2017 Strategic Education Grants

Guidelines for applicants

September 2016

The 2017 Strategic Education Grants are a University-wide competitive scheme to fund curriculum development, educational innovation, and educational quality improvement proposals for units of study, major or degree programs and other learning opportunities in line with the University Strategy 2016-2020.

The grants are open to fixed term or continuing University of Sydney staff for projects starting after 1 January 2017 and finishing before 15 December 2017.

This includes staff in portfolios, student and staff support services, centres and libraries, who must seek approval from the DVC Education prior to submitting an application.

Funding is available for four types of initiatives:

- Educational Innovation
- Open Learning Environment units
- Sydney Research Seminars
- Project-based units

Funding is NOT available for equipment, travel or catering.

Key dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 September 2016</td>
<td>Applications for 2017 funding opens</td>
</tr>
<tr>
<td>20 October 2016</td>
<td>Information workshop for applicants</td>
</tr>
<tr>
<td>3 November 2016</td>
<td>Applications close</td>
</tr>
<tr>
<td>4 November – 9 December 2016</td>
<td>Application assessment</td>
</tr>
<tr>
<td>14 December 2016</td>
<td>Applicants notified of outcomes</td>
</tr>
</tbody>
</table>
Types of Funding

Educational Innovation

Funding is available to support educational innovation and quality improvement of existing units of study and programs. Projects must focus on student learning, teaching practice, and curriculum design; and have a significant impact on students' learning outcomes and/or outcomes in one or more units of study or across a program. This grants scheme is not intended to fund educational research

Innovation should be considered in the context of the applicant’s current learning and teaching environment, which will vary across the University. Innovation can include the development of novel approaches, or the adaptation of approaches shown to be effective in other settings. It may, but not necessarily, include the adoption or development of new technologies or novel or creative application of existing technologies.

Projects should be aligned to the University’s 2016 - 2020 Strategic Plan, particularly Strategy 5 to ‘Transform the Learning Experience’. Projects may also target the revision of curriculum to promote the development of the Sydney graduate qualities, or support the career transition of students into employment or further study (Strategy 4).

Small (up to $12,000) and large (up to $35,000) grants are available. The difference between the two funding levels is intended to reflect the level of support required to complete the project and the impact to be achieved.

Open Learning Environment units

The grants support the design and development of learning resources and activities for the Open Learning Environment (OLE). Funding is available for small modules (0 and 2 credit point) of up to $12,000, and for large modules (6 credit point) of up to $35,000.

Faculty applicants must discuss their project, including workload implications, with the relevant Associate Dean – Learning and Teaching. Applicants are strongly encouraged to consult as early as possible with the relevant Educational Design Manager about potential overlap (See Contacts on page 5).

Applicants should note that implementation of OLE units will be subject to the usual faculty and university approval processes. Initially, successful OLE grant applications will be tabled at the Board of Interdisciplinary Studies (BIS) for conditional approval. Once the curriculum and assessments are sufficiently developed, faculties must approve the OLE unit through their usual process. In addition, the OLE unit must be submitted to BIS to determine to ensure it is suitable for the OLE. These steps should both happen in line with the usual approval timelines for Sydney Student (usually April/May the year prior to the offer).

There are two broad types of Open Learning Environment units:

Open Learning Environment – Undergraduate: 0, 2 and 6 credit point units of study that will allow students to acquire in flexible ways, tailored to their individual learning needs, foundational knowledge, concepts, skills and experiences in other disciplines and domains that are likely to be of broad interest and applicability. It is envisaged that 0 credit point OLE units will be self-paced and self-contained online courses, available to all students on an on-demand basis. Satisfactory completion of a 0 credit point OLE unit will be recognised on the academic transcript. 2 and 6 credit point OLE units will build on these through workshop- or masterclass-style classes with workloads and assessment regimes compatible with the number of credit points on offer. The 2 and 6 credit point OLEs would usually be offered at predetermined times.

1 It is not considered the norm for research activities to be conducted in conjunction with EI projects. However, if they are, it is unacceptable that any such research activities cause delays in the achievement of project outcomes within the grant period.
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Open Learning Environment – HDR (also called HDR+ grants): units of study for HDR students, with a particular focus on the development of knowledge and skills that will enhance successful PhD completion and support successful transition to post-PhD careers in research and innovation, including in universities, industry, community and government.

