2019 Curtin Learning and Teaching Grants Scheme

Information, Guidelines and Conditions

Curtin Learning and Teaching Grants Scheme is overseen and funded by DVC Academic, and managed by Curtin Learning and Teaching

August 2018

Acknowledgement
Information and some content has been developed using the Office for Learning and Teaching 2016 Innovation and Development Grants and Strategic Priority Commissioned Grants: Programme information and application instructions, Version 1.0 (August 2015).
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1.1 The Promotion of Innovation and Excellence in Learning and Teaching at Curtin

Curtin learning and teaching grant programmes aim to provide funding to support Curtin staff in development activities and capacity-building approaches that foster excellence and Scholarship of Learning and Teaching. These grants support all academics roles and are aligned with Curtin’s Learning and Student Experience Strategic Plan 2018-2020. The grants support Curtin’s vision for 2020: to position Curtin on the international stage as a leader in the provision of quality teaching and research, and to effect change and make a real difference.

Outcomes of the projects/activities are expected to lead to a positive impact on the student experience and learning outcomes, and in many cases are expected to form the basis of future applications to external funding bodies, such as the Australian Council of Educational Research (ACER).

1.2 Broad aims and principles

Curtin Grants are designed to support development activities and capacity-building approaches that foster innovation, excellence and scholarship in learning and teaching.

Innovation and Scholarship of Learning and Teaching (iSoLT) means the development and implementation of innovative approaches to learning and teaching (teaching delivery and teaching related duties) at the University, and systematic evidence-based scholarly enquiry into learning and teaching. (Curtin University Academic, Professional and General Staff Agreement, 2017 – see section 21.3 http://ebastaff.curtin.edu.au)

Curtin Grant projects:

- are situated within theory and current literature,
- require a systematic approach to the collection, analysis and interpretation of data, and
- result in documented outcomes subjected to peer review.

Curtin Grants also support educational research that contributes to theoretical debates and development in the field of educational research (also called discipline-based education research) focusses on research questions related to how students learn a specific discipline, and interventions to enhance student learning. This research is broadly applicable beyond a single course.

The following principles underpin the Curtin Learning and Teaching Grants Scheme:

*Principle 1:* Funded grant schemes will align with Curtin’s Strategic Plan and key institutional strategic learning and teaching projects.

*Principle 2:* Each grant scheme will be inclusive and equitable for all Curtin teaching staff.

*Principle 3:* The grant schemes’ application processes and reporting requirements will be manageable for claimants and those processing applications.

*Principle 4:* The grant schemes will be subject to annual evaluation and review to ensure the schemes remain fit-for-purpose.

Curtin Learning and Teaching Grants are overseen and funded by the DVC Academic and managed by Curtin Learning and Teaching. Progress is reported to Academic Board via the ULTC sub-committee.
1.3 The Curtin Learning and Teaching Grants Scheme (Curtin Grants Scheme)

The Curtin Grants Scheme offers two types of grants:

1. **Seed Grants** which provide the opportunity for staff in Teaching Academic appointments to build their profile in iSoLT. These grants were previously called the Teaching Academic Scholarship Seed (TASS) grants.

2. **Innovation Grants** for all academic staff who are involved in teaching at Curtin (Teaching Academics, Teaching and Research Academics). This funding programme was previously called the Teaching Excellence Development Fund (TEDF).

1.3.1 Seed Grants

Seed Grants support pilot projects which test and evaluate an original idea, or stand-alone, small-scale project, or projects which build the capacity of Teaching Academics. Applications should address one of the Strategic Priorities. The maximum duration of the seed projects is one year.

**Funding:** Five grants of $10,000 each are available

1.3.2 Innovation Grants

Innovation Grants support iSoLT primarily related to the enhancement of learning and teaching at Curtin. These grants may also be used to support projects that involve partnerships with ATN institutions. Applications should address at least one of the Strategic Priorities. Applications may cover more than one Strategic Priority, but applicants should indicate the one that is most aligned to their interests. The Curtin Grants Scheme Committee reserves the right to reallocate an application if it believes it fits more appropriately under a different theme.

The maximum duration of the Innovation Grant projects is one year.

Applications for funding are expected to propose significant projects that have a solid evidence base and show a well-developed strategy for achieving impact. As outlined above, applications may involve a partner ATN institution, but this is not obligatory.

An applicant may indicate their interest in developing their proposal for a larger project that involves partnerships with ATN institutions. The Curtin Grants Scheme Committee will only consider significant projects that: have a solid evidence base, address a strategic priority and prompt systemic impact for Curtin and partner ATN institution(s).

The Curtin Grants Scheme Committee reserves the right to request that a proposal be modified and/or resubmitted for a decision of suitability and may decide to fund a significant grant to a maximum of $50,000.

**Funding:** A total of $350,000 is available for individuals or teaching teams via a competitive bid for funds. Projects are limited to a maximum of $25,000 funding unless the grant is suitable for further development as a significant project and/or a project which involves another ATN institution.

There is only one funding round each year and money will be committed at the end of November 2018.

