



**Australian Government**  
**Office for Learning and Teaching**

2012

**INNOVATION AND DEVELOPMENT  
PROGRAM  
SEED PROJECTS**

**Program Information  
Version 1.0**

This information should be read in conjunction with the document *2012 Grants Programs Operational Information and Application Instructions* available from the [OLT website](#).

Closing dates:

Thursday 1 March 2012

Friday 3 August 2012

**Office for Learning and Teaching**

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# 1. ABOUT THIS PROGRAM

The Innovation and Development Program supports research, development and innovation related to the enhancement of learning and teaching in higher education.

## 1.1 Program priorities

There are two rounds of applications in 2012, each addressing different priorities.

Round 1 (closing date 1 March 2012)

- **Assessment and promotion of student learning**
- **Strategic approaches to learning and teaching which enhance student access and progression, and respond to student diversity**
- **Internationalisation**
- **Research and development**

Round 2 (closing date 3 August 2012)

- **Curriculum renewal**
- **Improving tertiary pathways**
- **Innovation and development in learning and teaching, including in relation to the role of new technologies**
- **Research and development**
- **Internationalisation**

Applications for **Seed Projects** will also be accepted in this program. Seed Projects are pilot projects which test and evaluate an original idea. Original ideas are understood to be any which have not already been funded by one of the OLT's predecessor organisations, or by an institution. Applications can address any of the priorities in this program, or in the Leadership for Excellence in Learning and Teaching Program, or any other topic.

## 1.2 Program funding

Innovation and Development: \$4.0 million (indicative).

Seed Projects: \$1.0 million (indicative). (Please note this funding also covers Seed Projects funded under other programs.)

## 1.3 Funding ranges and project duration

Seed Projects will be funded to a maximum of \$50,000. Duration: up to one year.

Applications building directly on completed projects funded by OLT's predecessor bodies have a funding range of \$50,000–\$150,000. Duration: up to two years.

For applications other than those building directly on previous work, there are two funding ranges: \$50,000–\$220,000, and \$220,000 and above. Applicants may specify the duration of these projects.

Applications for funding of \$220,000 and above must propose large, national projects, engaging a number of higher education institutions. Participation of accreditation bodies and/or councils of deans is strongly encouraged.

The OLT reserves the right to ask for a proposal to be modified and/or re-submitted for decision.

## 1.4 Program information review

June 2012.

## 2. INNOVATION AND DEVELOPMENT PROGRAM

### 1.1 Introduction

The Innovation and Development Grants Program is one of the OLT's major grants program. Details of the other grants programs can be found at [URL](#).

Before submitting a grant proposal to the OLT, prospective applicants should familiarise themselves with this document and the document *2012 Operational Information and Application Instructions* and the draft funding agreement (which is available at the [OLT website](#)). Applicants are responsible for ensuring that their proposals are complete and accurate.

There will be two calls for proposals in 2012. Only applications addressing that round's priorities will be accepted. The OLT reserves the right to ask for a proposal to be modified and/or re-submitted for decision.

### 2.2 Program objectives

This program has the following objectives:

- (a) promote and support strategic change in higher education institutions for the enhancement of learning and teaching, and the benefit of the student experience
- (b) raise the profile and encourage recognition of the fundamental importance of teaching in higher education institutions and in the general community
- (c) develop effective mechanisms for the identification, development, dissemination and embedding of good individual and institutional practice in learning and teaching in Australian higher education
- (d) develop and support reciprocal national and international arrangements for the purpose of sharing and benchmarking learning and teaching processes
- (e) develop and enhance a deep understanding and knowledge of the learning process appropriate to the disciplines being taught.

### 2.3 Program priorities

Round 1, 2012
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- **Assessment and promotion of student learning**

Applications should propose an examination of one or more of the following:

- developmental, diagnostic and summative assessment and feedback to students
- assessing postgraduate coursework students
- assessing students in practice settings
- innovative models of assessment and reporting student achievement
- developments which build on completed predecessor bodies' projects related to student assessment
- assessment moderation and benchmarking

- **Strategic approaches to learning and teaching which enhance student access and progression, and respond to student diversity**

Applications should propose to develop and model approaches to learning and teaching which enhance student access and progression, through a direct response to student diversity: applicants should not assume that projects addressing students are, by implication, addressing 'student diversity'.

