**2020 Guidelines: First and Further Year Experience (FFYE): Embedding transition pedagogies through the curriculum**

***Students experience a degree, not a subject***

The aim of the 2020 UTS FFYE initiative is to develop and implement curriculum design and practice that supports effective student transition, success and retention, particularly for students from both low socio-economic status (LSES) and diverse backgrounds. Since 2019, the focus moved beyond first year transition to include “*all types of transitions - into tertiary learning, into developing an identity as student and future self, and out of learning into the world of work*.” (Nelson, 2014, p.14)[[1]](#footnote-1) .

FFYE grants are central to the FFYE strategy directly targeting ***student transition*** within and across subjects within undergraduate degree programs and first year of post graduate programs. The curriculum practice is guided by Transition Pedagogy and the six curriculum principles (Kift, 2009[[2]](#footnote-2)), the effective teaching strategies for LSES cohorts (Devlin et al, 2012[[3]](#footnote-3)) and integrated curriculum and co-curricular practices to best suit student diversity (Devlin and O’Shea 2011)[[4]](#footnote-4).

In 2020, the FFYE grant practice needs to be framed within a ‘whole of course’ perspective, where subjects need to be CORE subjects in majors/streams which target the majority of the student cohort, and with a focus on how the outcomes will be shared and integrated across the whole of the course.

Coordinators of CORE subjects are invited to apply amounts of up to $4000 for projects aimed at implementing transition pedagogies through the curriculum. Team applications involving coordinators, teaching teams, tutors, demonstrators and academic support professionals are encouraged.

Please note that overall funding for FFYE grants in 2020 has been significantly reduced, and as a consequence, the grant application process is more competitive than in previous years. We will be funding fewer grants.

# Project eligibility

Projects must support student transition into or through the curriculum or prepare them for transition to future learning and careers. Project outcomes must become an integral part of the subject.

Projects must address at least one curriculum principle from Transition Pedagogy (Transition, Diversity, Engagement, Assessment, Design and Evaluation and Monitoring) appropriately contextualised for the intended stage of the curriculum. Applicants may wish to refer to resources from Transition Pedagogy (http://transitionpedagogy.com) or to build on previous FYE grants at UTS (2011- 2018) and FFYE grants (2019). Many examples of completed grant projects can be found from presentations included in the FFYE forums documented on [First Year Experience Network](https://online.uts.edu.au/webapps/blackboard/content/listContent.jsp?course_id=_20379_1&content_id=_810207_1) (a subject in UTSonline with self-enrolment).

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 their subject or transition from earlier to later stage subjects
* Strategies for introducing or improving and embedding tutorial activities to help students to get to know and collaborate with others and develop a sense of belonging, which may focus on the first few weeks of a subject or more broadly across the degree
* Introducing early, low-stakes feedback opportunities;
* Introduction of authentic designs in assessment tasks in line with the new assessment policy, particularly authentic tasks or resources that support students from LSES backgrounds.
* Strategies for embedding support for the progressive development of academic reading, writing, speaking or listening skills;
* Strategies that address any particular need of LSES students entering through pathway programs, such as TAFE and Insearch;
* Strategies that support students to develop their professional identity early on in their course or develop career awareness or employability skills at any stage of 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 are required to link to UTS2027 Strategy such as a Lifetime learning, Personal learning experience and be aligned to the [UTS model of Learning](https://www.uts.edu.au/research-and-teaching/learning-and-teaching/learningfutures/how-our-students-learn) and learning.futures strategy.

Projects that focus on content resource creation but can’t clearly demonstrate a transition focus will not be funded. Projects should include some evaluation of the project outcomes, but projects that only focus on evaluation of existing resources or practices will not be funded.

All funded projects will be notified two weeks after closing date. Funding will be immediately available from that date.

# Application process and closing date:

Applications are made on the template file (*FFYE\_grants\_2020\_application\_[faculty]\_[surname].doc)* found on First Year Experience network page on UTSOnline ([link](https://online.uts.edu.au/webapps/blackboard/content/listContentEditable.jsp?content_id=_810207_1&course_id=_20379_1)).

Please ensure that the *doc* file has been signed (with digital signatures) and the name of your application file includes faculty and name of primary applicant.

**Closing date: 10am, January 29th 2020**

# Application requirements

Expressions of interest are invited on the project’s Application form. Examples from past grants can be found online with application information.

