

January 2004/05

Special initiative

Invitation to bid for funds

Bids should be submitted by midday,
Friday 23 April 2004

This document invites bids for recurrent and capital funds to establish Centres for Excellence in Teaching and Learning. Bids are welcome from both HEFCE-funded higher education institutions and directly HEFCE-funded further education colleges with at least 500 full-time equivalent higher education students.

Centres for Excellence in Teaching and Learning

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To: Heads of HEFCE-funded higher education institutions
Heads of HEFCE-funded further education colleges

Of interest to those responsible for: Academic and strategic planning

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Executive summary

Purpose

1. This publication invites bids from HEFCE-funded higher education (HE) institutions, and further education colleges with more than 500 full-time equivalent directly HEFCE-funded HE students, for recurrent and capital funding from 2004-05 to establish Centres for Excellence in Teaching and Learning (CETLs).

Key points

2. The purpose of CETLs is to reward excellent teaching practice and to invest in that practice further in order to increase and deepen its impact across a wider teaching and learning community. We encourage institutions to define their own areas of excellence, evidenced by scholarly practice and a successful track record of excellence in teaching and learning outcomes. We invite institutions to demonstrate how their identified excellence is reflected in and advanced by the proposed focus of the CETL.

3. Some £315 million is available to fund CETLs over the five-year period from 2004-05 to 2008-09, including £140 million for capital in the first two years of the funding period.

4. We welcome bids from single institutions and collaborative bids that involve two or more institutions, and that may include other organisations through which teaching is delivered or where learning is applied in professional or work settings. Collaboration may take a variety of forms. All collaborative bids must have a single HEFCE-funded lead institution that takes responsibility for the CETL funds. Guidance on collaborative bids is given in paragraphs 30-33.

5. There will be a two-stage bidding process. The first stage will focus on the case for excellence and the rationale for the CETL's focus; bids that succeed at the first stage will be assessed at the second stage on their business case for developing the area of excellence and increasing its impact on teaching and learning. A summary of bid requirements and assessment criteria is given in paragraphs 64-70. Instructions for submitting stage one bids are at Annex A. Further guidance on stage two bids will be published in April 2004.

6. An assessment panel comprising members of the Quality Assessment Learning and Teaching Committee and senior staff selected from nominations received from institutions as part of the consultation on the CETL initiative will advise the HEFCE Board on the selection of CETLs.

7. We expect to fund more than 70 CETLs, subject to the number, scope and quality of bids received. To achieve the widest possible distribution of bids, we are restricting the number of bids per institution according to the size of an institution's student population (see paragraph 55). In addition to this permitted number of bids, every institution that is eligible to bid may also lead one collaborative bid. Institutions may be a partner in an unlimited number of collaborative bids.

8. Single-institution and collaborative bids are invited at one of three funding levels for recurrent and capital funding (see paragraph 37).

9. All CETLs need to be of a size and scope from the outset to reach a critical mass of students, and will be expected to increase this impact over time. As a guide, we invite institutions to consider a notional minimum ratio of one student to £1,000 of CETL investment as an indicator of the size and 'reach' of the CETL at its inception (see paragraph 38). We would expect this number to grow significantly over the five-year funding period.

Action required

10. Bid applications should be completed taking account of the requirements and guidance in Annex A and sent to Carole Webb at HEFCE no later than **Friday 23 April 2004**.

Background

11. The proposal to establish centres to recognize and reward teaching excellence was first announced in the Government's White Paper 'The future of higher education' in January 2003. This initiative develops that proposal further, and builds on previous HEFCE investments in learning and teaching through the Teaching Quality Enhancement Fund (HEFCE 02/24). The creation of CETLs represents substantial additional new funding for quality enhancement. Our intention is to strengthen the strategic focus on teaching and learning by directing funds to centres that reward high teaching standards, promote a scholarly-based and forward-looking approach to teaching and learning, and where significant investment will lead to further benefits for students, teachers and beyond.

The consultation on the CETL proposals

12. A consultation process was initiated in July 2003 through the publication of 'Centres for Excellence in Teaching and Learning: Formal consultation' (HEFCE 2003/36). Over 140 responses were received. Seminars to promote discussion of the CETL proposals among institutional and other representatives were held in Leeds and London in September 2003. The topics aired at the seminars and the responses we received to the consultation have contributed significantly to development of the CETL proposals. Summaries of the consultation responses and seminar discussions are on our web-site www.hefce.ac.uk under Learning & teaching/CETL.

13. Feedback on the consultation showed broad support for the CETL proposals. Respondents welcomed the flexibility for institutions to give their own definitions of excellence, and most supported our view that funding should be varied to allow the creation of a larger number of CETLs, covering a wider range of funding levels than the proposals suggested in the White Paper.

14. Most responses also indicated reservations about certain aspects of the proposals. In particular, many institutions were concerned that the creation of a fixed number of CETLs might weaken rather than strengthen the promotion of excellence across the whole HE sector. They felt that there might be unintended consequences for those who fail to secure a CETL. There was widespread opposition to the proposal to badge bids successful at the first but not the second stage as 'commended for excellence'.

15. We have made a number of changes and adjustment of emphasis in the light of the consultation, and give more guidance in certain areas to assist institutions in the preparation of bids. In particular:

- a. We will not designate bids that succeed at the first but not the second stage of the bidding process as 'commended for excellence'. However, we will provide feedback to institutions on all bids after the first and second stages. Institutions may wish to identify positive feedback received from the assessment process in their description and marketing of the appropriate teaching and learning provision.
- b. We give more guidance in this document on the scope and context for collaborative bids.

- c. We give more guidance on the interaction between the Higher Education Academy (see paragraphs 46-49) including its Subject Centres and institutions in the preparation of bids for CETLs and on the relationship of CETLs, once established, with the HE Academy and the Subject Centres.

Objectives for the CETL initiative

16. Our aim is that CETLs will recognize, celebrate and promote excellence by rewarding teachers who have made a demonstrable impact on student learning and who enthuse, motivate and influence others to do the same. We envisage that CETLs will sustain and stimulate further excellent practice through teaching that is informed by scholarly reflection, developed through innovative and adventurous thinking, extended through tested knowledge to learning in new contexts, and multiplied by active engagement in dissemination of good practice.

