



# NATIONAL FORUM

FOR THE ENHANCEMENT OF TEACHING  
AND LEARNING IN HIGHER EDUCATION

NATIONAL FORUM FOR THE ENHANCEMENT OF TEACHING AND LEARNING  
**Teaching and Learning Enhancement Fund (Driving Enhancement  
through Capacity Building in Irish Higher Education)**

**Call for Proposals—Phase 4—2018**

## 1. Call for Proposals

The objectives and priorities of the Teaching and Learning Enhancement Fund reflect and support the enhancement and transformation agenda that is being pursued at both a national and a European level. The fund enables strong sectoral collaboration, partnerships with other education providers or external stakeholders and institutional enhancement, for maximum national impact. This is the 4th phase of the Teaching and Learning Enhancement Fund. The call maintains its focus on collaboration for national impact while also enabling capacity building at a local level. The fund builds on and develops the completed and ongoing work from earlier phases of enhancement funding.

- 11 Driving enhancement through capacity building is a core element of the National Forum's work and requires the integration of the four strategic priorities of the National Forum to the end of December 2021:

*1 The Professional Development of those Who Teach*

Embed and further develop the national framework for the professional development of all those who teach in Irish higher education<sup>1</sup>.

*2 Teaching and Learning Enhancement within Disciplines*

Support enhancements that are based on the particular requirements, disciplinary cultures and contexts of individual academic subject areas.

*3 Teaching and Learning in a Digital World*

Support the innovative enhancement of digital skills, confidence, competence, approaches, and creativity of all those who teach and learn in Irish higher education.

*4 Enabling Student Success*

Support the development of institutional strategies and cultures that recognise the role of all staff in fostering student success and the value of data as an evidence base for optimising supports and driving continuous improvements.

---

<sup>1</sup> Available here: <https://www.teachingandlearning.ie/wp-content/uploads/2016/09/PD-Framework-FINAL-1.pdf>

The National Strategy for Higher Education to 2030 identifies teaching and learning as core activities of higher education institutions. Objective 5 of the Higher Education System Performance Framework 2018 -2020 requires higher education institutions to *demonstrate consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality and academic excellence*. The National Forum supports institutions and their staff to enhance the learning experience of all students in Irish higher education by supporting the development of strategies and initiatives related to teaching and learning.

In this call the National Forum provides strategic support for the implementation and sectoral alignment of existing professional development provision with the national professional development framework for those who teach in higher education. It also recognises: the distinct contexts and particular needs of the diverse range of disciplines and higher education institutions; the need for the ongoing integration of technology to enhance teaching and learning; and the need to ensure staff and the programme teams within which they work have the knowledge, skills and competence to design and deliver curricula that enable their students to succeed (for example by developing digital skills and competencies and by acquiring attributes that support future employability).

- 1.2 The aim of this phase of the fund is to continue to enhance teaching and learning by building on the outcomes of previous funded phases<sup>2</sup> and by further driving enhancement capacity in higher education institutions, especially within disciplines and programme teams.

**New proposals under this current phase of funding need to be cognisant of the projects and activities underway that have been funded in earlier phases to ensure coherence and further development and to avoid duplication of effort.**

---

<sup>2</sup> Full details of all proposals funded under the 2014 -2016 Teaching and Learning Enhancement Fund can be viewed at <http://www.teachingandlearning.ie/digital-enhancement-funding/>.

### 13 **Types of Proposals that will be funded**

In order to meet the diverse needs of the higher education sector, the 2018 call incorporates a variety of proposal types to address national, regional or local issues. Additionality for impact and sustainability will be an important component in the evaluation of all proposals submitted in response to this call.

This call issues in relation to proposals type 01-04/2018 below.

**Proposal Type 01/2018** The development and implementation of an integrated approach to meeting the specific professional development needs of all staff who teach or lead teaching and learning enhancement. (It is anticipated that the output of this project type will be an evidence-based strategy and an associated implementation plan at Faculty/School/Department or institutional level.)

