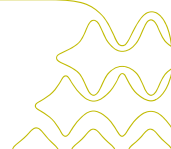




DISCIPLINE-BASED INITIATIVES SCHEME, 2007

Funding Application Brief Discipline-Based Initiatives: Common Curriculum Issues - Expressions Of Interest

An initiative of the Australian Government Department of
Education, Science and Training



FUNDING APPLICATION BRIEF

Discipline-Based Initiative: COMMON CURRICULUM ISSUES EXPRESSIONS OF INTEREST

BACKGROUND

The Carrick Institute for Learning and Teaching in Higher Education has been established by the Australian Government with a mission “to promote and advance learning and teaching in Australian higher education”. Information about the Carrick Institute can be found on the website: <http://www.carrickinstitute.edu.au>

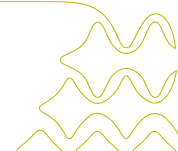
To achieve its mission and objectives and to deliver on its designated responsibilities, the Carrick Institute has identified five Strategic Priority Areas for 2006-2008. One of the Strategic Priority Areas is that of Discipline-Based Initiatives, whose purpose is to provide for discipline-specific development, dissemination and application of good practice.

During 2006-2008, the Discipline-Based Initiatives Scheme has identified three discrete focus areas for initiative: (1) *Discipline-based Development initiatives*, (2) *Common Curriculum initiatives* and (3) *Higher Education Enterprise development*.

Priorities for 2006-2007 within each of these focus areas are:

- (1) *Discipline-based Development initiatives*
 - Pilot programmes in Science, Law and Information Communication Technology.
 - Discipline-based Investigation and Scoping Initiatives (The August, 2006 round approved funds for Arts, Architecture, Biotechnology, Business, Engineering, Mathematics in Engineering, Pharmacy, Physics and Psychology).
- (2) *Common Curriculum initiatives*:
 - Work-integrated learning (including practicum, clinical practice and field work),
 - Honours, post-graduate and higher degree curricula and pedagogy,
 - Cultural literacy and curriculum integration (including indigenous education, globalisation, and internationalisation of curricula) and
 - Integration and assessment of graduate attributes in curriculum design.
- (3) *Higher Education Enterprise development*:
 - Student learning support (including transition education, indigenous students, offshore students, international students and students with disabilities),
 - Preparation and renewal of academics as teachers, and
 - Supporting student careers and industry liaison.

Following consultation with institutional leaders, expressions of interest are being sought for proposals relating both to Higher Education Enterprise issues and to Common Curriculum issues for consideration for funding support during 2006-2008.



COMMON CURRICULUM ISSUES

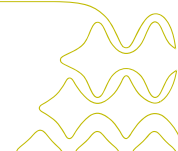
For the Carrick Institute, Common Curriculum Issues include those sector-wide issues within disciplines which pertain to the quality of learning and teaching within the discipline. They include, for example,

- ▲ Service teaching
- ▲ Work-integrated learning, practicum, clinical education, field work
- ▲ Stakeholder engagement with professional bodies for professional degrees
- ▲ Cultural literacy and curriculum integration
- ▲ Indigenisation of curricula
- ▲ Globalisation and internationalisation of curricula
- ▲ ICT literacy within disciplines
- ▲ Post-graduate and higher degree education and pedagogy
- ▲ Honours curricula and pedagogy
- ▲ Integration and assessment of graduate attributes within curricula
- ▲ Institutional issues:
 - Rural and remote education
 - Multi-campus institutions

The Standing Committee for the Discipline-Based Initiatives Scheme seeks to commission a scoping study to map, examine and comment on one or more of the nominated priority Common Curriculum issues in Australian higher education and to develop a proposal for a systematic approach to supporting and assuring the rigour, quality and ongoing improvement of practice in this area within institutions and across the sector as a whole.