Sydney Research Seminars

Funding of up to $12,000 is available to support the design and initial development of Sydney Research Seminars (SRS). These are seminar-based opportunities for a cross-disciplinary group of students and staff to explore an interdisciplinary issue, challenge or problem. The funding is intended to support initial design and development and the compilation and/or creation of supporting resources and is provided jointly by the Research and Education portfolios. Selection of SRS topics for funding will be by a joint Education and Research panel using criteria that reflect the quality of likely research and education outcomes. It is expected that the team offering the topic would run the seminar at least several times, taking a summary of the end point of each instance of the seminar as the starting point for the next.

Both the interdisciplinary research promise of the proposed topic and the capacity of the experience to contribute to student’s developing research skills and ‘Interdisciplinary effectiveness’ will contribute to funding decisions. Interdisciplinary effectiveness is understood as the capacity ‘to work effectively in interdisciplinary (including inter-professional settings) and to build broader perspective, innovative vision, and more contextualized and systemic forms of understanding’. No specific rules for interdisciplinary engagement are proposed. Rather, as part of the application process, a compelling case should be made for the research and educational value of the proposed form of the interdisciplinary experience. It is expected that staff will develop and offer the unit to either early or later year undergraduate students for at least three consecutive years and that the purpose and approach of the unit will evolve over time as research questions are refined and/or extended.

Topics for the SRS could come from identified areas of multidisciplinary strength and potential, such as the Charles Perkin Centre, AINST, the China Studies Centre and the Sydney South East Asia Centre, but could also support exploration of just- or yet-to-be-identified areas of interdisciplinary potential.

SRS proposals should include a proposed approach for assessing the extent to which students are able to: draw on their disciplinary skills and knowledge to communicate effectively in interdisciplinary settings; understand and work with the different conceptual forms, knowledge bases, questions and modes of enquiry specific to each discipline; and contribute constructively in settings outside those for which their discipline has prepared them.

Project-based units

Support is available for the development of required and elective 3000- and 4000-level project-based units, for example, in innovation and entrepreneurship, in areas of authentic industry or community interest or need, or in research. Proposals for interdisciplinary projects are welcome, as are proposals to pilot project-based units that may become attractive third year units in a major. Preference will be given to those that can be trialed in existing courses in 2018 and can be offered, in principle, as an elective to third year students with space in their course plan for an elective.

Small (up to $12,000) and large (up to $35,000) grants are available. The difference between the two funding levels is intended to reflect the level of support required to complete the project and the impact to be achieved.

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2 For example, working in a well-established interdisciplinary domain (e.g. at the intersection of mathematics and physics, or of politics and sociology) is likely insufficient.
3 In some cases, student entry to OLE units may be on a competitive or wait list basis.
How to apply

1. Read the Education Strategic Priorities (Appendix 1) to ensure your project idea is clearly aligned with the University Strategy 2016-2020.
2. Consult with the relevant Educational Design Manager about project design, resource requirements, budget and sustainability. (See Contacts on page 5)
3. Staff in portfolios, student and staff support services, centres and libraries must seek approval from the DVC Education prior to submitting an application.
4. Complete an application form via the on-line grants system on the University of Sydney website. (A word template application form is attached in Appendix 2.) Note, there is a 2000 word limit for applications.
5. Request/attach a supporting letter from your Head of School or department which includes how the school will support the project, including details of additional financial and any in-kind faculty support if required

Selection criteria

All applications for Strategic Education Grants will be assessed according to the following selection criteria:

- Compelling scholarly rationale, supported where possible by relevant evidence.
- Alignment of project outcomes with the strategies and initiatives of the University’s 2016-2020 Strategic Plan.
- Expected impact and reach (the significance of the impact on students’ learning experiences, outcomes and the numbers of students, units of study and degrees positively affected).
- A robust plan for initial evaluation and ongoing improvement.
- [For Educational Innovation Grants] The capacity for sustained delivery and impact of the project, beyond the grant period (project completion).

