

# Enhancing inclusivity in GEES subjects: some outcomes from the IncSTEM Project

**Alison Stokes**  
**Samantha Child**  
**Ruth Weaver**  
**Jane Thorning**  
**Karen Hocking**



**UNIVERSITY OF  
PLYMOUTH**



# Project 1: Making experiential learning more inclusive for students with disabilities

'Wet-lab' area

Technician's office

Cartographers and map resources

Printing facilities



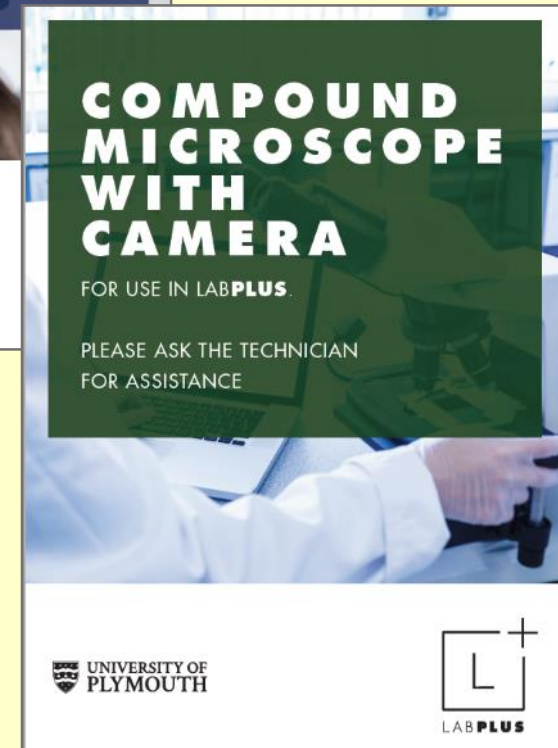
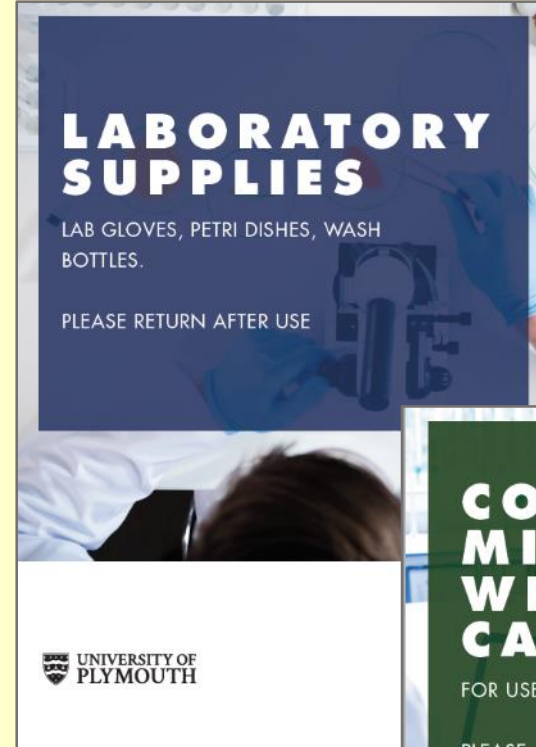
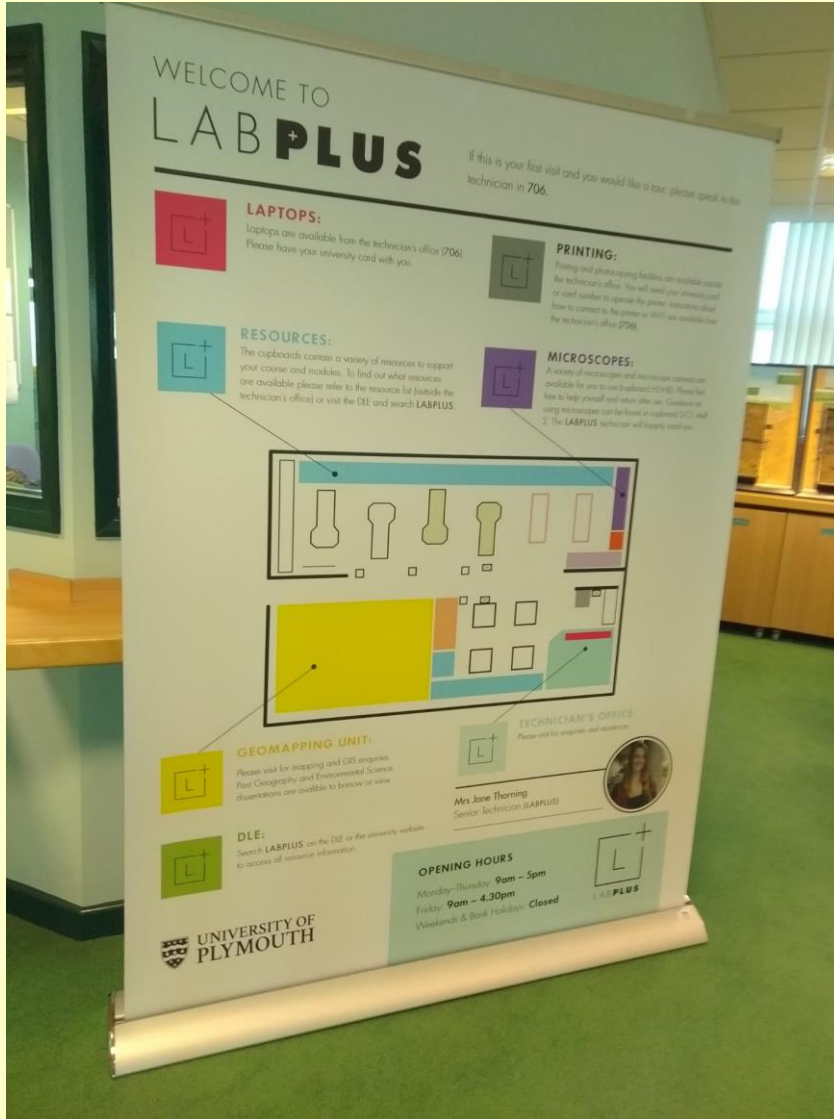
Resource storage

