This session....

• Overview of the process
• What makes a good application?
• Questions and answers
Learning and Teaching Innovation Grants

• Aimed to highlight value of teaching, facilitate achievement of UNSW priorities, build capacity and capability for leadership, and build a pipeline to OLT

• Applicants will be faculties, schools, or individuals seeking support for:
  o small scale learning and teaching development initiatives,
  o or pilots/trials of planned, large scale educational changes

• that align with priorities as outlined in UNSW Learning and Teaching Strategy 2014 - 2018.

• one-off basis, maximum of $25,000, period of 12 months.
Application Process

Written project proposal:

- **Project Outcomes and Rationale** for how the project will address one or more of UNSW’s current priorities for L&T Innovation Grants.

- **Value/Need for the Project** - the potential usefulness of the proposed project and its outcomes to the development of policy and/or practice in learning and teaching in the applicant’s faculty/school or UNSW as a whole.

- **Approach** - what will be done to ensure that the proposed project delivers its stated outcomes and how this will be managed, including evaluation.

- **Budget** - A *fully justified* description of how the total costs associated with the proposed project will be met,
  - including a description of how funding received will be used to develop, deliver, assess/evaluate and report on the outcomes of the learning and/or teaching development that is the focus of the project.
Timelines

• **Round 2**
  • Call for Proposals 1 August 2014
  • Close for Endorsed Applications 1 September 2014
  • Assessment of Endorsed Applications 1 October 2014
  • Notification of Outcomes to Applicants 1 Dec 2014
  • Successful Round 1 Projects Commence 6 Jan 2015

• **Round 3**
  • Call for Proposals TBA early 2015
What makes a good application?
Selection criteria – (page 21)

• The clarity of the articulated outcomes and arguments to demonstrate how the proposed project will address one of UNSW Learning and Teaching Priorities for 2014-2018
  o Clear argument as to how the project will address 1 or more priorities
  o Articulates how project will contribute to practice/policy
  o Project’s aims and outcomes are clear, specific and measurable for instance might include:
    ▪ Tools developed – eg innovative assessment/feedback tools for your discipline, technology related tools
    ▪ Implementation guides
    ▪ Resources - open repository available on web, exemplars, models
    ▪ Community – development/expansion of existing community
    ▪ Professional development - Workshops/seminars
    ▪ Changes to courses/programs
    ▪ Data – learning analytics – used to do what?; survey outcomes
    ▪ Publications - Case studies published
Selection criteria cont.

- The potential **usefulness** of the proposed project and its outcomes in the development of policy and/or practice in learning and teaching in the applicant’s faculty/school or UNSW as a whole.
  - Clearly identifies and addresses an issue or problem that is both worthy and urgent - it must be clear why the project is needed
  - Ensure it is not ‘business as usual’ but something that warrants extra funding, and is not a research project
  - Helps to show how it connects with other work
  - Consider students’ needs
Selection criteria cont.

• The strength of the **conceptual and theoretical frameworks** that underpin the proposed approach
  
  o *Show your thinking as to how what you are proposing will meet the need/fill the gap/solve the problem*
  
  o *What do you understand terms to mean eg blended learning, communities of practice…in plain english!*
  
  o *If you can, show how project draws on what has already been done in the area, at UNSW or more broadly as shown in the literature - eg rather than reinventing the wheel, the project adapts current thinking to a particular context.*
Selection criteria cont.

• The appropriateness and coherence of the proposed approach with the project’s stated outcomes
  o Aligns outcomes with a realistic development/project management plan and appropriate strategies indicating that the project is achievable by this project team within the timeframe and budget
  o Leave no doubt that it is doable within the funding/timeframe
Selection criteria cont.

• The appropriateness of the Project’s proposed governance and management arrangements
  o Clarify team structure - defining roles, responsibilities, accountabilities of project teams
  o Reporting structure and frameworks clearly defined:
    ▪ within the project team e.g. all team members report to the project manager, and there will be a weekly project meeting
  o from project manager to senior management (or a committee)
    ▪ e.g. project manager provides a weekly report to senior management, and will meet with them once a month
  o Senior management (or committee) are provided with project updates and oversee the work of the project manager to ensure that the project is keeping on track.
  o Clear timeframes are set
Selection criteria cont.

• The appropriateness of the project’s plans for the evaluation, dissemination and embedding of project outcomes in the policies/practices of the applicant’s faculty/school or UNSW as a whole
  o including a description of how funding received will be used to develop, deliver, assess/evaluate and report on the outcomes of the learning and/or teaching development that is the focus of the project.

