approach', 'pragmatism' and 'constructivism'. A minority said that their work was not underpinned by specific theories.

These subscriptions were translated directly into the individual objectives of some of the centres, which often mentioned educational research as a core aim. Half of the respondents to the evaluation's e-survey of practitioners were employed by a CETL, and of these, 40 per cent classified their CETL as having a pedagogic focus that was not subject specific.⁸⁰

Research as a significant aim and output

Most CETLs saw the undertaking, promotion and dissemination of educational research as central to their remit. Many felt that their work should be underpinned by rigorous and relevant educational research when possible. Examples of CETLs which did not undertake primary research with a pedagogic or educational focus were relatively rare.⁸¹ Support for educational research often took the form of sponsored research mini-projects, the appointment of staff to undertake relevant research, or financial support for practitioners. The breadth and scope of research was varied and, in many cases, resulted in significant bodies of work. Research varied from the theoretical (for example, better understanding of pedagogical theory) through to more hands-on work (for example, in using student feedback to research the effectiveness of particular pedagogic techniques). Those undertaking research included academic staff and students at different levels. The level of outputs (both peer-reviewed and otherwise) was generally high at most centres. Outputs included journal articles, presentations, book chapters, teaching and learning support material, case studies, assessments, assessment frameworks and guidance for practitioners. The extent to which this research has been organised, disseminated and inventoried for future use has varied. Some centres have focused on compiling repositories of their research, to support the legacy of their work.

⁷⁸ *Centres for Excellence in Teaching and Learning: Outcomes and funding allocations*. HEFCE, 2005.

⁷⁹ CETL self-evaluation Reports (to HEFCE) 2010.

⁸⁰ SQW e-survey of practitioners. 2011. N = 114.

⁸¹ The CETL for Employability (e3i) at Sheffield Hallam University is one example.

Pedagogical research networks and dissemination

Many centres were involved in dissemination activities to promote their pedagogic research and conclusions at their institution, and across the sector as a whole. Some of the most successful examples of these included pedagogic or teaching and learning research networks. These allowed for the exchange of ideas across traditional academic (i.e. subject-specific) boundaries, and formalised and recognised the process of sharing educational research. The best examples utilised the bodies of research built up by centres to promote debate outside their own institutions, using their particular pedagogic focus to lever in interest from practitioners based elsewhere. Internal networks were sometimes crucial in the first few years of the CETL, with larger, external networks growing in prominence as centres became more established.

At CPLA⁸² (Sheffield Hallam), Special Interest Groups (SIGs) were set up in the early years to bring together interested staff. These groups supported the CETL in disseminating information about their pedagogic focus (learner autonomy) to other parts of the relevant faculty (development and society) and, in turn, the institution more widely. At CEPAD⁸³ (Coventry University), a Design Pedagogy Special Interest Group produced publications dealing with this aspect of educational research.

At sigma⁸⁴ (Loughborough University) a regional hub network was facilitated, covering the field of mathematics support. The networks aim to facilitate information sharing, build up local networks for those interested in the topic and coordinate local views, to feed into an annual forum. The networks are coordinated through a number of institutions, and have expanded from two networks to four (including one in Ireland).

Supporting staff and PhD students in educational research

Many networks defined a role for themselves that included supporting staff (and sometimes PhD students) to undertake educational research. This typically involved supporting staff directly (by 'buying out' time or funding scholarships) or making the institutional environment more supportive of pedagogic research (by influencing institutional structures and attitudes or creating research-promoting posts).

Reward and scholarship for educational research have proved to be useful tools for some CETLs. Some have 'bought out' staff time, either to undertake primary research, or to act as advisers to staff less familiar with the topic. Support for primary research has often included bursaries, awards or scholarships for relevant research. At CPLA⁸⁵ (Sheffield Hallam), Scholarship Teams for Autonomy Research (STAR) and an associated two-year scholarship programme helped to underline the importance of educational research. At Middlesex University, the visibility of pedagogic scholarship has increased as a result of their Mental Health Social Work CETL.

At least one CETL used a professional development qualification to reward academics undertaking educational research. At LWV⁸⁶ (School of Oriental and African Studies (SOAS)), practitioners were supported to develop a deeper understanding of pedagogic issues by working towards certificates and diplomas in relevant areas, including Language Pedagogy Certificates.

Other centres championed structural changes or created new posts specifically to support academics in undertaking pedagogic research. The Centre for Excellence in Preparing for Academic Practice (University of Oxford), promoted Graduate Teaching Coordinator posts to emphasise the importance of teaching in graduate experience. These posts raised awareness, and provided a formal and supportive structure for research. At the Royal Northern College of Music's CETL⁸⁷, research fellows and assistants were appointed. As well as undertaking pedagogic research themselves, this body of staff drove momentum for more educational research, and supervised post-graduate and doctoral students with an interest in this area.

⁸² Centre for Promoting Learner Autonomy.

⁸³ Centre for Excellence for Product and Automotive Design.

⁸⁴ Sigma, the Centre for Excellence in Mathematics and Statistics Support.

⁸⁵ Centre for Promoting Learner Autonomy.

⁸⁶ Languages of the Wider World CETL.

⁸⁷ CETL in Dynamic Career Building for Tomorrow's Musician.

Some centres supported PhD students to undertake educational research in support of other academics, or as part of their own doctoral studies. This was the case at CeAL⁸⁸ (University of Gloucester), sigma⁸⁹ (Loughborough University) and the Postgraduate Statistics Centre (Lancaster University).

Influencing institutional policies and structures

For a number of CETLs, influencing the pedagogic policy and structures of their relevant institutions was an aim. For some centres, changing official policy and institutional attitudes to educational research was a core aspect of embedding and sustaining their activity.

C-SCAIP⁹⁰ (Kingston University) set out (in part) to embed sustainability knowledge within its target student body. Part of ensuring legacy meant work to embed this pedagogic approach more widely throughout the rest of the institution. On this issue, it has been successful in influencing educational policy and attitudes at their institution by supporting a new Kingston University Sustainability Hub, which supports academics across a wider range of disciplines. By courting executive-level commitment and interest, and working with those outside its subject field, the centre contributed to the promotion of a new focus on sustainable teaching and learning at the institution. This achievement is all the more relevant given the challenges the centre encountered in trying to break down professional silos and barriers between disciplines.

Another example of this sort of policy influence is the work of CeAL⁹¹ (University of Gloucester) to have active learning recognised in the University's Learning, Teaching and Assessment Framework (LTASF) and Strategic Plan. At the University of Plymouth, the pedagogic research of the institution's CETLs⁹² has been recognised in the creation of the Pedagogic Research Institute and Observatory (PedRio) which will promote pedagogic research across the institution and build staff capacity in this area.

Involving students in educational research

Another interesting aspect of educational research which emerged at some CETLs was work to raise pedagogic awareness amongst student bodies, and sometimes to involve them directly in research. Cepl⁹³ (University of Plymouth) was informed by an overarching pedagogic approach that favoured the participation and involvement of students. Staff were keen to find ways of representing the 'student voice' in their research and associated changes in approaches to teaching and learning. This meant involving students as equals in development teams, and supporting them to promote the work of the CETL, and its pedagogic focus (placement learning) with their peers. Students were involved in the development and dissemination of CEPL's mobile learning projects, and were supported to take part in the CETL student network, which included debate and discussion on educational research.

Challenges faced and how these were overcome

Staff time

For some staff, time to undertake educational research was limited. Some felt that subject-specific research and their teaching commitments did not allow them much room to undertake other forms of research. Teaching commitments were cited fairly often, and perhaps more so by practitioners working in teaching –intensive universities or subjects.

The primary method of engaging staff when faced with this sort of barrier was to 'buy out' staff time for CETL research or to provide scholarships and bursaries, which acted in a similar way. Other

⁸⁸ Centre for Active Learning.

⁸⁹ sigma CETL.

⁹⁰ Centre for Sustainable Communities Achieved through Integrated Professional Education.

⁹¹ Centre for Active Learning.

⁹² Centre for Excellence in Professional Placement Learning (Cepl), Centre for Sustainable Futures (CSF) and Higher Education Learning Partnerships (HELP) CETL.

⁹³ Centre for Excellence in Professional Placement Learning.

methods included; making the most of student involvement and contribution to research; buying senior staff time to act as research or educational advisors to other staff; providing access to support staff and linking research to existing teaching or projects.

Staff knowledge/enthusiasm

Some centres, and indeed individual respondents to the e-survey⁹⁴, said that staff knowledge of pedagogic research was limited before the programme. This meant that some felt they were ill-prepared to undertake educational research and, perhaps in some cases, that it was beyond their remit. Linked to this, some centres reported a disappointing lack of interest in educational research amongst academics. Some felt that this problem was more apparent in certain academic disciplines (for example those without any educational or psychological elements).

In some cases, it was important to demonstrate to practitioners the practical relevance of pedagogic research by linking research activities to their own teaching styles or experiences. The output of this sort of work often took the form of pedagogic case studies instead of abstract research (which some felt was more relevant). One CETL made use of staff that had completed Diplomas in Learning and Teaching in Higher Education to share their experience and expertise. Another chose to focus on pedagogic areas where there was existing staff expertise, but it was felt a gap in the knowledge base across the sector as a whole. Many promoted educational research through seminars and conferences to raise awareness and enthusiasm. Establishing peer networks or discussion groups also meant that other staff members (beyond those working directly for the CETL) could drive change amongst their colleagues.

Generally, centres emphasised that the cultural change required to engage staff in educational research has taken time to develop, and some said that this movement will continue slowly, albeit in the right direction.

Research Assessment Exercise (RAE), Research Excellence Framework (REF) and institutional focus on academic over pedagogic research

Some centres reported difficulties surrounding the traditional research attitudes of individual academics and sometimes whole institutions. In some cases, CETL staff felt that assumptions about the priority of 'academic' over pedagogic research discouraged staff and/or institutions from supporting or undertaking educational research. Some pointed out that educational research was not recognised as strongly by the RAE or other assessments of the quality or relevance of research.

Some centres prioritised building up a robust pedagogic evidence base to convince senior management of the merits of educational research and attention to pedagogy more generally.

Other barriers

Some respondents to the evaluation's e-survey of practitioners spoke about limits to the way in which CETLs had supported pedagogic research at their institution (although they were more positive when talking about pedagogic opportunities for themselves personally). These barriers included: a lack of time; low standards of research; a focus only on certain staff or institutions; no formal training in pedagogic research; institutional and cultural preferences for academic rather than pedagogic research; and a lack of pre-existing pedagogic work or expertise. A handful also spoke positively about more opportunities for pedagogic research but warned that these were unlikely to be sustained or embedded post-CETL funding.

Some of the other issues cited by CETLs as barriers or challenges to educational research were in fact in evidence across the programme as a whole, and not specific to pedagogy or educational research. These typically included delays in start-up times and difficulties recruiting and retaining the relevant staff.

⁹⁴ SQW e-survey of practitioners. 2011.

Evidence of impacts to date

Most of the good practice examples highlighted above give some indication of impacts at specific institutions, or amongst small groups of staff. What is less well-documented across the self-evaluation reports is the programme's impact on a) the HE sector as a whole and b) the teaching and learning experience of students.

The first of these issues has been addressed to some extent by the evaluation's e-survey of HE practitioners⁹⁵. Practitioners were asked a number of questions about pedagogy as part of the first online survey. Specifically, they were asked about how the programme had supported pedagogic research for them personally and for their institution.

Most respondents (71 per cent) agreed that the programme had allowed them opportunities to engage in pedagogic research and scholarship. This consensus was strongest amongst those who had been employed by a CETL at some point, of which 83 per cent agreed. Amongst those who had not been directly employed, the level of response was slightly weaker (60 per cent agreed) as you might expect given the focus on direct support. Thirty-four respondents (30 per cent of respondents) gave specific examples of this kind of activity. Nearly all of these responses constituted examples of practitioners engaging in pedagogic research and scholarship. These typically included engaging in research, publishing journal articles or book chapters, attending and presenting at conferences, managing researchers and supervising PhD students. A few respondents highlighted barriers to getting more involved in these opportunities. These typically focused on a lack of time or the demands of other teaching and research commitments.

When asked a similar question about the programme supporting pedagogic research and scholarship opportunities within their institution, 74 per cent responded positively. Again this was stronger amongst those employed at some point by a CETL (81 per cent) and slightly weaker amongst those who had not (68 per cent). Thirty three respondents provided specific and varied comments on this issue. Roughly half of the additional comments provided were positive, giving specific examples or referencing an increase in profile for pedagogic research. Of the remainder, some identified existing and continued barriers to CETL-supported pedagogic research. These have been explained in more detail above, under the sub-heading 'challenges faced'.

PVCs were also asked about opportunities for staff to engage in pedagogic research.⁹⁶ The sample size was very small and responses were generally mixed. More than one respondent pointed out that research was only one aspect of the programme's work, or that the programme introduced many staff to something that was relatively new to them (pedagogic research).