Eligibility and conditions

1. Applicants must be fixed term or continuing staff employed by the University of Sydney (including staff in faculties, portfolios, centres and libraries).
2. Each application must have a designated project leader or co-leaders.
3. Applicants must include evidence of support from the project lead’s Head of School or department as described elsewhere.
4. Projects must have an education focus (research focused projects are not eligible).
5. Funding is not available for equipment, travel or catering.
6. Applicants must submit their application using the online grants system.
7. Applicants must consult with the relevant Educational Design Manager, and (if applicable) ICT prior to submitting an application.
8. Multiple applications that are interdependent won’t normally be funded.
9. Staff in portfolios, student and staff support services, centres and libraries who wish to apply must seek approval from the DVC Education prior to submitting an application.
10. Successful applicants must accept any common or special conditions of offer prior to funding being allocated.

11. Conditions of acceptance of offer include adhering to reporting requirements. (This includes a mid-project progress report, and a final report with financial acquittal statement.)

12. Implementation of OLEs will be subject to the usual faculty and university approval processes.

13. Successful applicants may be asked to participate in events or promotional activities.

**Selection process**

**Phase 1: Multi-faculty panels**
In the first instance, applications will be assessed by one of four multi-faculty panels. Individually, panel members assess applications against the selection criteria. The panel as a whole recommends applications to be further considered for funding and projects that could be combined for more effective or efficient outcomes. The panel chair prepares feedback for unsuccessful applicants.

Chair: Associate Dean (determined by the panel)
Members: Associate Dean or nominee from each faculty covered by the panel
2 x Educational Innovation team members

<table>
<thead>
<tr>
<th>Panel</th>
<th>Faculty</th>
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<tbody>
<tr>
<td>Panel 1</td>
<td>• Arts and Social Sciences</td>
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<tr>
<td></td>
<td>• Education and Social Work</td>
</tr>
<tr>
<td></td>
<td>• Sydney College of the Arts</td>
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<tr>
<td></td>
<td>• Sydney Conservatorium of Music</td>
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<tr>
<td>Panel 2</td>
<td>• Agriculture and Environment</td>
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<tr>
<td></td>
<td>• Science</td>
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<td></td>
<td>• Veterinary Science</td>
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<td></td>
<td>• Engineering and Information Technologies</td>
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<tr>
<td>Panel 3</td>
<td>• Sydney Business School</td>
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<td></td>
<td>• Sydney Law School</td>
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<td></td>
<td>• Architecture, Design and Planning</td>
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<tr>
<td>Panel 4</td>
<td>• Dentistry</td>
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<td></td>
<td>• Sydney Medical School</td>
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<td></td>
<td>• Sydney Nursing School</td>
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<td></td>
<td>• Pharmacy</td>
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<td></td>
<td>• Health Sciences</td>
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</tbody>
</table>

**Phase 2: Resource assessment group**
The resource requirements and budgets of projects recommended by the multi-faculty panels will be reviewed by a specialist group. This will inform the deliberations of the selection panel. Individually, group members review the scope and budget of recommended projects. The group as a whole identifies any additional support or other requirements to deliver recommended projects.

Chair: Director, Educational Innovation
Members: ICT Representative
4 x Educational Design Managers
Phase 3: Selection panel
Successful applications will be determined by a panel with broad experience, and presentation from across the University. Individually, panel members review the applications recommended by the multi-faculty panels and the advice of resource assessment group. The panel selects projects eligible to be funded, based on the selection criteria, and in line with University strategic requirements. Selected panel members will determine any special conditions for successful applicants, and prepare feedback for unsuccessful applicants.

Chair: DVC Education (or nominee)
Members: 4 x Chairs Multi-Faculty Panels
Director, Digital Strategy (or nominee)
Director, Educational Innovation
Head, Quality and Analytics
Director, Graduate Research (for OLE-HDR initiatives)
Representative SEG RTC (for OLE-HDR initiatives)
Representative DVC (Research) (for OLE-SRS initiatives)

General considerations
- Panel members must abstain from assessing or discussing applications where they have a direct conflict of interest (i.e. are named in the application as a project lead or project member).
- Panel members are expected to follow conventional standards of professionalism and adhere to all relevant University policy.
Contacts

