



**Australian Government**

**Department of Education and Training**

# **Promotion of Excellence in Learning and Teaching in Higher Education (PELTHE)**

## **Guidelines for final reporting**

# Guidelines for developing your final report

Before you start preparing your final report, please read the following guidelines.

These guidelines provide information on the format and content of final reports for Grants and Fellowships funded by the Department of Education and Training (the Department) through the Promotion of Excellence in Learning and Teaching in Higher Education (PELTHE) program. This includes seed grants, innovation and development grants, extension grants, networks, strategic priority commissioned grants, National Senior Teaching Fellowships, and National Teaching Fellowships. In this document the term 'project' is used to refer to all grants projects, as well as fellowship programs.

Final reports should profile the outcomes and outputs of the project, highlighting the impact the project has had and can have in the future and describing how other institutions can make use of what has been delivered and achieved. The final report will also briefly document how the project outcomes have been achieved.

The final report has a three part format, with page limits of 1:3:25. In brief, the three parts are:

- Part one: the **achievements statement** (one page only). This is a stand-alone key-messages document, presenting the main outcomes and outputs of the project. The single page is designed to quickly and effectively communicate key points and resources from the project. Part 1 should be able to stand-alone from Parts 2 and 3 and may be distributed to promote and further disseminate project outcomes and outputs.  
A reader should be able to understand in broad terms the reason for the project and what changes and benefits it has, and will, create for learning and teaching.
- Part two: the **executive summary** (maximum three pages) is used to summarise the issue/s and context for the project, its outcomes and outputs, and key findings. The information in this part should also be able to stand-alone as a summary document of the project.  
A reader should be able to understand all key aspects of the project in some depth.
- Part three: the **narrative** (maximum 25 pages), is used to provide more detailed information about the project.  
A reader seeking to reference, implement or replicate aspects of the project should have sufficient information to do so or know where to go to get this information.  
A certification, to be signed by the Deputy Vice-Chancellor or equivalent, is included as an appendix to the final report.

*Note: For Extension Grants, part two should be one page maximum, and part three should be ten pages maximum.*

The final report template can be used as the basis for your final report. All the sections indicated in the final report template need to be included. The final report will be published on the Department of Education and Training website following the allocation of an ISBN.

Please keep in mind at all times that PELTHE grant project and fellowship reports are available to a wide audience from varied disciplines and backgrounds. Please avoid jargon and use clear and concise language.

## Content of final report

### 1.1 Part 1: Achievements statement

The achievements statement is a maximum **one-page, stand-alone** overview of what the project has achieved. It is not included in the narrative.

The statement should profile the project in an engaging way. It will be distributed widely to raise the profile of completed projects, as a way to encouraging uptake and in order to increase the likelihood of further project impact.

There is no required format for the achievement statement. Projects are encouraged to make the overview eye-catching and engaging, communicating key aspects of the project. Visual imagery and creative design is encouraged.

The following content is required:

- Basic information about the project:
  - Project title (may be abridged)
  - Lead institution and partner institutions
  - Final report completion year (e.g. 2014)
  - The standard Department of Education and Training acknowledgement. The Department will add its logo in the top right hand corner
- Project outputs (or deliverables), including resources: what was produced, where it can be accessed and where to go for more information (e.g. relevant website url)
- Project achievements and impact/s: change achieved, and possible future change as a result of the project (brief statements, statistics, quotes may be used).

The achievements statement will be published as a stand-alone document on the Department website.

## 1.2 Part 2: Executive summary

This **three-page (maximum, but can be shorter)** executive summary needs to include a high-level summary of the following information:

- Project context, including the issue it set out to address
- Aim of the project
- Project approach (in brief)
- Project outputs/deliverables/resources
- Impact of the project (outcomes to date and projected future impact)
- Key findings or recommendations (recommendations should only be included if relevant, for example, if pertaining to specific, practical suggestions that have a clear and targeted audience. Key findings are often more appropriate).

The executive summary is included in the narrative of the final report, however should be able to stand-alone as a summary of the project. The final report template indicates the position of the executive summary.

## Part 3: Narrative

The narrative should clearly communicate what the project was designed to do, how it was carried out, what it achieved and how project findings and outputs can be utilised by other institutions. It should not be approached as just an acquittal of project responsibilities, but as providing information that is of potential interest to the sector as a whole.

The narrative should be maximum 25 pages, and should contain information on:

- Project context, including original project aim
- Project approach, including methodology used
- Project outputs and findings, including:
  - Resources or outputs that will be made available to the higher education sector or groups of stakeholders within the sector, and information about where any project material is available.
  - Information on how the project used and advanced existing knowledge with reference to programme priorities, previous Department (or predecessor bodies) work, and a literature review if undertaken.
  - A discussion of any disciplinary and interdisciplinary linkages that have emerged as a result of the project.
  - An analysis of factors critical to the success of the project approach and of factors that impeded its success. Express your analysis in general terms that may provide assistance to other projects (do not include specifics related to individuals or institutions).
  - Insights into the extent to which the approach/outcomes are amenable to implementation in a variety of institutions or locations.
  - A discussion of links between the project and other projects and fellowships in the priority areas (if appropriate).