Because for most CETLs, educational research was only one aspect of work amongst many, information on the impact of educational research on the teaching and learning experiences of students is not forthcoming. The positive responses and comments of practitioners (particularly when talking about individual opportunities to undertake research) might suggest positive outcomes for students, but this is an inference at best.

Overlap and interaction with other programmes

At least one other major programme with a pedagogic focus was operating during the lifetime of the CETL programme. The Economic and Social Research Council (ESRC)'s Teaching and Learning Research Programme (TLRP) ended in 2009 (with the exception of its Technology Enhancement stream, ending in 2012).

Whilst the TLRP's remit was much broader than that specified for the CETL programme (covering all ages and learning settings), it did facilitate at least 14 significant and relevant educational research projects in the sector between 2000 and 2009.⁹⁷ Some of these research projects focused on themes that were similar to those specified by CETLs based around pedagogical themes. Examples included:

⁹⁵ SQW e-survey of practitioners. 2011. N = 114.

⁹⁶ SQW e-survey of PVCs. 2011. N = 15.

⁹⁷ A full list is available here – <http://www.tlrp.org/proj/Higher.html>.

problem-based learning and evidence-based practice; and enhancing teaching and learning environments in undergraduate courses.

The TLRP was involved in CETL-related support workshops in 2006 and 2007, but these were hosted by the HE Academy (HEA) rather than the TLRP itself.⁹⁸ There is limited reference or evidence to suggest strong collaboration between the two programmes. A handful of CETLs mentioned some existing collaboration with the ESRC (Lancaster, Postgraduate Statistics Centre) or as a source of funding for research projects or their PhD students (Nottingham, Visual Learning Lab). These references may reflect the general prominence of the ESRC in the sector rather than collaboration with the TLRP, which was not mentioned by name by the centres. The CETL programme is referenced by the TLRP in its HE summary or legacy output document for the period 2000-2010, but not in detail.⁹⁹

As might be expected given the Council's funding of both the HEA and the CETL programme, links with the HEA on educational research appear to have been much stronger. The primary method of collaboration on educational research was the EvidenceNet resource, which allowed individual CETLs to upload research, evaluation, guidance and policy documents to the HEA website, for sharing with other centres and the sector more widely. It is interesting to note that many of TLRP's electronic resources were transferred to EvidenceNet in 2009, but again, CETL coverage or collaboration is not in evidence.

At the time of writing, some 167 CETL written outputs had been published on the EvidenceNet resource and 'tagged' to a particular pedagogic theme. The pedagogic themes of these resources were wide-ranging, but there were notable concentrations of research relating to; employability and employer engagement; curriculum content and development; the evaluation of teaching and learning; and teaching and learning practices. These collaborative links were also reflected by the involvement of the Academy and individual CETLs or CETL networks in a series of events during the lifetime of the programme.

Learning points

Individual practitioners should aim to:

- understand the relevance and potential application of educational or pedagogic research to their role
- make use of resources provided to support educational research. These might include financed time, PhD students, peer networks or colleagues with specific research expertise.

HEIs should aim to:

- support practitioners in undertaking educational research, recognising its relevance to their roles. This might take the form of 'buying out' staff time, financing PhD student places or facilitating research promoting roles
- incorporate recognition of the importance of educational research in institutional policies and structures
- recognise educational research in institutional frameworks or assessments designed to assess the merits of research.

HEFCE/DELNI and other stakeholders should aim to:

⁹⁸ 'Undertaking an Action Research Project in your CETL' (2006) and 'Introducing Pedagogic Research Methods' (2007).

⁹⁹ *Effective learning and teaching in UK higher education. A commentary by the Teaching and Learning Research Programme.* The Higher Education Academy; The Teaching and Learning Research Programme; and the Economic and Social Research Council. 2010.

- continue to promote the benefits of pedagogic and educational research
- enhance recognition of educational research in frameworks or assessments designed to assess the quality of research (e.g. REF).

The role of technology-enhanced learning within the CETL programme

The questions/issues for consideration

CETLs across England and Northern Ireland have used a wide range of technologies in order to foster and develop innovative methods of teaching and learning. Some CETLs including Artswork (Bath Spa University College) and Cepl (University of Plymouth) have used their capital spend to build and purchase state-of-the-art learning spaces and equipment for their students. Other CETLs used technology to develop new teaching materials and widen access to knowledge and information for learners. CIEL (University of Wolverhampton) for instance introduced an e-Portfolio system for its learners whilst SOLSTICE (Edge Hill University) is one of many to have established a virtual learning environment. Although satisfaction with these technology-enhanced learning facilities and resources has generally been high, success has not been unqualified. Some CETLs have cited staff reluctance to use technology, and a lack of skills to use it more widely in their teaching (to be discussed in greater depth later).

This case study examines three issues related to the CETLs' use of technology and innovative practices:

- the reasons behind CETLs introducing and developing technology-enhanced learning
- what the impact of its usage has been across CETLs
- the sustainability of its usage in the future.

Examples of good practice drawn from the evidence base

A number of CETLs have provided evidence demonstrating their successful use of technology in teaching and learning. Amongst these, two contributory factors are apparent: the provision of a more tailored learning offer to learners; and investment in capital to improve learning resources. These are discussed in greater detail below.

Provision of a more tailored learning offer to learners

One of the main benefits seen through the CETLs' use of technology has been the provision of a more varied learning offer that meets the need of a variety of learners. In part, this has occurred through the use of new equipment and technologies (to be discussed in greater depth later in this report). However, other approaches have also been used which have allowed for a more flexible and accessible method of learning.

More diverse teaching methods

The introduction of technology in some CETLs has enabled students to take a more hands-on and interactive approach to learning. At the Visual Learning Lab (University of Nottingham) for instance, the School of Geography has introduced video-making as a form of assessment and has been looked upon so favourably that other Schools including nursing, film and television studies, and chemistry have also now adopted it. At the AIMS CETL (Bristol University), the increasing use of ICT has enabled the production of a wider variety of teaching materials including online tutorials and revision quizzes. The quizzes in particular have helped provide timely feedback on students' performance, helping consolidate their understanding prior to the next teaching session.

Even in institutions already using interactive teaching methods, the CETL has allowed a further enhancement of these. For instance, at the Centre for Excellence in Professional Development (Stranmillis University College, Belfast), the CETL has given students access to a more diverse video

content including live feed which, according to the self-evaluation report, encourages students to analyse information as it comes in rather than giving pre-prepared answers.

Access to knowledge and resources

In other CETLs, emphasis has been placed on using technology to improve access to knowledge and learning resources. Again, there are several instances where this has been achieved to good effect. In Open University's PILS for instance, online study planning forums have been introduced and subsequently used by over 3,700 students. As a result, the Open University has now mainstreamed them across the university¹⁰⁰. New subject websites have also been piloted and, after being accessed by more than 114,435 students, funding was made available for a more extensive roll-out across all the main subject areas. Other CETLs have also chosen to establish an easily accessible online database of materials. SOLSTICE is an example of this, which through its Moodle Virtual Learning Environment (VLE) has given free-of-charge access to web-based teaching, video material and online datasets. This has also become available to potential students who wish to examine course material as part of their decision-making process on where to study.

Flexible learning

Technology has successfully been used in other CETLs to allow for more flexible forms of learning (including work-based learning), in enabling them to better deal with the needs and constraints of learners. ALiC (Leeds Metropolitan University) for instance, established Techno-Cafes – informal learning spaces with WiFi access. This, according to its self-evaluation report, enabled students to continue their learning under conditions that better reflected their own lifestyles and working preferences. Students were also freed from the typical scheduling demands and laboratory rules that would normally constrain them on campus. Ceppi has also increased its use of webcasting, video-conferencing and mobile technologies, providing students with virtual access to learning opportunities, resources and support. As stated in its self-evaluation report, one of Ceppi's main reasons for introducing this was to enhance learning for students on placements, and to better meet the needs of students with disabilities.

Investment in capital

Learning enhancement has also occurred through investment in capital, providing students with new technologies, equipment and facilities to help better suit their needs. In CELS (Nottingham Trent University et al.) for instance, capital funding has been used to provide the optical observatory with a new telescope, new AV facilities, a Virtual Reality Kit, and a ballistics and projectiles kit. These according to the self-evaluation report, have been extensively used by students for project work whilst the ballistics resources have helped to conduct new experiments in Forensic Science. A number of other CETLs including *Aspire* (Harper Adams University College) and COLMSCT (Open University) have heavily invested in their IT infrastructure to improve the availability of learning resources for learners. *Aspire* saw the number of student-facing computers rise from 291 in 2003-4, to 425 in 2008-09, which has helped go some way to meeting the ever-increasing demands being placed on the college's IT services.

Challenges faced and how these were overcome

Relatively little coverage was given to the challenges being faced in introducing new technologies and innovative practices. This suggests that CETLs did not regard it as a major issue. Nevertheless, two noteworthy constraints were mentioned by a handful of CETLs and this section examines what these were, and the relative success of the different measures used to overcome them.

Unwillingness of staff to use new resources

Five CETLs explicitly mentioned in their self-evaluation plans that there had been some reluctance amongst tutors to increase their use of technology as part of their everyday teaching. CIPEL (Coventry

¹⁰⁰ PILS self-evaluation report.

University) and the RLO (London Metropolitan University et al) CETL attributed this to a lack of digital literacy and confidence rather than any real resistance to its use. In CIPEL, the self-evaluation report points to how the problem was exacerbated by a lack of learning technologists for staff. In the original bid, they had only anticipated having one learning technologist in each HEI, but following the lack of engagement, felt that having many more would have been beneficial. The Clinical and Communication Skills CETL (Queen Mary University of London) was positive about the impact of learning technologists, as illustrated by the following extract,

Our original proposal included a learning technologist for one set-up year only and no research fellows. It quickly emerged that providing teaching staff with easy access to a skilled, sympathetic and encouraging learning technologist was going to be one of the best investments we could make.¹⁰¹

The AIMS CETL at the University of Bristol stated that the time required to become proficient in the relevant software was a barrier to the use of technological resources; something, which was felt to be ‘neither appropriate nor sustainable’.¹⁰² Again, the lack of skilled staff on hand to offer advice was a factor in one School. An advanced medical computer-based tool was initiated by one member of staff, but required highly specialist skills. Once the member of staff concerned had left his position, no-one else was sufficiently skilled to take the project forward and it was discontinued.

Difficulties in embedding and rolling out technologies

This was a problem experienced by several CETLs. Three pointed to how there were problems with software compatibility (CEIMH, InQbate and Mental Health and Social Work) with their existing systems. There seemed to be a sense that these issues were avoidable. Generally, it was felt that too much time was spent trying to resolve complex technological issues and that, instead, simpler or alternative software should have been used. Two CETLs (InQbate and CIPEL) pointed to how five years was simply not long enough to fully roll-out technology in a way that would be most effective for learners. However, aside from seeking additional post-CETL funding (which in itself was acknowledged as being challenging), no other methods for resolving this could be identified.

Evidence of impacts to date

In many respects, it is difficult to clearly assess the specific impact that technology-enhanced learning has had on students. The availability of, and access to, new resources, facilities and teaching methods is just one of several factors that could influence student attainment levels. Indeed, few CETLs in their self-evaluation reports have directly attributed the development of learner skills to the presence of technology-enhanced learning although there was a general acknowledgement that the two were in some way related.

Only a handful of CETLs have provided evidence of the direct impact that technology-enhanced learning has had on its students, but in all cases, the belief has been that it has had a tangibly beneficial impact on learners. InQbate at Sussex University, for example, has claimed the increased number of first class honours in the International Relations cohort is linked to the students’ access to its ‘Creativity Zone¹⁰³’, and through the availability of technology resources there. Likewise, The University of Hertfordshire provided evidence on the impact of technology and innovative approaches at the Blended Unit CETL, this time providing quotes from two students to underline how positive impacts were felt across diverse subject areas,

Podcast continues to be a great inspiration to the way I learn, I find it so helpful to listen again and again. (Philosophy student)

¹⁰¹ Clinical and Communication Skills self-evaluation report.

¹⁰² AIMS CETL self-evaluation report.

¹⁰³ A technology enabled physical space which gives students access to amongst other things, wall-mounted interactive touch screens, multiple projectors, display screens, wireless connectivity, audio-visual or location-aware technologies.

...the ability to access the [university] network is what I've found most useful. It means at home, whatever time of day or night, I could grab my files and start working. (Psychology and Artificial Intelligence student)¹⁰⁴

Learning points

- Provision of capital funding has enabled institutions to provide learners with access to the highest quality teaching facilities and resources.
- Increasing use of technology has allowed for a more diverse and flexible approach to learning, which is better geared to the needs and learning styles of many students.
- HEI staff need more encouragement and support to utilise technology and innovative practices more fully in their teaching.
- There is little in the self-evaluation reports on the direct impact that access to technology and innovative practices has had on overall learner attainment.