1.3 Eligibility

1.4.1 Seed Grants

Seed Grants are only available to individuals or teams, each of whom is employed in a Teaching Academic role and who has an appointment of at least 0.5 full-time equivalent. The appointment must be for at least a two-year term (a provision for exceptional circumstances may be considered).
1.4.2 Innovation Grants

Innovation Grants are available for all academic staff who are involved in teaching at Curtin (Teaching Academics, Teaching and Research Academics).

Individuals or teams: Full-time, part-time and sessional academic staff who are actively involved in learning and teaching related activities are eligible to apply for this Grant. The project lead should hold an appointment of at least 0.5 full-time equivalent. The appointment must be for at least a two year term (a provision for exceptional circumstances may be considered).

Both Grants are highly competitive and successful applications will be selected on merit according to the following criteria:

- Relevance to strategic priorities
- Academic merit and clarity of the proposal
- Systematic valid approach of inquiry
- Impact, transferability and sustainability
- Budget sustainability

Further details on the assessment criteria can be found in Appendix 1.

1.4 Grant Applicant Responsibility

All Grant applicants should discuss with their Head of School or Department where there are workload implications of proposed activities or projects to ensure that they have support for the application.

Applicants may only be the Lead on one funded project, but may participate in other funded projects subject to their workload considerations. Applicants are not able to receive funding from the Seed and Innovation Grant for the same project.

All disbursement of funds to cost centres will occur in January 2019. It is an expectation that all recipients of 2019 funds will disseminate and publish their project findings and outcomes within the University community and more broadly wherever if possible (see 1.14).

1.5 Strategic Priorities for 2019

All Curtin Learning and Teaching Grants Scheme applications should be directed to one of the following strategic priorities and should describe how they will have a high impact on courses and units.

The Curtin Learning and Teaching Grants scheme priorities are:

**Effective and efficient assessment approaches that support and evidence student achievement of employability capabilities**

- Course assessment profile design and/or designing authentic assessment tasks that reflect real world experiences, evidence employability capabilities, and prepare work-ready graduates;
- Improving feedback that promotes student learning and develops self-regulating learners that manage their own learning and careers and draws from a variety of sources (eg peer/industry/teaching staff);
- Effectiveness and efficiency of assessments aimed at addressing assessment related workload for students and staff;
Curtin Learning and Teaching Grants 2019: Information, Guidelines and Conditions

- Reduced reliance on examinations, and replacing inappropriate use of exams with course/industry/work related forms of assessment.
- Developing assessment literacy strategies for discipline teaching teams.

Development of MOOCs that model open design principles and incorporate formal and informal learning approaches
- MOOCs that have direct and explicit connections to Curtin courses and can pathway from a stand-alone credential to a Curtin degree program;
- Cross-disciplinary MOOCs that supplement a foundational university degree by providing more specificity to potential employers about skills and competencies learned;
- MOOCs that demonstrably address student skill needs and industry demand and can provide short-term, immediate competency development opportunities;
- MOOCs demonstrating new academic/industry partnerships focused on preparing students for future employment/career opportunities.

Innovative teaching and learning (iSoLT)
- Approaches to learning and teaching that afford flexibility in time, place and/or mode of learning;
- Innovations that encourage novel approaches to learning and teaching;
- Innovations that encourage or support multidisciplinary, research-based learning and teaching approaches;
- Innovations in work integrated learning (WIL) and/or outcomes that prepare students for future employment;
- Innovations that utilise the potential of new and/or emerging technologies in novel ways.
- Students as partners and the student voice.

Open ended broad themes, including artificial intelligence (AI) and machine learning (MI) applications
- Initiatives that shift students from a position of learning, to learning with academics and creating/producing knowledge;
- Initiatives that extend beyond student engagement and that foster active learning;
- Preparing graduates for social enterprise through the curriculum;
- Engaging mobile device applications;
- Employment of machine learning (ML) or artificial intelligence (AI) to improve learning and teaching and create new computational capability (tools, analyses, processes or insights) for learning and teaching.
- Innovations that employ AI and or ML to tackle complex problems of knowledge representation; develop smart tools for learning and teaching; develop break-the-mould ideas for ML and AI to enhance student learning.
- Initiatives that scope and plan for ML and AI futures with estimates of the return on investment for the university to invest, develop and deploy new solutions with impacts on student learning, student experience, and knowledge of learning and teaching (e.g. helping students to maximize cognitive, social and emotional learning factors.

Note:
- Purchases of software and associated equipment should be consistent with Legal and Compliance regulations and procedures (i.e. Learning Technology Services, CITS, and Records Information Management etc.).
- Where participation/feedback from staff/students is undertaken and publishing of project outcomes is desirable, applicants should provide consideration of Ethics approval in the Project Proposal.
1.6 Partnerships with ATN universities

Where an Innovation Grant includes a partnership with an ATN University, partners must be employees of that University (QUT, RMIT, UniSA, and UTS). In the grant application, the applicant should clearly identify:

- the roles and responsibilities of proposed project team members. A diagrammatic depiction of project governance is encouraged.
- demonstrated capability (skills and experience) and capacity (time) of the project team to deliver on the proposed scale and scope of the project (NB: the quality and timeliness of the project leader’s previous work will be taken into account when considering applications for funding).