Front page (1 page)

1. Core subject’s and main degree that the subject is aligned
2. Supporting signature or email from the Associate Dean (Teaching and Learning) or Head of School, and from the Course/Program Coordinator/Director

Body of application page (2-3 pages)

* 1. Project description including:
		+ Context and Transition issue: what issue is the project addressing and rationale (evidence)
		+ Description of the aims and approach
			- *Project’s aim, approach planned, and how this approach will achieve the intended outcomes. Literature required to support these claims*
		+ Evaluation strategy
			- *How will you know that the project has been successful, and describe methods of collecting data for this purpose*
		+ Whole of course approach
			- *How will the outcomes of this project be aligned to the student experience as they undertake the degree, how will grant outcomes be shared and integrated across the whole of course including within LX.Transformation project*
	2. Transition principles addressed by the project.
		+ *Projects may address one principle from Transition Pedagogy, or may address several;*
	3. Project activities, timeline and budget:
		+ - *Key project activities listed in timeline*
			- *Budget links project activities to cost of the activities*
	4. References – *at least two references, and no more than five references*

# 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);
* Demonstrates a programmatic approach (whole of course) to enhance students’ transitions
* Potential for enhancing success and retention for *all* students, particularly students from LSES and/or from diverse backgrounds;
* 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);
* Demonstrate alignment to to UTS2027 Strategy such as a Lifetime learning, Personal learning experience and be aligned to the [UTS model of Learning](https://www.uts.edu.au/research-and-teaching/learning-and-teaching/learningfutures/how-our-students-learn) and learning.futures strategy.

# Requirements of funded projects

The recipients of each funded project must:

* + Attend an information session on the administration side of running FFYE 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 (August 2020) and end of project report in mid December 2020;
	+ Plan and track their budget expenditure, to ensure completion by November 2020;
	+ Be prepared to contribute to any evaluation of the longer-term outcomes and impacts of projects and the broader FFYE program
	+ Demonstrate integration of project approach to transition in whole of course discussions for LX.Transformation project, e.g. conduct at least 2 course team meetings to share project progress

# Examples and resources

# Example below extracted and minimally adapted from previous grant submitted in 2019.

# Project Description

# 1.1: Context and Transition Issue

# *Students in subject [x], are expected to produce creative projects for their major assessment tasks. Students are expected to plan these projects early in the semester so that they can benefit from feedback on their ideas and draft work from their tutors and peers. For first year students, the planning of large projects can be particularly daunting and overwhelming and many struggle to submit drafts of their work before the final assessment submission.*

# *This means they are disadvantaged compared to peers who have had opportunities for feedback and workshopping. This struggle is compounded for low SES students (Karimshah 2013), who may also be time-poor due to caring responsibilities (Rubin & Wright 2017), the necessity to take on paid work (Nonis & Hudson 2006) and due to longer travel times to university (Rubin & Wright 2017). When students feel overwhelmed by the perceived magnitude of their assessment tasks, they can become anxious and stressed, which may result in dropping out of a course past the census date.*

# 1.2: Description of Aims and approach

# *This project aims to provide students with time management skills in the form of the Pomodoro Technique to aid them in managing big creative projects by breaking tasks into smaller, manageable pieces that can be fitted around other commitments. This kind of time management also provides students with the skills required to manage project-based tasks as creative professionals and is an example of scaffolding students’ learning (Devlin et al 2012). The project will consist of a trial of Pomodoro Techniques for creative writers in their first session, first year creative writing subject (…). Students will then use the same tools in their second session core subject (…) to manage their assessment tasks. If successful, these tools can be embedded into all subjects.*

# 1.3 Evaluation strategy

# *Students will keep a record of their progress throughout the academic year and these records will be evaluated. Students will also participate in a short survey at the end of each session.*

# *We will cross reference the students’ progress logs with their outputs (such as submission of assessment tasks on time, and grades received).*

# [Evaluation strategies include pre-and post student surveys, focus groups, SFS questions, embedded reflective practice in assessment, student success in subjects, in classroom activity (tutor feedback) – use of free software such as mentimeter.com, surveymonkey.]

# 1.4 Whole of course approach (new in 2020)

# *This subject is the first in a series of writing and communication skills. It provides first year students with time management strategies in managing big creative projects by breaking tasks into smaller, manageable pieces that can be fitted around other commitments. Outcomes from the successful embedding of this practice into the degree, will be presented to course team meetings when the degree is being reviewed, so that academics designing later subjects can build from this practice.*

# Transition Pedagogy

# 2.2 Design Principle

# *This project is student-focused in that it provides students with tools to manage their own studies and required tasks. It is relevant in providing the scaffolding necessary for students to be able to complete project-based tasks on time. A creative project time management tool will assist students to develop their ability to complete projects on time and introduce them to the skills and attitudes required to be a successful creative professional.*

# Project activities, timeline and budget

# 3.1 Project activities and timeline

February to March

*Activity 1: Research into appropriate Pomodoro Technique and planning for implementation in subject [x]*

*Activity 2: writing instructions for students to be uploaded to UTSOnline*

*Activity 3: briefing to teaching team for in-class demonstrations, In-class demonstrations and instruction in week 2.*

March to June

*Activity 4: Students to use technique and keep log of progress*

May -July

*Activity 5: Survey of students to gauge success: Creation of surveys, monitoring responses and collating responses*

July-October

*Activity 6: Continuation of use of technique in same cohort in following subject including survey of students and evaluation (marking relief for project owners to facilitate time to monitor and support cohort in spring semester)*

*Activity 7: provide one page report for grant report (due mid August)*

November – December

*Activity 8: complete final grant report (due mid December)*

# Project budget

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:

* + - Equipment, including personal computers, iPads and similar equipment;
		- Travel other than local travel as above;
		- Conference funding.