¹⁰⁴ Blended Learning Unit self-evaluation report.

Sustainability of innovation in teaching and learning after CETL funding

The questions/issues for consideration

The CETL programme has included an important focus on innovation in teaching and learning. The purpose of this case study is to examine the extent to which CETL HEIs are planning to sustain this commitment to innovation in the future.

In this case study we look both in general terms at how CETLs planned for sustainability, and also more specifically at how they have sustained innovation in teaching and learning.

Examples of good practice drawn from the evidence base

Looking ahead: creating communities, building relationships

The Centre for Excellence in Theatre Training (CETT) provides a good example of a CETL that has included relationship building from the start, with a view to sustainability in the future,

We have created a wide range of communities around our work. Their creation was a deliberate plan to increase our sustainability, post CETL funding. One of the models that is very relevant to current concerns in HE is the development of partnerships with local employers. Camden theatres have a rich history of work at the forefront of theatre innovation and frequently employ our graduates. We have worked closely with Camden LEA to develop a Camden Theatres Consortium, to make effective use of shared resources and create opportunities for graduate employment. Our work has created communities around: a) Street arts: A CETT secondment facilitated bringing together all courses to examine practice and develop new practice through collaboration with artform development agencies, commissioning boroughs and production companies and the Olympic Organising committee. It has shared approaches through symposia and roundtables at national conferences; b) Puppetry – The Student Puppet Festival and Graduate Companies scheme run with the Puppet Centre are both open to non-Central students / graduates. These schemes are now in their third year and are planned to continue after CETL funding ends. [Extract from self-evaluation report]

Generating revenue for sustainability

Sale of CETL-produced products

Some CETLs have managed to generate revenue to secure sustainability through the sale of outputs or products. Bournemouth's Centre for Excellence in Media Practice, for example, has generated income through the sale of products such as ParaShoot (an online tool for production risk assessment), CASPAR (Computer Assisted Self & Peer Assessment Ratings) and Box of Broadcasts (off-air recording and media archive services).¹⁰⁵

Similarly, Bristol ChemLabS, working with Learning Science Ltd, has developed the LabSkills range of Dynamic Laboratory Model (DLM) products to support the practical component of A-Level Chemistry at student, teacher and school level, as well as producing Foundation LabSkills to support practical chemistry skills development at HE level (see <http://www.labskills.co.uk>). The revenue from this commercial venture will be used to support and invest in continuing ChemLabS' activities.

¹⁰⁵ The products mentioned above can be seen at <http://www.cemp.ac.uk/tools/>.

Securing alternative funding

ALiC staff have been involved in a number of successful funding bids, as a result both of the ideas arising from ALiC and the continuing deepening knowledge and understanding gained through sharing the outcomes of ALiC with the wider national and international community. Funding has been secured from sources including ESRC, JISC, HEFCE and the HEA. The continuing evolution of ALiC can be seen in the movement from mentoring (as demonstrated in the cross-programme, cross-level project management activities) to developmental coaching (as seen in the JISC personalised curriculum creation coaching project). Similarly the ESRC-funded project to develop software to run and evaluate an innovative 'interactive immersive classroom' called SynergyNet also has its roots in ALiC.

Bristol ChemLabS has had some success in corporate and alumni fundraising, in addition to generating revenue through the sale of CETL-produced products.

Challenges faced and how these were overcome

CETLs have faced various challenges in relation to sustainability of innovation in teaching and learning. Here we identify some of these, and provide some examples of the methods which have been used to overcome them.

Engaging staff in the work of the CETL

Many self-evaluation reports noted their difficulties, at least in the early stages, of engaging the wider academic body in what the CETL was about. This is of course important to the longer term sustainability of innovation: if staff are not engaged during the CETL's lifetime, then sustained innovation in teaching and learning will not follow afterwards.

The Central School of Speech & Drama succinctly summarises the situation faced by its Centre for Excellence in Theatre Training (CETT), how it addressed the barriers, and the resulting changes which occurred,

[We faced initial] difficulties in persuading staff to delegate teaching in order to develop enhanced pedagogies, [as] Central is an intensive teaching institution with a staff culture of attention to teaching duties. These were solved by:

- *student companies, student-led projects, engaging professionals to work with the students, together showing that students can benefit both from independent learning and from contact with other specialists;*
- *conferences and colloquia that showed the benefits and excitement of dialogue with peers from other sectors;*
- *development of new opportunities for explorations of pedagogic specialism through new art-forms and projects.*

Evidence that this has been effective can be seen in: a) productivity and artefacts; b) engaging in network activity; c) non-CETT-funded initiatives that have grown out from staff enquiry; d) evidence from annual monitoring and visiting practitioners that CETT has enhanced staff and student practice. Once the rewards of CETT engagement were made tangible, one of the easiest aspects has been getting staff and students to share their work with colleagues and to build on that to deliver collaborative outcomes. Teaching practitioners have been able to discover the invigoration of pedagogic research and have been keen to open their findings out to colleagues. This culture of collaboration is eminently sustainable within the faculty.

Small, specialist institutions

For the small, specialist institutions, sustainability was always going to be a challenge because of the potential distorting effect of such a relatively large influx of short-term funding. At the Royal Northern College of Music, the College and CETL management teams were aware of this from the outset and employed strategies to minimise distortions and plan for the embedding of the work and achievements. Clearly, the major problem to be solved for the RNCM was the loss of the recurrent funding of £350,000 per annum, which was used primarily to support additional staffing. The management teams developed a business plan for the continuation and embedding of the CETL activities; this positioned the CETL's three disparate areas to operate as free-standing units from September 2010, and for the RNCM CYM brand to be dissolved.

Remaining barriers

Of course, not all challenges can be overcome. In the case of the Open University's Practice-based Professional Learning Centre for Excellence in Teaching and Learning (PBPL), for example: 'Despite significant evidence of impact of the CETL, including on income generating activities and including very positive commendation by the QAA for impact on quality enhancement, it has not been possible to find resources for PBPL to continue as a formal entity. This is of course in a large part due to the current financial difficulties being faced by HE in general and the OU in particular. At a time of financial stringency it becomes hard to make a case for investing resources in activities which do not directly generate income but rather build capabilities which can generate future income streams.'

Sustainability in different guises

There are differences between those CETLs continuing to operate in something like their original form (i.e. with a clear brand or identity), and those that are winding down but continuing some of their activities in different ways.

Amongst those CETLs continuing with a clear identity is Coventry University's Centre of Excellence for Product & Automotive Design (CEPAD) whose formal continuation is based on its expanded identity and location which can be described 'an international community of design educators, practitioners and researchers linked to Coventry University'. The centre, based in the specialist facility of the Bugatti Building, encompasses a wide range of design-related activities from developing teaching and learning to research and consultancy.

Similarly, in January 2010 Bournemouth Centre for Excellence in Media Practice (CEMP) received approval from the Media School management and University executive to implement a new five-year strategy: 'This sees CEMP maintain its current staff base as well as an increase in the number of doctoral students which will enable CEMP to continue its current work and develop new projects and research activities.'

At the Blended Learning Unit (BLU) CETL,

The BLU name and culture will continue within the Learning and Teaching Institute and it will continue to enable some of our best practitioners to support colleagues and take forward our Learning and Teaching Strategy. [...] A designated BLU team will take responsibility for curriculum development and innovation activities. Immediate priorities include a substantial project to promote effective and resource efficient assessment practice over the next year, with the intention of developing widespread expertise and good practice in Assessment for Learning. A larger project will support the University's planned developments in relation to distance learning. This latter work is likely to be active for at least five years.

Some CETLs are continuing in one partner institution but not other/s. For example, the work of the CiPeL team at Coventry University is being continued through the establishment of a Centre for Learning Enhancement (CELE). At Sheffield Hallam, key members of CiPeL academic staff continue in leadership roles in inter-professional education.

Some CETLs are continuing in the short term only. For example, SOAS' LWW continues to exist beyond the period of funding for a further 12-18 months under its current directorship with the support of an advisory group of associates. In this interim period it will concern itself with: a) materials creation (e.g. continuing to catalogue Arabic, Chinese and Hindi online materials); b) ongoing research and submission of research proposals; and c) collaborative conferences.

Sustainability through knowledge capital

Many institutions have noted in their self-evaluation reports, and some in our electronic surveys of practitioners and Pro-Vice-Chancellors, that the sustainability of innovation will be assured via the individuals who have been involved in CETLs, regardless of whether their CETL itself continues. Several self-evaluation reports comment on the 'lasting legacy' that will be sustained through the work of individual staff, who continue to disseminate and develop the ideas and approaches they worked on during the CETL's lifetime. Typical comments include the following,

While some effects can be hard to monitor in a systematic way, they can also be pervasive, subtle and occur over a long period. Immediate effects on individuals can translate into wider effects over time as individuals move into different positions or gain coordinating roles where their experience can act directly as a resource for innovation.

Evidence from interviews with staff has indicated that learning and development gained through working with the CIPeL has influenced their practice both in interprofessional and subject specific work. This development within the staff group is a lasting legacy, as confidence has been raised to enable staff to respond to technological advance inherent to university practice.

Claims that 'of the staff who leave the host institution, many will take their experience and expertise to other HEIs and develop their practice there, representing an increase in knowledge capital for both the institution and the higher education sector' – a typical comment found in CETL's self-evaluation reports – seem entirely reasonable in principle, but in most instances they are presented in a rather vague way with no supporting evidence. Such claims may be more optimistic than realistic and vary across institutions.

Continuing physical presence

Many self-evaluation reports equate sustainability with the capital investment that has gone into the CETLs. For example: 'One very obvious continuation of ALiC will be through the Techno-Cafes. Their use and impact over the last few years has been such that they are largely taken for granted by the students and area seen as natural meeting places as well as working spaces. Students use the informal learning spaces in ways that work for them, often combining their own technology with the facilities made available. These spaces have been adopted and accepted within the [host and partner] institutions and will be maintained in a similar fashion to the rest of the estates and with equipment owned by the universities.' Of course, the sustainability of physical infrastructure does not always equate to sustainability of innovation in teaching and learning – a fact that some CETLs may not have fully taken on board.

Evidence of sustained innovation to date

Embedding of new technologies

Innovation is often equated with the use of new technologies. In the CETL community, there are instances where sustainability of innovation in teaching and learning are being achieved through embedding new technologies. Examples include:

- at ALiC (Active Learning in Computing) CETL, Leeds Metropolitan University: *the introduction of video and audio podcasting to support teaching was piloted and this has been*

adopted across the university. The system and processes used to design, develop and deploy these is being transferred to the Leeds Met central information services to ensure its continuation, enabling staff across the university to adopt podcasting to support assessment, learning and teaching in all subject areas

- at PBPL (Practice-based Professional Learning Centre for Excellence in Teaching and Learning, Open University): *innovative video analysis software developed at the OU has been used to create a reusable template for interactive learning. This is being used in a new online environment for support of work-based learning by social workers, funded by PBPL CETL. Video as a tool for the analysis of teaching practice has also been taken into new directions, with resources developed across four faculties.*
- at CETT (Centre for Excellence in Theatre Training, Central School of Speech and Drama): creation of an e-Learning environment with intranet, VLN and introduction of Moodle and Mahara into the curriculum (critical thinking lectures are being shared in Moodle; portfolios are shared across undergraduate courses in Mahara). Prior to the CETL, Central had no formal e-Learning software in use.

Embedding of new approaches to teaching and learning

At Gloucestershire's Centre for Active Learning (CeAL), the active learning induction which was developed within the School of Environment has now been rolled out wholly across two faculties and is being employed by Geography, Psychology, Sociology, Criminology, Education, Sport and Social Work. In addition the University of Gloucestershire approach was adapted for use within the School of Natural and Built Environment at the University of South Australia.

At CETT (Centre for Excellence in Theatre Training, Central School of Speech and Drama): CETL funds have enabled: the documenting of innovative practice through systematic recording of visiting artists, conference and symposium activity; an innovative artist in residence programme; the creation of a graduate internship focussing on media documentation; and the creation of an open access digital archive of rehearsal processes. Other practical but significant impacts include the creation of staff/student company. There is now greater awareness of the teaching and learning approaches of colleagues, which has led to increased inter-departmental collaboration on curricular projects. Student actors are working with student designers on drawing as a means of developing a character.

Impact on curricula

At Gloucestershire's Centre for Active Learning (CeAL), the Newsweek activity within Broadcast Journalism – a week-long role-play activity whereby students engage in producing radio, television and online news broadcasts – has been so successful that the approach (which was initially used with Honours level students) is now being used at intermediate level in Broadcast Journalism and incorporated into the documentation for new courses in Journalism at BA and MA level which went into validation in March 2010.

