Promotion of Excellence in Learning and Teaching in Higher Education (PELTHE) Progress Reporting Guidance

Introduction

Progress reports provide an opportunity for engagement between the Higher Education Learning and Teaching Support staff and the project team/fellow, and support project progress. Every six months, a progress report is due .This is where you update us with information about progress against deliverables and let us know if there are any issues.

Progress reports take the form of a semi-structured discussion between project leader/s and managers or fellows, and Higher Education Learning and Teaching Support staff. Project leaders, managers and fellows should prepare for the discussion by referring to the guidance below. The guidance provides a starting point for the conversation, and does not limit other relevant matters being raised. Depending on the grant/fellowship type, some areas may not be relevant.

Guidance for the progress report discussion

Aims
- Recap project intent and deliverables/outputs, as per funding agreement
- Describe any significant changes in the context for your project and how the project is responding

Establishment (for first progress reports only i.e. six months after commencement) has the project:
- Appointed a project manager? Are they clear on how the project will be managed to successful completion (not for fellows)?
- Established a reference group?
- Appointed an external evaluator (not for seed and extension grants, not for commissioned work), and prepared an evaluation plan?
- Received ethics approval (as relevant)?
- Signed institutional sub-agreements (as relevant)?

Activities
- How are project activities contributing towards project deliverables and interim milestones?
- Describe any changes to planned activities to ensure the project remains on track

Deliverables/timeline
- Discuss achievements against the timeline and project description in the funding agreement
- In terms of the planned deliverables, what is your estimation of how far the project has progressed?

Project impact & dissemination
Reflecting on the project's plan for impact:
- Discuss projected versus actual project impact. If, how and to what extent has the project impacted (changes and benefits) on learning and teaching in higher education. Is this what was anticipated in the impact plan? If not, what might the reasons be?
- Discuss dissemination and describe dissemination activities that have been more (and less) engaging

Governance and management
- Describe the involvement of the partner institutions or other partners. How satisfactory are the contributions of the team members or other partners?
- Discuss stakeholder engagement. How are project activities being received?
- Describe engagement with the Deputy Vice-Chancellor (Academic) or equivalent at the lead and partner institutions

- Discuss any issues that may impact on capability and capacity to deliver on the project
- Confirm any changes to team members or other critical personnel. Have roles shifted?
- What is the contribution of the reference group?

Project evaluation
- Discuss the working relationship with the project's external evaluator (*not for seed projects or projects with funding under $120,000*)
- What evaluation tools and actions have been helpful?

Project financials
- Provide an overview of the current financial situation (NB: for projects longer than one year that will have a second payment, a budget statement is required when requesting the second payment)
- Discuss variations between budgeted and actual spending against project activities/stages

Next stage of the project
- What is important for success during the next stage of the project?
- What events are planned?
- Any general assistance required?