Applications addressing support for Indigenous students, Indigenous teachers and/or the teachers of Indigenous students are particularly encouraged as are projects addressing the needs of students from a low-SES background.

- **Internationalisation**

Applications should propose to develop and model the effective integration of international and/or intercultural dimensions into teaching and learning practice and address key issues such as:

- assessment practices in the context of internationalisation
- curriculum design
- intercultural competency
- learning support (including language support)
- transnational education

- **Research and development**

A small percentage of funding will be reserved for applications which address an issue not featured in the other priorities but considered by the Standing Committee to be of national significance or addressing a major concern in a discipline area.

ROUND 2, 2012
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- **Curriculum renewal**

Applications should propose to develop and model contemporary curricula that meet student and employer needs and provide the basis for ongoing personal and professional development for students

Curriculum development/renewal proposals should integrate content-focussed discipline developments with learning and teaching innovations and address key issues such as:

- the future direction and coverage of programs of study
- re-positioning or re-shaping of discipline-based courses
- revision of assessment practices in the context of curriculum development
- promotion of cross- inter- or trans- disciplinary programs and pedagogies
- use of information and communication technologies
- inclusivity
- the evolution of the teaching model from first to final year

While projects may develop new innovations where appropriate, emphasis should be given to the creative application of existing innovations in learning and teaching in higher education and should be of value to the sector or groups of institutions within the sector. Proposals should include emphasis on the long-term sustainability of the curriculum renewal process.

Projects submitted under this priority could include aspects of the priority *Assessment and promotion of student learning*.

Projects arising from the work undertaken in the discipline scoping projects are encouraged.

- **Improving tertiary pathways**

Applications should propose to develop and model strategies for:

- maximising the outcomes for students engaging in transition between the vocational education sector and the higher education sector, or
- developing and modeling programs that work with schools to improve participation in higher education, or

- pathways to professional qualifications or to other postgraduate study
- **Innovation and development in learning and teaching, including in relation to the role of new technologies**

Applications are not restricted to the use of new technologies: those applications that do engage with new technologies must include a one-page design brief (see *2012 Grants Programs Operational Information and Application Instructions*, section 5.5). While projects may develop innovations, emphasis may also be given to the creative application and development of existing innovations in learning and teaching in higher education.

Applications rethinking teaching and learning in a cyber environment are welcomed.

- **Internationalisation**

Applications should propose to develop and model the effective integration of international and/or intercultural dimensions into teaching and learning practice and address key issues such as:

- assessment practices in the context of internationalisation
  - curriculum design
  - intercultural competency
  - learning support (including language support)
  - transnational education
- **Research and development focussing on issues of emerging and continuing importance**
- A small percentage of funding will be reserved for applications which address an issue not featured in the other priorities but considered by the Standing Committee to be of national significance or addressing a major concern in a discipline area.

## 2.4 General supporting information

Applicants are strongly advised to familiarise themselves with the resources available at:

<http://www.altc.edu.au/managing-your-project>.

### Project Design Considerations

The following advice is taken from Jo McKenzie, Shirley Alexander, Carly Harper, and Susan Anderson, *Dissemination, Adoption & Adaptation of Project Innovations in Higher Education* (University of Technology, Sydney May 2005) p. xv.

The report recommends that project developers:

- consider the range of possible methods that might be adopted for involving potential users from the beginning of a project, for example
  - collaborative development by a strategically selected group of partners
  - consultation with potential users at various stages of the process, from initial project design to prototype evaluation, pilot testing and cascading to others
  - involvement of potential users in needs analysis related to the intended project
- provide support for adopters to engage in the learning necessary to adapt, implement and evaluate the project outcomes effectively, for example
  - provide implementation guides accompanying the project
  - provide case studies and exemplars of implementation

- provide support or training workshops or other events
- provide consultancy support and services from the project team
- use consultative and collaborative forms of development which enable potential adopters to learn and inform project development
- consider the range of potential adopters of the project and use appropriate methods for engaging with them, such as through links with disciplinary or cross-disciplinary organisations.