Other impacts

Several CETLs feel that innovation in teaching and learning is being sustained, although this is not always straightforward to evidence. Lancaster Postgraduate Statistics Centre (PSC) reports that,

The work undertaken within the PSC has already had an effect on teaching practice and the student experience. While some effects can be hard to monitor in a systematic way, they can also be pervasive, subtle and occur over a long period. Immediate effects on individuals can translate into wider effects over time as individuals move into different positions or gain coordinating roles where their experience can act directly as a resource for innovation. Effects can also be

discerned at disciplinary and interdisciplinary levels where transformative processes concerning the student experience are beginning to filter through.

The PSC self-evaluation goes on to say that,

From the perspective of an external evaluator, it is possible to discern that practitioners and the PSC core staff (through reward) have experimented in an innovative way with aspects of teaching and learning such as course content, learning process and assessment within statistics. This has enriched and extended the expertise of teachers (particularly with new statistics lecturers) within the postgraduate programmes and has provided inquiry-led statistics teaching into other programmes across the University. The longer term influence and potential of this enrichment is difficult to estimate, but the PSC may be important in developing a cadre of extended teaching and learning practitioners within statistics, which is designated as a strategically important yet vulnerable subject. The approach being developed within PSC of a wide range of specific and general foci for statistics within disciplines constitutes an interesting and important strategic direction.

Learning points

- Several CETLs have noted the importance of retaining a distinct identity after the end of CETL funding. Bournemouth's Centre for Excellence in Media Practice (CEMP), for example, sees a clear link between distinctness and innovation.

There is support for retaining [CEMP] as a presence within the Media School. As the Dean of the School suggested, in order to maintain and enhance this profile, it probably needs to retain a separate identity rather than be absorbed into the School, unlike many other CETLs that are likely to close and disappear once the funding finishes. This degree of separation has enabled CEMP to innovate and to challenge accepted theory and practice of education delivery

- CEMP also noted the significance of location,

...it was reported that Media School academic staff benefited from close physical proximity to the innovators and [we should] consider the broader implications of this for pedagogic knowledge transfer across the University

- Similarly, the Centre of Excellence for Product & Automotive Design (CEPAD) notes that the expansion of the operation to locate the CETL activities alongside applied research and client-centred work has had a number of benefits,

We have demonstrated that there is a close relationship between teaching practice, pedagogy and applied research for the practice-led discipline of design. We believe there is utility in their remaining connected and that the co-location of pedagogic development and applied research is beneficial, particularly in affirming the status of pedagogy, and pedagogic research. The co-location and integrated approach has provided a sufficiently strong base that it has been possible to develop proposals for external funding such as the two successful Leonardo projects (EADIS and EBDIG).

Staff development and capacity building

The questions/issues for consideration

This case study reports on practice and innovation in staff development and capacity building. The first half sets out the main themes of activities and good practice. The second half outlines staff development challenges and considers the main impacts flowing from investments, categorised into individual, institutional and HE sector impacts.

Examples of good practice drawn from the evidence base

Virtually all self-evaluation reports describe supporting staff development activities and learning development, including pedagogical exploration, and many detail the delivery arrangements for staff development. Of the 15 Pro-Vice-Chancellors (PVCs) who responded to the evaluation e-survey, six said that staff at their institution now have more opportunities to engage in pedagogical research and scholarship.

CPD activities

Workshops, training and conferences

CPD activities such as events¹⁰⁶ to support staff development, often cross-disciplinary in nature, are extremely common.¹⁰⁷ Activities have been organised by external bodies (e.g. HEA's subject centres) as well as the CETLs, for example, COLMSCT organised monthly community days with expert speakers to update teaching fellows' professional knowledge. Some CETLs describe 'open-to-all' type events available to external practitioners and others describe themed events and hands-on practical sessions.

Communities of Practice

A Community of Practice (CoP) is defined in this context as a group of people coming together from different disciplines or within a discipline for a common interest – pedagogical or subject focused. In the CETL examples¹⁰⁸, members of staff have been motivated to augment both their own and their peers' knowledge in their field. CETLs have supported CoPs through a variety of mechanisms:

- formal groups have been established in some CETLs. An example is the Space, Performance and Pedagogy Group set up by CAPITAL, which emerged from the symposium of the same title, to enable staff to share experiences and disseminate creative practice. Other examples include the London Mobile Learning Group and Researching Medical Learning and Practice groups.¹⁰⁹
- cross-faculty collaborations amongst staff and partners with a shared interest¹¹⁰ are in evidence in certain CETLs. For example, CEIMH brought together those with responsibility for e-based learning at the University of Birmingham and InQbate's 'Train the Trainer' Cable project has

¹⁰⁶ E.g. workshops, conferences and symposia.

¹⁰⁷ Artswork, COLMSCT, White Rose, RLO, C4C, HELP, Institute for Enterprise, CEWBL, sigma, CEAIL, Critical Thinking.

¹⁰⁸ HELP, Artswork, WLE, CEIMH, IPPS, PBPL, CAPITAL, CILASS.

¹⁰⁹ Both WLE based.

¹¹⁰ Artswork and CEIMH. Artswork's approach has been such a success that it is now planning to co-locate disciplinary groups to support the growth of trans-disciplinary programmes and communities.

provided opportunities for over 100 staff in 20 teams to collaborate on reviewing their practice to transform teaching¹¹¹.

- HELP CETL has been proactive in supporting CoPs –it has facilitated the creation of over 44 physical and virtual CoPs that have facilitated the sharing of resources, research and good practice across the University of Plymouth¹¹².
- wikis are a particularly effective way for CETL fellows to create a virtual CoP to share information and engage a wider audience. A CETL reading group has also been set up to engage staff in literature related to one CETL.¹¹³

Staff development opportunities

Fellowships

Development fellowship awards are a way for staff to develop pedagogical or subject-based interests¹¹⁴ and are funded by some CETLs. CCMS alone has funded 55 fellowships¹¹⁵ and sigma runs a visiting fellows scheme. However, staff interviews indicated potential deadweight associated with fellowships: ‘development fellowship awards are good as they inspire innovation but they are taken up by the people who that would probably do it anyway.’ There were also concerns that not enough time is freed up for fellows to innovate; often they juggle their existing workload with new activities.

Secondments

Some CETLs are using secondments or residencies as an opportunity for staff to develop professional practice and share learning with others, particularly with those outside their discipline. Some CETLs second external staff, there is even an international academic exchange operating in one CETL. Staff on secondment are encouraged to present their work at events organised by the CETL.¹¹⁶ The Blended Learning Unit CETL reports success with its secondments; eight of the seconded BLU teachers have been awarded University Teaching Fellowships in recognition of their contribution to the university. One of the arts-focused CETLs (CECPA Belfast) runs an artist in residence scheme, where the artists are encouraged to share their work with a wider audience.

Recognising and rewarding staff

Promotion/ new roles

Some of the self-evaluation reports provide evidence of new roles for ex-CETL employees that will help to ensure the sustainability of CETL activities.¹¹⁷ An example is a CETL Director moving into a cross-school role to encourage uptake of CETL’s technologies and use of its facilities.¹¹⁸ However, there was also some concern that this could lead to a draining of expertise in some areas.¹¹⁹

¹¹¹ InQbate’s self-evaluation report states, ‘the CABLE process is geared to the needs of an individual institution and capitalises on the benefits that cross institutional sharing and support can bring. The process itself is sensitive to the constraints that academic and professional staff are frequently working under and recognises the importance of ongoing support as change management projects progress.’

¹¹² The HELP CETL self-evaluation report states that CoPs are an ‘extremely interesting and helpful model for HE in FE – by enabling individuals to develop a scholarly area of interest...and then work with group of like-minded people, FE staff gain an opportunity they have not commonly had.’

¹¹³ AFL.

¹¹⁴ CEDP, Aspire, CCMS, sigma.

¹¹⁵ Across 34 benefiting disciplines.

¹¹⁶ CIPEL, Blended Learning Unit, sigma.

¹¹⁷ C-SCAIBE, CEPAD, CEPA, AFL, CEWBL and ALiC.

¹¹⁸ CEPAD.

¹¹⁹ CEWBL.

Rewards

The self-evaluation reports show that some CETLs are rewarding excellent practice¹²⁰ but little detail is provided on the nature of these rewards. A few described financial rewards; for example, CETH provided funding towards CPD; the Centre for Excellence in Multimedia Language Learning in Belfast introduced its own awards scheme within the University to recognise excellent practice in multimedia teaching; and the Visual Learning Lab provided funding for equipment and pilot projects. Of the 15 PVCs who responded to the SQW survey, eight said that they have recently introduced (or improved) processes for recognising and rewarding staff excellence in teaching and learning.

Accreditation

As a result of hosting the LWW CETL, SOAS trained its practicing language teachers to become accredited MFL LWW teachers. The Artswork CETL at Bath Spa University has created an MA in Professional Practice which has supported a range of staff at the University to develop their teaching practice.

Incubators of innovation

CETLs have sought to act as incubators for innovative thinking and practice in many cases¹²¹ and some CETLs have used their standing to raise the profile of innovation in HEIs. In the CEMP CETL, 50 per cent of staff undertook an innovation project; some of these have led to changes in practice across the Media School at Bournemouth University. However, one CETL points out there is a danger in striving for innovation and less time is devoted to the enterprise of teaching as a result.¹²² Approaches to supporting innovation included:

- communications: developing effective communication methods such as using plasma screens for communication internally and ensuring innovation and successes are disseminated effectively within and beyond the HEI (to benefit and inspire others)
- technology: for example, the creation of a digital archive to improve documentation of practice and to support curricular as well as more effective use of technology (e.g. intranet, wikis etc)
- pedagogy: innovation developed through pedagogical research centres, innovation hubs and observational laboratories are operating at some CETLs. The Open CETL Suite is an innovation hub shared by the OU CETLs; the suite provides hot desks, meeting and networking space and presentation rooms for fellows and high specification ICT equipment. OU fellows or 'change champions' received laptops and access to equipment. These fellows carried out innovative project work within their own departments to ensure that innovation would cross over more easily into mainstream practice. Middlesex University's Mental Health and Social Work CETL opened up its pedagogic forums to all staff interested in teaching and learning enhancement and CETL funding was used to support interested staff from other disciplines (e.g. the Business School) to undertake innovative pedagogic projects of benefit to many disciplines.

Other approaches to developing staff

A variety of other approaches to developing staff were in evidence in CETLs, including the following:

¹²⁰ E.g.: CEMP, CETH, Visual LearningLab, Blended Unit, CEPA, COLMSCT, [Centre](#) for Excellence in Professional Practice in Belfast, Institute of e-learning Services in Ulster, CEIPE.

¹²¹ For example: CILASS, CEMP, Centre for Excellence in Theatre Training, Centre for Excellence in Dynamic Career Building for Tomorrow's Musician, COLMSCT, Mental Health and Social Work CETL, sigma, SCEPTRE, Ceppl, *Aspire*.

¹²² Critical Thinking CETL.

- Ceapl adopted a mobile learning trials approach, inviting staff across the institution to participate in trials and learn what works for students on work placements regardless of discipline
- the CILASS ‘Students as Partners’ is a model for partnership working in learning and teaching enhancement that is highly regarded and it has directly impacted on other HEI initiatives
- champions of teaching and learning have emerged at the Open University CETLs who will continue beyond the CETL
- CAPITAL has worked with the University of Warwick’s staff training body to incorporate CETL learning into staff development programmes across the HEI
- the Mental Health and Social Work CETL is providing flexible learning embedded within the workplace for Barnet Council. This approach offers greater accessibility to practitioners. They have expanded their post-qualified portfolio of programmes and CETL funding has increased the number of part-time places to students on work release
- the E-tools Database it is an online repository providing a structured profile of over 40 e-Learning tools and 29 technologies (managed by the Institute of E-Learning Services in Ulster) and the Institute of E-Learning Services produced a good practice guide.

Challenges faced and how these were overcome

Few of the self-evaluation reports communicate what the challenges have been in using the CETL as a vehicle for staff development and capacity building. Moreover, there is little or no evidence of the ways in which CETLs have tackled barriers, but three main barriers have been described:

- staff buy-in: some HEI staff have been apprehensive about the CETLs, due to a fear of a change in the ethos, activities and reputation of the institution¹²³. Conversely, one CETL representative said it is easy to engage those for whom teaching and learning is already a priority.
- lack of staff time to get involved: competing priorities lessen the ability of staff to engage with the change process and share good practice.¹²⁴ However, the practitioners’ survey did show that 52 per cent agreed with the statement ‘as a result of the CETL programme, I have had more time and opportunity to reflect on my teaching’ so for some practitioners, being involved in the CETL programme has provided more time to enhance teaching. A proposed solution is to provide more online learning resources to increase flexibility; another solution put forward is to offer additional research assistance to prepare materials and support teaching staff; this is the approach at AIMS¹²⁵. The Centre for Excellence in Professional Practice in Belfast runs a reward scheme that frees staff time to enable them to further develop their teaching practice.
- communicating CETL messages to staff: educational jargon can be a barrier to the transfer of ideas across disciplines (e.g. at CILASS) and CETL communications can be complicated by its position within the university. The CCMS CETL has sought to remedy this by including a wide range of internal stakeholders from HEI management level in the Steering Group to

¹²³ The Centre for Excellence in Dynamic Career Building for Tomorrow’s Musician, C-SCAIPE and SCEPTRE.