17. To meet these aims, we have set six objectives for the CETL funding initiative:

- a. To reward practice that demonstrates excellent learning outcomes for students.
- b. To enable practitioners to lead and embed change by implementing approaches that address the diversity of learners' needs, the requirements of different learning contexts, the possibilities for innovation and the expectations of employers and others concerned with the quality of student learning.
- c. To enable institutions to support and develop practice that encourages deeper understanding across the sector of ways of addressing students' learning effectively.
- d. To recognize and give greater prominence to clusters of excellence that are capable of influencing practice and raising the profile of teaching excellence within and beyond their institutions.
- e. To demonstrate collaboration and sharing of good practice and so enhance the standard of teaching and effective learning throughout the sector.
- f. To raise student awareness of effectiveness in teaching and learning in order to inform student choice and maximize student performance.

18. We envisage that CETLs will have a discernible impact on teaching and learning within their institutions and on how excellence in teaching and learning is valued and recognised across the sector. The titling of the centres as 'Centres **for** Excellence in Teaching and Learning' is intended to capture the essence of their role and influence as forward-looking and dynamic proponents of excellence.

A vision for CETLs

19. Our vision for CETLs is of vibrant, dynamic entities with a visible presence in their institution(s), engaging directly and purposively with student learning. We therefore invite institutions at the bidding stage to designate a specific title for (each of) their CETL(s) that will capture its distinctive identity. Each CETL will bring together people, resources, processes and shared expertise to serve as a catalyst for change. The CETL initiative is a key aspect of our learning and teaching strategy and builds on the projects to develop and reward excellence initiated through the Teaching Quality Enhancement Fund at institutional, subject and individual levels.

20. A CETL's presence in an institution will be a source of institutional pride. We believe that the demonstrable commitment of CETLs to excellence will enthuse their staff and attract and motivate students through their attentiveness to and investment in support for successful modes of learning. Over the five years of funding, these centres will acquire significant influence inside institutions, shaping and guiding teaching and learning strategies. Collectively, they will mark a significant change in the standing and aspirations of teachers in higher education and in the depth and confidence of sector-wide understanding of what constitutes effectiveness in teaching and learning. By 2010, we hope that some CETLs will have taken risks, pioneered innovative learning approaches and significantly extended the use of new technology.

21. Some CETLs may already exist in embryonic organizational form. Designation and funding as a CETL will enable these to expand their range and scope and reward staff more generously. In other cases, the creation of CETLs will encourage good practice to flourish more visibly and effectively, helped by the acquisition of a clear identity and dedicated infrastructure support.

CETLs and the Higher Education Academy

22. We see a clear difference between CETLs with their focus on teaching and student learning in defined institutional contexts and the wider, developmental and disseminating role of the HE Academy. Key to the success of CETLs will be the relationship they forge with the HE Academy and its Subject Centres. The HE Academy comes into full operation in 2004. We will make it a condition of CETL funding that each CETL must work closely with the HE Academy and the Subject Centres to develop effective and well-informed dissemination strategies that build on the practical experience of CETLs and the sector-wide, professional network and experience of the HE Academy. By working in partnership, CETLs, through their demonstration of excellence in practice, and the HE Academy, through its expertise in developmental and dissemination activity, will form a powerful alliance to raise and sustain the profile of effective teaching and learning throughout the sector.

Eligibility of activity for CETL funding

23. There is no single, 'one size fits all' model of current activity that will serve as the starting point for a CETL. The centres will assume different forms in different

institutional/collaborative contexts and each will have its distinctive focus. We do not think it is possible or desirable to prescribe these in advance. Rather, we invite institutions to define their own focus that reflects their particular area of excellence and to relate it to their institutional context and strategies for developing and enhancing teaching and learning.

24. Since the CETL initiative is aimed at recognising and rewarding existing excellence, it is important that institutions define their focus of excellence clearly and recognisably in terms of existing programmes for student learning or broad areas of study. All forms, modes and phases of student learning are eligible for consideration, from foundation undergraduate learning to postgraduate research study. Staff clusters and programmes, courses or activities should be easily discernible. Although these may develop and grow over the funding period, the focus of excellent practice should be readily identifiable in relation to an area of the curriculum, programmes of study or phases of learning where successful student learning outcomes and productive teacher/student interactions are clearly evident.

25. Information on the eligibility of institutions to bid for CETLs and on the permitted number of bids per institution is given in paragraphs 53-58. We invite bids for CETLs from single institutions or from institutions collaborating together to deliver teaching and learning to defined groups of students. We give further guidance on collaborative bids in paragraphs 30-33.

26. We do not prescribe an organisational form for proposed CETLs, though we do require institutions to show the link between their proposed focus and their (or their collaborating partners') strategies for teaching and learning and for rewarding staff. We welcome bids where excellence is defined in relation to a single department, or group of departments; or where it is linked to themes, issues or learning objectives that cut across subject, departmental or institutional boundaries. Where boundaries are crossed, bids might involve excellence in meeting the learning needs of:

- students at different stages in their learning (for example, at first or final year, or a period spent in an industrial or professional workplace)
- students studying different kinds of qualifications (for example, foundation degrees or professional qualifications)
- students studying at different levels (for example, at sub-degree, first degree or postgraduate levels)
- students in particularly challenging learning circumstances (for example, studying part-time, at a distance, in work or in the face of disability) that demand creative and innovative solutions to support effective learning.

27. CETLs will be grounded in the practice of teaching and engagement with student learning, and are most likely to be led by academic staff who are themselves directly involved in teaching. Other sources of expertise, advice and good practice within an institution or partnership will also be available to CETLs, including from libraries and careers services. Educational development and teaching and learning units are likely to make a particular contribution, assisting with the development of bids and working closely with the

CETLs, once established. There will also be considerable scope for creative working between CETLs and educational development or quality enhancement units in facilitating dissemination of good practice across an institution or a collaborative partnership.

28. Since the purpose of CETLs is to reward teachers for excellence within a defined learning or programme context, we do not think that the LTSN Subject Centres (which become part of the HE Academy in 2004) can lead CETL bids themselves. The roles of CETLs and the Subject Centres are different, though complementary. CETLs will primarily be concerned with recognition and advancement of practice within a defined area of excellence involving specific staff and identifiable groups of students; the Subject Centres are concerned primarily with developmental and dissemination activity in subject areas across institutions. We envisage that institutions will wish to draw on expertise, advice and guidance from the Subject Centres in developing their bids. In addition, where successful bids are in subject areas or on themes where Subject Centres exist, we envisage that a close working relationship, recognising the different roles of each, will develop. We offer further guidance on the relationship between CETLs and the HE Academy in paragraphs 46-49.