Casual academic salaries – go to staff connect and search on ‘rates of pay’ – [link](https://staff.uts.edu.au/topichub/Pages/Manage%20my%20employment/Pay%20and%20conditions/Pay%20rates%20and%20increases/pay-rates-and-increases.aspx)

Budgets need to include oncosts in the final costing. (Casual on-costs for 2020: use current rate of 15.99%)

# Project Activities and Budget

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Hours** | **Rate** | **Total** |
| *Activity 1* | *5* | *Casual academic rate (non-PhD)* *Nov 19 rate* *$48.01 + 15.99% oncosts = $55.69*  | *$278.44* |
| *Activity 2* | *10* | *Casual academic rate* *( $55.69) includes oncosts (Nov 19 rate)* | *$556.88* |
| *Activity 3* | *5* | *Casual academic rate* *( $54.60) includes oncosts (Nov 19 rate)* | *$278.44* |
| *Activity 4* | *Applicants will do this as part of class management* | *$0* |
| *Activity 5* | *20* | *Casual academic rate* *May 20 rate* *$ 48.49 + 15.99% oncosts = $56.24* | *$1124.87* |
| *Activity 6 (Marking release)*  | *30* | *Casual academic rate* *( $56.24) includes oncosts (May 20 rate)* | *$1687.30* |
| *Activity 7*  | *1* | *Applicants will do this*  | *$0* |
| *Activity 8* | *5* | *Applicants will do this*  | *$0* |
|  |  | ***TOTAL*** | *$3925.93* |

(see 2019-2020 casual academic salary scale– [link](https://staff.uts.edu.au/topichub/HR%20Library/Documents/Pay%20rates/Schedule%202-Rates%20of%20pay-casual%20academic%20staff.pdf) )

Other Exemplars of previous FYE grant applications and FFYE grants can be found on the UTS FYE project page: [link](https://www.uts.edu.au/research-and-teaching/learning-and-teaching/enhancing/first-year-experience-project)

# Support: who to contact

Please contact your Faculty First Year Transition Experience (FYTE) Coordinator to discuss your project ideas and faculty priority. All FYTE coordinators that have been involved in previous FYE grants.

|  |  |  |  |
| --- | --- | --- | --- |
| **Faculty** | **Coordinator** | **UTS****phone** | **email** |
| FASS | Nick Manganas |  | Nicholas.Manganas@uts.edu.au |
| DAB | Samantha Donnelly | 8958 | Samantha.Donnelly@uts.edu.au |
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| FEIT | Olivera Marjanovic  | 3175 | Olivera.Marjanovic@uts.edu.au |
| TDI | Jacqueline Melvold | 4659 | Jacqueline.Melvold@uts.edu.au |
| TDI | Tyler Key | 5089 | Tyler.Key@uts.edu.au |
| Business | James Wakefield | 3583 | James.Wakefield@uts.edu.au |
| Business | Simone Faulkner | 7718 | Simone.Faulkner@uts.edu.au |
| Science | Ashley Douglas | 8308 | Ashley.Douglas@uts.edu.au |

IML academics including those your faculty Academic Advisor and Academic Language and Learning (ALL) lecturer may provide support or feedback on ideas for applications. Most IML academics have been involved in previous FYE (2011-2018) and FFYE 2019 grants.

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

1. Nelson, K. (2014). The First Year in Higher Education – Where to from here? *The International Journal of the First Year in Higher Education*, 5(2)1-14. [↑](#footnote-ref-1)
2. Kift, S. (2009). Articulating a transition pedagogy to scaffold and to enhance the first year student learning experience in Australian Higher Education: Final Report for ALTC Senior Fellowship Program. Retrieved from: [http://fyhe.com.au/wp-content/uploads/2012/10/Kift-Sally-ALTC-Senior- Fellowship-Report-Sep-091.pdf](http://fyhe.com.au/wp-content/uploads/2012/10/Kift-Sally-ALTC-Senior-) [↑](#footnote-ref-2)
3. Devlin, M., Kift, S., Nelson, K. Smith, L., & McKay, J. (2012). Effective teaching and support of students from low socioeconomic status: Practical advice for institutional policy makers and leaders. Office for Learning and Teaching. Retrieved from [http://www.lowses.edu.au/assets/ALTC LSES Final Report 2012.pdf](http://www.lowses.edu.au/assets/ALTC%20LSES%20Final%20Report%202012.pdf) [↑](#footnote-ref-3)
4. Devlin, M. & O’Shea, H. (2011). *Teaching students from low socioeconomic backgrounds: A brief guide for University teaching staff*. Higher Education Research Group (HERG). Deakin University 2011. [↑](#footnote-ref-4)