Teaching and Learning Committee

Teaching and Learning Development Fund – 2012 Scheme

Support to Faculties and the School of indigenous Studies Post NC 2012 Implementation
(Endorsed by Teaching and Learning Committee 07/06/2012)

The Teaching and Learning Committee’s Teaching and Learning Development Fund was first established in 1999 with the intention that the Fund be used to progress teaching and learning related priorities within the University’s Operational Priorities Plan. The OPP 2009-2013 strategic objective for Education is “To improve the quality of the student learning experience”.

Aim

The aim of this Scheme is to support broad strategic activities and high quality teaching and learning in the University community. In particular this scheme would support major projects in faculties and the School of Indigenous Studies in the New Courses 2012 post-implementation phase, as the teaching emphasis shifts from matters of curriculum development and content ratification, to those of delivery and pedagogy. Building upon work already done in the faculties in relation to assessment and feedback, three key areas have been identified as central to this funds allocation:

1. Postgraduate pedagogy;
2. the development and implementation of an increased number of high quality student practicums, placements and internships; and,
3. further development of peer learning and peer assessment for students.

These areas have been determined as a result of faculty and New Courses 2012 Working Party feedback and recommendations.

The Teaching and Learning Committee anticipates that in each case, the priorities of faculties in relation to the fund will vary. Some faculties already have extensive experience and success in postgraduate coursework, practicums, and/or peer learning initiatives, whilst for others one or all of these areas may be comparatively new terrain. Overall, however, it is assumed that within the New Courses context, postgraduate coursework development will require sustained focus on the demands of postgraduate pedagogy; that the emphasis upon the availability of practicums, placements and internship experiences will demand fuller focus on the development and oversight of robust, high quality opportunities for students in that context; and that peer learning and peer assessment for students should be further developed to promote good educational outcomes and interactions for students.

In all three fields of activity, the fund also seeks to support interaction between faculties and the dissemination of good practice as the projects develop. Provision of project funding at faculty and school level is intended to encourage collaborative activity, with a wide-ranging impact.
$237,500 is available from the Fund. Each of the nine faculties will be offered a grant of up to $25,000 and the School of Indigenous Studies will be offered a grant of up to $12,500. Grants may be applied to one, two, or three areas, as determined by the Faculty or School.

Objectives

Faculties and the School of Indigenous Studies are invited to formulate faculty/school specific project(s) under the following broad headings (examples are suggestions only):

1. **Postgraduate pedagogy**: developing and implementing approaches to postgraduate coursework delivery which are suitable to discipline or degree requirements, and which respond to the learning needs and expectations of the postgraduate coursework student cohort. (Such development may wish to consider, for example, the reflection of industry needs in degrees; effective learning and teaching among a mainly part-time cohort of students engaged in paid work, whose time on campus is strictly limited; or the ways in/extent to which UWA’s Educational Principles can be most suitably articulated in discipline-specific, postgraduate level contexts).

2. **Student practicums, placements and internships**: projects may relate to the development and oversight of robust, high quality educational opportunities for students in that field. (The University is currently devising a set of minimum requirements for all assessed studies undertaken in association with external organisations. However, to ensure good learning outcomes more specific exploration and planning at faculty, school and discipline levels may be needed to ensure that implementation or expansion of existing opportunities for students is successful.)

3. **Peer learning and peer assessment**: in 2011, the Student Academic and Cohort Experience Working Party’s audit revealed a rich array of initiatives in the areas of peer learning and peer assessment. Evaluations of such forms of activity internationally, when carefully planned and conducted, suggest that their role in student learning is significant and very positive. Projects in this field may consider, for example, the further development and embedding of existing initiatives; the establishment of networks to support collaboration and dissemination of good practice; or the implementation of such approaches within large classes.

In all cases, projects should be tailored towards outcomes which are clear, specific and achievable, and which will enhance the quality of learning and the student experience within a local context.

Application Procedure

It is intended that the application procedure be as efficient as possible. The process for this Scheme will be similar to that previously adopted for distribution of the University’s Learning and Teaching Performance Funds.

On behalf of the Teaching and Learning Committee a small group comprising the Chair, Deputy Chair and Executive Officer will consider faculty proposals within the parameters of the Scheme. Faculties and the School of Indigenous Studies are invited to consider what project/s within the Scheme’s broad parameters would best fit their priorities and culture and to submit a brief proposal (no more than three pages) for consideration by the group.
Applications should indicate clearly the:
- Parameters and purpose of the project/s;
- intended outcomes of the project/s;
- plans for dissemination of project outcomes within and beyond the Faculty;
- means by which a project’s impact will be evaluated;
- a breakdown of anticipated expenditure, devised with a view to meeting the
  Scheme’s objectives and including a justification of the funds sought.

### Proposal Timeline

Proposals should be sent to Ms Kaye Macpherson-Smith kaye.macpherson-smith@uwa.edu.au, Executive Officer, Academic Policy Services.

- Proposals received before **Tues, 31 July, 2012** will receive a response by 10 August.
- Proposals received after 31 July will be considered as they are submitted.
- **The final date for submission of a proposal is 3 September, 2012.**

### Reporting

Deans will be responsible for expenditure of the funds in line with the broad parameters of the Scheme.

Associate Deans (Teaching and Learning) or equivalent will be expected to submit reports to the University’s Teaching and Learning Committee as follows:

- For the March 2013 meeting –
  - A brief interim report (maximum two pages) outlining all project/s progress to-date.
  - The deadline for this report is **Friday, 15th February 2013.**

- For the September 2013 meeting –
  - A brief final report (maximum three pages) outlining all project/s impact on the student learning experience within the context of the scheme’s objectives, and the project/s expenditure.
  - The deadline for this report is **Friday, 16th August 2013.**