29. To encourage institutions to think broadly about areas of current excellence that they might wish to propose as CETLs, we suggest some possibilities:

- a. A form of teaching (for example, lecturing, distance and online learning, research-led teaching, mentoring).
- b. A way of conceptualising, organising or supporting student learning (for example, small group and syndicate work, laboratory practice, studio work, study skills support, student-centred learning, addressing areas of special need, games and simulations, peer tutoring, acquisition of research skills).
- c. A way of designing the curriculum or developing it to encompass new qualifications or issues (for example, problem-based learning, work placements and work-based learning, personal development plans, interdisciplinary and cross-disciplinary thinking, internationalising the curriculum, ensuring attention for minority subjects).
- d. A way of designing student assessment to enhance and deepen learning (for example, work and placement-based assessment, online and computer-supported assessment, formative assessment, self- and peer assessment; open-book assessment, alternative forms of assessment for students with special needs, understanding and avoiding plagiarism).
- e. A way of involving students in active understanding and monitoring of learning effectiveness (for example, use of student feedback and evaluation, learning logs and portfolios).
- f. A goal of higher education (for example, enhancing social inclusion, widening participation, addressing needs of cultural and ethnic minorities, enabling lifelong learning, enhancing employability, promoting enterprise and creativity, fostering critical thinking and autonomous learning).

Collaborative CETLs

30. We do not wish to constrain institutions in their thinking about collaborative bids by requiring that they take a prescribed organisational form. Collaborative bids may or may not coincide with HEFCE-recognised partnership, franchise or consortia relationships, though they will reflect collaborative activity that directly involves teaching and learning. They may involve partners other than other higher or further education colleges, such as NHS partners or professional, commercial or industrial bodies that provide placements or work-based learning, or which collaborate in other ways to deliver teaching and learning to defined groups of students. Universities in Northern Ireland are not eligible to lead bids for CETLs. However, bids from English institutions that involve collaborative links with Northern Ireland universities will be considered. If successful, the portion of the funding allocated to the Northern Ireland partner will be met by the Department for Employment and Learning, Northern Ireland.

31. Collaborative bids may demonstrate excellence in practice in a variety of ways. Partner institutions may work together to offer a course or a particular mode of teaching or learning that requires expertise to be pooled from groups of staff in separate institutions. The excellence may belong with the area of pooled expertise and its impact on student learning. Alternatively, teachers from different institutions or organisations may have developed and shared their knowledge and experience to enhance the learning of several student groups. A CETL here might serve to maximise the impact of collaboration by creating an identifiable focus or 'hub' for the whole. Another approach might be to build on complementary strengths and areas of excellence in order to enlarge or deepen its impact (for example, by collaborating across a complete phase, as in the first year of a student's experience of higher education, or advancing excellence in preparedness for doctoral research).

32. Whatever their scope or focus, collaborative bids will be expected to meet the requirement for excellence, as will single-institution bids. That is to say, the case for a collaborative bid should clearly state the excellent practice that defines its focus and how this would be advanced by further investment. If excellence within the defined focus is not evident across all partners involved in the collaboration (for example, if the collaboration involves a defined subject area that includes provision in an institution that has not yet achieved excellence) the lead institution should consider whether its bid is better made as a single bid, or in the form of a more limited partnership, where the intention might be to include other partners in a future dissemination strategy.

33. Irrespective of the form and focus of the collaborative bid, all collaborative bids must be led by a single, named lead institution. It will be the responsibility of the lead institution to determine in conjunction with its partners how CETL funds would be distributed across the collaborative partnership. We will expect the rationale and mechanisms for the distribution of funds to partners in collaborative bids to be outlined at stage two of the bidding process.

Funding levels

34. Feedback on the consultation indicated widespread support for varying funding levels for CETLs in order to achieve their wide distribution and to enable institutions to apply for recurrent and capital funding at levels appropriate to their defined focus. This should ensure that CETLs build on excellent practice in diverse contexts and avoid artificial collaborations to achieve minimum thresholds. At the same time we wish to ensure that all CETLs – whatever their size and institutional setting – carry sufficient weight and influence through their staff and their programme and student ‘reach’ to make a discernible impact in their institutional or collaborative context.

35. We therefore think that there needs to be a clear correlation between the level of funding sought and the defined focus of a CETL so that it can achieve value for money. In addition, we wish to relieve institutions whose bids proceed to the second stage of the need to give detailed costings that would be required if they were submitting a bid within a very broad band. A reasonable balance is needed between defining a CETL in such broad terms that it cannot be distinguished from the whole institution (except perhaps for smaller specialist institutions), and so limiting the focus and potential funding impact that it risks diluting the effect of the centre on an institution’s teaching and learning strategy.

36. The funding allocation model therefore allows institutions to bid at an appropriate level for their size and planned level of activity. The level of funding should enable a CETL to have a significant impact on the institution and beyond, be matched with its declared focus and its capacity to develop further, and be consonant with, but not unbalance, an institution’s strategic direction.

37. Single-institution and collaborative bids are therefore invited at one of three funding levels:

- £200,000 per year for five years, and up to £800,000 for capital
- £350,000 per year for five years, and up to £1,400,000 for capital
- £500,000 per year for five years, and up to £2,000,000 for capital.

38. All CETLs should be of a size and scope from the outset to reach a critical mass of students, and should increase this impact over time. As a guide, we invite institutions to consider a notional minimum ratio of one student to £1,000 of CETL investment as an indicator of the size and ‘reach’ of the CETL at its inception. Thus, CETLs funded at £200,000 per year would be expected to have an impact on at least 200 students through defined programmes or broad areas of study; CETLs funded at £350,000 per year would reach at least 350 students and those funded at £500,000 would reach at least 500 students. We would expect this critical mass to grow significantly over the five-year funding period.

39. We will also provide funds as a contribution to the costs to institutions of developing stage two bids. Costs will be met for specialist expertise that is needed to develop a detailed business plan for a CETL. They will be reimbursed only upon receipt of invoices from

institutions. Further guidance will be given in the guidance note on second stage bids that we shall issue in April 2004.

How CETL funds might be spent

40. In our consultation on CETLs, we outlined suggestions on how the funds available might be used to support the objectives we have set out for the initiative. We will give more details of possible forms of spending, particularly for capital funds, to inform the development of stage two bids. The spending profiles of CETLs are likely to vary, reflecting differences in focus. Some may need to spend capital sums at the beginning, or to recruit additional expertise or staff; others may build up towards substantial investment in facilities and further specialised support over time.

41. As a guide, we suggest that CETL funds might be used to:

- reward excellent practitioners through financial or promotional schemes or in other ways, including by giving more time and opportunity to teach and reflect on teaching, provision for staff visits, better facilities for teaching, and increased opportunities for improved staff-student interaction
- develop and extend existing excellent practice consistent with institutional/partnership priorities to reach a wider student audience through adaptation of building use, upgrading IT and other resources, purchase of staff time to invest in curriculum design and implementation, extended application or introduction of new learning materials, implementing and monitoring e-learning environments
- engage in innovation and experimentation using bought-in expertise to develop and test its effectiveness
- deepen staff involvement in critical scholarly reflection and evaluation of current teaching by strengthening the CETL's research and administrative infrastructure
- share learning and embedding change, including creative interactions through inward and outward secondments and contracting expertise, with the HE Academy and its Subject Centres.