The following advice is from Deborah Southwell, Deanne Gannaway, Janice Orrell, Denise Chalmers, and Catherine Abraham, *Strategies for effective dissemination of project outcomes* (The University of Queensland and Flinders University, April 2005), p. 8.

Projects should:

- establish a communication plan that includes regular communication with the project team, institution, stakeholders, the OLT and the wider national community
- ensure that evaluation is undertaken at multiple points throughout the project and is understood and reported within an evaluation framework.

### **Dissemination**

The Australian Universities Teaching Committee commissioned two reports to provide advice to the on improving the wider impact of funded projects. These reports are available at: <[www.altc.edu.au/dissemination](http://www.altc.edu.au/dissemination)>.

Many of the recommendations from these reports have been have been incorporated into this document. Applicants are advised to familiarise themselves with the Dissemination Frameworks available at the URL above.

### **Assessment Reports**

Assessment Reports are available at: <http://www.altc.edu.au/grants-funding-available>. Assessment Reports provide insight into the strengths and weaknesses of applications from previous funding rounds.

## **2.5 Other useful material**

This material will be available on the OLT website.

- *Report on the Proposals and Expressions of Interest from the First Call for Priority Projects Under the 'Curriculum Renewal' Priority, 2008* Professor Owen Hicks, 2009. <http://www.altc.edu.au/grants-funding-available#priority-projects>
- *What's happening in Assessment? 2009* ALTC, 2010. <http://www.altc.edu.au/resource-whats-happening-assessment-2009-altc-2010>

## 3. PROGRAM CRITERIA

### 3.1 Overlap with other programs

When an application meets the criteria for another OLT program it should not be submitted under this program. Applications that address the criteria for another OLT program will not be accepted under this program.

### 3.2 Eligibility

Under the [Australian Government Other Grant Guidelines](#), institutions listed in Table A and Table B of the *Higher Education Support Act (2003)* and other approved higher education providers receiving places under the Commonwealth Grants Scheme are eligible to apply for grants. See section 6 of *2012 Operational Information and Application Instructions* for the list of eligible institutions.

### 3.3 Criteria

Projects to be funded under the Innovation and Development Grants Program should demonstrate the following:

#### Project Outcomes and Rationale

- Clearly articulated outcomes and a clear argument demonstrating how the project will address one of the program priorities and contribute to the enhancement of learning and teaching in higher education

#### Approach

- A strong theoretical framework that is grounded in the literature
- A set of strategies which is considered, coherent and appropriate to the outcomes the project is designed to achieve
- An approach that is in general alignment with the commitments of the OLT and objectives under 2.2
- Alignment between plans for the dissemination/embedding of the successful strategies and outcomes and the project design

#### Value/Need for Project

- Potential usefulness of the project and its outcomes to any of the following:
  - the sector as a whole
  - particular kinds of organisations within the sector
  - the development of national approaches or policies related to learning and teaching in higher education
- Ways in which the project both utilises and advances existing national and international knowledge relevant to the program priority

#### Project Management

- A thorough approach to project management, including a preliminary allocation of responsibilities among the team members.

The quality and timeliness of the project leader's previous work funded by predecessor bodies may be taken into account when considering applications for funding.

## Budget

- Budget justification appropriate to the project outcomes and importance.

Further information on the assessment process is set out below at 3.6.

## 3.4 Consolidation of previously funded projects

Projects that build on or extend previous work are encouraged. However, to ensure the quality of work and wide participation in the OLT Grants programs, applications arising directly from a project funded by a predecessor body will only be accepted if the final report has been available to the sector at least six weeks before applications close. Where the original team is proposing to carry work forward, they are strongly encouraged to include some new team members.

## 3.5 Project leaders and project teams

The project leader(s) must take significant intellectual responsibility for the proposed project, its design, conduct and results. This requires a serious time commitment (usually at least 20% of the leader's time).

Individuals may not hold the substantive responsibility (e.g. project leader/director/fellow) for more than two externally-funded learning and teaching grants concurrently unless the PVC/DVC (Academic) approves a greater commitment and provides details of how the time will be allocated to enable individuals to carry out their responsibilities to the projects. While this restriction does not apply to project team members, care should be taken by individuals not to over commit.