Where a project includes an ATN partner, Curtin must undertake the lead on the project and must ensure each named collaborating ATN institution has agreed to have its name put forward as a collaborating institution before submitting a project proposal.

Formal partnerships must be acknowledged in documentation regarding the project. Collaborating universities will contribute substantially to the project, usually through a project team member. To acknowledge this commitment, project proposals must be endorsed in writing by way of a letter of endorsement from the DVC Academic or equivalent, of the partner institutions before submission.

Further information about what is required in relation to project partners and project governance is contained in Appendix 2.

1.7 Obligations associated with receiving a grant

There are a number of obligations associated with receiving a grant. Applicants should be familiar with the obligations of grant holders when considering applying for a grant and in the design of their grant proposal. Details of these are provided at Appendix 3.

1.8 Intellectual property

All applications and project materials become the property of Curtin University and the partner ATN University. Details on intellectual property are provided at Appendix 4.

1.9 Submissions

Timelines

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 August 2018</td>
<td>Applications open (online submission)</td>
</tr>
<tr>
<td>8 October 2018</td>
<td>Due date for online submissions</td>
</tr>
<tr>
<td>Mid October 2018</td>
<td>Processing of applications</td>
</tr>
<tr>
<td>Late October 2018</td>
<td>Panel selection of successful applications</td>
</tr>
<tr>
<td>16 November 2018</td>
<td>Successful applicants and relevant Business Managers notified</td>
</tr>
<tr>
<td>23 November 2018</td>
<td>All successful projects provide Cost Centre numbers</td>
</tr>
<tr>
<td>Early February 2019</td>
<td>CLT transfers one half of requested monies to successful project Cost Centres</td>
</tr>
</tbody>
</table>

- Curtin Learning and Teaching will hold an information session in 105.107 from 1pm to 2pm on Wednesday 5 September 2018. Please register online via iPerform.
Project proposals must be submitted online (opening on 20 August) through the Curtin Grants Qualtrics via this link (see page 8 for details).

Proposals must be submitted by close of business on 8 October 2018.

All proposals must have approval from their Head of School prior to applying.

Successful applicants and relevant Business Managers will be notified by 16 November 2018. Please notify Awards_and_Grants@Curtin.edu.au if you are having any problems.

1.10 Management of Funds

Curtin Learning and Teaching will distribute allocated funds to Project cost centres located in Schools and Faculties in two allotments. One half of the funds will be allocated in early February 2019 and the second half of the funds will be allocated following the 2019 Interim Report having demonstrated successful progress of the project. The responsibility lies with each Project Lead to manage all administrative and financial transactions. All purchases and expenses will be paid out of the individual cost centre when appropriate purchase orders and invoices have been provided. All transactions must carry the Curtin CLT Grants prefix on any statement. Project Leads will need to maintain accurate monitoring and reporting processes for the interim report and final reconciliation of Curtin Grant accounts within the 2019 Calendar year. All unspent or uncommitted funds must be returned to Curtin Learning and Teaching by the 13 December 2019 with the exception of salaries committed up until the Christmas closedown 2019.

For further information about project budget, funding and payment, see Appendix 6.

1.11 Format for submission when there is an ATN partner

Where a proposal includes an ATN partner, the Curtin Lead must submit the following to Awards_and_Grants@Curtin.edu.au by the close of business 8 October 2018.

1. Letter of endorsement from the Head of School and DVC Academic or equivalent, of the partner institutions. See Appendix 5 for proformas.

2. Applications which propose technological developments must submit design specifications (limit one A4 page) with the following details:
   - the functionality of the proposed development (including, in the case of website development, a description of the user interface and any user scenario)
   - the sustainability of the development
   - the scalability of the development
   - the technical expertise available to the project team
   - the availability of any required technology or infrastructure

Note that references need to be included in the application, not in the appendices.

Note that websites developed as part of any grant need to be kept live and updated for at least five years after completion of the grant project.

Applications proposing software development/apps should aim to develop open source software, and should consider and address sustainability post-completion of the grant project and ensure the proposed project outputs comply with the conditions for Intellectual Property for each of the universities involved in the project.
1.12 Reporting

Successful applicants of the Innovation Grants will be expected to produce an interim and final report. These reports are completed through the Curtin-Qualtrics application and will be sent to Project Leads by Curtin Learning and Teaching. The proposed dates for the interim report and the final report will be July and December 2019 respectively.

The interim report is scheduled for the half-way point of the project detailing the project progress and health, expenditure to date and any issues that may impact on the successful delivery of the project.

Final reports will comprise a summary presenting progress and accomplishments, all expenditure details, and the final outcomes measured against the original goals. Feedback from project participants will enable further consideration of any issues encountered and desirable improvements to the scheme.

