Partnerships in Learning & Teaching (PLanT) Projects Application Form 2023-2024

Reference Number (CQSD use only):003-2023/2024

Lead student contact details

Name: [student details removed]	
School: Literature & Languages	
Degree programme: BA English Language & Linguistics	
Year group: Part 1	
Email: [student details removed]	

Lead staff member contact details

Name: Jane Setter	
School: Literature and Languages	
Email: j.e.setter@reading.ac.uk	

How did you hear about the PLanT scheme? (tick all that apply)

I have applied previously	x	Email from CQSD	
Staff portal	x	Word of mouth (staff)	x
Student Rep training session		Word of mouth (student)	x
PLanT webpage		Other (please specify):	

Project title

First in family: developing a podcast for First-Generation students

Project team

Project team name: FiF Podcast
Other members of the team (including students and staff)   *Include name, year group and degree programme of student partners*
SLL students: [student details removed]   **SLL staff:**   Andrew Mangham   Gail Marshall   Melani Schroeter   **SPCLS students:**

SPCLS staff:
Vesna Stojanovik

Project description (maximum 700 words in total)

Please refer to the [PLanT scheme criteria](#) and [PLanT Projects Funding Scheme: Guidance for Applicants](#) when completing your application.

Describe the proposed project including the following:

Project outline, rationale and strategic alignment (Criterion 1)

What do you plan to do and why?

The main aim of this project is to research and pilot a podcast entitled "First in Family" aimed at First-Generation students, whether they are current students or graduates, with a view to working out how we can best encourage and support such students; a [recent report for the Nuffield Foundation](#) indicates First-Gen students are more likely to drop out of university, for example.

As far as we are aware, no such podcast currently exists.

Podcasting as a form of online mass communication in education is gaining steadily in interest (Strickland et al. 2021). According to Edison Research (2019, cited in Strickland et al. 2021), for example, 32% of people aged 12 and above in the United States listened to podcasts and, of those, 74% said they listened for educational purposes. Strickland et al. (2021) mention that there are more than 1.2 million podcasts on the Apple platform alone, with over 50 billion podcast downloads in 2018. The potential of podcasts for public engagement therefore cannot be underestimated.

The project will involve the student and staff partners, most of whom are First-Gen themselves, in the following activities:

- researching common problematic issues for First-Gen students;
- researching podcasts as a genre, to identify the features which make successful podcasts most interesting;
- creating a format for our podcast;
- producing a pilot podcast episode;
- conducting market research on the pilot in the form of a survey.

We will also look into the logistics of creating podcasts (equipment, music, visuals, hosting platforms and costs) with a view to writing an application for further grant funding. It is envisaged that the podcast itself, once launched, will involve interviews with people who are/were First-Gen students (including from the project team), family members of those students, and also policy makers and those involved in supporting First-Gen students while at university, among others. This group of students/graduates is likely to include commuters, care-leavers and those from other populations less likely to engage with university education, and so has the potential to be far-reaching in its remit and appeal. It may also be possible to draw in celebrities and other prominent members of society, such as (just examples!) Ricky Gervais and HRH The Princess of Wales.

In particular, the project aligns with "community" (promoting equality, diversity and inclusion) and "engaged university" in the University Strategy 2020-2025. It would also potentially enable the Schools involved and the University as a whole to engage more

effectively with First-Gen applicants and improve the proportion of students in that and related areas.

Reference

Strickland, B. K., Brooke, J. M., Zischke, M. T., & Lashley, M. A. (2021). Podcasting as a tool to take conservation education online. *Ecology and Evolution*, *11*(8), 3597-3606. DOI: 10.1002/ece3.7353

(448 words)

Partnership (Criterion 2)

How will students work in partnership with staff at different stages of the project?

Student partners (all First-Gen) and staff (mostly all First-Gen) will research and meet to discuss what sort of content would be appealing and useful to students (and others) with a view to deciding on a format and then drawing up a list of topics and interview questions. Students will research the practicalities, platforms and equipment necessary for producing a podcast and be involved in producing and piloting an initial podcast episode for market research. We will also involve the Inclusion Consultants at UoR for their perspective. (86 words)

Impact and evaluation (Criterion 3)

What is the anticipated impact of your project and how will you measure its success?

The anticipated impact of the wider project, once the full podcast is launched, is to encourage and support First-Gen students to apply to university by offering "stories" from successful First-Gen students and information about support for those students. We will need assistance from the Global Recruitment team to see if the podcast has that effect insofar as UoR is concerned (probably from 2025-26 onwards); measuring it UK-wide will be more difficult. It is also hoped that it will support existing students and their families. We will also monitor comments left on the podcast website to see whether it has had a positive impact on people and measure the number of likes, shares and subscribes we get (this may be platform-dependent). Where the pilot is concerned, we will gather survey data to help us improve the podcast if/when it goes into production. (141 words)

Word count: (675 words)

Project start date: 08/01/2024 (sooner if funds are available)	
Project end date: 22/03/2024	

Budget details

Brief outline of project activities	Activity start date and end date	Approximate costs associated with the activity. (**Note**: All claims and/or expenses need to be arranged before 30th June 2024)
Research podcasts, including format and production; draw up format of episodes; produce pilot episode; survey listeners; analyse data	Start 08/01/2024 (sooner if funds are available earlier) End 22/03/2024	Lead student: 5 hours @ £13.86/hr + overheads = £93.93 Non-lead students: 5 x 4 hours @ £13.86/hr + overheads = £375.73

		Total = £484.66

Total funding applied for   £ 484.66

Signature of lead student	Signature of lead staff member
[signature]	
Date 10/11/2023	**Date 10/11/2023**

Applicants must convert the completed application into one pdf file and submit this electronically to Martin Wise (**m.wise@reading.ac.uk**) by 17:00 on the day of the submission deadline.