

2017 Guidelines: First Year Experience (FYE) grants: Embedding transition pedagogies in the curriculum

Coordinators of first year subjects and second year transition subjects taken by students coming from pathways are invited to apply for amounts of up to \$4,000 for projects aimed at implementing transition pedagogies in the curriculum. Team applications involving coordinators, teaching teams, tutors, demonstrators and academic support professionals are encouraged.

This initiative is part of the **2017 UTS FYE Strategy** funded under the Retention and Success theme of the UTS Widening Participation Strategy (WPS). The overall aim of the FYE strategy is to develop and implement curriculum design and practice that supports effective student transition, success and retention, particularly for students from low socio-economic status backgrounds and/or Indigenous students. This approach is guided by Transition Pedagogy and the six First Year Curriculum Principles (Kift, 2009) <http://fyhe.com.au/transition-pedagogy/fy-curriculum-principles/>.

FYE grants have been successful in addressing the needs of first year students from low socioeconomic status groups and indigenous students within a framework designed to improve transition, success and retention for all students. In 2017, *we are encouraging projects in either first or second year subjects that have commencing students coming into the subject*. The aim is to introduce practices that support success and retention for both commencing students transitioning from all entry pathways, eg school, TAFE, higher education institutions, Insearch and where applicable continuing students transitioning from first to second year.

Project eligibility

Projects must focus on a first year subject or a second year subject that would be undertaken in the first year of UTS study by pathway students. Projects must demonstrate consistency with Transition Pedagogy principles and outcomes must become part of the subject for all students.

Projects must address at least one of the FY Curriculum Principles of Transition, Diversity, Engagement, Assessment, Design and Evaluation and Monitoring. Applicants may wish to refer to resources from the ALTC Articulating a Transition Pedagogy project (Kift, 2009) or to build on previous FYE grants at UTS (2011- 2015). Many grant presentations can be found on UTSONline at [First Year Experience Network](#)

Examples of projects that might be funded, include, but are not limited to:

- Diagnostic and other formative activities for assessing students' academic preparedness and learning needs;
- Development of online resources and activities to support students to prepare for learning in the subject in the Orientation and Week 1 (Preparation);
- Strategies for introducing or improving and embedding tutorial activities to help students to get to know and collaborate with others and feel included, particularly in the first few weeks;
- Introducing early, low-stakes assessment and/or feedback opportunities in a subject;
- Strategies for embedding support for academic reading, writing, speaking or listening;
- Strategies that address any particular needs of students entering through TAFE, Insearch and similar pathways, while also benefitting other students;
- Strategies that support students to develop their professional identity and sense of belonging early on in their course;
- Strategies that involve peer learning and peer support within the curriculum;
- Sustainable strategies or resources for developing tutors' or demonstrators' skills in implementing transition pedagogies.

Projects should link to UTS priorities such as learning futures (<http://www.uts.edu.au/research-and-teaching/teaching-and-learning/learningfutures/overview>) and the balanced teaching period calendar. All funded projects will be notified before end of 2016, and funded from the commencement of 2017.

Application process and deadline

Applications are by expression of interest and made on the template file (2017_FYE_Grant_Application_Template.doc) found on the UTS FYE project page: (<http://www.uts.edu.au/research-and-teaching/teaching-and-learning/initiatives-and-projects/first-year-experience-project-0>)

Applications to be submitted by email to Kathy Egea, the FYE Project Coordinator, at Kathy.Egea@uts.edu.au.

Due date: **10am, Monday 5th December 2016.**

Application requirements

Expressions of interest of 1-2 pages are invited on the project's Application form. This covers

1. Applicant details
2. Supporting signature from the Associate Dean (Teaching and Learning)
3. A brief outline (no more than 2 pages in min 11 point font) of the project including:
 - A brief description of the aims and rationale for the project, including a statement on how it is expected to contribute to student success and/or retention, in particular for students from low SES backgrounds or Indigenous students. Brief references to some literature or previous project successes should be used to support your claims;
 - First Year Curriculum Principles addressed by the project. Projects may address one principle, or may address several;
 - Key project activities and timeline that will enable you to achieve the aims. If you are coordinating a large subject with multiple tutors/demonstrators, the activities should take account of the need to engage the whole teaching team;* see below
 - Your evaluation strategy i.e. how you will know that the project has been successful and how you will collect information for improvement;** see below
4. A project budget (with on-costs included). Budgets must be spent by the end of November, 2017

*Project activity, timelines and budgets

Eligible budget items include:

- Teaching or marking release or admin support for staff working directly on the project, or additional hours for casual academics;
- Salaries for project assistance, including student assistance;
- Production of new subject materials or resources that explicitly support student transition;
- Purchase of software or resources which are a direct part of the project;
- Reasonable direct costs of evaluations, for example small incentives for student focus groups;
- Costs of workshops or similar activities aimed at sharing practice;
- Local travel costs necessary to produce project outcomes – for example costs related to interviewing industry practitioners or visiting industry sites as part of a project.