¹²⁴ Clinical and Communication Skills and C-SCAIPE.

¹²⁵ Due to staff time constraints, the approach at AIMS is for the CETL team to undertake teaching development and evaluation work so that other staff can get on with the delivery of teaching using tried and tested infrastructure.

increase understanding of CETL work internally in order to forge links with teaching and learning staff across disciplines.

Evidence of impacts to date

The self-evaluation reports reveal evidence of impacts in relation to staff development and capacity. These can be categorised into impacts on (a) individual members of staff (b) the HE institution and (c) wider HE sector. Many CETLs report impacts across all three; for example, the 'Promoting Learner Autonomy' CETL reported particularly strong impact, as follows,

„the effect on staff has been profound. Influences are present everywhere from the Corporate Plan to the course planning and validation processes, in new LTA roles and responsibilities and sustainable career paths for excellence in teaching.

Individual staff level impacts

The self-evaluation reports reveal many examples of impacts on individual staff which are briefly summarised below.

Professional and personal development

CETL self-evaluation reports¹²⁶ reveal high levels of outputs from staff connected to their innovative pedagogic and subject-related research, covering occasional papers and journal articles, seminars, podcasts and DVDs, resources (virtual and physical), good practice guides, wikis that operate as virtual CoPs. Dissemination of CETL-generated research has helped to develop professional competence through knowledge acquisition, and has enhanced the careers of staff that authored the research. 'COLMSCT has seen many of its less experienced fellows blossom into accomplished published authors'. For some this has resulted in promotions or permanent employment contracts (e.g. for PhD students at AFL CETL); the opening up of career paths and the building of professional contacts and relationships, including across disciplines which are preparing staff for future joint working.

There have been 'softer' outcomes for staff involved in some CETLs¹²⁷ such as growth in self confidence (e.g. confidence to develop pedagogy), assertiveness and empowerment. Staff have also benefited from a cultural shift towards increased collaboration as seen in the Critical Thinking and Centre for Excellence in Professional Development CETLs, both in Belfast, open discussions about pedagogical ideas, greater propensity amongst staff to get involved in educational research; which has resulted in enhanced teaching and research-informed teaching in some cases.

A Senior Research Fellow and projects coordinator at the VLL CETL states that the role has enabled him to 'develop a wide range of generic project management skills, to develop another research specialism and to interact with a wide range of new colleagues in schools and faculties at the University of Nottingham and beyond'. An academic at the VLL CETL states that,

At the VLL's outset I [had] an interest in learning technologies; at its conclusion I am an interdisciplinarian with a focus on learning. In that sense, my involvement with the VLL has seen a re-shaping of my academic identity. This is at least partly as a result of being a member of projects creating innovative learning across a variety of disciplines, and partly as a result of how the VLL has managed to create networks of inspiring practitioners. Yet the core of my interest in technology as a mechanism for changing learning has broadened and been reinvigorated rather than diminished.

¹²⁶ Mental Health and Social Work, SOLSTICE, ALiC, Promoting Learner Autonomy, CETH, CEWBL, Aspire, IPPS, C4C, White Rose, Visual LearningLab, CECPA and CEIPE.

¹²⁷ Mental Health and Social Work, SOLSTICE, ALiC, Promoting Learner Autonomy, CETH, CEWBL, Aspire, IPPS, C4C, White Rose, Visual LearningLab.

Awards

As a result of their involvement in the CETL programme, some teaching staff have gone on to win national and institutional awards for excellence in teaching. For example, two teaching fellows at COLMSCT were given Open University Teaching Awards; one staff member at CEPA received the Vice-Chancellor's Distinguished Teaching Award; and three of CEAIL's members were awarded a University Teaching Award.

Teaching practice

Just under four fifths (79 per cent) of those responding to the practitioner survey agreed or strongly agreed that 'as a result of the CETL programme, my overall teaching and learning practice has improved.'¹²⁸

Innovation

A very high 79 per cent of those responding to the practitioner survey agreed or strongly agreed that 'as a result of the CETL programme, I have developed innovative approaches to teaching and learning.'

Recognition of staff

Institutional recognition of staff contributions to teaching and learning was, however, reported to be much weaker in the practitioner survey; just under half (46 per cent) of those responding to the practitioner survey agreed or strongly agreed that 'as a result of the CETL programme, my excellence in teaching and learning has been recognised via promotion or some other form of recognition and reward.'

HE institution level impacts

Reputation for teaching and learning

As described under the individual level impacts, CETLs have generated a substantial volume of outputs and pedagogic research has been disseminated via multifarious means such as journals, study tours and conferences etc. As an example, CAPITAL is publishing a book entitled *Open-space Learning: A Study in Interdisciplinary Pedagogy*. This is seen as the first step towards disseminating the CETL's research to a global audience. The CEDP CETL states that its outputs have been of a high quality: 'the CEDP staff have already published and presented widely in well respected peer reviewed academic fora and journals...the quality of this work is evidenced by the highly reputable character of the journals that have published these papers'. Such a body of eminent work was seen to have had a positive impact on the reputation of some CETL-hosting institutions and even partners¹²⁹, as claimed by Cepl: 'at the University of Plymouth this activity along with that of the other Plymouth CETLs has significantly raised the profile of teaching and learning within the University and partner institutions'. Of the 15 PVCs who responded to the SQW survey, six said that teaching and learning had a higher status and profile in their institution as a result of the CETL.

Teaching and learning outcomes

A number of outcomes have been detailed by CETLs, including curriculum impacts such as new courses or redesigned courses as a result of CETL activities¹³⁰ and enhancement of teaching methods (e.g. to become more effective at engaging students to improve learning outcomes).¹³¹ The AIMS CETL self-evaluation claimed that 'innovative and effective teaching methods have enhanced student learning in practical and professional subjects, increasing quality and consistency, and updating staff

¹²⁸ This included both CETL employees and non-CETL employees.

¹²⁹ Cepl, InQbate, CEDP.

¹³⁰ CEPAD, PILS, Write Now, C-SCAIP.

¹³¹ C4C, AIMS, Write Now.

expertise.’ Another reported outcome in this area was research-led teaching.¹³² The SQW practitioner survey found two very positive impacts at the institutional level:

- pedagogical research: as a result of the CETL programme 71 per cent of those responding to the practitioner survey agreed that they have had opportunities to engage in pedagogical research and scholarship.
- innovation: 80 per cent of respondents to the practitioner survey agreed or strongly agreed that the CETL programme had contributed to the adoption of innovative approaches to teaching and learning in their institution.

However, impacts on teaching practice were reported to be much weaker in the practitioner survey: just over half (56 per cent) of those responding agreed or strongly agreed that ‘the CETL programme has contributed to improved teaching and learning practice in my institution.’

Impact on institutional policies

Some CETLs reported impact on teaching and learning strategies. Although they did not always specify exactly which aspects of strategy had been influenced, some CETLs were certainly seen as catalysts for strategic and cultural change within their HEIs.¹³³ A good example is the Centre for Active Learning securing a commitment from the University of Gloucester to embed active learning across the institution. CEIPE reported that the CETL has led to a greater focus on teaching in a research-led university,

Many of the staff involved in CEIPE considered that the funding was particularly important to help focus on teaching and learning in a research-led university. The evidence-based approach taken by CEIPE has helped to develop a healthcare education research culture that will be sustained and developed.

Knowledge capital at an institutional level

In many cases, participating HEIs will continue to benefit from a body of staff engaged in knowledge acquisition and exchange.¹³⁴ For WLE, the knowledge capital has been expanded in work-based learning theory; teacher education; technology-enhanced teaching and learning (including multimedia pedagogy for professional learning) and e-Learning as well as in academic areas such as social justice, equity and diversity. SOLSTICE has developed specific skills and knowledge in the effective use of VLEs.

Wider HE sector impacts

Collaborative working across the HE sector

In some CETLs, there is now higher value placed on collaborative working with colleagues from other HEIs. For example, the White Rose CETL has regularly exchanged ideas with Sheffield Hallam University as well as many other HEIs across the country – ‘this loose collaboration has continued despite some of the institutions not receiving funding for their CETL bid, this is again testament to the importance placed on enterprise within Higher Education at present and the high value placed on meeting and working with colleagues from other HEIs’.

¹³² White Rose, C-SCAIBE, CILASS.

¹³³ Bridges, Write Now, CILASS, AURS, Centre for Active Learning, CEPLW.

¹³⁴ CEEBL, WLE, AFL, Mental Health and Social Work (Middlesex), CEWBL, ALiC, Institute of E-Learning Services.

Sharing of good practice and resources

The sharing of good practice extends beyond CETL HEIs to benefit other HEIs and the sector as a whole e.g. Artswork has created innovative resources to support new or redesigned arts degree programmes. Some have been shared with colleagues in the sector and they will be made freely available as Open Educational Resources (OER).

Knowledge capital at a sector level

When staff who have participated in professional and personal development opportunities through a CETL move to other HEIs, their knowledge and skills transfer with them. The sector as a whole will, over time, benefit from a legacy of increased knowledge capital emanating from the CETL programme, although this cannot be quantified.

Learning points

The CETL programme has yielded impacts in relation to staff development at both individual and institutional levels. Evidence of impact is most apparent at the individual staff level for some CETLs. Wider capacity-building within institutions is, however, apparent through more formal dissemination activities. In some cases, staff on CETL-funded secondments¹³⁵ are required to present their work to wider audiences at CETL events.

One way to embed skills and knowledge and stimulate further developmental activity is to support and facilitate the development of Communities of Practice that are organised around a shared interest, knowledge or activity. A CoP affords participants a sense of shared purpose and a community in which to share ideas and good practice and also to organise work collaboratively. Some of the CoPs nurtured by CETLs have become effective ways of securing cross-disciplinary collaboration around pedagogy (e.g. e-Learning or mobile learning), inter-professional learning and scholarship.

Achieving staff buy-in through effective communication and the freeing-up of staff time has encouraged more staff to participate in CETLs' professional development activities.

¹³⁵ For example: CIPEL, Blended Learning Unit and sigma.

Engagement of employers and non-HEI partners

The purpose of this case study report is to identify examples of good practice in employer and other non-HEI engagement.

Examples of good practice drawn from the evidence base

A large number of the self-evaluation reports detail engagement with employers and non-HEI partners and the collaborative approaches adopted. There is evidence of engagement across the private, public and third sectors.

The range of employers

The private sector

The Centre for Stakeholder Learning Partnerships has worked with Laerdal Medical Ltd and several of ALiC's projects have been directed by business partners including Procter & Gamble, IBM, British Airways and Waterstone's. The Music and Inclusivity CETL has been collaborating on a 'Working in Music Project' with employers as part of the Music Business module which sees a host of speakers presenting to students on music business related topics.

The public sector:

The RLO, CEIPE and Mental Health and Social Work CETLs have established effective partnerships across the health sector (e.g. NHS Institute for Innovation and Improvement) to communicate CETL messages and promote collaboration. They also invite service users and practitioners to contribute to the delivery of classroom learning and teaching. This has enabled the Mental Health and Social Work CETL, for example, to host shared events such as the Inter-professional Education Conference hosted by the CETL and planned with MHHE¹³⁶ and CAIPE¹³⁷. This CETL also designed a core knowledge and skills course for Barnet Council staff which was nominated for an award from the Social Care Institute for Excellence.

The IPPS CETL formed a successful collaborative partnership with a local authority to develop CPD for children's services staff. This has resulted in further collaborative work, including courses on multi-agency working.

Educational institutions (other than HEIs)

InQbate developed its work with sixth form colleges and Foundation Direct established working partnerships with FE colleges, making these colleges part of the University 'community'. InQbate has been able to support course delivery, employer engagement (for curriculum and training purposes) and awards for students and workplace mentors who have raised the profile of foundation degrees locally. Another CETL, HELP, has allocated £1.5 million of capital funding to UPC colleges¹³⁸ on top of ICT investments of £350,000 in FE. Colleges have also benefited from discounts for equipment purchased in bulk by CETLs.

¹³⁶ Mental Health in Higher Education.

¹³⁷ UK Centre for the Advancement of Interprofessional Education.

¹³⁸ University of Plymouth Colleges (UPC) is a partnership consisting of the University of Plymouth and 19 partner institutions – Further Education (FE) Colleges – that collaboratively deliver Higher Education in FE settings.

