Partnerships in Learning and Teaching (PLanT) Projects Funding Scheme: Guidance for Applicants

Scheme criteria

Applications must demonstrate how they meet the following three criteria:

1. Articulate the rationale behind, and aims/objectives of, the project, including how it aligns with local School/Department and institutional strategic priorities;
2. Demonstrate how students will work in partnership with staff during the lifecycle of the project;
3. Identify the anticipated impact on teaching and learning and/or the student learning experience and how this will be evaluated.

These criteria can be understood as follows:

Criterion 1 – Rationale and strategic alignment

This can be thought of as the **"why?"** behind your project.

A successful application will articulate clearly:

- the project's aims and objectives: What are you trying to achieve? How will this project enhance existing practices/develop new practices in the identified area of teaching and learning?
- key drivers behind the project: What evidence is there that this project is needed? This might include student module/programme evaluations; feedback from Student Staff Partnership Groups; NSS or PTES results or student outcomes data, for example.
- how the project will address local (within your School/Department/Function) and University-level strategic priorities or challenges. You could include references to one or more priorities in the relevant School Teaching Enhancement Action Plan (STEAP) and to the University Strategic Plan 2020-2026. When considering alignment with the University Strategic Plan, you may wish to focus on one or more of the four strategic principles of Community (including equality, diversity and inclusion), Excellence, Sustainability (including environmental sustainability) and an Engaged University. If your project is focussed on decolonising the curriculum, please explain how it aligns with the University's strategic focus on equality, diversity and inclusion.

Criterion 2 - Partnership

How will students work as partners with staff at different stages of the project?

A successful application will articulate how students will be meaningfully engaged at different stages of the project, including in the design and delivery of the project and, wherever practically possible, in the evaluation of the project and the dissemination of its outcomes.

Data collection involving students is not sufficient to demonstrate meaningful student engagement. You should articulate how a partnership approach will be enacted through the project as a whole, with reference to the following stages of engagement:

1. partnership (students play a lead role in shaping the activities and outputs of the project, which is undertaken in collaboration with staff)
2. participation (students play an active role in shaping project activities)
3. involvement (students play an active role in a particular activity led by staff)
4. consultation (students provide feedback to inform the project)

PLanT projects should be underpinned by the Principles of Partnership. More information for staff on working in partnership with students is available in the Partnership at the University of Reading guide.

Criterion 3 – Impact and evaluation

This can be characterised as the **"so what?"** of your project. What will change as a result of your project and how will you know it has changed?

A successful application will:

- articulate clearly the anticipated impact of the project on teaching and learning and/or the student learning experience. What will change as a result of your project (project outcomes) and to what extent will this address the project's aims/objectives? What are the anticipated benefits of your project for students, staff, your Department/School/Function and/or the wider University, and when do you expect to see these benefits? This might include changes to the design or delivery of subject content, the student learning experience or the behaviour of colleagues. Where relevant, please outline the physical outputs/deliverables that will be created as a result of the project.
- identify how project-related activities will continue beyond the project and/or how project outcomes will be realised in a sustainable way. Applications which can demonstrate longer-term impact will normally score more highly.
- identify clear, appropriate and timely methods of evaluation. What methods will you use to evaluate the success of the project and will these methods be effective in measuring the anticipated change(s)? Evaluation measures might include changes in module or programme evaluation data, NSS outcomes, student performance data or survey or focus group data. Different methods may be used to measure impact in the short, medium and longer-term.

When considering impact and evaluation, you may wish to refer to the Evaluation and Impact webpages and, in particular, to the five different levels of impact.