BACKGROUND

Sector-wide shared curriculum concerns include a range of issues. For example, one such curriculum concern is that of 'service' or 'applied' subjects and professional degree programmes. This includes disciplines that need to be taught in a large number of courses (sometimes called service teaching and often taught in courses that have professional requirements). Those who work within these (service oriented) disciplines often do not have the opportunity to influence the curriculum design which involves their disciplines, nor the structuring of their input. There often are tensions around balance to ensure a rigorous foundation of disciplinary knowledge and the applied nature of professional practice. Also service topics may be attempting to teach students from quite diverse disciplines in the same class. They share a curriculum challenge of managing dual (and sometimes competing) requirements of the industry, or profession, and the institution. On one hand they have to develop and protect the academic integrity of a body of knowledge and ensure that there is a group of young scholars sufficiently developed to become its academic leaders of the future; on the other hand, they have to ensure that the content and teaching processes have relevance for professions and meet beginning professional competencies or registration requirements.



Other concerns within the group of sector-wide curriculum issues are cross cultural and indigenous curricular issues, and graduate and research education, including Honours and Coursework Masters Schemes. A recurring theme in previous AUTC discipline-based projects has been the issue of globalisation and the internationalisation of curricula.

Some key issues within the domain have been previously documented. Such documentation includes, for example, *Information and Communication Technologies and their Role in Flexible Learning*, (<http://www.learningdesigns.uow.edu.au>, 2002); *Improving Indigenous Outcomes and Enhancing Indigenous Culture and Knowledge in Australian Higher Education*, (Indigenous Higher Education Advisory Council, March 2006); *Indigenous Culture in Higher Education*, (AVCC, undated)

In addition, a number of previous reports commissioned by AUTC in a particular discipline have canvassed some of the common curriculum issues within the context of their own discipline. (For example, *Evaluating clinical learning environments: Creating education-practice partnerships and benchmarks for Nursing*, (AUTC, Phase 2, 2003.)

It is expected that these scoping studies will build on such existing documentation where relevant.

Investigations should evidence a high level of consultation amongst all stakeholders and across the diverse range of institutions in the Australian higher education sector and consideration of forums where appropriate.

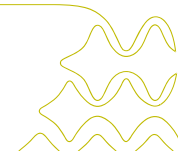
OBJECTIVES

The objectives of these investigations are to complete a scoping study relating to one or more of the nominated 2006-2007 priority Common Curriculum issues identified as:

- Work-integrated learning (including practicum, clinical practice and field work),
- Honours, post-graduate and higher degree curricula and pedagogy,
- Cultural literacy and curriculum integration (including indigenous education, globalisation, and internationalisation of curricula) and
- Integration and assessment of graduate attributes in curriculum design.

The investigations will map the range of approaches relating to the selected issue(s) across the higher education sector in Australia and identify the most significant factors/policies/practices impacting quality learning and teaching.

It is intended that the results of the investigations will provide a basis for the development of a common framework which can be used by all disciplines across the sector with respect to the selected study focus.



OUTCOMES

The proposed initiative will identify:

1. The range and diversity of current practice relating to a nominated issue (or selected issues) of Common Curriculum concern (cf. list above);
2. The contribution and impact of these practices on the quality and nature of students' learning experience and learning outcomes;
3. The approaches, conditions and models (national and international) that best produce the desired impacts on student learning;
4. The resources and ongoing support requirements (including professional development) for those responsible for implementing these areas of curriculum and for integrating them within disciplines;
5. Strategies for ensuring the dissemination of the outcomes across the higher education sector in Australia;
6. A framework that can be used by all disciplines across institutions within Australian higher education sector to facilitate the ongoing development of good practice in these areas.
7. A strategy for sustaining collaborative inter-disciplinary networks on Common Curriculum issues.