42. We think there should be flexibility in the use of funds. This includes how capital funds may be used to purchase specialist expertise and equipment, to secure dedicated venues and access to computing resources, as well as developing or adapting facilities and, where necessary, adapting or increasing floor space to better serve learning needs.

43. Feedback from the consultation suggested that we should clarify our expectations of how CETL expenditure might be apportioned between the key areas of reward and development of excellent practice on the one hand, and dissemination on the other. The majority of respondents regarded dissemination activity inside an institution or collaborative partnership as an important and defining feature of a CETL. We share this view. It is our firm expectation that the majority of CETL funding should be devoted to supporting the work of CETLs inside their institutions or partnerships. This will include sharing and dissemination of

good practice to encourage take-up with colleagues elsewhere in the institution or partnership: we regard this as an essential part of a CETL's mission. We would also expect CETLs to engage with the wider practitioner community outside their institutions. But this will be undertaken in close partnership with and be supported by the HE Academy and its Subject Centres. As a guide, we envisage that no more than 20 per cent of a CETL's recurrent funding would be devoted to dissemination activity outside the institution or partnership.

44. One of the prime purposes of CETL funding is to enable teaching staff to be recognised and rewarded for the excellent practice already achieved. Such staff will form the core of a CETL. They and the colleagues who work with them to develop and deliver good practice more widely may be further rewarded over time as the objectives set for the CETL are achieved. In other words, we expect that staff reward and recognition will be a continuing feature of the CETLs. It will not merely be retrospective. It is therefore important that strategies to recognise and reward staff for excellent practice are an integral part of an institution's overall human resource (HR) strategy. Guidance on ways of rewarding and recognising excellence is offered in our consultation on Rewarding and Developing Staff in Higher Education (HEFCE 2003/33). In that publication institutions are invited to indicate how they intend to revise and develop their HR strategies to take account of developments in the 2003 White Paper on higher education, including how these might further support and sustain excellence in teaching and learning.

45. CETL funding is currently allocated to a five-year period (2004-05 to 2008-09). One measure of the impact of CETLs will be their contribution to raising the profile of excellent teaching as an acknowledged and sought-after dimension of an institution's overall standing and esteem. This should, in turn, become a significant motivating factor for staff and a measure of an institution's appeal to potential students. Such a development implies a substantial ongoing commitment for institutions' HR strategies. We will invite institutions in their second stage bids to describe ways in which they intend to sustain their reward and recognition strategies to promote excellence in teaching beyond the end of the CETL funding period.

Working with the HE Academy

46. Development of the CETL initiative and the bidding process coincides with the establishment of the HE Academy and the development of its programme of work with institutions, the HE funding councils and other sector bodies to promote quality enhancement, professional development and recognition of teaching excellence. Responses to the consultation invited us to clarify how we see the relationship between CETLs and the HE Academy, both during the bidding process and after CETLs have been established. We regard the relationship with the HE Academy as a key factor in securing a successful outcome to the CETL initiative overall. The HE Academy and its Subject Centres will offer specialist expertise at individual practitioner, subject, and generic levels of teaching and learning that is invaluable and complementary to the student-facing focus of CETLs. The HE Academy can also draw on sector networking and dissemination activity to advise and guide

CETLs as they draw out the elements of good practice from their own institutional contexts to inform and benefit practice in other institutions.

47. We anticipate that the role of the HE Academy is likely to be characterised in the following ways:

In the period preceding the submission of stage one bids (when the HE Academy itself will be formally establishing its organisational arrangements)

- updating and informing institutions on the role and resources of the HE Academy (initially drawing on the existing resources and expertise in the LTSN and the Institute for Learning and Teaching in Higher Education)
- supporting institutions in the development of their CETL bids through workshops offering advice, guidance and information
- guiding institutions on the scope for development at stage two where bids touch on subject or generic themes that coincide with existing Subject Centres
- facilitating access to information on good practice, on existing projects and research evidence on excellence
- brokering, at the request of institutions, connections between areas of excellence that might lead to collaborative bids

In the period preceding submission of stage two bids

- working closely with individual institutions/collaborative bids to identify the focus of the dissemination partnership with the HE Academy and to advise on its feasibility in terms of available HE Academy and Subject Centre resources
- jointly with us, providing guidance and advice to all institutions on preparation of a business case and on project management

In the period following establishment of CETLs

- providing ongoing support for CETLs including on dissemination strategy within and beyond their institutions
- facilitating links amongst all CETLs, their practitioner communities and the sector as a whole
- fostering links between individual CETLs with similar interests and their practitioner communities
- advising and support for CETL evaluation strategies
- offering a register of consultancy expertise on practice, operational and management matters.

48. More information about the HE Academy can be found on its web-site (www.heacademy.ac.uk).

49. We recognise that the relationships between CETLs and the HE Academy will vary within the parameters indicated, and that they will evolve. Some CETLs will work closely with

the HE Academy from the outset; others may increase their engagement over time or draw on the HE Academy for different purposes at different phases in their development.

Characteristics of excellence

50. The purpose of a CETL initiative is to reward demonstrable excellence and to invest in its further development and application. We do not attempt to define excellence in absolute or 'gold standard' terms. This is not only difficult in itself but is more likely to constrain than encourage institutions to select excellent practice in a local context that has had a demonstrably positive impact on student learning. It is more instructive to ask how excellence is recognised across the sector, what makes it distinctive, where and how it shows itself and whose judgements are pertinent in relation to successful learning. Key judgements lie with students, teachers, employers and institutions. The criteria that determine the distinctively excellent practice that the CETL initiative is seeking to capture and promote are: measures or evidence of the value added by teachers' engagement with students; the potential for extending the impact of excellence into other programmes or areas of student learning, or to other learners; and evidence of successful endorsement or validation by students, teachers, employers and institutions.

51. Annex B offers suggestions of ways in which excellence in teaching and learning might be characterised. They may help institutions in considering how to define their own areas of excellence, and how to evidence these in relation to current practice and how this might be further developed within the context of a CETL.

52. It is also important that CETLs reflect and promote excellence in relation to other features of the learning environment that recognise and address the diversity of learners' needs. The centres will be expected to demonstrate adherence to good practice in their policies, procedures and operations in a diverse teaching and learning community. In particular, and working within their respective institutional policy frameworks, CETLs will be expected to demonstrate awareness of legislative and institutional requirements for equality of opportunity and compliance with institutional policies relating to race and other forms of equality, and provision for learners with special educational needs and requirements arising from disability.