At the completion of the project, the Project Lead is required to complete a full budget reconciliation detailing expenses for the project. Note, any unused funds will need to be returned to the Curtin Learning and Teaching Cost Centre. All project funds must be expended and accounted for by the due date of the final report. Funds for outstanding payments must be accrued separately by the project leader’s Faculty Business Manager, as unused funds in the project cost centre at 13 December 2019 need to be returned to the Curtin Learning and Teaching cost centre.

All recipients of Curtin Grants will be expected to participate in dissemination activities such as the Curtin Grants Community of Practice, Curtin’s annual Festival of Learning and other local scholarship activities.

1.13 Further information and assistance

An information session will be conducted at 1.00 pm on Wednesday 5 September 2018 in 105.107 to inform all prospective applicants of the strategic aims, evaluation criteria and meeting expectations. Please visit iPerform and Curtin News for more details.

All queries can be directed to Curtin Learning and Teaching at Awards_and_Grants@Curtin.edu.au.
The following application form is NOW available online through the Curtin-Qualtrics site.

2019 Curtin Learning and Teaching Grants Application

SECTION 1: PROJECT SUMMARY

Q1 Which type of grant are you applying for?
- Seed Grant
- Innovation Grant

Q2 Project Title
*Project titles should be no more than 15 words long and should clearly and succinctly describe what the project will be doing. Do not use capitals except for proper nouns and the first word of the title. We recommend you limit the use of punctuation.*

Q3 Project Leader
Title:
Given name(s):
Position title and level:
Year of appointment and duration:

Q4 Faculty
- Centre for Aboriginal Studies
- Curtin Business School
- Health Science
- Humanities
- Science and Engineering
- Other (please indicate)

Q5 School / Department

Q6 Priority Area
*Select the programme priority area being addressed by the application. Only one priority area can be selected.*
- Effective and efficient assessment approaches that support and evidence student achievement of employability capabilities
- Development of MOOCs that model open design principles and incorporate formal and informal learning approaches
- Innovative teaching and learning (iSoLT)
- Open ended broad themes, including artificial intelligence (AI) and machine learning (MI) applications

Q7 Are you currently involved in any other project funded by Curtin, ATN or the Australian Government?
- No
- Yes
If Yes, please provide the project title, funding body and your role in the project (eg: team member) and provide details of the time you are able to allocate to the project outlined in the application.

Q8 Does this application build on a previously funded project?
  o  No
  o  Yes
  If Yes, please provide the project title and your role in this project.

Q9 Does this application involve a partner ATN Institution?
  o  No
  o  Yes
  If Yes, please indicate which institution/s
    o  UTS
    o  QUT
    o  UniSA
    o  RMIT

Q10 Has the partner ATN institution DVC Academic, or their equivalent, endorsed the project?
  o  No
  o  Yes
  If Yes, please upload the letter of Endorsement here.

Q11 Is this a team application?
  If yes, please list additional team members (who must be in a Teaching Academic role for a Seed Grant). Include their title, full name and institution if not Curtin. Further details about team members may be provided on the Project Proposal form.

Q12 Total budget request
  Total funds requested in this application: note limit of $10,000 for Seed Grants or $25,000 for Innovation Grants. Details of your budget will be entered into the Project Proposal in Section 2.

SECTION 2: PROJECT PROPOSAL

Please upload a Word version of your Project Proposal, using the template in the Curtin Grants Scheme Guidelines or available online at:
http://www.curtin.edu.au/cli/awards_and_grants/teaching_learning_grants.cfm
2019 CURTIN LEARNING AND TEACHING GRANTS: PROJECT PROPOSAL
Please complete this form and upload it when submitting your application online at this link.

Which type of grant are you applying for?  ☐ Seed Grant  ☐ Innovation Grant

PROJECT TITLE (no more than fifteen words)


PROJECT LEADER (title and full name)


FACULTY /SCHOOL/DEPARTMENT/UNIT OF PROJECT LEADER


PRIORITY AREA (nominate one priority area only)

☐ Effective and efficient assessment approaches that support and evidence student achievement of employability capabilities
☐ Development of MOOCs that model open design principles and incorporate formal and informal learning approaches
☐ Innovative teaching and learning (iSoLT)
☐ Open ended broad themes, including artificial intelligence (AI) and machine learning (MI) applications

PARTNER INSTITUTION
Does this application involve a partner institution?  ☐ No  ☐ Yes- name the institution below

TEAM NOMINATIONS
Please list the names of anyone who will be working on the project (add or remove lines in table as needed)

<table>
<thead>
<tr>
<th>Title, full name and institution if not Curtin</th>
<th>Role and responsibilities in the project</th>
<th>Competency and capacity to participate in the project</th>
<th>% contribution</th>
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<td>TOTAL</td>
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<td>100%</td>
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LEAD APPLICANT CAPACITY (100 word limit)
Lead applicants are required to provide evidence or a statement of their "capacity to successfully undertake the project" (i.e. workload, previous projects and/or experience etc.). New academics in teaching at Curtin are encouraged to apply as well, as all applications are assessed on merit against the criteria.