Education design, budgeting and IT support and advice
All applicants must discuss project design with the relevant Educational Design Manager from the Educational Innovation Team before submitting an application. Educational Design Managers can also assist with budgeting and resource requirements, including ICT and video production advice.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Educational Design Manager</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Arts and Social Sciences</td>
<td>Sue Atkinson</td>
<td>E: <a href="mailto:susan.atkinson@sydney.edu.au">susan.atkinson@sydney.edu.au</a>&lt;br&gt;P: 9036 7033</td>
</tr>
<tr>
<td>• Education and Social Work</td>
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<tr>
<td>• Sydney College of the Arts</td>
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<tr>
<td>• Sydney Conservatorium of Music</td>
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</tr>
<tr>
<td>• Agriculture and Environment</td>
<td>Ricky Connor</td>
<td>E: <a href="mailto:ricky.connor@sydney.edu.au">ricky.connor@sydney.edu.au</a>&lt;br&gt;P: 9036 6035</td>
</tr>
<tr>
<td>• Science</td>
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<tr>
<td>• Veterinary Science</td>
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<tr>
<td>• Engineering and Information Technologies</td>
<td></td>
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</tr>
<tr>
<td>• Sydney Business School</td>
<td>Mark Henderson</td>
<td>E: <a href="mailto:mark.henderson@sydney.edu.au">mark.henderson@sydney.edu.au</a>&lt;br&gt;P: 9036 7912</td>
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<tr>
<td>• Sydney Law School</td>
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<tr>
<td>• Architecture, Design and Planning</td>
<td>Ruth Weeks</td>
<td>E: <a href="mailto:ruth.weeks@sydney.edu.au">ruth.weeks@sydney.edu.au</a>&lt;br&gt;P: 9036 6036</td>
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<tr>
<td>• Dentistry</td>
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<td>• Pharmacy</td>
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<tr>
<td>• Health Sciences</td>
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</tbody>
</table>

Faculty advice and direction
For support and advice relevant to your faculty, contact the Associate Dean, as follows:

<table>
<thead>
<tr>
<th>Application type</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sydney Research Seminars</td>
<td>Educational Design Manager</td>
</tr>
<tr>
<td>Open Learning Environment – Undergraduate units</td>
<td>Associate Dean Learning &amp; Teaching</td>
</tr>
<tr>
<td>Open Learning Environment – HDR</td>
<td>Associate Dean Research Training</td>
</tr>
<tr>
<td>Project Based units</td>
<td>Associate Dean Learning &amp; Teaching</td>
</tr>
<tr>
<td>Educational Innovation</td>
<td>Associate Dean Learning and Teaching</td>
</tr>
</tbody>
</table>

Application process or using the on-line system
For general information about the application process or assistance using the online system, contact:
Karen Allan
Education Portfolio
E: dvc.education@sydney.edu.au
P: 8627 5789
Definitions and FAQs

Please refer to the website for definitions and frequently asked questions. These will be regularly updated in response to applicant questions and feedback.

Submission checklist

- Relevant Educational Design Manager consulted
- Application checked against key Education strategic priorities (Appendix 1)
- Support letter received from Head of School/Department
- Associate Dean Learning and Teaching consulted (Project Based and Undergraduate OLEs)
- DVCE approval (only for staff in portfolios, student and staff support services, centres and libraries)
- All staff impacted have been consulted
Appendix 1: Strategic priorities

The 2016-2020 University Strategy outlines seven initiatives that are linked to two of the key educational strategies:

**Strategy 4. Transform the undergraduate curriculum**
- Initiative 1. Embed new graduate qualities and a new curriculum framework in all undergraduate degrees
- Initiative 2. Establish a unique undergraduate degree and vertically integrated degree pathways
- Initiative 3. Establish a Curriculum Development Fund to expand learning opportunities for our students
- Initiative 4. Develop a University-wide approach to assessing graduate qualities

**Strategy 5. Transform the learning experience**
- Initiative 5. Develop interactive and collaborative learning designs that foster excellence and innovation
- Initiative 6. Create contemporary environments that enable flexible and interactive learning
- Initiative 7. Build a new professional learning and support environment

For more information on the initiatives please see:
- And the earlier discussion papers:
## Appendix 2: Application Form

### SECTION 1 - GENERAL

**Project title**

<table>
<thead>
<tr>
<th>Grant type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please select grant category from dropdown list:</td>
</tr>
<tr>
<td>- Educational Innovation Grant</td>
</tr>
<tr>
<td>- Open Learning Environment – Undergraduate</td>
</tr>
<tr>
<td>- Open Learning Environment – HDR</td>
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<tr>
<td>- Sydney Research Seminar</td>
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<tr>
<td>- Project-based units</td>
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</tbody>
</table>

**Funding level**

- Please select from dropdown list:
  - Small (up to $12,000)
  - Large (up to $35,000 – OLEs and Education Innovation Grants only)

**Requested total budget**

- Must not exceed maximum funding level as above

**Project description**

- 200 word summary. Note this may be used in promotional material.

