

Not for publication

Office for Learning and Teaching

Networks

Final Report – Part 2 November 2013

State-Based Promoting Excellence Network – Victoria/Tasmania

SI11-2129

Monash University (Lead)

La Trobe University

Swinburne University

University of Tasmania

Project leader: Angela Carbone, Monash University

Project Team Members:

Rachel Saffer, Joy Whitton, Kerry Allison, Anicca Main, Matt Hall, Bella Ross (Monash University), John Hannon (La Trobe University), Janet Gregory (Swinburne University), Natalie Brown (University of Tasmania)

Please refer to the document, *Project Management Information*, available on the OLT website, <http://www.olt.gov.au/grants-and-projects/project-management>.

Project summary data

Network Details	
Network Reference No.	SI11-2129
Network Title	State-Based Promoting Excellence Network – Victoria/Tasmania
Amount funded (ex-GST):	\$49,855

1 Network outcomes

Please tick the box (✓) where the statement is applicable to your Network.

1. Consultation and collaboration with external groups or other institutions during the Network funding period.	✓
2. Provision of information through material on a website or conference presentations.	✓
3. Provision of information through peer-reviewed publications such as journal articles.	
4. Provision of information through a publishable report.	
5. Potential for any Network outcomes to be adopted into practice in the discipline or institution of the Network team within one year of completion of the funding period.	
6. Potential for any Network outcomes to be adopted into practice in disciplines or institutions outside the Network's discipline or institution within one year of completion of the funding period.	

2 Potential for ongoing engagement and systemic change

Please tick the box (✓) where the statement is applicable to your Network.

1. Potential for the Network leader to remain engaged in the Network, and change learning and teaching practices in higher education.	✓
2. Potential for the Network team to remain engaged in the Network, and change learning and teaching practices in higher education.	✓
3. Potential for the department/school/faculty or institution of the Network leader/team members to remain engaged in the Network, and change learning and teaching practices in higher education.	✓

3 Events

Provide details of Network events held, including those reported upon in the Year 1/Stage 1 Report. Events include workshops, forums or colloquiums involving participants outside of the Network team.

Event date	Event title, Location (city only)	Brief description of the purpose of the event	Number of participants	Number of Higher Education institutions represented	Number of other institutions represented
29.11.11	VTAS Network Project Team Meeting, Melbourne	First project team meeting for planning purposes	8	3	0
8.2.12	VTAS Network Workshop, Melbourne	Inaugural VTAS State-Based Promoting Excellence Network Workshop	40	9	1 (OLT)
25.5.12	VTAS Network Project Team Meeting, Melbourne	De-brief and planning meeting for October workshop	9	4	0
29.10.12	VTAS Network Workshop, Melbourne	Networking to Succeed – VTAS PEN Workshop, Melbourne	78	11	1(OLT)
12.2.13	VTAS Network Project Team Meeting, Melbourne	VTAS Project Team planning meeting	11	5	0
12.2.13	VTAS Network Workshop, Melbourne	Professional Development, grant writing and design	27	8	1 (OLT)
5.6.13	VTAS Network Workshop, Melbourne	How to write a successful application workshop	65		
5.6.13	VTAS Network Project Team Meeting, Melbourne	VTAS Project Team conference de-brief and planning meeting for November	11	4	0
27.6.13	VTAS/OLT hosted seminar	Professor Craig Mahoney, UK Higher Education Academy Seminar	35	10	2 (OLT/CSIRO)
5.8.13	VTAS Network Project Team Meeting, Melbourne	Project team planning meeting	9	3	0
13.11.13	VTAS Network Workshop, Melbourne	Learning Futures Workshop	115	9	0

4 International collaboration

4.1 List international links and describe their contribution to the Network.

Not applicable.

4.2 Provide details of any international fora where the Network has been represented, including those reported upon in the Year 1/Stage 1 Report.

Not applicable.