PROJECT AIM (55 word limit)
Provide a succinct outline of what impacts the project has been designed to achieve using simple language that avoids technical jargon.

PROJECT RATIONALE/NEED (500 word limit)
Summarise the rationale/need for the project and what the project sets out to address/achieve. Explain the conceptual framework, and how the project will address the chosen priority area.

PROJECT APPROACH (750 words)
Please clearly articulate the methodology for the project. This should include: your research approach including statement of the problem, objectives, literature review, measures and their validity if possible, and analysis techniques. Include the project timeframe and stages, major tasks or milestones.
**ANTICIPATED OUTPUTS** (500 words)
Name the type of output (deliverable) and provide a brief description of the item including a date for its delivery. Please ensure the outputs are realistic in terms of the proposed time frame and resourcing, and include any assumptions that have been made in delivering the outputs i.e. new innovations and models, software and other technologies, resources including those transferable to new settings.

**SCHOLARSHIP OF LEARNING AND TEACHING** (250 words)
Describe how you will disseminate and share the outcomes of your project/activity (i.e. Festival of Learning, Faculty workshops, Teaching and Learning Forums, conference and journal publications, etc.).

**RISK MANAGEMENT** (100 words)
Identify and describe the type of major risks you will need to manage within your project. Include your mitigation strategy for managing each these risks.
BUDGET
Please provide sufficient details for the review panel to determine the budget merit of your application. Ensure your personnel rates are consistent with equivalent Curtin salary scales (from June 2016) and those of the partner ATN University (where appropriate). Institutional on-costs should be factored into personnel costs. All costs should be quoted in whole dollars and exclusive of GST. (See Appendix 6 in the Curtin Grants Scheme Guidelines).

Please show any ‘other’ sources of funding including cash or in-kind contributions in the ‘other’ column below, to show the total cost of the project. In-kind contributions include assistance you expect will add to the project; such as project team contributions, administration, faculty members or FLET support.

- Budget total for Seed Grants not to exceed $10,000
- Budget total for Innovation Grants not to exceed $25,000

<table>
<thead>
<tr>
<th></th>
<th>Budget 2019</th>
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<tbody>
<tr>
<td></td>
<td>Curtin Grant</td>
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<td>Personnel</td>
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<td>Project Activities sub-total</td>
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</table>

TOTAL PROJECT BUDGET
PROJECT IMPACT AND DISSEMINATION (750 words)
Describe how your strategic priority will impact on the quality and excellence of learning and teaching at Curtin (and partner ATN University if applicable), including transferability, sustainability etc. Please refer to the Impact Management Planning and Evaluation Ladder (IMPEL) Framework shown in Appendix 7 in the Curtin Grants Scheme Guidelines.

IMPACT MATRIX TABLE
Please complete the Impact Matrix table below. Note, you only need to provide approximations and text is not expected in every cell.

<table>
<thead>
<tr>
<th></th>
<th>Project Completion</th>
<th>6 months post completion</th>
<th>12 months post completion</th>
<th>24 months post completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Team members</td>
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<tr>
<td>2. Immediate students</td>
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<tr>
<td>3. Spreading the word</td>
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<tr>
<td>4. Narrow opportunistic adoption</td>
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<td>5. Narrow systemic adoption</td>
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<tr>
<td>6. Broad opportunistic adoption</td>
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<td>7. Broad systemic adoption</td>
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Appendix 1: Assessment process and criteria

The operation of the Curtin Grants Scheme is overseen by the Curtin Learning and Teaching. Selection panels for proposals will consist of a minimum of five members from the following areas: Director Course and Teaching Quality; Associate Deputy Vice Chancellor Learning and Teaching; Faculty Deans Learning and Teaching or their representative; Curtin Academy Fellows; and Senior Learning Consultant (SoLT).

Selection criteria

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Unsatisfactory</th>
<th>Acceptable</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance to strategic priorities</td>
<td>Relevance to learners and strategic priorities are unclear.</td>
<td>Relevant to many learners and a strategic priority.</td>
<td>Relevant to a wide range of learners and across strategic priorities.</td>
</tr>
<tr>
<td>Academic merit and clarity of the project</td>
<td>The proposal lacks sufficient detail and/or clarity.  The underpinning rationale or conceptual basis of the proposal is unclear.</td>
<td>The rationale for the project is explained.  The conceptual framework for the proposal is clear.</td>
<td>The rationale for the project is clearly and concisely explained.  The conceptual framework for the proposal is clear and demonstrates a high standard of scholarship.</td>
</tr>
<tr>
<td>Inquiry</td>
<td>The approach of inquiry is unclear and lacks validity.</td>
<td>The approach of inquiry is clear.  An explanation of some of the measures and their validity is provided.</td>
<td>The approach of inquiry is systematic and clear.  An explanation of all measures and their validity is provided.</td>
</tr>
<tr>
<td>Impact, transferability and sustainability</td>
<td>The project outcomes have low or unclear potential impact in the project setting; are unlikely to be transferable to new settings; and are likely to require high ongoing costs.</td>
<td>The project outcomes have moderate potential impact in the project setting; may be transferable to new settings; and are sustainable without further resourcing.</td>
<td>The project outcomes have high potential impact in the project setting; are readily transferable to new settings; and are likely to generate further income.</td>
</tr>
<tr>
<td>Budget sustainability</td>
<td>The budget details are insufficient and/or appear inappropriate for the proposed activities.</td>
<td>The budget is sufficiently detailed and appears appropriate for the proposed activities.</td>
<td>The budget is sufficiently detailed and is clearly appropriate for the proposed activities.</td>
</tr>
</tbody>
</table>