**Proposal Type 02/2018** The creation and provision of teaching and learning enhancement initiatives and associated professional development opportunities for staff within a discipline that meets the particular requirements of the culture and context of that discipline (proposals should be aligned with the relevant key criteria for disciplinary excellence in learning, teaching and assessment outlined in Appendix 1).

**Proposal Type 03/2018:** Small programme-level projects that enable programme teams to build knowledge, skills and competence in teaching and curriculum design. Such projects should aim towards learning experiences and curricula that empower students, enable them to develop digital skills and competence and acquire graduate attributes and other 21st century skills. Design and subsequent delivery of these curricula should harness the potential of technology to support teaching and learning.

#### **Proposal Type 04/2018**

Project teams whose projects have been funded under the 2016 Teaching and Learning Enhancement Funding call are invited to apply for funding to extend their projects, providing that such funding, if allocated, would support demonstrable and sustainable national implementation of the PD Framework.

## Key Dates All Proposals

<b>Webinar Guidance on Proposal Criteria and Submission</b>	<b>September 25<sup>th</sup>, 2018 12:30pm-13:30</b>
<b>Proposal Submission Date</b>	<b>October 25th, 2018</b>
<b>Initial Feedback and Guidance from International Panel</b>	<b>November 13th, 2018</b>
<b>Open Forum Presentation</b>	<b>November 21st and 22nd, 2018<sup>3</sup></b>

The funding allocation process will take account of the size of each individual institution and the number of institutions in a particular collaboration, if appropriate. The minimum number of institutions in any collaboration will be three.

### **Project Type 01/2018**

Projected Project Completion (including eval.)	June 2020 (18months)
Budget Limit Guideline	100-150K

### **Project Type 02/2018**

Projected Project Completion (including eval.)	June 2020 (18months)
Budget Limit Guideline	100-150K

### **Project Type 03/2018**

Projected Project Completion (including eval.)	December 2019 (12months)
Budget Limit Guideline	20-50K

### **Project Type 04/2018**

Projected Project Completion (including eval.)	June 2020 (18months)
Budget Limit Guideline	100-150K

---

<sup>3</sup> All proposals that are deemed to be potentially eligible for funding based on the initial review of the international panel will be required to present their project plan to the international panel on these dates. Only project teams who attend this review are eligible to be allocated funding.

**Important Please Note:**

- Each institution can only lead one submission under each project type.
- Institutions can act as project lead on a maximum of two projects but they can also partner on additional project proposals of any type.
- All project proposals must include a Dean/Head of Department/School/Faculty or similar as a member of the team.
- The maximum number of projects an institution can be a partner in if they are not taking the lead in any project is 4 project proposals of any type.
- Masters or Doctoral research cannot be funded through this call.
- No duplication of existing resources will be funded. For example, a number of the resources for *Building Professional and Personal Digital Capacity* (Domain 5) were developed by the All Aboard and TELU projects (funded in phase 1) and by other projects and these must be integrated as appropriate into new project implementation proposals. Please review projects that have already been funded before developing a submission (<https://www.teachingandlearning.ie/building-digital-capacity/funded-collaborative-projects/> )
- Any new resources developed must be aligned and mapped to the National Framework for the Professional Development of All those who Teach in Higher Education, if appropriate (<https://www.teachingandlearning.ie/wp-content/uploads/2016/09/PD-Framework-FINAL-1.pdf>), and the National Digital Skills Framework for Education (<https://www.teachingandlearning.ie/wp-content/uploads/2016/10/DSFramework2015.pdf>)
- Any new resources developed must be made available via open access.

**Core criteria for judging project proposals:**

- The overall standard of the proposal as judged by the International review panel.
- The clarity and coherence of the project plan. (Project plans must identify key deliverables and the timeframe for delivery.)
- The extent to which the proposal represents value for money.
- The involvement and active collaboration of at least three institutions in the proposal, if appropriate. The strength of evidence of a coherent partnership approach across the regional cluster or collaboration along with evidence of good intra-institutional collaboration.
- The demonstrated capacity of project teams to complete the projects as outlined within the proposed timeframe.
- The proposed level of student involvement and the quality of the strategy to ensure student engagement in the project.
- The inclusion of an agreement that all resources/materials developed will be available through open access and designed with the potential for future adaptation at a local level in mind.
- The robustness of the approach for measuring, evaluating and communicating the short, medium and long-term impact of the project, and the clarity about the type of impact the project is expected to have.
- The ongoing sustainability of the project activity beyond the time frame of the funded period.
- The extent to which the proposal complements institutional and regional efforts and increases overall impact with a better use of the limited resources available.

