

Pilots Completion Report

Document details

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Title of the Pilot	Digital User Guides
Pilot ID Number	ID6

Pilot Completion Report Template

Report Category	Report Requirement
Overall Rating <i>(Fully Delivered, Partially Delivered, Not Delivered)</i>	
Summary	<p>Please give a summary of what your pilot delivered. With a focus on progress toward the original aims. (Circa 1000 words)</p> <p>The pilot originally aimed to give digital user guides, created in Rise. These were to be sent over the summer (matriculating students) with a view to link to already established resources and fill in gaps or enhance these. The plan was to ensure that students felt they had been welcomed by the full academic and professional services team, the university and be set up to start learning with digital literacy. This evolved:</p> <p>Please remember that NTEC is a consortium and therefore we work with external partners as well as across the UoM. We decided to enhance the resources as we recognised that we expected students to identify what types of student they are and therefore what was important to know. We also recognised that pastoral care needed to improve when deciding what path to take, joining our course and empowering positive choices.</p> <p>Resource 1: The 'Welcome' resource sent over summer and linked from the NTEC website. This includes:</p> <ul style="list-style-type: none"> • Meet Key Team Members • Preparing for Study • Your Programme • Assignments • Managing Your Time Effectively • Critical Thinking, Reading and Writing • Planning Your Assessments • Academic Writing and Feedback • Citation and Referencing • IT Services • The University of Manchester Wellbeing Resources <p>Dr Stuart Christie has taken this to the in Florida.</p> <p><i>'To provide a set of welcome and support resources, to ensure that all of the different students have access to the information they need to get the most out of the course. This includes information on preparing to study, support while studying, and supplementary material on enabling topics such as mathematics. The resources to assist students with their unit choices were</i></p>

	<p><i>created to fit into this larger structure, as part of the resource for students joining the course.'</i></p> <p>The research paper is attached. There has been great interest in the way students are guided through this NTEC modular learning and using resources from the nuclear community and engineering council.</p> <p>Resource 2: Maths and Physics refresher resources based on original PDFs but redeveloped into not only more up-to-date quality content but an online course. These courses are not NTEC specific and therefore available to all.</p> <p>The reason for making these is because some students really struggle with their maths and physics knowledge (return to learn) and units require differing amounts of knowledge. Students have been really struggling with maths in one units in particular and the aim was to improve their performance and confidence.</p> <p>Resource 3: Induction to NTEC</p> <p>In this we wanted to enhance the already developed resources for UoM giving students not only a one-stop-shop but also empowering all ages groups and employments status students a pastoral resource to enhance the learning journey. This is currently being developed with Canvas in mind.</p> <p>All of these resources sit on the NTEC website and on the students' canvas for optimal range in this Masters level programme with CPD use.</p> <p>Because of this, the late start and circumstance effecting the project, I estimate we will have the products fully ready and quality checked by August 2026 for everything but the individual resources will/are be available earlier so that we can assess success and get student views as well as staff.</p>
Deliverables	<p>Originally digital online user guides for all which has been achieved and enhanced as discussed above.</p> <p>We have delivered what we set out to and developed this incorporated into an overarching holistic structure. We have created more resources than we set out to as we could see the needs evolve and we were able to identify gaps in the pastoral process.</p> <p>We have set out to improve the student journey and empower them to have the tools that will enhance their experience.</p> <p>As this FLP has been about getting the resources to them we have not been able to assess the full effect and impact yet and we are monitoring this, Three resources are to be released this summer.</p>

	ADD RESOURCES FROM REVIEW SITE
<u>Relevance</u>	<p><i>Has the pilot topic and its activities met the information/experience needs of the intended stakeholder groups? To what extent are the completed pilot outcomes still in line with the needs and priorities of the Flexible Learning Programme?</i></p> <p>We have met student and staff needs. The project has been able to draw together a vast range of university resource, adapt offered resources and enhance delivery. A great example of this is the unit information, selection tool, Gantt planning chart and selection email. This has saved a lot of time for students and staff and has meant that more on-campus time can be dedicated to targeted learning at the start of the course. Students can also plan and fit the course around their lives as they clearly have a calendar plan even before the course begins.</p> <p>Students are also able to set themselves up for learning with software they need, familiarisation with systems, refresher courses and getting to know the team even before they have met them.</p> <p>Students can also ask questions and tell us what support they need to start their course as well as engaging themselves with university support mechanisms. This has taken away some of the initial panic and worry from the start of the course, but the resources will need to run for a few years before we see an impact.</p> <p>As a flexible learning programme with students ranging from across the country and globe the project has been developed to plug the gaps and support both students and staff.</p>
<u>Efficiency</u>	<p><i>To what extent did the methods/approaches used in this pilot lead to improvements in efficiency (financial/staffing/resourcing etc)? What other approaches could be considered in light of the pilot - would these be more or less efficient?</i></p> <p>The developed resources empower students to find information on their own initiative, without needing as much support from staff as had been the case previously. There was a time investment in terms of developing the resources, the long-term use of these would demonstrate a greater return on that investment.</p> <p>One of the key parts of the project is to direct students towards the relevant support offerings from the University. Providing this direction means that the University also sees better use of the support services that it offers, making students more likely to successfully complete their programmes with a lower chance of complexities such as extensions or interruptions.</p>
<u>Effectiveness</u>	<p><i>To what extent did the methods/approaches used in this pilot lead to improvements in effectiveness (learning/outcomes/experience/flexibility etc)? What other</i></p>