Proposals with any criteria judged to be as ‘unsatisfactory’ are unlikely to be funded. Applications will be assessed against the criteria by at least two panel members and applications will undergo a moderation process. Assessors will meet to discuss their evaluations and make joint recommendations. Following the assessment process, the panel will rank each proposal.

Strict conflict of interest provisions are enforced: no one may assess a proposal if they took part in its preparation.
Appendix 2: Information about project team and governance

Project leaders and project teams

The project leader(s) must take significant intellectual responsibility for the proposed project, its design, conduct and results.

Individuals may not hold the lead responsibility for two Curtin Learning and Teaching funded grants concurrently unless the Head of School and 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. If awarded a grant, Curtin expects each team member, including the leader, to be available to undertake the work as described in the application.

All applications must include support from their Head of School/Department, DVC Academic from the partner ATN institutions (where applicable) for the project leader(s) and every team member. A template for partner ATN University endorsement is provided in Appendix 5. Letters of support must be included whether or not teaching relief or relief from normal duties has been requested. For applicants who plan to partner with an ATN institution, the lead should contact the ATN Institutional Contact Officer about the process for obtaining a ‘partner institution’ letter of support.

Under normal circumstances, applications involving a project leader whose final report to a previous project is overdue or not of a satisfactory standard at the time of close of applications will not be accepted. Curtin Learning and Teaching has the discretion to rule on this matter.

Project teams are encouraged to include one or two early career academics as substantive members of the project team. Students may also be included on project teams.

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

Individuals may take an advisory role or contribute specific expertise which does not require close involvement in the project. These individuals would not normally be defined as project team members.

Collaborative Projects with an ATN partner

Applications for Innovation Grants are encouraged to include an ATN partner institution/s whenever feasible. Collaboration between other relevant bodies is also encouraged. Careful consideration should be given to the number and type of partners and their contribution to ensure the project is manageable. 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.

The lead institution must be authorised to act on behalf of all members of the 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.

International partnerships are encouraged where appropriate. As with other members, funding can be shared with international partners for their contribution to the project. This arrangement must be made through the project lead in consultation with the Faculty Business Manager. International partners must agree to the Grant Conditions (Appendix 3) especially in relation to intellectual property.
Appendix 3: Obligations associated with receiving a grant

Lead institutions as recipients of the funding enter into an agreement with the ATN partner. The Grant Conditions specify the outcomes of the project to be achieved, the payment arrangements, financial and performance reporting requirements, requirements regarding intellectual property, requirements regarding variation to the agreement, acquittal of grants and other related issues.

Performance

The lead institution is responsible to Curtin Learning and Teaching for managing the performance of the project through the project leader(s). This responsibility is expressed through institutional sign-off on project proposals, being the recipient of the grant specified in the Grant Conditions and performance reporting.

Should a project leader need to withdraw from the project, written notification should be provided to Curtin Learning and Teaching at Awards_and_Grants@Curtin.edu.au with information on how the project will continue to be supported.

Curtin Learning and Teaching needs to be contacted in case of any changes to the project in terms of staffing, ethics approval, scope of project, deliverables and finances.

Changes to collaborations, partnerships and other roles

Proposed changes in partner institutions, e.g. withdrawal or addition of a partner during the project, must be supported by the DVC Academic, or equivalent, of the institution/s concerned and written notification of the change and endorsement provided to Curtin Learning and Teaching.

Reporting

Institutions are required to report on the progress, final outcomes and financial expenditure associated with their project, as specified in the Grant Conditions. Reporting requirements should be considered when formulating the proposal for the project.

When a project team is not able to meet the milestones or the date for completion of the project, the project leader must contact Curtin Learning and Teaching at least one month before the due date. Please note that extensions are only approved in exceptional circumstances. If a project does not progress according to the projected timeframe, Curtin Learning and Teaching reserves the right to withhold the second allocation of funds and not grant future Curtin Grants to the applicants.

Progress Reporting

All projects funded by Innovation Grants are required to complete an interim progress report. A Qualtrics survey will be made available for the Interim Report. The interim report will require a financial acquittal itemising how funds were spent to date. Where adequate progress has been made, CLT will transfer the second half of requested monies to Cost Centres.

Financial Reporting

Funding must be used for the purposes specified in the Grant Conditions. Financial reporting and acquittal processes provide assurance of this to Curtin Learning and Teaching.