The third sector

The Music and Inclusivity CETL works with a high profile local partner and employer, The Sage Gateshead¹³⁹. Some of the CETLs have undertaken community engagement through voluntary sector organisations¹⁴⁰ and service users groups, to inform their CETL programme. For example, CEIMH CETL worked collaboratively with the Federation for Community Development Learning which resulted in the 'Common Grounds' conference report. It has also worked with the Deaf Cultural Centre and the Chinese community. The CETL4HealthNE has also involved service users and carers in their work with the aim of innovating healthcare CPD in future. CEPA has been involved in scoping out a virtual living archive for the dance organisation, Akram Khan Company, in partnership with the Victoria and Albert Museum. Artswork offers consultancy and advice to support CPD for practitioners within the arts, particularly in relation to working more closely with creative industries.

Approaches to partnerships and collaboration

The LIVE CETL has engaged in discussions with academia and employers on workplace learning and collaboration to improve placement processes.¹⁴¹ Cepl set up the 'Placement Development Teams' initiative in 2007 to improve student and mentor support in clinical practice settings; teams include South West HEIs and practice placement partners. CETH developed an employer's network, to ensure that student learning and project work reflects employer and community needs. The self-evaluation report states, 'there has been an increase in the quantity, quality and depth of relationships and associated outcomes. [We] set out to engage with employers and help to meet their needs... Their work with many professional partners has allowed the College to share its experience with a wide range of organisations such as the Children's University, Music in Hospitals, Nordoff-Robbins Music Therapy, and high profile regional orchestras and ensembles'. The CEAIL CETL has arranged industrial visits with employers e.g. to commercial food processing facilities, to give students experience of the workplace.

Employer engagement and WBL is a priority for Aspire, and CETL staff working in this area are to be co-located with other staff in the HEI including WBL and learner support teams. It is hoped this will improve efficiency and the quality of services. The CEWBL CETL has supported the development of alternative models of WBL to ensure that a range of disciplines are brought on board and buy into WBL.

Several CETLs have become involved in student work placement schemes¹⁴². For example, the Sound Festival at The Sage Gateshead hosts annual CETL Music and Inclusivity internships for students, and CEAIL Biosciences has developed an effective work placement system. Aspire ran a Placement Learning Seminar in April 2010, focused on land-based vocations, where HE and FE staff shared good practice and engaged in problem solving; from this emerged a virtual 'community of practice' for placement officers¹⁴³ focused on rural economy occupations. CRUCIBLE employed a Placements Officer and this has strengthened CRUCIBLE's employer partnerships providing an opportunity for CETL staff to engage with employers and scrutinise placement quality. The Centre for Excellence in Dynamic Career Building for Tomorrow's Musician CETL also used capital funding to co-locate placement staff within CETL with other support staff to facilitate a growth in external collaborations, most notably with Manchester Camerata. The self-evaluation reports concludes that,

...the CETL has helped increase employer engagement, and develop additional placements, both in performance and the wider music industry, which have been made available with a variety of employers enabling the students to sample the totality of the profession.

¹³⁹ North East music venue and education centre

¹⁴⁰ E.g. Rethink, MIND, Suresearch, the Survivor History Forum and Network, Carers in Partnership and Users in Partnership

¹⁴¹ E.g. systems, information sheets for placement providers and feedback procedures.

¹⁴² Usually a one-year industry placement is undertaken by a student following a sandwich degree programme.

¹⁴³ A Community of Practice (CoP) is defined in this context as a group of practitioners from different organisations coming together for a common interest to share good practice and support learning and professional/personal development.

The CSF CETL founded the South West Learning for Sustainability Coalition, a Community Interest Company, to work with all key regional bodies to support and accelerate the development of a sustainable South West. The Coalition aims to coordinate and facilitate learning for sustainability in the region across all social sectors and educational phases. The CETL provided modest set-up funding.

CLIP at the University of the Arts London has used capital funds to create a well-equipped space for student and fashion industry use. As a result the London College of Fashion interacts more effectively with industry and the space has hosted events for the Fashion Business Resource Studio¹⁴⁴ and external partners. The Centre for Excellence in Theatre Training¹⁴⁵ has built a cutting edge performance space to deliver CPD for creative industry professionals; as a result the centre has been able to engage with large employers such as Yamaha.

The LearnHigher CETL has shared materials with workplace trainers and the Clinical and Communication Skills CETL has used its skills bus to deliver educational activities for staff working locally in the care home sector as well as for hospital trust staff. The sigma CETL has shared statistics resources with schools, FE colleges and non-HEI employees undertaking CPD (including virtually via iTunes). The Institute for Enterprise has developed materials with a number of beneficiaries including FE colleges, local businesses, charities and schools.

Many of the CETLs referred to collaboration with professional bodies in their self-evaluation reports. Medical and veterinary science CETLs have engaged with the General Medical Council, Royal College of Physicians, the Kings Fund, the Anatomical Society, the Physiological Society, the Royal Veterinary College, the Royal College of Veterinary Surgeons (RCVS) and the European Association of Establishments of Veterinary Education. CEMP has been in dialogue with the Arts, Design and Media Subject Centre, Skillset Sector Skills Council and MeCCSA, the subject association for Media, Communication and Cultural Studies, about the future direction of these subject areas. Many networks have been established: for example, IDEA set up a Professional Ethics Network (supported by charitable funding) to ensure open access to IDEA's outputs; and CEAIL Belfast established national networks with various national bodies and the Royal Academy of Engineering.

Challenges faced and how these were overcome

There is little information in the self-evaluation reports on the challenges of engaging with employers/ non-HEI partners and how these have been addressed. However, we have identified the following specific points:

- national NHS restructure resulted in the merger of two of Strategic Health Authorities to form NHS North East, which was a challenge for 4HealthNE partnership working to deliver innovative learning in health
- changing the culture of UPC¹⁴⁶ so that HE in FE practitioners could undertake change for themselves was a challenge for HELP. However, the prestige of the CETL initiative added helpful 'weight' to their work
- the CAPITAL Centre found the distance between the University in Coventry and the Royal Shakespeare Company (RSC) in Stratford-upon-Avon made it impossible to negotiate suitable workshop space in Stratford-upon-Avon and transport students there. Furthermore a delay of nine months in space availability meant that full implementation of CAPITAL's teaching programme was delayed as was the development of partnerships with Stratford-based organisations

¹⁴⁴ The Fashion Business Resource Studio has been established by the London College of Fashion as a single point of contact sharing the creative, business and technical expertise of the college with the fashion and lifestyle industries.

¹⁴⁵ Central School of Speech and Drama

¹⁴⁶ University of Plymouth Colleges

- the IPPS formed a collaborative partnership with a Local Authority to develop CPD for Children’s Services staff. This was a challenge because of the different ways the organisations worked; the partners had to build trust and a shared language to communicate effectively. The result has been a successful follow-on collaboration including courses on multi-agency working.

Evidence of impacts to date

The self-evaluation reports reveal evidence of impacts in relation to engagement with employer and other non-HEI partners. These can be categorised into impacts on (a) reputation and profile (b) practice and learning (c) networks and collaborations (d) resources (e) work-based learning.

Reputation and profile

When Artswork began in 2005 the university was not known for excellence in innovative teaching and learning throughout the arts, but it is now regarded as such by parts of the creative industries that have collaborated with Artswork on course design through to learning environments. Crucible’s impact has been felt across the University and beyond, and the growing numbers of international partners testifies to the growing reputation and impact of their work internationally. For SCEPTRe, external partners said they valued the CETL because of the positive impact on their organisations. CEMP has established a national profile in part due to the CETL status and by working closely with the media sector to develop teaching and learning that meets its needs.

Practice

For the CEDP CETL, staff involvement with influential professional bodies such as the General Medical Council has been important in achieving influence and has made an impact on the theory and practice of medical education. The Ceppl CETL has disseminated its work beyond health, to other subject areas which incorporate a placement or work-based element. As the Centre states in its self-evaluation report,

...due to the success of the Centre’s evaluation of the ‘Sexual Harm, Developing the City’s Response’ event using the Ceppl’s participatory utilisation focussed evaluation framework, the team were commissioned to evaluate the Domestic Abuse Advocacy Project by agencies constituting the Plymouth 2020 Partnership. Such partnership working has led to opportunities for new researchers at both undergraduate and postgraduate level.

A substantive ethnographic study of one local initiative aimed at providing an interprofessional placement opportunity supporting refugees and asylum seekers (Students and Refugees Together) formed the basis of a model of support for such placements. This model is now being initiated and evaluated in prisons for students undertaking the Social Care Management programme in partnership with the Age Concern Older Offenders Project that seeks to offer social care, advice and support to older offenders and their families. The Centre has also recently appointed to an innovative peripatetic role which aims to provide students with appropriate support whilst placed in these potentially challenging settings.

Networks and collaborations

A key legacy of the CETL programme is a spirit of collaborative learning in HEIs. The ExPERT Centre has developed a number of active communities of practice and established networks with external partners. Ceppl has invested in strengthening and widening collaborative partnerships with NHS, Social Services and independent sector colleagues. Ceppl has involved service users, academics and professional services staff, as well as public and third sector organisations in the sharing of good practice (as ‘consumers and producers’). CAPITAL is keen to continue collaborations with existing

partners, e.g. Shakespeare networks and international theatre companies to support initiatives aimed at a globally-oriented curriculum that embrace a multiplicity of learning styles. CEPA now has a legacy of well established relationships with six practitioners and companies who were involved in the visiting practitioner programme; this will enhance the centre's reputation and place it in a good position to pursue future high level collaborations.

Resources

CLIP funded the development of the interactive employability skills website, Creative Living,¹⁴⁷ which now receives as many hits from people outside the University of the Arts London as within it. This website is now seen as a 'living resource' which is owned and will continue to be developed by the University's careers department. Ceapl's Placement Gateway¹⁴⁸ has played a major part in the exchange of learning around good practice in placement preparation and support – for students, placement providers and university staff, over a five-year period. Users say that they have benefited from the gateway as a single entry point and are now able to make use of resources in an accessible format via the internet. Another CETL, SCEPTRE, has archived a series of seminars and is creating an e-book which will be hosted on a free wiki. Some of the resource packs produced by CEIPE are now used by hospital trusts in Northern Ireland.

Work-based learning (WBL)

WLE's theoretical work in WBL has been put to use by HEIs and industry practitioners in sandwich degree programmes which include a year of professional practice (e.g. University of Surrey).

Learning points

Many CETLs have engaged with external partners across the private, public and voluntary sectors and it is clear that some of these partnerships would not have been established were it not for the CETL programme. However, the degree of influence the CETLs have had on these partner organisations and the impact on how these organisations relate to HE is not clear from the evidence base. What is clear is that CETLs and some of their partners are engaged in two-way relationships, with the CETL applying its knowledge to practice and the partners exerting an influence over the direction of future teaching and learning.

The approaches to engagement with employers and non-HEI partners and the rationales for engagement are multifarious across the CETL programme. They range from working collaboratively to develop curricula and engaging with placement providers to enabling industry to use CETL facilities and resources.

¹⁴⁷ <http://www.careers-creative-living.co.uk/>.

¹⁴⁸ The Placement Gateway (CPG) provides access to resources developed through the Centre for Excellence in Professional Placement Learning. Items published on the CPG reflect placement quality themes and include key principles developed through Ceapl research, as well as resources for immediate use for students, staff and placement providers. (Source: Placement Gateway website (<http://www.plymouth.ac.uk/pages/view.asp?page=34562>) hosted by the University of Plymouth.)

Evidence of wider changes in the culture and behaviour of CETL HEIs

The questions/issues for consideration

The purpose of this case study is to identify any evidence to suggest that the wider work of the CETLs has impacted upon the culture and behaviour of CETL HEIs. The evidence presented in this case study focuses on the three key questions set out below:

- How well has the work of individual CETLs been embedded within the wider policies and practices of HEIs?
- Will this be sustained into the future?
- What challenges have CETLs faced in influencing culture change and embedding of CETL learning across the HEI?