• The appropriateness of the Project’s proposed budget and the strength of its justification
  o includes both budget and justification
Budgets (see application form)

Personnel Costs:
- salaries (e.g. project manager, research assistant/fellow), wages and on-costs of personnel who have overall responsibility for the project.
- On-costs to the maximum of 28% may be included.

Project Support:
- all non-staff expenditure for the administration and day to day management of the project, not directly contributing to a specific project outcomes. For example, management meetings, stationery, travel, consumables.

Project Activities: This section must be completed where the purpose of expenditure is directly linked to a project deliverable.
- All costs which directly contribute to a specified activity or outcome, including evaluation and dissemination. For example: the hosting of workshops, website development and hosting, publications (including production), dissemination, and project evaluation.
- travel relating to specific activities, and personnel expenses if personnel are recruited for a specific project activity. For example a facilitator for a workshop,
Gantt Charts
Project management at a glance
MILESTONES

Week

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

- Needs Assessment: Margaret
- Training: Darren
- *Design Generation: Fiona
- Design Finalization: Margaret
- *Primer Design: Fiona
- Ordering Primers: Margaret
- *Create Plasmids: Klaus
- *Transfect Yeast Cells: Klaus
- Select Colonies
- Grow Culture
- Flow Cytometry
- *Data Analysis

Completed
Remaining
Project Objective (what will be achieved by when)

• Bake a cake in time for my daughter’s birthday party.

Project Deliverables (what will be delivered by when)

• One 2-layer chocolate cake with Pokemon decorations, in time for the birthday party.

Success Criteria (what will meet or exceed the expectation of each stakeholder)

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daughter</td>
<td>Chocolate cake, Pokemon decorations, on time.</td>
</tr>
<tr>
<td>Parents</td>
<td>Reasonable cost, on time.</td>
</tr>
<tr>
<td>Birthday party guests</td>
<td>Sufficient quantity, taste, on time.</td>
</tr>
</tbody>
</table>
# How To Bake a Successful Cake

| List of Activities          | Start | Dur | Start | Dur | Done | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| Start cake                 | 1     | 25  | 1     | 25  | 0%  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Look in cake recipe book   | 1     | 2   | 1     | 5   | 0%  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Obtain ingredients         | 2     | 2   | 2     | 2   | 0%  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Preheat oven               | 2     | 3   | 3     | 1   | 0%  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Measure and mix ingredients| 4     | 6   | 2     | 6   | 0%  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Bake cake                  | 10    | 2   | 10    | 3   | 0%  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Cool cake                  | 12    | 1   | 12    | 1   | 0%  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Lock in frosting recipe book| 5    | 2   | 5     | 2   | 0%  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Obtain frosting ingredients| 6    | 2   | 6     | 3   | 0%  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Measure and mix frosting   | 8     | 2   | 8     | 2   | 0%  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Spread frosting on cake    | 13    | 1   | 13    | 0%  | 0%  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Drive to shops             | 12    | 3   | 12    | 2   | 0%  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Buy Pokemon decorations    | 14    | 1   | 14    | 1   | 0%  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Drive home                 | 15    | 1   | 15    | 1   | 0%  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Apply Pokemon decorations  | 16    | 1   | 16    | 1   | 0%  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Project buffer             | 17    | 2   | 17    | 2   | 0%  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Serve cake                 | 19    | 1   | 19    | 2   | 0%  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Collect party-goers reactions| 19  | 2   | 19    | 2   | 0%  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

*Note: The chart shows the planned and actual progress for each activity, with the percentage of completion and the timeline represented in weeks.*
Process

1. Check Eligibility and prepare Project Proposal
2. Submit project proposal to Head of School (HOS) for feedback and endorsement
3. Revise Project Proposal and secure endorsement from the Faculty Dean and HOS
4. Submit Endorsed Project Proposal
5. Endorsed Project Proposals Assessed and Ranked by UNSW L&T Grants Selection
6. DVC(A) Determines & Announces which L&T Innovation Proposals will be Funded.
Support

• **UNSW OLT teaching grant resources**
• Ask for feedback particularly from:
  o colleagues within Faculty who have received grants (including OLT),
  o key learning and teaching people within the Faculty including ADE, HoS and administration (re budgets),
  o LTU contacts
• **UNSW Grants Management Office**
  o [Budget Preparation](#)
  o [Salary Scales for Grant Budgeting](#)
Questions?