The OLT acknowledges that project leaders and team members will be required to allocate time to the successful implementation of a project. All project proposals must include a letter from the respective head of school/department for each team member stipulating support for teaching relief or relief from normal duties for the team member to participate in the project. Letters of support *must* be included whether or not teaching relief or relief from normal duties has been requested from the OLT.

Under normal circumstances, applications involving a project leader whose final report is overdue or not of a satisfactory standard at the time of close of applications will not be accepted. The Chair of the Standing Committee has the discretion to rule on this matter. (Note this adds to the current statement above that prevents leadership of more than two projects or one fellowship and one project).

Project teams are encouraged to include one or two early career academics as substantive members of the project team.

All nominated project team members should be in agreement with the proposal at the time of submission. If it comes to the attention of OLT that nominated team members are not aware of the application, the proposal will be deemed ineligible for that funding round.

## Collaborative Projects

Collaboration between higher education institutions and/or relevant other bodies is encouraged. Applications from consortia will need to be submitted under a lead institution which must be a higher education institution eligible to receive a grant under [Australian Government Other Grant Guidelines](#). The lead institution must ensure each named collaborating institution/organisation has agreed to have its name put forward as a collaborating institution before submitting a project proposal. Failure to ensure the agreement of named collaborating institutions/organisations may result in the application being rejected by the OLT.

The lead institution must be authorised to act on behalf of all members of the consortia or collaborative group, and enter into agreements which are binding on them. For the purposes of the application, all consortia members and the lead institution should be clearly identified.

Formal collaborations or partnerships must be acknowledged in documentation regarding the project. Collaborating institution(s) will contribute substantially to the project, usually through a project team member. Where partners are not represented on the project team, a clear rationale should be included in the proposal to explain this absence. To acknowledge this commitment, project proposals must be endorsed in writing by way of a letter of endorsement from the PVC/DVC (Academic), or equivalent, of all collaborating/partner institutions before submission.

### **Single Institution Projects**

In keeping with the principles of diversity, collaboration and high impact, the principles for funding single institution projects are:

- Case studies of an issue, idea or approach of importance to the higher education sector.
- The work proposed should be able to be applied within other institutions.
- The proposal includes a comprehensive and convincing strategy to ensure outcomes and project materials take into account different institutional contexts and can be applied in those different contexts.
- A comprehensive plan for dissemination to the relevant audiences: sharing has to be embedded in the conduct of the project.

Proposals for single institution projects should clearly address these principles in addressing the Approach and Value/Need for the Project criteria.

### **3.6 Budget items and purpose of grant**

The grant is provided for the purpose of achieving the deliverables and outcomes of the project for which it is approved.

Funding may be approved for the period specified in these guidelines or the project brief – whichever is appropriate. All projects designed to go beyond 12 months will need to produce measurable outcomes/deliverables in each year of the funding and should be designed around stages that have particular outcomes/deliverables.

The budget can contain provision for:

- Salaries and on-costs. The rate used for on-costs should be 28%
- Teaching relief – to a maximum of \$35,000 per year per institution associated with a project, with a letter of agreement from the relevant head of school
- Dissemination activities
- Travel associated with the project's conduct and/or dissemination
- Technical and expert support, evaluation and resources essential to the conduct of the project
- Remuneration of advisory or reference group members
- Up to 10% for administration costs and overheads
- Editing and desktop publishing of the final report.

The budget should include an allocation of \$3,000 for attendance at OLT events in the first year of the project. For those institutions with high cost travel, once this amount is used up the OLT will consider case-by-case applications for an additional allowance.

## **Non-approved use of the grant**

The grant may not be used for:

- building works (including the purchase, construction, lease, renovation or fit out of premises)
- purchase of motor vehicles
- purchase of assets unless in exceptional circumstances specifically agreed to by the OLT in approving the grant (this restriction would normally include computers, small digital devices etc which should be provided by the institution/s as a contribution to the project)
- travel which is not directly related to achieving the outcomes of the project for which the grant was approved
- general recurrent funding.