The selection process

Institutions eligible to bid

53. All higher education institutions, and further education colleges with more than 500 full-time equivalent directly HEFCE-funded HE students are eligible to submit bids for CETLs.

54. We are limiting the number of bids for CETLs that a single institution can make, based on the size of its student population, in order to secure the widest possible distribution of CETLs across the sector and to ensure a cost-effective competition. Institutions are invited to

submit individual or collaborative bids. The rules applying to collaborative bids are set out in paragraphs 57 and 58.

55. The maximum number of bids that an institution can submit is as follows:

Institutions with less than 5,000 full-time equivalent (FTE), HEFCE-funded students	1 bid	+ 1 lead collaborative bid
Institutions with between 5,000 and 15,000 FTE students	2 bids	+ 1 lead collaborative bid
Institutions with over 15,000 FTE students	3 bids	+ 1 lead collaborative bid

56. Institutions may choose to substitute a lead collaborative bid for one or more of their permitted number of individual bids. It is also possible that single-institution bids may cover other organisations that are associated with an institution's area of excellence through teaching delivery or by providing the context for learning (for example, workplace or a clinical or professional context). Identified teaching teams may also therefore include staff funded through the Teacher Training Agency and NHS.

Collaborative bids

57. In addition to the permitted maximum bids based on the size of an institution's student population, each institution eligible to bid may lead one additional, collaborative bid and participate in an unlimited number of collaborative bids.

58. Examples of collaborative CETLs are given in paragraphs 30-33. Collaborative bids may include as collaborating partners HEFCE indirectly funded partners, and cover staff funded through the Teacher Training Agency and NHS. All collaborative bids must designate as the lead institution for funding and accountability purposes an institution that meets the eligibility criteria to bid for a CETL.

Two-stage selection process

59. There will be a two-stage selection process. We think this will lighten the burden for institutions as they consider whether and in which areas to submit bids for CETLs. Our aim is to ensure that the bidding process allows institutions to match their bids closely to existing practice and readily available information. At the same time, the funds available for revenue and capital are substantial. The assessment process therefore needs to secure sufficient information to enable informed judgements on which proposed CETLs are most deserving in terms of excellent outcomes achieved and their potential for further impact. We anticipate a large number of bids and wish to make the first stage, in particular, as efficient as possible.

60. At stage one, we will assess the case made for distinctive excellence in a specified area and its potential for achieving further impact in relation to defined groups of students or areas of learning. Evidence of excellence in the area defined by the institution will be required. It is likely to take the form of a track record of achievement in teaching and learning and may include evidence of a development trajectory showing outcomes against objectives

and how reflection on practice and engagement with learners' needs has informed further action. Annex A suggests commonly available sources for evidence of track record and achievement. Institutions may wish to use other forms of evidence, appropriate to their particular focus and definition of excellence. We will look for evidence in submissions of endorsement of excellent practice through student feedback, peer recognition and external confirmation.

61. At stage two, we will focus on the detailed business plan submitted to support the case for further investment. We shall assess the scope, feasibility and value for money of the plan, and evidence that the business project at the level indicated can be successfully managed and carried through within the institutional and organisational setting as described. Depending on the number of bids which proceed to stage two and on the level of funding at which bids are submitted, we hope to be able to fund a substantial number of the bids that reach stage two.

62. We will provide feedback to institutions on the assessment of all bids after stages one and two. Institutions may wish to identify the positive commentary on the area of distinctive excellence claimed in their bids in describing and marketing their provision.

63. Following the consultation with the sector, we assessed the selection process again through our internal accountability scorecard to gauge its appropriateness to the level of funding available and the information requested to enable the necessary judgements on excellence to be made. We found that the requirements are proportionate to the value of the funds available and to expectations of the standing of CETLs in their institutions.

Summary of bid requirements and assessment criteria

64. We indicate in Annex B ways of characterising excellence in relation to teaching and learning that might form the basis for defining the focus and development plan for a CETL. We summarise below requirements and assessment criteria for stages one and two. Annex A gives more guidance on stage one submissions.

At stage one

65. Institutions are required to provide the following:

- a. A description of the current provision (student programmes or broad areas of study) related to the defined area of excellence, and a rationale for the focus of the proposed CETL.

Key questions:

Which are the specific programmes or areas of teaching and learning that your bid covers? What is the rationale for your proposed focus?

At stage two

67. Institutions are required to submit a more detailed business plan showing how the proposed planning, organisational and management framework and expenditure plans of the proposed CETL will enable it to make a significant impact in each of the following areas:

- recognising and rewarding excellent practitioners
- maximising the benefit to students by extending existing excellent practice
- implementing, embedding and evaluating innovation and change
- actively disseminating practice with other practitioners to further understanding.

68. Business plans should include:

- a detailed costing of proposed activity covering matters such as staffing, learning materials development, IT and related development expenditure, dissemination strategies, buy-in of expertise to advise or support practice
- a capital expenditure plan related to the institution's or a partnership's existing provision and, where appropriate, to estates strategies
- reference to how external bodies with an interest in particular learning outcomes, for example employers and professional or training organisations, are incorporated into the planning and implementation of CETL activity
- a capacity study showing, on the basis of relevant experience, how financial, risk and change and project management matters will be addressed.

Assessment criteria for stage two

69. At stage two we are looking for:

- a. Evidence that the business plan and the proposed focus as a whole offers value for money, taking account of the level of the bid.
- b. Evidence that the CETL project is capable of being delivered in the way and meeting the objectives and timescales described, and that appropriate expertise and management capacity to direct the CETL is available.
- c. Evidence that there is likely to be significant benefit from the investment on teaching and learning within the institution or partnership and more widely for the sector.

70. We will issue further guidance on the requirements for second stage bids in April 2004. We will also, with the HE Academy, hold a 'development day' in July 2004 for institutions whose bids are selected to proceed to the second stage. This will have two purposes:

- to encourage interaction with the HE Academy and hear about the services and contribution the HE Academy envisages it can commit to the development of CETLs
- to enable institutions to discuss how the capital funds available for CETLs might be used, and issues related to the format and coverage of stage two bids.

The assessment process

71. All bids received at stage one will be assessed with reference to the requirements and criteria above. Institutions whose bids best meet the criteria will be invited to submit a second stage bid. Second stage bids will also be assessed against the requirements and criteria above. Bids which best meet the criteria at stage two will be recommended to the Board for CETL status.