An interim and final financial acquittal satisfying the terms in the Grant Conditions must be provided with the interim report and by the agreed completion date of the project (the date when all reporting and acquittal of funding should have been finalised) and no later than 13 December 2019.

The interim and final financial acquittal should itemise how funds were used in the course of the project and be signed as true and accurate by the authorised person within the lead institution as specified in the Grant Conditions.
Any funds not expended at the end of the project must be returned to Curtin Learning and Teaching.

**Final Project Report**

Final reports should profile the outcomes and outputs of the project, highlighting the impact the project has had and can have in the future and describing how other faculties or ATN institutions (where appropriate) can make use of what has been delivered and achieved. The final report will also briefly document how the project outcomes have been achieved. A Qualtrics survey will be made available for the Final Report.

**Project Summary**

All Project Leads are responsible for providing an executive summary of their project. This summary can be written (maximum three written pages) or a presentation (e.g. PowerPoint or a video) summarising the issue/s and context for the project, its outputs, key findings, and recommendations for future action (where relevant).

The Project Summary will be published on the Curtin Learning and Teaching website.
Appendix 4: Intellectual property

Project proposals
All applications become the property of Curtin on submission to copy, modify or otherwise deal with information for the purposes of:

- assessment and decision-making
- verification of the accuracy, consistency and adequacy of the information contained in the application
- preparation and management of any Grant Conditions
- administration of grants programme.

Project Material
One responsibility of the Curtin Learning and Teaching is the dissemination of good practice in learning and teaching in higher education which is best achieved by ensuring that quality project products and findings are available to Curtin and the higher education sector for use and further development. To help achieve this aim the following position in relation to intellectual property will be the default position for Curtin Learning and Teaching.

Intellectual Property Rights in the Project Material created under the Grant Conditions will vest with Curtin and, where applicable, the ATN partner university immediately on their creation.

Issues associated with existing intellectual property are addressed in the Grant Conditions.

The grant recipient(s) will be required at all times to indemnify and hold harmless Curtin University, its officers, employees and agents from and against any loss or liability incurred or suffered by any of those indemnified arising from any claim, suit, demand, action or proceeding by any person in respect of any infringement, or alleged infringement, of Intellectual Property Rights by the grant recipient(s), their employees, agents or subcontractors in the course of, or incidental to, carrying out the project or the use by Curtin of the Project Material.
Appendix 5: Proforma for letters of support from a partner ATN university

Endorsement letters must not exceed two pages.

The use of this proforma is mandatory.
Letter(s) of support from the DVC Academic or equivalent must be on the institution’s DVC Academic’s letterhead.
Letter(s) from the partner institution(s) must include the following:
- Title, name and position of the project leader
- Title, name and position of team member(s) from that partner institution
- Title of the application
- The aims of the project and how this aligns with institutional priorities
- The intended impacts of the project, and their institutional relevance
- The institution will support the time commitment of the team member(s) as indicated in the budget

Certification by the DVC Academic or equivalent
I certify that:
- [Name of partner institution] will notify Curtin University if there are any changes in the team member(s)’ from the [Name of partner institution] circumstances which may impact on his/her eligibility to participate in, or ability to perform, the project subsequent to the submission of this proposal

Signature(s) of DVC Academic or equivalent
Appendix 6: Information about project budget, funding and payment

**Budget items**

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

The size of the grant sought must align with the scale, scope and significance of the proposed project. All projects must be designed around stages that have particular outcomes and deliverables. Please keep in mind that the maximum project duration is one year.

The budget can contain provision for:
- salaries for research assistants, project officer, data analyst etc. but may not be used for teaching relief.
- scholarly activities
- project impact activities, including scholarship of learning and teaching dissemination activities
- reasonable travel costs
- technical and expert support, evaluation and resources essential to the conduct of the project
- administrative costs and overheads.

Please check that your budget adds up. The line items must add up to the sub-totals, and the sub-totals must add to the grand total.

Ensure there is sufficient information to explain how budget expenses are arrived at. For example, Conference Attendance expenses should include a breakdown of airfares or other travel expenses plus accommodation costs and other pertinent items, such as taxi fares to and from the airport.

**Budget format and template**

Budgets must comply with the recommended format and be included in your proposal document.

All costs should be quoted exclusive of GST. All costs must be in whole dollars. The total funding amount requested should be rounded to the nearest $1 with subtotals and line items adjusted accordingly.

**Budget template**

<table>
<thead>
<tr>
<th></th>
<th>Budget 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Curtin Grant</td>
</tr>
<tr>
<td>A</td>
<td>Personnel</td>
</tr>
<tr>
<td>B</td>
<td>Project Support</td>
</tr>
<tr>
<td>C</td>
<td>Project Activities</td>
</tr>
</tbody>
</table>

TOTAL PROJECT BUDGET#
‘Other’ funding sources

The budget includes a column for ‘other’ sources of funding and this should show contributions from Curtin and partners. This support may be in cash or in-kind. Other sources of funding are included here in order to show the total cost of the project.