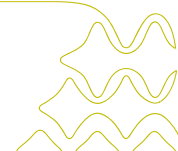
APPLICATION PROCESS

Proposals should include details of:

- the rationale, aims and research/evaluation questions
- the anticipated outcomes
- the deliverables
- the methodological approach to answering the questions
- budget and timelines
- the qualifications and experience of the principal investigator(s) and/or team
- the collaborators and their anticipated contributions
- the processes and structure underpinning the management of the initiative
- procedures for facilitating dissemination and uptake of the outcomes

Proposals will be assessed in terms of their:

- Capacity to fulfil the brief outlined in the “Programme Description” provided earlier in this document
- Conceptual and methodological rigour
- Capacity to build on previous national and international work
- Potential to generate and support long term change in support of quality teaching and learning
- Reflection of collaboration from across the sector in a way which is representative of a wide cross-section of Australian higher education institutions consistent with the Guiding Principles of the Discipline-based Initiative Scheme as found on <http://www.carrickinstitute.edu.au>



Proposals should include formal endorsement and support of the appropriate PVC/DVC from each of the participating institutions.

Proposals will normally be no more than 12 A4 pages.

HOW PROPOSALS ARE REVIEWED

Once received, proposals will proceed through the following stages:

- Proposals will be circulated to a panel of expert assessors for review. This will be followed by a meeting of the assessors in which recommendations for funding will be drafted for consideration of the Carrick Discipline-based Initiatives Standing Committee.
- The Carrick Discipline-based Initiatives Standing Committee will review the assessors' recommendations and make final recommendations to the Carrick Board.
- Final decisions for funding will be made by the Carrick Board based on recommendations from the Discipline-based Initiatives Standing Committee.
- All proposals will be provided feedback on their submission

RESPONSIBILITIES OF THE INVESTIGATOR

The proposer will be responsible for carrying out the investigation in a timely and financially accountable manner, including completing deliverables and dissemination activities and full disclosure of the work to the Carrick Institute. Funding will be reviewed if the original proposer steps down. This is because the funds are awarded, in part due to the expertise of the proposer. Significant changes to the initiative must be undertaken only with prior consultation and the agreement of the Director responsible for Carrick of Discipline-based Initiatives.

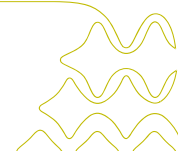
MONITORING PROGRESS AND FINANCIAL ARRANGEMENTS

The Carrick Institute aims to support the programme initiatives as it progresses and therefore expects to be kept up to date with progress and developments. A/Prof Janice Orrell, Director, Discipline-based Initiatives, Networks and Special Projects, will be the principal contact person. If any disagreements between the investigator and the Carrick Institute occur, they will be referred to the Carrick Discipline-based Initiatives Standing Committee.

Two reports are required annually, an interim and final report.

In developing the **budget** the following needs to be taken into account:

- Payments of monies will be made to the lead institution.
- The maximum per diem rate which can be claimed is to be based on the established rate of the lead institution.



- All travel will be assumed to be economy class.
- The mileage allowance per km will be the established rate of the lead institution.
- Administrative support should be estimated based on the level of responsibilities as described by the lead institution.
- The agreed sum will be paid on agreement of the statement of responsibilities and the signing of the contract.
- The funding amount requested must exclude GST.
- All claims against expenditures should be submitted with the final report and any funds unspent at the end of the proposed initiative will be returned to the Carrick Institute.

FUNDING ARRANGEMENTS

The Carrick Institute will provide funding in the vicinity of \$200,000 over a period of approximately 18 months commencing mid 2007.

CONTACT

For further information, please contact Julie Adams by telephone on 02 8667 8514, or email julie.adams@carrickinstitute.edu.au

DEADLINE

Proposals need to reach the Carrick Institute by 5pm on Wednesday, 28th March, 2007 via one of the following options:

Mail: Attn: Julie Adams, PO Box 2375, Strawberry Hills, NSW, 2012,
Courier: Attn: Julie Adams, 4-12 Buckland St, Chippendale, NSW 2008 or
Email: julie.adams@carrickinstitute.edu.au

All proposals should be clearly marked **Discipline-Based Initiatives: Scoping Common Curriculum Issues**, and must be submitted with the cover page (Common Curriculum Issues Application Proposal form) which can be found on the website under Discipline-based Initiative: <http://www.carrickinstitute.edu.au>