72. The funding for CETLs is currently available for one funding round. We believe that the sector would be concerned if the outcome of the assessment process for CETLs were seen as leading to a significant imbalance in the distribution of CETLs. We therefore intend to consider the implications of a possible imbalance, both at stage one and at stage two.

73. If an imbalance is identified at either stage, we may consider other bids that fall very close to the dividing line where, separately or in combination, they offer scope to redress the imbalance. Given the overall purpose and objectives of the CETL initiative, we wish to avoid imbalance in the following: geographical distribution, subject coverage, thematic spread and pedagogic focus. We also seek to ensure that a wide range of students benefit from the CETL investment, and will therefore want to see some CETLs addressing the needs of students recruited from groups currently underrepresented in higher education. Finally, if some first stage bids cover very similar or overlapping areas of excellence, we may ask institutions to consider developing a collaborative bid. Any adjustment, either to redress a perceived imbalance or to invite consideration of a collaborative bid, will be made only in relation to bids that meet all the criteria and are closest to being funded.

74. CETLs will be chosen by assessment undertaken by peers. We received a good response to our invitation to institutions to nominate experienced senior staff to assist with the assessment of CETL bids. An assessment panel comprising members of HEFCE's Quality Assessment Learning and Teaching Committee and individuals nominated by institutions – chosen to represent a spread of institutional, subject, thematic and practitioner expertise – will advise the HEFCE Board on the selection of CETLs.

75. We are keen to ensure that institutions are confident that bids will benefit from relevant expertise at the scrutiny stage. We intend to seek the guidance of the HE Academy where specialist expertise is needed, and we invite institutions to indicate in their submissions specific areas of expertise that they consider necessary to reach an informed assessment of

the case for excellence that they submit. Institutions are asked to provide this information in stage one bids.

76. The assessment panel will consider and make its recommendations to HEFCE on which bids should proceed from the first to the second stage, and after the second stage scrutiny, the bids it wishes to recommend for funding to HEFCE.

Accountability arrangements

77. We do not wish to impose significant accountability demands on successful bidders. We do expect that those granted funds periodically appraise us of progress, advise us if significant problems arise, only use the funds for the purposes intended and disseminate the results of CETL activity. To this end, we propose to request limited monitoring data annually and a specific, though not onerous, statement confirming progress on capital expenditure after two years (since capital funds are to be spent in the first half of the five-year funding period).

78. We would also expect a report on the CETL at the end of the five-year funding period and will provide guidance on the scope of the report when decisions on CETLs are announced after stage two. We propose to audit the use of CETL funds only in exceptional circumstances. Lead institutions for collaborative bids take on full responsibility for accountability and, if required, must provide assurance to us about use of the funds of the whole consortium.

Evaluation

79. We intend to conduct an interim evaluation of the CETL initiative after three years, and a further evaluation at the end of the five-year funding period, against the objectives described in paragraph 17. Institutions will be asked to contribute to these evaluations. We envisage that evaluative activity will involve student feedback and satisfaction data, feedback on impact of new technology and learning materials, and evidence of successful dissemination and take-up beyond the initial focus of excellence. We will draw on the expertise of the HE Academy in considering the scope and implementation of the evaluative studies.

Submission of bids

80. For stage one bids, institutions are asked to submit their bids, taking account of the requirements and guidance at Annex A. This includes a cover sheet and a letter signed by the head of the institution (or lead institution for collaborative bids) giving support to the bid and confirming its links with the institution's or partnership's strategies, in particular for teaching and learning and human resources.

81. We have considered how to request information that will enable bids to be selected at both stages on the basis of relevant, focused and evaluated evidence while minimising the burden of the bidding process for institutions. We ask institutions to ensure that the

information and evidence they provide is matched to, and illustrative of, the case they are putting forward. This is particularly important where submitted information is about the relationship between proposed areas of excellence and an institution's teaching and learning and human resource strategies. For example, evidence that shows outcomes or examples of mechanisms in operation leading to take-up of excellent practice speak more powerfully than references to other documents.

82. Institutions are urged to draw on evidence routinely generated through institutional quality assurance and enhancement systems, or that is being assembled for dissemination under the Teaching Quality Information initiative. We invite institutions to refer to externally evaluated information that confirms excellence of practice and student learning achievement or, if this is not available, to say how they have satisfied themselves of the excellence of their practice with reference to comparable practice elsewhere.

Timetable

83. The timetable for the selection process is as follows:

by midday, Friday 23 April 2004	Submission of applications for first stage bids
April 2004	Publication of further guidance on second stage bids
end June 2004	Announcement of decisions on first stage bids. Invitation to institutions to prepare second stage bids
July 2004	Development day for preparation of second stage bids
by midday, 29 October 2004	Submission of applications for second stage bids
January 2005	HEFCE Board decisions on successful CETLs Announcement shortly thereafter
March 2005	Signed contracts, funding of CETLs commences

Annex A

Guidance on submission of stage one bids

1. An electronic version of the bid cover sheet, along with the rest of this publication, can be downloaded from our web-site www.hefce.ac.uk under Publications.

Submissions

2. All bids must be accompanied by:

- a completed cover sheet as indicated on the following page
- a letter from and signed by the head of the institution, taking responsibility for the bid, confirming support for the bid and indicating how the bid relates to the institution's strategies for teaching and learning and related strategies. For collaborative bids, the letter should carry the signature of the lead institution and indicate how the bid relates to strategies that support the collaborative context for the bid.

3. We ask institutions to give a title to each of their proposed CETLs that conveys its distinctive area of excellence.

4. Bids must be submitted in typed form with a minimum font size of 10 point. Each bid should be a maximum of 6,000 words or 12 sides of A4 paper, whichever is the shorter, structured as shown in the following table. Any material submitted that exceeds the permitted maximum length will not be considered.

Part A	Description of provision covered by the CETL and definition of proposed focus	maximum 1,000 words
Part B	The case for excellence	maximum 2,000 words
Part C	The scope for further development and impact	maximum 2,000 words
Part D	The outline business case	maximum 1,000 words

No more than two appendices for each of the four parts of the bid will be accepted. Appendices will not be counted in the word limit but should be concise and relevant and their purpose in supporting the bid should be made clear.

5. All quantitative information appearing in appendices should be summarised in the text in the relevant part of the bid and clearly referenced to the relevant appendix. Examples of appendices could include: supporting data on student learning outcomes; summarised material showing validated judgements of excellence; data on reward criteria and strategies recognising excellence in practice.

6. Please submit four hard copies, one of which should be on plain A4 paper, unbound and with all pages numbered. Bids should be sent, preferably using recorded delivery or courier service, by the closing date for first stage bids, midday, **Friday 23 April 2004** to:

Carole Webb, CETL Co-ordinator, HEFCE, Northavon House, Coldharbour Lane, BRISTOL BS16 1QD

Bid cover sheet (Please include separate cover sheet for each application for a CETL.)