<table>
<thead>
<tr>
<th>Project leader 1</th>
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<tbody>
<tr>
<td>Unikey</td>
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<td>Email</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Project leader 2 (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unikey</td>
</tr>
<tr>
<td>Email</td>
</tr>
</tbody>
</table>

**ADD PROJECT LEADER**
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Lead faculty

① Every project should have a faculty lead where possible, however exceptions can be made in compelling circumstances by the DVCE. Staff in portfolios, student and staff support services, centres and libraries should send a brief email to Professor Pip Pattison via dvc.education@sydney.edu.au outlining your reasons and seeking approval prior to submitting an application.

Project team members

① Add members using the ADD MEMBER button below

<table>
<thead>
<tr>
<th>Unikey</th>
<th>First Name</th>
<th>Last Name</th>
<th>Faculty/Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
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</tr>
</tbody>
</table>

Head of School/Department endorsing

① HoS or department head must provide a letter/email of which includes details of how the school will support the project and details of financial and any in-kind faculty support.

<table>
<thead>
<tr>
<th>Title/School</th>
<th>First Name</th>
<th>Last Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
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</tr>
</tbody>
</table>

Associate Dean, Learning and Teaching consulted (Project Based and Undergraduate OLEs only)

① All applicants must discuss proposed OLE with the relevant AD L&T before submitting an application.

Yes

DVCE approval (non-faculty project leaders only)

① Project leaders who are staff in portfolios, student and staff support services, centres and libraries must provide an email approval from the DVCE.

Browse

Educational Design Manager consulted

① All applicants must discuss project design with the relevant Educational Design Manager from the Educational Innovation Team before submitting an application.

Please select from dropdown list:

- Sue Atkinson
- Ricky Connor
- Mark Henderson
- Amani Bell
- Jessica Frawley
- Ruth Weeks

Previous Strategic Education Grant funding (if applicable)

① Have you received previous Strategic Education Grant Funding for this or a closely related project?

<table>
<thead>
<tr>
<th>Year</th>
<th>Project Lead</th>
<th>Faculty</th>
<th>Final report submitted Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

TEMPLATE ONLY
Other funding (if applicable)

1. Have you received other funding for this or a related project? Please include details.

<table>
<thead>
<tr>
<th>Year</th>
<th>Project title outcomes</th>
<th>Provider</th>
<th>Amount</th>
<th>Final report submitted Yes/No</th>
</tr>
</thead>
</table>

Responsibility Code (RC) (compulsory field)

1. For funding allocation, should the application be successful. Please consult faculty finance if unsure

XXXXX

SECTION 2 – ABOUT YOUR PROJECT

1. This section is limited to 2000 words in total. References are included in the word count.

Aim, rationale and strategic alignment

1. The aim of the project: what is the project trying to achieve and why? A clear statement of the rationale for, and primary purpose of, the project, perhaps with appropriate evidence to demonstrate the need for the project. An explicit statement about how the project will support the achievement of the grant scheme’s strategic priorities.

Outcomes

1. Please list the expected outcomes of the project. These should be specific to the work of the project, and able to be reported against in your evaluation.

Approach and timeline

1. An outline of the project approach or design that is coherent, and will allow outcomes to be each achieved within the timeframe. It should include any project stages, major tasks or activities, methods, milestones, and deliverables.

   It should also give a short compelling argument for why and how this design, activities, etc will facilitate the achievement of the project outcomes. This may include reference to knowledge, practices, and ideas in the educational research literature (and other relevant literatures).

   Briefly outline the project timeline. Note that the grant period is from January to December 2017.