5 Names of key stakeholders and how they were involved in or engaged with the Network

Christine Grimmer, Griffith University - QPEN

Christine provided great insight into the genesis of QPEN and it's continuing successes and challenges. We also sought and received advice in relation to ideas for improving engagement and to ensure sustainability. We participated in a joint benchmarking exercise by the National networks and Christine attended one of our workshops. We thank Christine for making this time available to us.

6 Outputs

6.1 List any outputs or materials incidentally arising from the Network and how they may be accessed, noting that the focus of Network funding is not output-based.

In March 2013 we created a new VTAS Network website using the WordPress platform (www.vtasnetwork.com).

6.2 Outputs by category

Enter the number of outputs in each category, as appropriate. Include published and 'in press work', but exclude 'forthcoming' and 'submitted' work.

A1	Book—authored research	
A2	Book—authored other	
A3	Book—edited	
A4	Book—revision/new edition	
A4	Book—translation	
B	Book chapter	
C1	Journal article—articles in scholarly refereed journal	
C2	Journal article—other contribution to refereed journal	
C3	Journal article—non-refereed article	
C4	Journal articles—letter or note	
D	Major reviews	
E1	Conference—full written paper—refereed proceedings	

E2	Conference—full written paper—non-refereed proceedings	
E3	Conference—extract of paper	
E4	Conference—edited volume of conference proceedings	
E4	Conference—unpublished presentation	
F	Audio-visual recording	
G	Computer software	
H	Designs	
I	Patents	
J1	Major creative works	
J2	Creative work included in group exhibition, performance, recording or anthology	
J3	Exhibition curatorship	
K	Other academic outputs e.g. websites other than those listed above	✓

6.3 Has the Network or team members won prizes, or awards as a result of the Network?

A Vice-Chancellor’s Award for Exceptional Performance by Professional Staff was awarded to the Promoting Excellence Team at Monash University on 4 December 2013.

7 Additional feedback

As this report is for the internal purposes of the OLT only, Network holders may have comments, additional to those in the final report for publication.

7.1 Factors critical to the success of the approach

7.2 Factors that impeded its success

7.3 General lessons learnt, including a reflection on the challenges and unexpected successes

The major challenge of the Vic-Tas state-based networks has always been to develop and then maintain strong relationships between the Victorian and Tasmanian higher education institutions. This strategy started off slowly but over the course of the two years has grown quite remarkably. Not only evidenced by attendance numbers, but also the feedback from participants has confirmed that there is a high level of networking opportunities provided by participation in our workshops.

Two key elements to success moving forward is the continued funding of the network by the Office for Learning and Teaching (and are very pleased to report at the time of writing this report that further funding has been confirmed); and that we continually seek input from our target audience as to the specific areas of interest/need that they wish the network to address.

It has been a pleasure to work and collaborate with our fellow project team members, as well as our adjunct member, RMIT and we are excited about the continuation of the network in 2014-15.

7.4 Other comments

8 Summary of completed Network

The VTAS Promoting Excellence Network has built strong relationships with project team members and has achieved a proven record of successful events and workshops throughout the funding period. We have settled into an established pattern of success that we hope will be sustained past the funding period.

Each of the Network's events has been designed to enhance attendees' appreciation and understanding of the importance of learning and teaching. The main aim of the events has been to be beneficial for professional development of institutional PE staff, as well as academic staff interested in engaging in OLT programs.

The broad impacts on learning and teaching have been twofold: through people getting to know about the Network – who we are, what we do, why we do it – and through achieving our aims of knowledge sharing and fostering collaboration and dissemination. As people become more aware of the Network's activities, they in turn become more supportive of and involved with learning and teaching.

9 ATTACHMENT 1

9.1 Independent evaluation report

Not Applicable.

10 ATTACHMENT 2

Pro forma or other material produced for or used during the Network.

Please send report via email to: learningandteaching@deewr.gov.au