	<p><i>approaches could be considered in light of the pilot - would these be more or less effective?</i></p> <p>The resources have freed staff time from answering basic queries, enabling them to focus more on providing students' support with more complex issues. This has also meant that students are able to feel more effective themselves, as they can resolve their own questions at a time that is convenient for them. While out-of-hours support could be extended to cover students who are in other countries or studying around employment it is likely that this would be prohibitive in financial terms.</p>
<u>Outcome</u>	<p><i>To what extent was the pilot able to meet/exceed its objectives? To what extent has the pilot led to improved outcomes or behaviours in the stakeholder groups? Were there any other unintended positive or negative outcomes from the pilot?</i></p> <p>We have not been able to assess a complete set of outcomes yet as some of the resources are not going to be live until next year. This project was to create and roll out the resource not to use a premade resource in all circumstances.</p> <p>However, so far we are finding that students are getting greater access to understanding their course, being more informed at what the university can and does offer. We are still learning what the students and staff need and this is a rolling project focusing on greater pastoral care.</p>
<u>Sustainability</u>	<p><i>To what extent has the pilot identified the potential for its activity to lead to the long-term behaviour/operational change? What would need to happen to make these changes happen?</i></p> <p>The pilot has demonstrated that the resources can support a sustainable change to the NTEC programme, giving students more tailored information for their particular circumstances. Broader adoption would require the appropriate backroom support to keep the information up-to-date and relevant.</p> <p>In order for other areas of the university to create and maintain this they will need to have:</p> <ul style="list-style-type: none"> • Personal Academic Tutor • Professional services team • Learning technologist
<u>Financial</u>	<p><i>See separate report but use this space for any financial narrative that needs to accompany the report.</i></p>
<u>Lessons Identified / Learned</u>	<p><i>Please Consider enabler and inhibitors in the following areas:</i></p> <ul style="list-style-type: none"> • <i>Systems and process</i> • <i>Incentives and capacity</i> • <i>Policy and strategy</i> • <i>Student experience</i> • <i>Physical Estate</i> • <i>Culture</i>

	We learnt that it made sense to use the overarching structure to give a greater holistic approach. This allowed students to tell us other areas they wanted and we realised there were gaps that we have tried to fill.
Materials or publications	<p><i>Please list all the materials/publication against this evaluation report</i></p> <p>Published two conference papers</p> <p>Christie, S. and Hughes, C. (2024) The University Journey: Helping students to help themselves, <i>The University of Manchester Institute of Teaching and Learning Teaching and Learning Conference</i>, Manchester, United Kingdom, 26-27 July 2024</p> <p>Christie, S. and Hughes, C. (2025) Guiding Students into Nuclear – Developing Resources to Support Students Joining a Modular Postgraduate Course in Nuclear Science and Technology, <i>Proceedings of Conference on Nuclear Training and Education (CONTE 2025)</i>, Amelia Island, Florida USA, 3-6 February 2025</p>
Report approval and comments	<i>To be completed by a delegated person agreed by the workstream governance group.</i>

Cost Type	Description	Costs and Total
Staff	<i>Insert staff name and grade, post, FTE in the quarter in this quarter and the post.</i>	<i>Please add the cost of each post and the total claim for staff, this can then be added to the retrospective costs in the forecast form.</i>
Non-Staff	<p><i>Please add in any actuals (received and receipted paid in the quarter).</i></p> <p><i>Non staff can include any other approved cost category including:</i></p> <ul style="list-style-type: none"> <i>• Goods</i> <i>• Services (inc. Consultancy)</i> <i>• Travel</i> <i>• Fees</i> 	<i>Please add the cost of each post and the total claim for staff, this can then be added to the actuals in the forecast sheet.</i>
Adjustments	<p><i>Please add any adjustments from previous quarters. This will be added or subtracted from your quarterly request for payment.</i></p> <p><i>Please give details of the original cost and the reason for the adjustment.</i></p>	<i>Please give the adjustment amount.</i>

Final reconciliation	<i>Please calculate the total costs of the pilot and the total income to ensure the claim has covered all eligible costs.</i>	
Request for payment	<p><i>The payment in the next box should include all staff costs, non-staff costs and adjustments total.</i></p> <p><i>By submitting this form, you are confirming that the figures are correct to the best of your knowledge and the correct processes for recruitment procurement and selection have been followed.</i></p>	<p><i>Please provide:</i></p> <ul style="list-style-type: none"> <i>• total staff costs</i> <i>• total non-staff costs</i> <i>• total adjustments</i> <i>• final reconciliation</i> <i>• Total request for payment</i>