   For Educational Innovation grants, if you have already received funding for a project in a similar topic area in the past e.g. an EI grant or OLT grant or fellowship, please indicate how this proposed project will move the work beyond that completed in the past - into new outcomes and greater impact

Reach of the Project

Units of study

1. If known and applicable please list units of study where the whole cohort will be impacted by the project. (Begin typing the unit of study code or name, then select correct unit from the predictive list that appears.)
Degrees

1. If known and applicable, please list degrees where the whole cohort will be impacted by the project.
   (Begin typing the unit of study code or name, then select correct unit from the predictive list that appears.)

Other

1. If specific students will be selected for involvement in the project, rather than whole unit or degree cohorts, please give a description of the student sample, and the number expected to be involved.
   If your project will involve the participation of academic and/or professional staff (other than the project team), please give a description of participants, and the number expected to be involved.

Project outputs (or deliverables)

1. (If relevant, otherwise leave this section blank.) What project outputs will be produced during the course of the project that could be used by others at the University? Examples include: software, a video describing the innovation, an online resource for students or staff, survey instrument, interview schedule, etc.

   These outputs should be realistic in respect of the grant period and the proposed project budget. Applicants are advised to build sustainability of the outputs into the project design, without the need for further Education Portfolio funding after the grant period.

Opportunities for cross-University links/resources (if applicable)

1. What opportunities does this project offer for developing links across the University? What project outputs could be used by others at the University?

Evaluation plan

1. An evaluation plan may consider the following:
   o What evidence will you collect throughout the grant period that will allow you to demonstrate that project outcomes have been achieved? When and how?
   o What evidence will you collect that will allow you to assess whether or not students’ learning experiences and/or outcomes have either been improved and/or reached an excellent standard? What interim measures can you use to track progress?
   o What evidence will you collect about the impact of the project on: Teachers? Curriculum? A faculty/school/department’s processes? What interim measures can you use to track progress?
   o What monitoring mechanisms will you set in place to ensure that you are on track to achieve your outcomes?
   o How will you build peer feedback and engagement on the project work into the design of the project?
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Budget

Include details and description of spend and cost – examples below. Please consult your Educational Design Manager for support to develop the budget. NB. Funding is not available for equipment, travel or catering.

<table>
<thead>
<tr>
<th>Expenditure item description</th>
<th>$</th>
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<tbody>
<tr>
<td>Lead investigator (Include level, FTE/Hours)</td>
<td>(Include salary and on-costs)</td>
</tr>
<tr>
<td>Teaching relief – (Include level, FTE/Hours)</td>
<td>(Include salary and on-costs)</td>
</tr>
<tr>
<td>Software licensing</td>
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<tr>
<td>Program developer (hrs and rate)</td>
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</tr>
<tr>
<td>Administration Officer (Include level, FTE/Hours)</td>
<td>(Include salary and on-costs)</td>
</tr>
<tr>
<td>Video production services</td>
<td></td>
</tr>
<tr>
<td>Video equipment hire</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>xx,xxx</td>
</tr>
</tbody>
</table>

Non budgeted/resources (if applicable)

What other resources will you be requiring that aren’t covered in the budget (see examples below). By including any information here you are confirming the resources/providers have been consulted and have agreed to provide this support.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Support to be provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>Teaching relief (up to 20 hrs)</td>
</tr>
<tr>
<td>Educational Innovation Team</td>
<td>Educational design support, or pedagogical advice (up to 10 hrs)</td>
</tr>
<tr>
<td>ICT Team</td>
<td>Development support (up to 5 hrs)</td>
</tr>
</tbody>
</table>

SECTION 3 – Education Innovation Grants only

Innovation elements

What distinguishes your project from other work already being done? What is unique about this approach that will lead to change in practice? How will it make a novel contribution? Please also include how the innovation will be sustained or embedded beyond project completion.

Sustainability

How will the outputs of this project be sustained beyond the funding period? (BAU or with ongoing faculty commitment)
SECTION 4 - Agreement

Project leader declaration
① CLICK I box to agree

☐ I agree to provide brief progress and final reports by the required due dates, including a financial acquittal, and to participate in any whole-of-University evaluation of the Strategic Education Grants

Upload supporting information
Upload additional supporting items such as flow-charts or images. Panels will not review/consider additional written or reference information.

UPLOAD