**Invitation to bid for funds (recurrent and capital) to establish
Centres for Excellence in Teaching and Learning from 2004-05**

Insert extra rows as needed. Can be completed either electronically or on hard copy.

Institution, or lead institution for collaborative bid: _____

Partner institution(s) (for collaborative bid): _____

Head of institution, or lead institution for collaborative bid: _____

Contact person(s) and details for proposed CETL:

Name(s): _____

Position(s) held: _____

Postal address: _____

tel: _____

fax: _____

e-mail: _____

Title of proposed CETL: _____

Funding level of bid for proposed CETL (see paragraph 37):

i) Recurrent: £200,000 | £350,000 | £500,000 (please tick one box)

ii) Capital: £800,000 | £1,400,000 | £2,000,000 (please tick one box)

Summary of bid

We propose to publish a summary of each bid on our web-site so that institutions can see what others are proposing and the possibilities for collaboration. Please prepare text for this purpose of no more than 200 words per bid. The HEFCE web-site under Learning & teaching/CETL will provide instructions on how to submit this information to us electronically, from the end of March.

Specialist expertise

Please indicate any areas of specialist expertise (by topic or subject area, not by naming specific individuals) that you deem relevant to an assessment of your bid and say whether you have drawn on any individuals from the identified specialist area in preparing your bid. We want to ensure that bids are subject to appropriate expert scrutiny and, if necessary, will seek advice from the HE Academy on appropriate expertise.

Indicative questions and possible sources of evidence

7. You may wish to refer to the suggestions below in preparing your bid. The guidance contains questions and prompts to help you consider examples of relevant material and indicates possible sources of evidence. The questions under parts A-D below are indicative of what might be covered in your submissions. They are **not** intended to be used as structured templates.
8. We urge institutions to be concise in their submissions, using existing information where possible. Much of the material that can evidence excellence in practice will already be available in the following forms:
- assembled or being assembled by institutions in response to the Teaching Quality Information initiative
 - generated through routine internal quality assurance activity
 - produced for external reviews, professional accreditation or recognition requirements and similar activity
 - external recognition of excellence in national and international awards, publications and reports.
9. It is not necessary to include full copies of publicly available information and reports, such as published QAA and professional body reports. Specific references, including brief extracts, will suffice.
10. In choosing information and evidence to support your case for excellence, you should select material that highlights distinctive aspects of your excellence or outstanding work, innovative or successfully tested approaches to enhancing student learning, and that provides evidence of endorsement or validation of successful learning outcomes.

Part A (maximum 1,000 words)

- i) **Description of current provision (student programmes or broad areas of study) related to the area of excellence**
- ii) **Rationale for the focus of the proposed CETL and its relationship to institutional strategies**

Questions to prompt consideration of evidence	<i>Possible sources of evidence</i>
What programmes or areas of study are covered by your definition of excellence? What is the rationale for and specific focus of the proposed CETL? In what ways will this build on existing excellence in teaching and learning	<i>Consideration of excellence in teaching and learning outcomes at departmental, cross-departmental and institutional levels</i> <i>Institutional strategies for learning and teaching and human resources, as submitted to HEFCE. Examples of outcomes and</i>

<p>provision? Who are the core staff and what is the claim for excellence?</p> <p>What specific examples do you have of how your focus has been supported by institutional priorities and strategies for:</p> <ul style="list-style-type: none"> • recognising and rewarding staff excellence • teaching and learning • development or adaptation of buildings or equipment for enhancement of teaching and learning? <p>For collaborative bids: in what ways have you already collaborated in the area of excellence of the proposed CETL? What are the distinctive features of your collaboration?</p>	<p><i>actions from implementation of strategies</i> <i>Institutional policies and practice, including:</i></p> <ul style="list-style-type: none"> • <i>promotion and schemes and arrangements for recognition and reward of excellence in teaching and learning</i> • <i>resource and time allocations for teaching staff</i>
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Part B The case for excellence (maximum 2,000 words)

Questions to prompt consideration of evidence	<i>Possible sources of evidence</i>
<p>In what particular ways does your current practice demonstrate outstanding practice in teaching and learning effectiveness?</p> <p>In what particular ways does your current practice demonstrate excellent learning outcomes for students?</p> <p>What evidence do you have to support your claims? How does your evidence demonstrate a track record of excellence?</p> <p>What evidence do you have to show that excellent practice encourages innovation and/or a deeper understanding of learners' needs?</p> <p>What evidence can you show of practice informed by critical reflection and of evaluated outcomes of successful learning leading to further development?</p>	<p><i>Outcomes from and use of internal monitoring and review procedures impacting upon specific teaching and learning developments</i></p> <p><i>Data and information on student performance, including:</i></p> <ul style="list-style-type: none"> • <i>award of national and international prizes</i> • <i>increased retention and progression</i> • <i>confirmed acquisition of skills and learning attributes</i> • <i>evidence of employment success</i> <p><i>External endorsement:</i></p> <ul style="list-style-type: none"> • <i>specific comment in external examiner reports</i> • <i>specifically commended aspects in QAA subject review reports with evidence of follow-up and dissemination</i> • <i>specifically commended aspects in professional, statutory or regulatory body</i>

<p>What evidence gives you confidence that your approaches have worked and will continue to work?</p> <p>In what ways have you already shared and disseminated the outcomes of the excellence you describe?</p>	<p><i>reports on accredited programmes with evidence of follow-up and dissemination</i></p> <ul style="list-style-type: none"> • <i>evidence of active interaction with LTSN and Subject/Generic Centres</i> • <i>examples of effective ways of involving employers in curriculum design and development</i> <p><i>Monitoring data on student achievement and learning at entry, progression points and completion, and how this is used to inform teaching strategies and targets for learning support</i></p> <p><i>Examples of effective design and use of student feedback to inform strategies and targets where change and enhancement are sought</i></p> <p><i>Evidence of feedback obtained from employers on student employability</i></p> <p><i>Core staff achievements and distinction:</i></p> <ul style="list-style-type: none"> • <i>ILT membership, National Teaching Fellows</i> • <i>internal teaching awards</i> • <i>application of learning from staff development and training</i> <p><i>Evidence of published research, and of scholarly and evaluative work related to teaching and learning effectiveness</i></p>
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Part C The case for impact and further development (maximum 2,000 words)

