



Introducing the Inclusive STEM project

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Overview of the IncSTEM project

- We'll discuss:
 - The rationale for the project
 - Brief and problem
 - Best practice components
 - Procedural components
 - Employability and external engagement components

Project rationale

2015 saw a number of studies published by HEFCE which highlighted a variety of disadvantaged student groups

HEFCE subsequently called for research projects to tackle the issues raised

IncSTEM is one of these

Understanding provision for students with mental health problems and intensive support needs

Report to HEFCE by the Institute for Employment Studies (IES) and Researching Equity, Access and Partnership (REAP)

Student Opportunity outcomes framework research: in-depth study

Report to HEFCE by CFE Research

Causes of differences in student outcomes

CFE arch

The brief and the problems

- Particular problems:
 - Retention of students
 - Outcomes from degree studies
 - Employment opportunities after graduation
- Proposal design
 - HEFCE desired each bid to be centred around existing, effective mitigations

Best practice components

- Each participant had their own points of excellence that it was bringing for dissemination:



Plymouth
LabPlus



The OpenScience
Laboratory

An initiative of The Open University
and The Wolfson Foundation

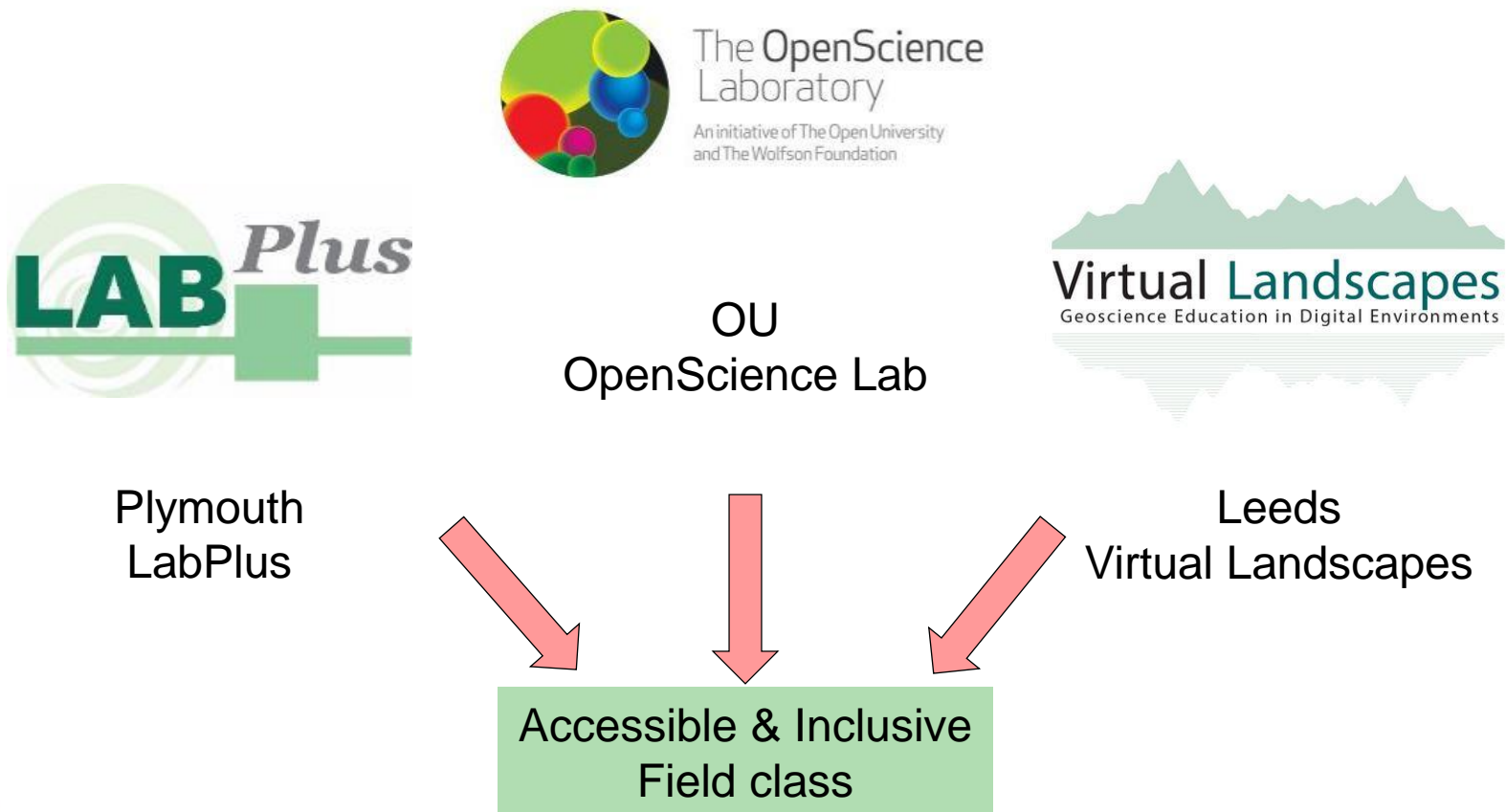
OU
OpenScience Lab



Leeds
Virtual Landscapes