Examples of good practice drawn from the evidence base

Drawing upon the self-evaluation reports it is possible to identify a number of examples where CETLs have described how their work has been embedded within the HEI and/or it has influenced wider policies and practices of the organisation. However, it should be noted that whilst many claim to have had some influence in changing policy and practice within the HEI, it is difficult to assess to actual extent of their influence and how this compared with other potential drivers such as wider policy changes in the sector. Some illustrative examples are provided below:

- University of Bristol (AIMS CETL): this CETL found that disseminating approaches and encouraging adoption of new teaching approaches was more challenging than they had originally envisaged. Some staff, even within the host department were conservative about the opportunities being provided by CETL because of pressure to achieve discipline-based research outputs as well as delivering excellent teaching. The CETL resolved this by undertaking much of the teacher development and evaluation work within the core CETL team, so that other staff could deliver their teaching within an infrastructure that was ‘tried and tested’. This approach is reported to have been vital in embedding new approaches across several curricula, which would not otherwise have been possible without significant take-up by teaching staff outside the immediate CETL team
- Open University (COLMSCT, piCETL, PILS and PBPL CETLs): a significant issue for the Open University has been having four centres co-located within the institution. It reports that, as a result of this arrangement, it has been possible to trace the trajectory of ideas generated within informal CETL open discussion into more structured debate, action and policy. For example, the articulation of ideas about the support of distant students within an e-Learning community began as casual conversations, but is now an embedded part of the university’s support plans, and guides the choice of new technologies. The PILS CETL also reported that the change in focus from individual modules to qualifications and pathways through modules, represents a significant shift in culture resulting from its work
- Birmingham City University (Centre for Stakeholder Learning Partnerships CETL): the CETL was originally based within the University’s Faculty of Health where it sought to develop and investigate institutional and educational relationships between the University and the National

Health Service. However, in 2008 a decision was made to move the CETL from the faculty and to relocate it at the centre of the University so that it could engage more widely across the University to spread the ethos and practice emerging from the CETL

- Kingston University (C-SCAIPE CETL): the focus of C-SCAIPE was on embedding sustainability knowledge and principals within the student body so that they can become pro-active students working towards a more sustainable society. By working with others in the University and by achieving high level interest and commitment, the CETL has promoted the embedding of sustainability principles across the University. This is now being championed centrally through a newly constituted Kingston University Sustainability Hub (KUSH). Furthermore, the embedding of sustainability within programmes has also resulted in the development of new courses
- University of Sussex (InQbate CETL): an integral part of the overall approach of this CETL was to work in creativity teams on each site, in close partnership with tutors, both individually and in groups, to review issues and successes in their current teaching practices. The CETL then explored alternative, more student-centred, social constructivist approaches that would utilise the physical, digital and social learning contexts more effectively in order to support the needs of individual learners and to meet wider employability demands. This approach is reported to have led to the transformation of teaching of key courses and modules within the curriculum
- DeMontfort University (CEPA CETL): this CETL led a long term (2006-2010) research project into employment and performance arts. It is suggested that this resulted in some significant curricular changes. The CETL was also involved in the development of four new undergraduate courses which drew on its research into the FE/HE transition, and which will help to address the diversity of needs of different learners. The building will also continue to be used for learning and teaching and pedagogic research, building upon the practices established by the CETL.

Challenges faced and how they were overcome

The CETL self-evaluation reports suggest that four main challenges were faced in the embedding of learning from CETL activity and in influencing HEI policy and practice. These are described below. In many instances these also reflect the broader challenges that were faced by some CETLs around wider institutional engagement over the lifetime of the initiative.

Wider institutional resistance to CETL activity

Several CETLs highlighted that there had been resistance to their work from the wider academic community within the HEI. The CEMP CETL found that it operated successfully within its own school, but less successfully elsewhere across the university where staff tended to encounter a 'not invented here' attitude. It took time to overcome such attitudes and there is some disappointment within the centre that more impact has not been made on the University community as a whole.

The CEPD CETL described the challenge of wider institutional engagement as follows,

...in terms of disappointments the CETL has not attracted the engagement of a significant body of academic staff during the funding period. Rather it has attracted a select group of enthusiastic staff... Without directing interaction and engagement in the core activities, the CETL has demonstrated successfully thus far the old adage – you can lead a horse to water, but you can't make it drink.

Resistance to engaging with CETL activity in other instances related to a perceived lack of confidence or knowledge within the wider academic community. For this reason the RLO CETL initially struggled to get tutors to embed new resources in their modules.

In this context the solutions to address the embedding of CETL activity varied. The AIMs CETL overcame initial resistance by demonstrating the benefits of new approaches which encouraged others to buy in to this way of working. The Bridges CETL also found that its fellows were struggling to influence widely within their departments in the early days of the CETL, despite there being a clear strategy for institutional change. Its response was to reformulate and reprioritise the CETL's work with some changes in the structure of the staffing base in year three, to encourage and promote wider institutional changes.

Competing demands on academic staff time

A further challenge for embedding CETL activity and learning has been the tension between the competing priorities of professional development and academic commitments. For example, the Clinical and Communication Skills CETL suggested that promoting best practice is always challenging. When increasingly busy academics are struggling to balance competing demands, it might be difficult for them to prioritise their own professional development. In these circumstances, staff found it hard to allocate time to engage in new practices. Similarly the C-SCAIPe CETL found that colleagues not directly employed by the CETL were often too busy with their own 'day jobs' to engage with the process of change. Such challenges ultimately lessen the likelihood of the CETL having a major impact on more widespread changes to policy and practice within the HEI.

Location of the CETL and visibility within the HEI

The location and visibility of a CETL within an HEI had an effect on the extent to which it was able to influence changes to institutional policy and practice. In its self-evaluation, the Leadership and Professional Learning CETL felt that it was likely that the centre had not promoted itself as strategically as it could, or made itself sufficiently visible to senior management within the institution. Better use could also have been made of the steering group. Whilst the CETL team believed that the models it was initiating were transferable, the subject specific focus of the CETL clearly acted as a barrier to engagement by staff from other backgrounds. The Foundation Direct CETL reported similar issues, with the strong faculty and departmental structure of the university inhibiting success for a central service. As a central service, representation was problematic on University committees, which are usually based on a constituency of faculties and academic departments. In contrast, the Centre for Stakeholder Learning Partnerships was deliberately relocated to become a central service within Birmingham City University to facilitate wider engagement across the institution.

The perceived relevance of the CETL to the work of the wider institution

In some instances, a barrier to embedding the work of the CETL within an HEI's policies and practices was related to a perceived lack of relevance to the wider organisation. For example, the Foundation Direct CETL felt that its work had not been regarded as core business by some departments because of its focus on work-based learning. Similarly, the Centre for Active Learning found that the language it used created some barriers as it meant that its activity was seen by some as appropriate only in certain contexts, rather than having institution-wide relevance.

Evidence of impacts to date

The self-evaluation reports describe a range of impacts on HEI policies and practices that have resulted from the activities of the CETL. These are described in some more detail below.

Awareness raising and capacity building

A number of CETLs suggested that their work had led to increased awareness and understanding of a range of issues across their HEI. For example, the Learn Higher CETL highlighted increased awareness of the significance of learning development amongst policy makers and senior managers of which meant

it featured more highly in decision-making as a result. The *Aspire* CETL reported a growing culture and confidence in work-based learning amongst staff across the institution. This had led to a deeper understanding of solutions around the curriculum and more confidence amongst staff to experiment and try new things.

At the CIEL CETL, staff had developed their capacity in curriculum design, practice-based research and/or education evaluation and it was felt that this would be an enduring legacy of the centre. To ensure the embedding of this learning, the University of Wolverhampton was planning to establish a virtual policy and research centre to focus on the production of briefing papers in the area of expertise developed by the CETL.

Improvements in internal collaboration and working arrangements

In some HEIs, CETLs have led to increased collaboration and new internal working arrangements between different departments and faculties. The ALiC CETL reported that its work has resulted in the embedding of synoptic assessment, cross-site, cross-institution group work and multidisciplinary team formation.

New teaching practice

The CETLs described several examples of new teaching practice that had resulted from their activity. At Middlesex University (Mental Health and Social Work CETL) the work of the CETL has led to the introduction of podcast lectures and digital stories which are particularly helpful for dyslexic students. The University of Hertfordshire (Blended Learning Unit CETL) has seen major changes in teaching practices now embedded across the institution with the use of StudyNet more than doubling and the use of more interactive Web 2.0 methods becoming widespread. Similarly, The University of Durham (ALiC CETL) is now using of e-Learning technologies, e.g. mLearning and SMS technologies in education.

The practitioner survey also provides evidence that the learning from CETL activity is being embedded within wider policy and practice in relation to learning and teaching:

- 69 per cent of non-CETL employee survey respondents indicated that they agreed/strongly agreed that ‘as a result of the CETL programme, my overall teaching and learning practice has improved’ which could indicate the embedding of improvements in teaching practice
- 80 per cent of survey respondents indicated that they agreed/strongly agreed that ‘the CETL programme has contributed to the adoption of innovative approaches to teaching and learning in my institution’; again this is indicative of learning being embedded.

Development of new courses and modules

The work of the CETLs has led to a number of new courses, programme and modules being developed, for example:

- Middlesex University (Mental Health and Social Work CETL) – the development of new short accredited programmes
- Central School of Speech and Drama (Centre for Excellence in Theatre Training) – new courses including an MA Acting and MA Scenography
- Bath Spa University (Artswork CETL) – the creation of a centre for learning and teaching development and an MA in Professional Practice in Higher Education to support the development of all staff and research students
- School of Oriental and African Studies (LWW CETL) – embedding of new courses and the establishment of several accredited teacher training courses.

Development of new HEI policies and/or strategies

Individual HEI policies and strategies are reported to have been influenced or developed as a direct result of CETL activity. The Write Now CETL identified a significant shift in institutional policy and strategy with much more material now available to support staff in reviewing classroom practice as a result of its work. The e3i CETL at Sheffield Hallam stated that it had influenced the development of an Employability Framework and a Graduate Employment Strategy for the university. Other examples of new strategies and policies include:

- *University of Plymouth (CSF CETL)* – a Skills Plus Personal Development and Employability Strategy, which was developed with input from the CETL
- *Liverpool John Moores (Leadership and Professional Learning CETL)* – the work-related learning model promoted by the CETL has been adopted by the university. It is now a requirement that all undergraduate programmes include work-related training.

CETL legacy secured through via ongoing activity and use of buildings

Several HEIs are continuing with CETL activity in some form or another, either through the existing centre or through a new structure. This suggests that some of the work of CETLs is becoming embedded within HEIs, with a legacy that will continue beyond the lifetime of CETL funding. Examples of this include:

- Queen Mary, University of London (Clinical and Communication Skills CETL): the Skills Labs remain in place and clinical skills facilitator and learning technologist posts will be mainstreamed. The teaching equipment and materials will continue to be used. The CETL management group is reconfiguring and will continue to meet as a clinical skills centre management group which shares facilities and educational ideas
- Liverpool Hope University (Learn Higher CETL): at the Brunel site two projects are continuing as embedded events because project champions and funding have been identified. These are the Maths Café and the Introduction to University Life and Learning pre-sessional programme
- Coventry University (CIPEL CETL): a strategy is in place to establish a Learning and Innovation Unit to build upon the success of the CETL.

Sustainability of impacts

Assessing the sustainability of the impacts arising from CETL activity in relation to changing policy and practice in HEIs is complex. The self-evaluation reports suggest that CETL activity has made a difference to policy and practice in HEIs, but this takes many different forms (as described above) and some types of impact are more likely to be sustained than others. For example, one issue that was raised was the extent to which new teaching practices were embedded by individuals rather than by the institution. In other words, if key staff moved to another institution the skills and practice might move with them as there would be no-one else around to ‘champion’ them. Where CETL activity is continuing it seems likely that impacts have the potential to be enduring as there will be an on-going focus for activity and the HEI has made an institutional commitment to supporting the work.

Although respondents to the practitioner survey were overwhelmingly positive about the extent to which the CETLs had contributed teaching and learning practice or the adoption of innovative approaches in HEIs, they also raised some concerns as to how much of this would be sustained in the long term,

The CETL programme was excellent and embedded in teaching Depts. Since end, centre has been moved away from teaching practitioners & has tended to revert to weak education research. (sic)

I think the influence will fade rapidly due to the CETL ceasing to exist.

Learning points

Whilst all CETLs have claimed some degree of embedding of their activity which has resulted in culture change and/or influence on HEI policy and practice, the magnitude of this influence is unclear. In other words, it is uncertain how much of this might have occurred in the absence of CETL activity.

In some instances it appears that CETL activity has had a greater influence at an individual level than at an institutional level. As a result, if key people leave the institution then new skills and practices might move with them, if they have not been sufficiently embedded.

The location of the CETL within the HEI has been an important factor for many, with some centres reporting that they have had greater influence as a result of being at the centre of the organisation whilst others have found it easier to influence from within a department or faculty.

Impact of the CETL programme on the culture and behaviour of non-participating HEIs

The questions/issues for consideration

This case study explores the extent to which there is evidence within the self-evaluation reports that the CETL programme has made an impact on the culture and behaviour of the wider HE sector. This is a challenging area to unpack. While there are numerous references in the self-evaluation reports, for example, to dissemination events, toolkits and activities, specific evidence of the adoption of CETL approaches in non-funded HEIs is much scarcer. There will, of course, have been some impact on other HEIs via individuals participating in discipline networks and wider communities of practice but the extent to which the CETL programme has contributed to sector-wide changes in the behaviour and culture of institutions is impossible to quantify.

