



NTFS Projects End of Year Report (July) Template

Contexts

Whilst the Six Month Report in January focuses on procedural issues; the primary purpose of this End of Year Report is to provide an opportunity for project teams to critically reflect on what you have achieved at this stage of the project lifecycle.

Apart from demonstrating accountability to HEFCE and the National Advisory Panel, this report is designed to help you revisit your vision and planned activities, as well as to articulate project highlights, success, and challenges in a framework shared by other project teams.

Though a monitoring tool, we view this report as a starting point for project teams to engage with the meta-thinking behind the project and its methodologies via structured dialogues and discussions. This will enable you to articulate your intended outcomes and achievements of the project within and beyond the team, and help shape the dissemination of your project outcomes to the sector.

This report also includes a Project Expenditure Template that enables you track and assess the financial health of the project.

Please take a minute to familiarise yourself with different sections of the report.

Project lead	University of Lincoln
Project title	Student as Producer
Lead contact name	Mike Neary

1. Vision
Please revisit your vision statement. Does it still reflect what you ultimately want to achieve? Can you make it more focussed and engaging beyond the project team?
The vision of student as producer remains unchanged: to restate the meaning and purpose of higher education by reconnecting the core activities of universities, i.e. research and teaching, across all subject areas at the University of Lincoln.

2. Intended outcomes
<ul style="list-style-type: none"> • What do you want to happen as a result of your project? • Who are the main beneficiaries? • How might you know if you've achieved your intended outcomes (e.g. quantitative and qualitative indicators, 'before-and-after' comparison)?
The overarching aim of Student as Producer is to establish research-engaged teaching and learning as the organising principle of the University of Lincoln. Through normal processes of programme design, review and (re-)validation, all programmes at the University will become aligned with the principles of Student as Producer. This will mean that all students will have the opportunity to learn through research and research-like activity, working alongside staff and other students on collaborative projects where learning is driven by inquiry. In addition, they will

become more fully engaged with the University and the world beyond the institution by active participation in all aspects of university life and engagement with employers and the community.

A detailed evaluation framework has been developed (see project website), detailing the evidence to be collected in order to assess the achievement of project outcomes. These will include both qualitative and quantitative measures, such as interviews with key stakeholders, external examiner reports, student satisfaction data through NSS and internal methods, etc

3. Activities and outputs

- What are your activities and outputs so far? Can you summarise them concisely in bullet points?
- Are your timescales realistic and how will you monitor progress?
- To what extent do your activities and outputs contribute to the intended outcomes, and ultimately your vision?
- Are there alternative or additional activities that you can plan to reduce the risk of not achieving your intended outcomes?

The focus of the first year of the project has been on preparation for institutional change, with many activities aimed at raising awareness among staff and students. Key activities and outputs so far have been:

- briefing sessions and workshops held with staff across the university in both academic and professional support departments.
- setting up of FED projects to support curriculum re-design initiatives (ongoing)
- setting up UROS projects to support student involvement in the research work of the University
- development of a 'user guide' and identification of 8 key features of Student as Producer
- self-assessment tool completed by all programmes across the institution, identifying existing practices in line with the 8 key features, and planned developments
- high profile project launch and development of project website
- one-day Festival of Teaching and Learning showcasing student-led activities across all departments
- 9 students attending the inaugural BCUR conference at UCLAN
- establishment of student group as key agents of change. Promotional materials designed by students, for students, including video, business cards, etc
- development of evaluation framework
- keynote presentations given at a number of institutions (UCS, DMU, Newcastle, Galway)
- Conference presentations at HEA and ALDinHE conferences
- Published book chapters and peer-reviewed online journal article
- Article published in THE

Key to achieving the intended outcomes of the project is the revision of Quality Assurance and Enhancement Processes in relation to programme approval, monitoring and review, in order to embed Student as Producer fully across the institution. Revised documentation is now in place, ready for implementation during year 2 of the project.

4. Critical reflection

- What is the rationale or pedagogic thinking that informs your activities and outputs?
- Are you making any assumptions that may hinder the scope of the activities/projects?
- Looking at the project as it is at this point in time, are you experiencing any problems which are impeding progress? This could include the intellectual aspect of the project as well as any project management issues.

The rationale for the pedagogic thinking is based on:

Research into research engaged teaching which points to its effectiveness in terms of student success and achievement as well as rates of retention.

Research into the student experience which shows that the relationship between research and teaching, as they are currently arranged in HE, is detrimental to the student experience

5. Thinking ahead

- What new activities or outputs you expect to achieve in the coming year?
- How do they link with your existing activities to create a consistent picture?
- What are the outputs and how will these be disseminated?

Student as Producer will play a leading role in the organisation of the British Conference for Undergraduate Research (BCUR) to be held at Warwick in 2012

Student as Producer will host a national conference for student computer developers and programmers

These activities are important in terms of extending Student as Producer beyond the University of Lincoln. The link with existing activities is that undergraduate students are at the centre of producing new academic knowledge.

Undergraduate research from the BCUR in 2011 is to be published in the Reinvention Journal – a journal of undergraduate research. Papers from BCUR 2012 will be submitted to the Reinvention Journal for publication.

Relaunch 'Neo – a journal for student research' at the undergraduate research. This journal is an outlet for student work that is reviewed by academics. Students take key roles in the management of this journal.

Professor Neary is due to publish a book with Continuum in 2012 in which the ongoing work of Student as Producer at Lincoln and elsewhere will form a substantial part of the book.

I understand that the information provided may be made publicly available on the Academy's website and other publications.

Name	
Date	