- Project impact, dissemination and evaluation:  
All grants projects funded from 2014 onwards were asked to maintain a completed project impact plan. Information about the project impact plan can be found on the [Department website](#). This project impact plan will have assisted in continuously reviewing project impact and realigning activities, as needed, to maximise impact, both during the life of the project, and after completion. A completed project impact plan needs to be provided as part of the final report (can be included in the narrative or as an appendix).  
*Note: Projects funded prior to 2014 are encouraged to the use of the impact plan, but it is not a requirement.*

Information about dissemination activities undertaken to support the project's impact should be included.

A description should be included of how evaluation contributed to impact. For projects under \$120,000 that did not include an independent evaluation this might include:

- A description of ways in which the project's progress was evaluated in its early stages and/or at its completion
- Evidence gathered about the impact of the project and value to the sector.

For projects over \$120,000 that required an independent external evaluator, the evaluator's report should be included as an appendix in the final report.

*Note: For strategic priority commissioned grants, the external evaluator report is not required to be included.*

- Certification  
Part three of the final report includes a certification by the Deputy Vice-Chancellor or equivalent. This certification confirms that the final report is reviewed and approved by the DVC for public release.  
To avoid formatting issues, the certification does not need to be signed, but the Deputy Vice-Chancellor's name and the date needs to be included, after sign-off by the Deputy Vice-Chancellor.

## 2. Formatting and editing the final report

The Department will not publish reports that do not comply with these guidelines.

Final reports need to be well-written and easy to read, with the style, grammar, spelling and format to be consistent throughout the report. The final report should be of publishable quality and the project leader is responsible for ensuring that the Deputy Vice-Chancellor completes the certification provided to that effect (included in the narrative).

### Accessibility

The final report must be submitted as a DOCX file which satisfies the Department's accessibility requirements. Useful information will be found at the Accessible Digital Office Document Project [website](#). The report will be published in both DOCX and PDF formats to satisfy accessibility requirements.

### Font and size

Word styles have been provided for each element of the narrative. It is important that these styles are used correctly and consistently in order to generate the table of contents.

Element	Properties	Style name
Paragraph text	Calibri 12 point single spaced single line of spacing between paragraphs	Normal
First level headings	Calibri 20 point colour black Use Heading Style 1 to apply formatting	Heading 1
Second level headings	Calibri 16 point black  Use Heading Style 2 to apply formatting	Heading 2
Third level heading	Calibri 14 point black Use Heading Style 3 to apply formatting	Heading 3
Bulleted list	Calibri 12 point with 6 pt spacing  Bulleted lists Next item	Bullet list

Element	Properties	Style name
Page Footer	10 point Calibri Title left aligned Numbers right aligned	Report footer
Web link	Links should be to active sites. In most instances you can omit 'http://' e.g. www.education.gov.au	

### A few other things to keep in mind when writing, formatting and editing your final report

- For project final reports, depersonalise writing: 'I, we', he, she' should be amended where possible to neutralise. So rather than 'our project', it is 'the project'.
- For fellowship final reports, neutral language is not required. The written report should respectfully position you as leading collaboration and advancing change in Australian higher education. Reflect on your fellowship experience, observations, outputs and impacts with evidence.
- Ensure consistency with capitalisation, especially of names of things that have been created. The OLT asks for a style with minimal capitalisation– advice on what should be capitalised can be found at [UTS/publications/styleguide/capitalisation](https://www.uts.edu.au/publications/styleguide/capitalisation) .
- Use Australian-English, not American-English.
- Use of acronyms: expand on first use.
- Higher education should not be included as an acronym 'HE'.
- Full titles for Professor and Associate Professor (rather than Prof., Assoc. Prof., etc).
- Numbers 0-9 are spelt out. Any above 9 are in numerals, unless they are at the start of the sentence. If numerals (e.g. 57, 113) are at the start of the sentence, they need to be spelt out.
- Ensure all references are relevant. For example, statements about 'current trends' must provide recent references to back up the statement.
- When providing acknowledgments of academics' contribution as reference group members etc., please ensure that their positions and institutions are accurate at the point of submitting the report.
- A heading at the bottom of a page should be moved to the next page.
- Do not use poor quality images/photos.

- Ensure correct names of institutions, for example ... The University of Sydney, not Sydney University.
- Ensure consistent style of dot points.
- % should be spelt out in the paragraphs as per cent. The symbol can be left as % in tables.
- Dates should not be split over two lines.
- Ensure that Table headings appear at the top of the Table, whilst Figure headings can appear at the top or bottom of the Figure.
- Capitalise references in the text to Appendices, Tables, and/or Figures.