Examples of good practice and impacts to date

Where appropriate, CETLs have usually made learning resources and materials freely available online and many of the self-evaluation reports state that these have been accessed by a wide range of organisations (although there is little or no evidence of uptake or the impact on these organisations).

The majority of CETL self-evaluation reports refer only in general terms to their impact on the wider sector, but a few do include specific examples where their approaches have influenced or been adopted by other HEIs including:

- the *Aspire* CETL at Harper Adams University College, which held a placement seminar that subsequently led to the development of an online community of placement practitioners across HEIs with land-based provision
- the WLE CETL at the Institute of Education, whose work-based learning tool was taken up by other HEIs across a wide range of programmes
- the CCMS CETL at the University of Reading, which has seen its DestinationsR tool adopted by over 50 other HEIs
- the InQbate CETL at the University of Sussex, which states that its work on learning space design has been taken up by several other HEIs
- Liverpool Hope University's LearnHigher CETL, which reported that its year planners had been adopted by other HEIs including the universities of Surrey, Glamorgan and Aston
- the BRIDGES CETL at the University of Bedfordshire, which has reached 25 per cent of all staff in its partner colleges. The University of Portsmouth Foundation Direct CETL similarly reports that its work has helped partner colleges in 'the delivery of their courses and in the learning process'
- the IDEA CETL at the University of Leeds, which has seen over 500 academics from across the sector downloading its materials and participating in events
- the ASKe CETL at Oxford Brookes University which has seen 4 other UK HEIs adopting its Manifesto for Change and 6 institutions participating in its Feedback Academy
- the Clinical and Communication Skills CETL at Queen Mary, whose video on challenging communication in obstetric ultrasound scanning has been used by other UK HEIs and NHS staff.

- the CETH CETL at UCLAN, which reports that its RWE model has generated interest from other institutions including Roehampton, Winchester, Essex and Huddersfield. CETH staff have been invited to visit other HEIs to outline what is involved in implementing this approach.

Even in cases where the self-evaluation reports provide some more specific or detailed evidence of engagement with non-CETL HEIs, there is little evidence of the impact this may have had, other than short-term information about the scale of engagement and initial take-up of materials/toolkits.

This does not necessarily mean, however, that CETLs have not made an impact on the work and culture of other HEIs, but rather than the self-evaluation template was not designed to encourage CETLs to provide this level of information or detailed evidence.

Challenges faced and how these were overcome

The reports do not generally go into a lot of detail about the specific challenges faced in relation to wider adoption of CETL approaches, methods and toolkits across the wider sector. The issues most frequently mentioned relate to pressures of workload and resources. The changing policy agenda and the need for CETLs to continue to adapt to reflect this was also mentioned by some as a constraining factor.

Many CETLs also saw their primary role as working to change the culture and practices within their own (and partner) HEIs. Conversely, some found it easier to influence externally than internally, but these were very much in a minority.

In relation to the sharing of good practice and innovation more widely across the sector, only 56 per cent of respondents to the practitioner survey agreed or strongly agreed that the CETL programme had been effective (a much lower percentage than for questions relating to individual and institutional impact).

Similarly, views on the legacy of the programme for the sector as a whole were mixed. Many practitioner respondents recognised the potentially divisive nature of the programme and the challenges of wider adoption (including the need for sufficient time and resources as highlighted above). This may possibly have hampered wider take-up of CETL materials and tools.

While it was felt that many individuals had benefited from the programme, many respondents were concerned about the lack of central coordination and promotion of CETL approaches for the wider benefit of the HE sector. Several respondents felt that the legacy of the programme for the sector as a whole was a particularly challenging issue and others were unable to respond. A few respondents were highly critical of the programme and felt that it was ill-conceived and a waste of resource.

There were some interesting and illuminating comments from the Pro-Vice-Chancellor survey in relation to the legacy of the programme for the sector as a whole. The following comments highlight some of the challenges of assessing the wider impacts of the CETL programme and the spectrum of views on this topic across the sector,

More difficult to quantify, but where CETLs have fulfilled their potential and been proactive, there will be lasting benefits to others.

I suspect the impact is clearer locally but that the larger national impact is there and, though that may immediately appear to be weak, it will prove longer term to have been an important catalyst in a widening process of educational innovation and enhancement across the sector. We should resist the tendency to see investment like the CETL programme as having 'failed' if it didn't transform the world overnight.

In the long-term this will be seen as a positive blip in learning and teaching, but one which benefited the Universities which did host a CETL, and with limited value for those unlucky enough not to have been successful.

Learning points

Key learning points in relation to this theme are as follows:

- the structure used for the self-evaluation reports means that there is little hard evidence of the impact of CETLs on the practices and culture of other non-CETL HEIs
- it is arguable whether a selective initiative of this kind to reward individual examples of teaching and learning excellence is the most effective way to enhance teaching and learning practice across the sector as a whole. For any future programmes, funders may wish to give further consideration to how best to maximise impact across the sector as a whole
- the lack of central coordination and promotion of CETL approaches may also have hampered wider adoption across the sector.

Annex F: Alphabetical list of CETLs

- F.1 An alphabetical list of funded CETLs in England and Northern Ireland is provided below. Further details on CETLs in English HEIs are available on the HEFCE website at: <http://www.hefce.ac.uk>.¹⁴⁹

CETL acronym/name	Lead HEI
AfL – Centre for Excellence in Assessment for Learning	Northumbria University
The AIMS Centre (Applied and Integrated Medical Sciences)	University of Bristol
ALiC – Active Learning in Computing	University of Durham
ALPS – Assessment and Learning in Practice Settings	University of Leeds
Artswork	Bath Spa University
ASKe – Assessment Standards Knowledge exchange	Oxford Brookes University
Aspire – Advancing Skills for Professionals in the Rural Economy	Harper Adams University College
AURS – Applied Undergraduate Research Skills	University of Reading
The Blended Learning Unit	University of Hertfordshire
Bridges	University of Bedfordshire
Bristol ChemLabS CETL – Bristol Chemistry Laboratory Sciences	University of Bristol
C4C – Collaborating for Creativity	York St John University
The CAPITAL Centre – Creativity and Performance in Teaching and Learning	University of Warwick
CCMS – Centre for Career Management Skills	University of Reading
CEAIL – Centre for Excellence in Active and Interactive Learning	Queen's University Belfast
CeAL – Centre for Active Learning	University of Gloucestershire
CECPA – Centre for Excellence in the Creative and Performing Arts	Queen's University Belfast
CEDP – Centre for Excellence in Developing Professionalism	University of Liverpool
CEEBL – Centre for Excellence in Enquiry-Based Learning	University of Manchester
CEIMH – Centre of Excellence in Interdisciplinary	University of Birmingham

¹⁴⁹ In a few cases, CETLs changed their name or acronym so that the final version differs from the initial name listed on the HEFCE website.

CETL acronym/name	Lead HEI
Mental Health	
CEIPE – Centre for Excellence in Interprofessional Education	Queen’s University Belfast
CELPL – Centre for Excellence in Leadership and Professional Learning	Liverpool John Moores University
CELS – Centre for Effective Learning in Science	Nottingham Trent University
CEMLL – Centre for Excellence in Multimedia Language Learning	University of Ulster
Centre for Excellence in Clinical and Communication Skills (previously known as the 4E CETL for Clinical and Communication Skills)	Queen Mary, University of London
Centre for Excellence in Critical Thinking and Analytical Writing	St Mary’s University College, Belfast
Centre for Excellence in Dynamic Career Building for Tomorrow’s Musician	Royal Northern College of Music
CEMP – Centre for Excellence in Media Practice	Bournemouth University
CEPA – Centre for Excellence in Performance Arts	De Montfort University
Centre for Excellence in Teaching and Learning in Mental Health and Social Work	Middlesex University
Centre for Integrative Learning	University of Nottingham
Centre for Stakeholder Learning Partnerships: Engaging the Wider Faculty, Realising the Wider Campus	Birmingham City University
Centre for Sustainable Futures	University of Plymouth
CEPAD – Centre of Excellence for Product and Automotive Design	Coventry University
CEPAP – Centre for Excellence in Preparing for Academic Practice	University of Oxford
CEPD – Centre for Excellence in Professional Development	Stranmillis University College
CEPLW – Centre for Excellence in Professional Learning from the Workplace	University of Westminster
Cepl – Centre for Excellence in Professional Placement Learning	University of Plymouth
C-SCAIPE – Centre for Sustainable Communities Achieved through Integrated Professional Education	Kingston University
CETH – The Centre for Employability through the Humanities	University of Central Lancashire
CETL4HealthNE – Centre for Excellence in Healthcare	Newcastle University

CETL acronym/name	Lead HEI
Professional Education	
CETLD – Centre for Excellence in Teaching and Learning through Design	University of Brighton
CETLE – White Rose Centre for Excellence in the Teaching and Learning of Enterprise	University of Sheffield
CETL:IPPS – Inter Professional Learning in the Public Sector	University of Southampton
CETT – Centre for Excellence in Training for Theatre	Central School of Speech and Drama
CEWBL – Centre for Excellence in Work-Based Learning	Middlesex University
CIEL – Critical Interventions for Enhanced Learning (initially entitled Enabling Achievement within a Diverse Study Body)	University of Wolverhampton
CIES – Centre for Institutional E-Learning Services	University of Ulster
CILASS – Centre for Inquiry-based Learning in the Arts and Social Sciences	University of Sheffield
CIPeL – The Centre for Inter-Professional e-Learning	Coventry University
CLIP – Creative Learning in Practice	University of the Arts London
COLMSCT – Centre for Open Learning of Mathematics, Science, Computing and Technology	Open University
CPLA – Centre for Promoting Learner Autonomy	Sheffield Hallam University
Crucible – A Centre of excellence in education in human rights, social justice and citizenship	Roehampton University
e3i – Embedding, Enhancing and Integrating Employability	Sheffield Hallam University
engCETL – Engineering Centre for Excellence in Teaching and Learning	Loughborough University
Experiential learning in environmental and natural sciences	University of Plymouth
ExPERT Centre – Centre for Excellence in Professional Development through Education, Research and Technology	University of Portsmouth
Foundation Direct	University of Portsmouth
GENIE – Genetics Education Networking for Innovation and Excellence	University of Leicester
HELP – Higher Education Learning Partnerships	University of Plymouth
IDEA – Inter-Disciplinary Ethics Applied	University of Leeds

CETL acronym/name	Lead HEI
InQbate – the Centre of Excellence in Teaching and Learning in Creativity	University of Sussex
Institute for Enterprise	Leeds Metropolitan University
LearnHigher	Liverpool Hope University
LIVE – Centre for Excellence in Lifelong and Independent Veterinary Education	Royal Veterinary College
LWW – Languages of the Wider World	School of Oriental and African Studies
Music and Inclusivity	Newcastle University
PBPL – Practice-based Professional Learning	Open University
piCETL – Physics Innovations Centre for Excellence in Teaching and Learning	Open University
PILS – Personalised Integrated Learning Support	Open University
PSC – Postgraduate Statistics Centre	Lancaster University
The Reinvention Centre for Undergraduate Research	University of Warwick
RLO CETL – Centre for Excellence in Teaching and Learning in Reusable Learning Objects	London Metropolitan University
SCEPTre – Surrey Centre for Excellence in Professional Training and Education	University of Surrey
sigma – Centre for Excellence in Mathematics and Statistics Support	Loughborough University
SOLSTICE – Supported Online Learning for Students using Technology for Information and Communication in their Education	Edge Hill University
SPLINT – Spatial Literacy in Teaching	University of Leicester
VLL – Visual LearningLab	University of Nottingham
WLE Centre – Centre of Excellence for Work-Based Learning for Education Professionals	Institute of Education, University of London
Write Now	London Metropolitan University

Annex G: Glossary

BIS	Department for Business, Innovation and Skills
CETL	Centre for Excellence in Teaching and Learning
CoP	Community of Practice
CPD	Continuing Professional Development
DEL	Department for Employment and Learning in Northern Ireland
DfES	Department for Education and Skills (former Government department whose responsibilities are now split between BIS (HE and FE) and the Department for Education (schools))
ESRC	Economic and Social Research Council
FE	Further Education
FEC	Further Education College
HE	Higher Education
HEA	Higher Education Academy
HEFCE	Higher Education Funding Council for England
HEI	Higher Education Institution
ICT	Information and Communications Technology
IT	Information Technology
LLN	Lifelong Learning Network
PDP	Personal Development Planning
PhD	Doctor of Philosophy
PVC	Pro-Vice-Chancellor
RAE	Research Assessment Exercise (now being superseded by the REF)
REF	Research Excellence Framework
T&L	Teaching and Learning
TLRP	Teaching and Learning Research Programme
TQEF	Teaching Quality Enhancement Fund
VLE	Virtual Learning Environment
WBL	Work-based Learning
WRL	Work-related Learning