<p>Questions to prompt consideration of evidence</p>	<p><i>Possible sources of evidence</i></p>
<p>Which students will benefit, and how?</p> <p>How would the proposed CETL specifically help you develop your learning and teaching strategy?</p> <p>How would the proposed CETL specifically</p>	<p><i>Projections from current scope of area of excellence</i></p> <p><i>Awards from the Fund for Development of Teaching and Learning and similar externally-funded projects and initiatives</i></p>

<p>help you in sharing and dissemination within and between institutions?</p> <p>What evidence gives you confidence that your approach would improve teaching and support for learning elsewhere in your institution/partnership and in the sector?</p> <p>In what particular ways do you propose to encourage and support others to engage with and adapt your particular excellence in similar or different learning contexts?</p> <p>What are your critical success factors?</p> <p>For collaborative bids: how will collaboration assist and add value to further development?</p>	<p><i>Examples of active engagement with LTSN Subject/Generic Centres, and application of learning to teaching practice</i></p> <p><i>Internal conferences, seminars and workshops and action taken to implement or disseminate findings</i></p>
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Part D The outline business case (maximum 1,000 words)

Questions to prompt consideration of evidence	Possible sources of evidence
<p>What are the main objectives of your business plan?</p> <p>Will you recruit/second staff?</p> <p>What are the expected outcomes in your institution(s), after two years, and after five years?</p> <p>How will you use funds to reward staff?</p> <p>What other areas of spending do you envisage?</p> <p>What areas of capital spend do you envisage?</p> <p>What management arrangements do you envisage for your CETL?</p> <p>What added value will your CETL bring?</p> <p>How does your plan provide value for money?</p>	<p><i>Additional staff and learning materials</i></p> <p><i>Changes to temporary or permanent allowances or scale uplift in salaries</i></p> <p><i>Proposed adaptation of existing space or buildings, or planned acquisition/build of new buildings</i></p> <p><i>Purchase of equipment or software</i></p> <p><i>Information on how the oversight of the CETL will be built into the administrative, academic and management arrangements of the institution (or, for collaborative CETLs, the lead institution)</i></p> <p><i>Previous experience from academic centres established, Subject Centres, FDTL projects or work for the e-University</i></p>

Annex B

Characteristics of excellence

1. This annex offers suggestions for how excellence might be recognised, represented and evidenced when responding to this invitation to bid. Its starting point is the question of what is distinctive about excellence in teaching and learning and how might this be demonstrated in different teaching and learning contexts.
2. Excellence shows itself in different ways. Modes of teaching, and ways and experience of learning, vary considerably. They reflect different institutional missions, subject, level, mode and qualification requirements. Above all, they reflect students' different and changing learning needs and the instinctive and learned approach of the teacher. Excellent practice is found throughout the sector, in all types of institutions, in all regions and across all levels of teaching and learning. The CETL funding initiative is specifically intended to highlight excellence but also to demonstrate the diversity of the contexts and learning situations in which it is displayed. The suggestions below are not exhaustive. Some institutions may find that they do not resonate with their particular context or with their chosen excellent practice. If so, we hope that they will respond with their own definitions and attributes of excellence.
3. We look at ways of representing and showing evidence of excellence in relation to three aspects:

- demonstrating existing excellence
- potential for impact
- identity and focus of the CETL.

Demonstrating existing excellence

4. Excellent teaching will lead to successful learning. It shows the capacity to influence others and disseminate good practice by actively engaging in critical reflection on the process and outcomes of teaching and learning, leading to further development and continuous improvement. Excellence may be represented in qualitative and/or quantitative terms and be assessed in terms of:
 - the added value of teaching delivery and the teacher's engagement with students
 - the potential for extending the impact into other areas or to other learners
 - endorsement or validation of successful learning by students, teachers, institutions, employers and other relevant stakeholders.
5. Existing excellence may be demonstrated by:
 - **the mode of delivery**, as evidenced in:
 - standing and leadership among peers and professional recognition

- leading innovative curriculum design and development
 - critical reflection on practice and evaluated outcomes that inform further development
 - scholarly underpinning of practice
 - ability to choose and deploy learning approaches to meet diverse learning needs
 - active engagement in professional development for teaching and learning practice
- **engagement with learners’ needs and requirements**, as evidenced in:
 - active engagement with learning process and successful learning outcomes
 - understanding and addressing diversity of learning needs
 - active use of student feedback
 - positive indicators of learners’ development (retention, progression, skills acquisition and employability)
 - development of opportunities for successful learning in new contexts
- **leading and embedding change in teaching and learning beyond the individual**, as evidenced in:
 - active dissemination and successful take-up by others
 - successful implementation of innovative practice and new learning environments
 - mentoring and developing for teaching and learning effectiveness
 - strategic action within an institution or partnership to enhance teaching and learning effectiveness
- **the range of beneficiaries**, as evidenced in:
 - enabling or enhancing learning through partnership or collaboration
 - building and strengthening effective teaching and learning teams
 - successfully engaging a wider range of learners
 - enabling learning across or within different learning settings (education and the workplace)
 - responsive to employers’ needs and requirements.

Potential for impact

6. The purpose of a CETL is to advance existing excellence by reward and recognition of staff and by further development of practice to increase its impact on teaching and learning within the institution (or across the collaborative partnership). We expect CETLs to be influential in gaining higher status for excellent teaching. Ways in which the scope for further impact may be demonstrated include:

- increasing the number of students exposed to and benefiting from excellent practice

- broadening and/or deepening students' learning in a defined aspect or across a learning stage (for example, as in a first or final year, or in relation to foundation study)
- addressing a greater diversity of learners' needs
- extending the application and/or evaluation of the effectiveness of innovative modes of learning
- further embedding and enhancing an understanding of the benefits of successful modes of learning
- increasing the number and/or range of staff achieving professional excellence in teaching and learning effectiveness.

Identity and focus

7. CETLs will build on a clear identity and focus associated with a defined area of excellence. This may be demonstrated by:

- a validated claim to excellence that attracts institutional esteem, enthuses its staff and excites its students by overt investment in teaching and learning effectiveness
- a clear organisational locus to which resources and staff are attached
- an identifiable core of excellent staff (which might grow in the life of a CETL) directly involved in teaching and learning support. In addition to teaching staff, this might include educational development units and their equivalent, administrative, library, technical and learning support staff whose contribution, individually or as part of a team, is a significant aspect of the excellence claimed by a CETL
- mechanisms for recognising and rewarding staff excellence
- capacity to develop staff through incoming secondments and visits, in a national or international context
- a means of reviewing activity and of incorporating evaluated outcomes into current practice beyond the original claim for excellence
- a strategy for wider engagement of practitioners beyond the CETL (and beyond the institution or partnership) to lead and inform change and enhancement.