## **Management of Review Process for All Proposals**

This section sets out the process for submitting and reviewing proposals, including the marking system, the composition of the Assessment Panel and other requirements, as appropriate.

**All proposals will be completed using the National Forum online application facility. This facility will be available from late August 2018 and can be accessed through the National Forum website [www.teachingandlearning.ie](http://www.teachingandlearning.ie)**

**Proposals can only be submitted by eligible institutions (see Appendix 2)**

The process for applying for funding for **all Proposal Types** has two stages:

### **Stage 1            Written Online Submission**

All proposals should provide a clear outline of the project using the online interface, which will guide you through the proposal submission process and the key elements that should be incorporated. You must also provide an outline budget and written agreement from all partner institutions indicating that they agree to the conditions of funding available. All of this must be completed through the online interface.

All proposals will receive initial feedback from the review panel by November 13<sup>th</sup>, 2018. This feedback may include some recommendations that should be addressed before Stage 2 of the process.

### **Stage 2            Open Forum Presentation**

Proposals must meet a sufficient quality requirement agreed by the international panel for progression to Stage 2. Value for money is regarded as an implicit criterion in all proposals at all stages. Stage 2 will require the proposal development and implementation team to present their initiative to an Open Forum, led by an independent chair and panel, to which all other proposers will be invited. In the case of collaborative proposals, representatives from all partner institutions should attend. This Open Forum will provide opportunities to share ideas and identify synergies across different clusters and collaborations.

The Open Forum presentations will take place on the 21st and 22nd November 2018. All proposals who are deemed to be potentially eligible for funding based on the initial review of the international panel will be required to present their project plan to the international panel on these dates. **Only project teams that attend this review are eligible to be allocated funding.**

Following the Open Forum presentation, the international panel may make recommendations that they consider will enhance the implementation of the proposal. Proposal teams may be required to adopt these recommendations as a condition of receiving funding. The final project plan incorporating any changes after Stage 2 must be submitted to the National Forum before funding is allocated.

## **Further Guidance for All Proposal Types**

### **1. Scope of the Teaching and Learning Enhancement Fund 2018**

- 10 A consultative and collaborative approach has already been adopted in order to develop and articulate the Digital Roadmap that has guided enhancement to 2017 (<https://www.teachingandlearning.ie/wp-content/uploads/2015/03/Digital-Roadmap-web.pdf>) and the National Professional Development Framework. The resulting approach to funding allocation (outlined below) will aim to ensure that the proposal and allocation process is as collaborative, appropriate, transparent and inclusive as possible. The aim will be to ensure that funded projects optimise the synergies and scope that can be enabled by strong inter- and intra-institutional collaboration, for maximum national impact.
- 11 The Fund will not be allocated to the creation of physical capacity or to proposals that could reasonably be expected to be funded from other public funding sources, e.g. research funding agencies, core grant funding. It will fund new initiatives and activities that clearly build on or develop existing initiatives. All proposals must clearly show how they enhance or transform learning experiences for students.
- 12 Institutions may only propose projects for completion within the timeframe and within the budget guideline indicated for each individual proposal type.
- 13 Proposals should have regard for their lasting impact beyond the time frame of the initiative. Proposals should aim to give rise to real, beneficial and long-term change.
- 14 Proposals must adhere to the indicative budget guideline and upper limit for each proposal type.

### **2. Assessment Panel and Review Process**

- 20 All proposals must be of excellent quality and will be assessed by an independent panel of international experts. Institutions should have regard to this international dimension of the process, and should seek to reflect best international practice and theory in the development of their proposals.
- 21 For all proposal types, the panel will have the right to recommend amendments.