Where projects require assistance and support for University resources (i.e. FLET, CITS, library etc.), these need to be considered as part of the allocation of resources/expenditure in the submission application, even if they are in-kind.

All in-kind contributions need to be clearly defined in the Project Proposal.

Personnel

Estimates for budget items of personnel (instructional designer, research assistant, admin support etc.) will need to be consistent with equivalent Curtin salary scales (http://hr.curtin.edu.au/salary_scales.cfm, June 2016).

This should include the salaries, wages and on-costs of personnel who have overall responsibility for implementing the project. The level of each appointment and the hours per week (or percentage of time committed) should be specified.

Human Resources at Curtin have advised that the standard rate for a Research Assistant undertaking standard data entry is GO 5.1 plus on-costs (note on-costs are 17.07%). A higher level of pay requires justification in the application, to warrant approval for higher costs.

Applications involving Indigenous staff or partners should include consultation with the Centre for Aboriginal Studies (CAS) and include CAS as a partner on the Grant by nominating a CAS member on the project team, to ensure that the correct protocols are followed when undertaking these projects.

Project Support

This section must be completed where the purpose of expenditure is logistical. Project Support includes all non-staff expenditure for the administration and day-to-day management of the project. For example, project management meetings, stationery, travel, consumables. Please note the purchase of assets cannot to be included in the budget. This means that you cannot purchase an item of property such as a camera, iPad or video recorder. The purchase of software is generally not approved unless the software complies with Section 1.6 of this document, there is a strong justification and there is careful consideration and consultation with CITS and Curtin Learning and Teaching, as software inevitably needs ongoing support.

Project Activities

This section must be completed where the purpose of expenditure is directly linked to a project activity.

All costs which directly contribute to a specified activity, including evaluation and dissemination, should be included here. For example: undertaking scholarly activities, the hosting of conferences and workshops, communicating with stakeholders, website development and hosting, advocacy, publications (including production), dissemination, and project evaluation.

Note that websites developed as part of any grant needs to be kept live and updated for at least five years after completion of the grant project.

This also includes travel relating to specific activities, and personnel expenses if personnel are recruited for a specific project activity. For example a facilitator for a workshop, or an independent evaluator should be budgeted under Project Activities, as should travel to attend the workshop or to undertake the evaluation.
Appendix 7: Project impact planning

The Impact Management Planning and Evaluation Ladder (IMPEL)

The IMPEL model provides a framework for describing different types of change that can be achieved through educational development projects. Each stage, or ladder rung, is incrementally broader in impact than the last. These rungs are:

1. Changes for project team members
2. Changes by project team members leading to changes for students who are directly influenced
3. Contributions to knowledge in the field; growth or spread of disseminated ideas; serendipitous adoption/adaptation by people beyond the project’s intended reach
4. Changes by opportunistic adopters at participating institutions leading to changes for students who are directly influenced
5. Systemic changes at participating institutions leading to changes for all relevant students
6. Changes by opportunistic adopters beyond participating institutions leading to changes for students who are directly influenced
7. Systemic changes beyond participating institutions leading to changes for all relevant students.

The model offers both a prompt for project teams in the planning, execution and reflection stages of educational development projects, as well as a cogent frame for funding agencies to enunciate expectations, make funding decisions and evaluate the efficacy of funding schemes in facilitating strategic educational change.
Project Impact Plan

Impact is the difference that a project makes in its sphere of influence, both during and after the funding period. Maximising impact requires forecasting and planning. The questions and matrix below provide a structure to prompt active and ongoing consideration and re-evaluation of impact and how it may be maximised given the evolution of the project. Maintaining updated responses to the template is not intended to be a reporting requirement, rather a strategic steering tool for the project. The responses to the questions below, including input to the matrix, are expected to change over the life of the project, as the work and results progress. Curtin Learning and Teaching will be interested in discussing evolving projections of impact at key points during the project, including at progress and final reporting points.

<table>
<thead>
<tr>
<th>Anticipated changes at:</th>
<th>Project completion</th>
<th>Six months post-completion</th>
<th>Twelve months post-completion</th>
<th>Twenty-four months post-completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Team members</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Immediate students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Spreading the word</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) Narrow opportunistic adoption</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5) Narrow systemic adoption</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(6) Broad opportunistic adoption</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(7) Broad systemic adoption</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. What indicators exist that there is a climate of readiness for change in relation to your intended project?
2. In brief and indicatively, what impacts (changes and benefits) do you expect your project to bring about, at the following levels and stages of the Impact Management Planning and Evaluation Ladder (IMPEL)?
3. What are your strategies for engaging with stakeholders throughout the project?
4. How will you enable transfer that is ensuring that your project remains impactful after the funding period?
5. What barriers may exist to achieving change in your project?
6. How will you keep track of the project’s impact? What analytics may be useful?
7. How will you maintain relevant project materials for others to access after the project is completed?

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1 The full version of the IMPEL model, developed by Tilly Hinton whilst on secondment to the Office for Learning and Teaching.
2 Refer definition of ‘transfer’ above when used in this context.