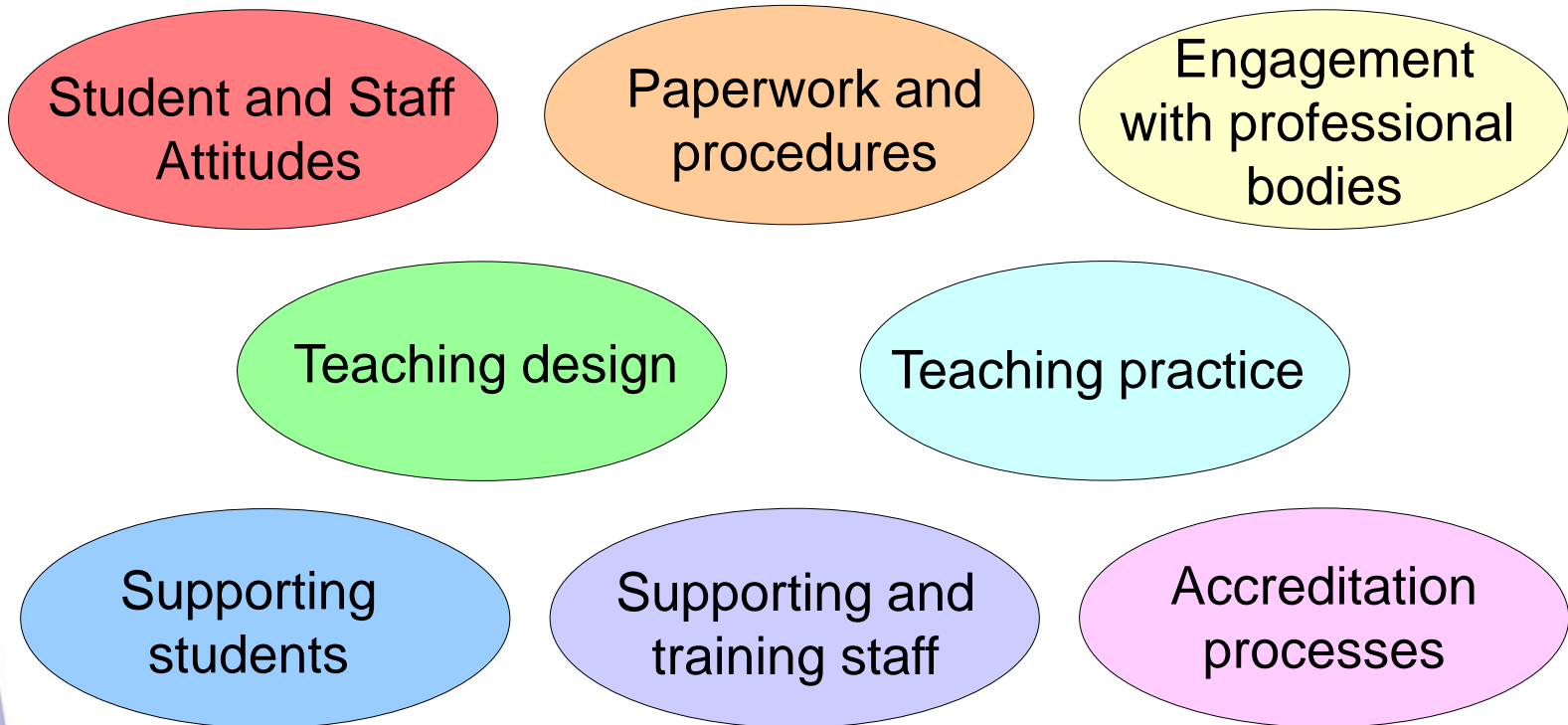
Best practice components

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The wider problem

- Whilst best practice is one aspect, some of the challenges are due to procedural and external factors.
- We decided at the outset to include this



Examples

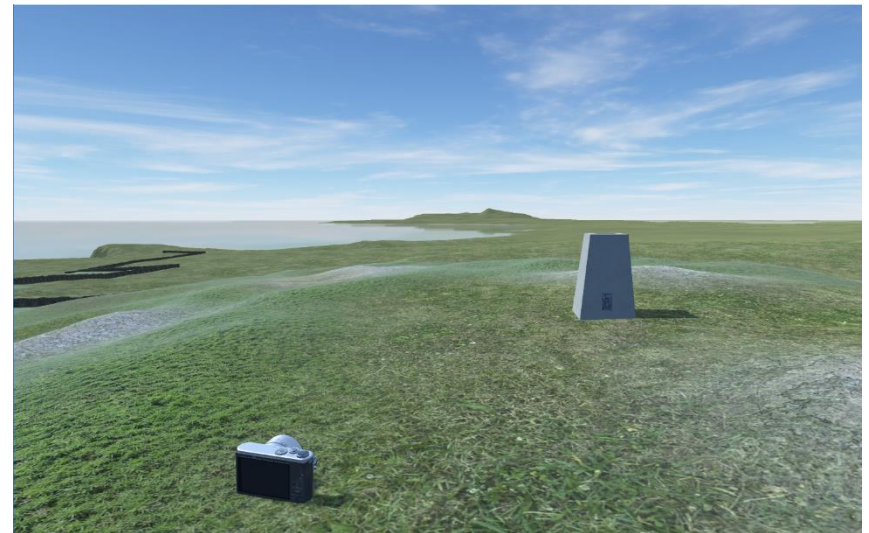
- Following a survey of staff across the Leeds GEES areas, a major cause for concern for staff was how to support students who may suffer acute mental health crises during fieldwork
- Jacqui Houghton has been leading a discussion with our disability services and counselling centre to create bespoke training for this eventuality

Examples

- For students who might have a “non-standard” progression through a degree, interpreting their transcript and skills can be difficult.
- This can translate directly into worse employment outcomes
- Ongoing dialogues are needed with accrediting bodies and employers to get the messages across clearly.

Examples

- Leeds wanted to develop a virtual landscape based upon a real area
- Early version deployed on access Anglesey
- Will be refined for use on a second year field class.



Particular focuses

- As this is an overview, I don't have time to go into depth about very much, though several contributions expand on particular aspects
 - Alison Stokes, some outcomes of the project
 - Jacqui Houghton, Access Anglesey field class
 - Trevor Collins, fieldwork broadcasts