**3. Monitoring**

The National Forum will monitor the allocation of the enhancement fund on an ongoing basis. Institutions receiving funding will report regularly to the National Forum on:

- a) activities undertaken; and
- b) objectives attained, as defined in each proposal's implementation plan.

For all proposals, an interim financial report must be submitted (dates to be confirmed). The National Forum may also put in place independent reviews of the projects funded.

The release of funds will be dependent on the submission of satisfactory financial reports. A portion of the allocation will be retained pending completion of the project and a satisfactory final report (including an evaluation of the proposal in terms of the agreed targets and performance indicators).

Projects which, after review, are deemed by the international panel not to have made significant progress may have their funding withdrawn and may be requested to return project funding already allocated.

Significant departure from the objectives of the proposal may result in the funding awarded being suspended or revoked.

Any deviation from the agreed activities, objectives or time lines will impact upon the release of the funding to the institution.

**4. Queries and clarifications**

The National Forum will take queries from all institutions up to the date of the presentation. All queries and responses will be dealt with via a dedicated publicly accessible National Forum Teaching and Learning Enhancement Fund 2018 FAQ section on the National Forum website.



## Appendix 1

### DISCIPLINARY EXCELLENCE IN LEARNING, TEACHING AND ASSESSMENT (DELTA)

#### 1. Strategy and Capacity Building

##### *Leadership, Policy Development, and Professional Development of Staff*

Teaching and learning enhancement (T&LE) is concerned with the unit's alignment with the institutional and other strategies and its support for building staff capacity.

#### 2. Design of Learning

##### *Designing Curriculum, Connections and Collaboration; Learning Environment*

Teaching and Learning enhancement takes into consideration the organisational decisions, structures, process and practices that are required in the design of learning. It emphasises the importance of making connections and collaboration to enhance learning. This design is situated in the changing learning environment.

#### 3. Teaching and Learning Practice

##### *Engaging Teaching/Learning Approaches, Supporting Students in Transition, and Blended/Online Approaches*

Teaching and learning practices are central to T&LE. They include increasing the engagement of students in their learning and supporting them in this process, in particular during times of transition. Recent emphases include the development of more blended (or online) approaches to learning.

#### 4. Assessment OF/FOR/AS Learning

##### *Assessment Purposes and their Rationale*

Assessment is a key driver of student learning and has been given particular recognition for this in some current enhancement of teaching and learning policies and practices.

#### 5. Evidence-Based Informed Approach

##### *Evaluation, Scholarship of Teaching and Research-Informed Teaching*

T&LE should be evidence-based and should inform the incremental steps required for planning enhancement.

Further information is available at <https://www.teachingandlearning.ie/wp-content/uploads/2018/06/DeltaKeyElements.pdf>

<sup>2</sup> Queries should be addressed through [www.teachingandlearning.ie](http://www.teachingandlearning.ie)

## **APPENDIX 2**

### **ELIGIBLE INSTITUTIONS**

- Dublin City University
  - National University of Ireland Galway
  - Maynooth University
  - University College Cork
  - University College Dublin
  - University of Dublin, Trinity College
  - University of Limerick
- 
- Athlone Institute of Technology
  - Cork Institute of Technology
  - Dublin Institute of Technology
  - Dundalk Institute of Technology
  - Dún Laoghaire Institute of Art, Design & Technology
  - Galway–Mayo Institute of Technology
  - Institute of Technology, Blanchardstown
  - Institute of Technology, Carlow
  - Institute of Technology, Sligo
  - Institute of Technology, Tallaght
  - Institute of Technology, Tralee
  - Letterkenny Institute of Technology
  - Limerick Institute of Technology
  - Waterford Institute of Technology

### **COLLEGES**

- Mary Immaculate College, Limerick
- National College of Art and Design
- St Angela's College (College of NUIG)

### **SECTORAL REPRESENTATIVE BODIES (also eligible as partners for both project types)**

- THEA
- IUA

### **PLEASE NOTE:**

Other colleges, including independent colleges, are eligible to participate in consortia as lead partners but are not eligible to receive funding as a lead partner.