Items which are *not* eligible include:

- Personal computers, iPads and similar equipment;
- Travel other than local travel as above;
- Conference funding.

Casual salaries via staff connect:

<https://staff.uts.edu.au/topichub/Pages/Manage%20my%20employment/Pay%20and%20conditions/Pay%20rates%20and%20increases/pay-rates-and-increases.aspx> ;

Casual on-costs for 2017: approximately 17%

NOTE: Payscales at this site are only to May 2017, so please add 1.5% for the remainder of the year.

If you are having trouble working out the on-costs with your budget, UTS HR have developed and Interactive guide for working out on-cost to May 2017. Locate the interactive file in staff connect and search for salary on-costs under **Guides - Salary Estimate Model for casual staff**.

Example of budget

(Activities are linked to timeline for 2 salary scales Jan – May, June - Nov)

Activity	Hours	Rate	Total
Activities 1, 3, 4 (testing and uploading), 6	25	Casual academic, other academic activity – PhD' rate projected at \$53.03 per hour (May 2016 rate) including 17% on costs (method: 25 hours x \$53.03 x 1.17 oncosts)	\$1551
Activities 8, 9 and associated ongoing testing of modules	15	Casual academic, other academic activity – PhD' rate projected at \$53.03 per hour (May 2016 rate) including 17% on costs	\$931
Activity 12 evaluation and triangulation with report results	16	Casual academic, other academic activity – PhD' rate projected at \$53.85 per hour (Nov 2016 rate) including 17% on costs	\$1008
Survey evaluation incentives (vouchers)			\$270
		TOTAL	\$3760

**Evaluation Planning tool

Evaluating the success of your project is an important step. This simple evaluation planning tool has been designed for small learning and teaching projects. It will help you reflect on what and how you will evaluate: <http://tiny.cc/evalplan>. **Please complete the tool and submit it as part of your application submission.**

Criteria for selection

Projects will be assessed on the basis of:

- Consistency with at least one of the six First Year Curriculum Principles (Transition, Diversity, Engagement, Design, Assessment, Monitoring and Evaluation);
- Potential for enhancing success and retention for students in their first year at UTS, including students transitioning into university in second year, particularly for students from low socioeconomic status groups and/or Indigenous groups;
- Extent to which project activities are likely to be practical and completed within the timeframe
- Capacity for outcomes to become embedded and sustained without ongoing funding;
- Quality and coherence of the project application (including clarity of description of the project, clear alignment of the project with transition pedagogy and coherence between the project aims, activities and budget);
- Learning.futures, Balanced Teaching Period and/or faculty priority where relevant.

Requirements of funded projects

The recipients of each funded project must:

- Attend an information session on the administration side of running FYE grants
- Participate as far as possible in the First Year Experience Community, including presenting project ideas or outcomes to others;
- Provide updates on projects as requested, including a one-page mid-project progress report and end of project report in December 2016;
- Plan and track their budget expenditure, to ensure completion by November 2016;
- Be prepared to contribute to any evaluation of the longer-term outcomes and impacts of projects and the broader First Year Experience project.

Support: who to contact

Please contact your **Faculty** First Year Transition Experience Coordinator to discuss your project ideas and faculty priority. Coordinators that have had FYE grants are indicated by asterisk next to their name.

Faculty	Coordinator	UTS phone	email
FASS	Vicki Bamford*	2750	Vicki.Bamford@uts.edu.au
DAB	Todd McMillian	8673	Todd.McMillan@uts.edu.au
DAB	Jennifer McDonald	8972	Jennifer.Macdonald@uts.edu.au
Health	Lisa Townsend	5747	Lisa.Townsend@uts.edu.au
Law	Francis Johns*	3251	Francis.Johns@uts.edu.au
FEIT	Sam Ferguson*	4682	Sam.Ferguson@uts.edu.au
Business	Amanda White*	3637	Amanda.White@uts.edu.au
Science	Yvonne Davila*	1749	Yvonne.Davila@uts.edu.au
Science	Renee Dowse	8346	Renee.Dowse@uts.edu.au
Science	Bronwyn O'Brien	4104	Bronwyn.Obrien@uts.edu.au

IML academics including those from Academic Language and learning (ALL) may provide support or feedback on ideas for applications. ALL academics have all been involved in previous FYE grants.

Contact Kathy Egea, FYE Coordinator, via email (Kathy.egea@uts.edu.au) or phone (x1720) for process and eligibility queries.