1. BACKGROUND

The Learning and Teaching priority Grants Scheme has been developed to assist Faculties and Departments to initiate projects that assist the implementation of University-wide strategic projects.

2. CRITERIA

Projects funded under the *Priority Grants Scheme* in 2011 must demonstrate the following:

1. **Project Outcomes and Rationale**
   Clearly articulated outcomes and a clear indication of how the Project assists Faculties/Departments to implement outcomes of **one or more** of the University’s strategic learning and teaching projects:

   i. **Investigating Equity and Student Support**
      Projects should:
      A. document successful models for improving access and support for students from regional, low SES and non-traditional backgrounds in higher education institutions both in Australia and internationally, such as:
         • identification of changes required at faculty/department level in order to achieve the set targets: structural, alignment of institutional cultures, etc.
         • increasing participation through generating higher demand for higher education
         • provision of rural and regional access
         • strategies for increasing the participation and retention of students, including pathways for access
         • the development of collaborative solutions both within and external to the sector (schools, VET, business, government)
         • the implications of differentiated tertiary systems in addressing questions of equity
      B. identify areas in which further development could be supported, and provide advice as to how this might be achieved.

   ii. **External Moderation of Coursework Assessment**
      Projects should pilot models of external validation of assessment and outline whether the external validation used considers:
      • what is being assessed (for instance, capabilities, competencies, graduate attributes);
      • how these are being assessed;
      • how grades are being determined; and
• how benchmarking between institutions/disciplines occurs.

iii. Principles for Assessment and Assurance of Graduate Learning Outcomes
Projects should:
A. focus on approaches to summative assessment of program-level learning outcomes that have validity in the context of academic quality assurance, and should consider
   • the experience of professions that are subject to accreditation
   • experience with the assessment of graduate attributes
   • implications for the relationship between assessment and curriculum structure
   • approaches to audit of outcomes-based program assessment in the context of assurance of graduate outcomes

B. provide analysis and critical review of
   • approaches and methods of standardised assessment and their impact, with particular reference to validity and unintended consequences, such as loss of diversity, innovation and narrowing of curriculum
   • practical strategies to avoid perverse consequences of outcomes-based assessment
   • the range of approaches used in Australia and internationally to collect and store systematically assessment information about student learning, and its use to inform decisions about how to improve learning

The scope of projects should cover national experience in higher education and professional accreditation contexts, where relevant. Projects should identify centres of excellence in the area of assessment for potential future collaboration.

iv. Evidence of Outcomes from Higher Education Teaching Preparation Programs
A great deal of work has been done recently to develop programs which prepare staff for teaching in higher education, however less has been done to evaluate the impact these programs have had on the quality of the student experience.

Projects should examine the evidence of outcomes for the quality of teaching from the range of approaches currently used in the higher education sector for tertiary teaching preparation, i.e. formal qualifications such as Graduate Certificates in higher education, foundation or introduction to teaching programs (FILT), and continuing professional development (including Sessional Staff professional development), or combinations of these pathways.

v. Teaching Standards
Macquarie has recently led an ALTC Grant to develop a Teaching Standards Framework (please link to http://www.mq.edu.au/provost/activities/research/teachingquality.html )
The aim of this Priority project will be to use the Teaching Standards Framework to identify areas of excellence and/or areas for development across one or more focus areas within one or more themes.

They should apply the Framework and:

* Develop a strategy to enhance performance, and/or
* Develop a means of showcasing excellence
2. **Approach**
   - A strong theoretical framework
   - 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 Macquarie@50 and the Academic Plan 2010-2014
   - Plans for the dissemination/embedding of the successful strategies and outcomes that are integrated within the project design

3. **Value/Need for the Project**
   - Potential usefulness of the project and its outcomes to any of the following:
     - Departments
     - Faculties
     - Macquarie University
     - Benchmarking partners
   - Ways in which the project both utilizes and advances scholarship of learning and teaching
   - Strategies to extend this in-house pilot project to fully developed ALTC Grant Application OR strategies to extend this project University-wide.

4. **Project Management and Budget**
   - A thorough approach to project management that shows what evidence will be used to ascertain how well objectives have been met.
   - Provision of an Evaluation Plan. You may be invited to participate in an LTC evaluation project and participation will be looked upon favourably.
   - Budget justification for the amount claimed and indicating timeframe for the expenditure of grant monies.
   - Budgets must be split into expenses that occur in the period July – Dec 2011 and Jan – Dec 2012. There will be no carry forward of unspent 2011 monies into 2012 nor 2012 monies into 2013.
   - 2011 Priority Grant monies MUST be fully expended by Dec 2012.

3. **APPLICATION INFORMATION**

**Closing dates for the Scheme** - 27th May 2011

The above is the University closing date. Different Department and Faculty closing dates might apply. Please liaise with your Department and Faculty well ahead this closing date to ensure an endorsement and signatures on the application are obtained before the University closing date.

**Funding range** - up to $30,000

**Projects’ duration** - up to 2 years

As this scheme is regarded as a precursor, or pilot study for a University-wide project, projects should be completed within 18 months of commencement.
4. SUBMISSION OF THE APPLICATION

It is planned to use the online grant submission facility within IRIS, once this becomes available.
In 2011 application documentation will be available on the Provost’s website

Applications are limited to 6 A4 pages consisting of:

- **APPLICATION FORM** covering sheet (2 A4 pages)
  Application form can be found on the Provost’s website:

- **PROPOSAL** (max 4 A4 pages using 12pt font; Times New Roman, 6pt spacing between paragraphs and Single line spacing).
  It is recommended that the Proposal contains details on Project outcomes and Rationale; Approach; Value/Need for the Project; Project Budget; Project management and Evaluation.

Complete applications are to be scanned and sent via email to barb.mclean@mq.edu.au by Friday 27th May 2011.

5. ASSESSMENT OF APPLICATIONS

Applications will be assessed against the 5 Criteria by a Panel consisting of:

- DVC (Provost) – Chair
- Vice-President of Academic Senate
- Chair of the Learning and Teaching Committee
- Executive Director of the Learning and Teaching Centre
- A member of academic staff who has been awarded an ALTC Award or Grant
- Student representative

6. PROJECT REPORTING

- Successful applicants will be expected to provide a Project Acquittal Report that:
  - Documents project outcomes
  - Provides information on how the Project outcomes are being communicated to the University community
  - Provides information on the impact of the Project on University-wide Strategic Projects
  - Provides information on any future related ALTC Priority Grant

- Successful applicants will also be expected to present their findings to their colleagues in a seminar convened by the LTC and project outcomes also being made available on the Web.

- Deans and/or Assoc Deans (Learning and Teaching) will be expected to include a report on existing and recently completed projects in their Learning and Teaching Reports to the DVC (Provost).