Layout of learning space designed to support social interaction

Multiple power sockets on all tables



# OUTPUT: Improved signage



# OUTPUT: Development of new resources designed to be inclusive and accessible

Foundation year geoscience: Introduction to rocks and minerals



Foundation year chemistry: Building 3D chemical models



Undergraduate fieldwork: Landscape visualisation using VR



## Resource checklist

As part of the OFS funded project (2017-19) investigating inclusivity issues in the teaching of STEM subjects in HE, we are reviewing our LABplus resources with a disability focus. We are keen to ensure LABplus is as inclusive as possible with the intention that inclusivity developments potentially benefit all students. In consultation with Disability Services, technicians and academics, we have produced a checklist intended to support the inclusivity of the resources.

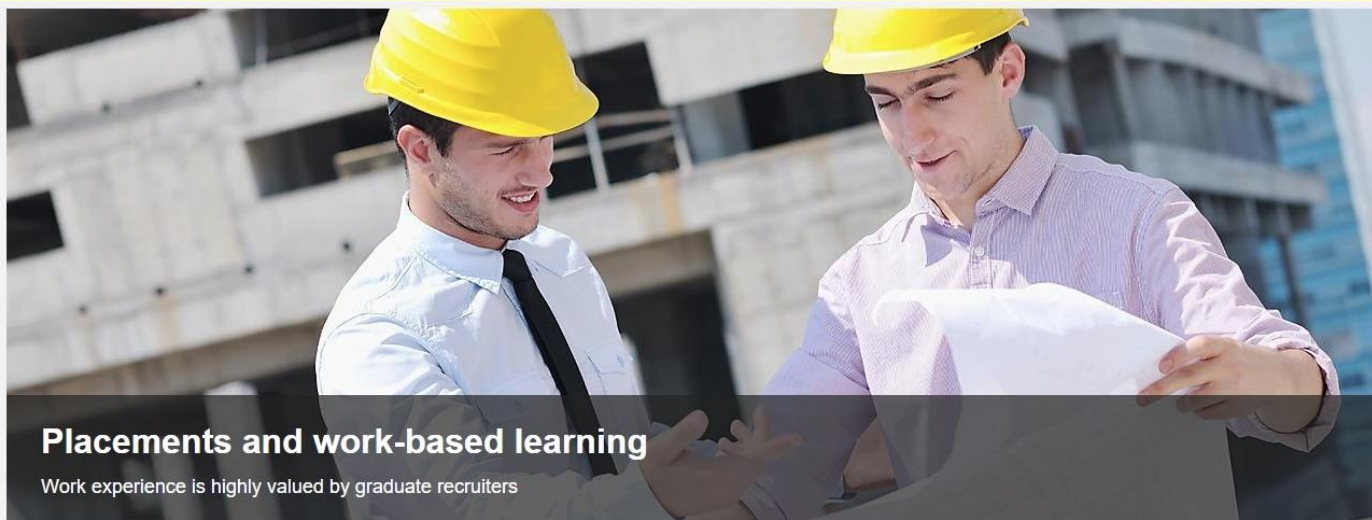
This guide is largely informed by the Dyslexia Style Guide (British Dyslexia Association, 2018). For further information see here:

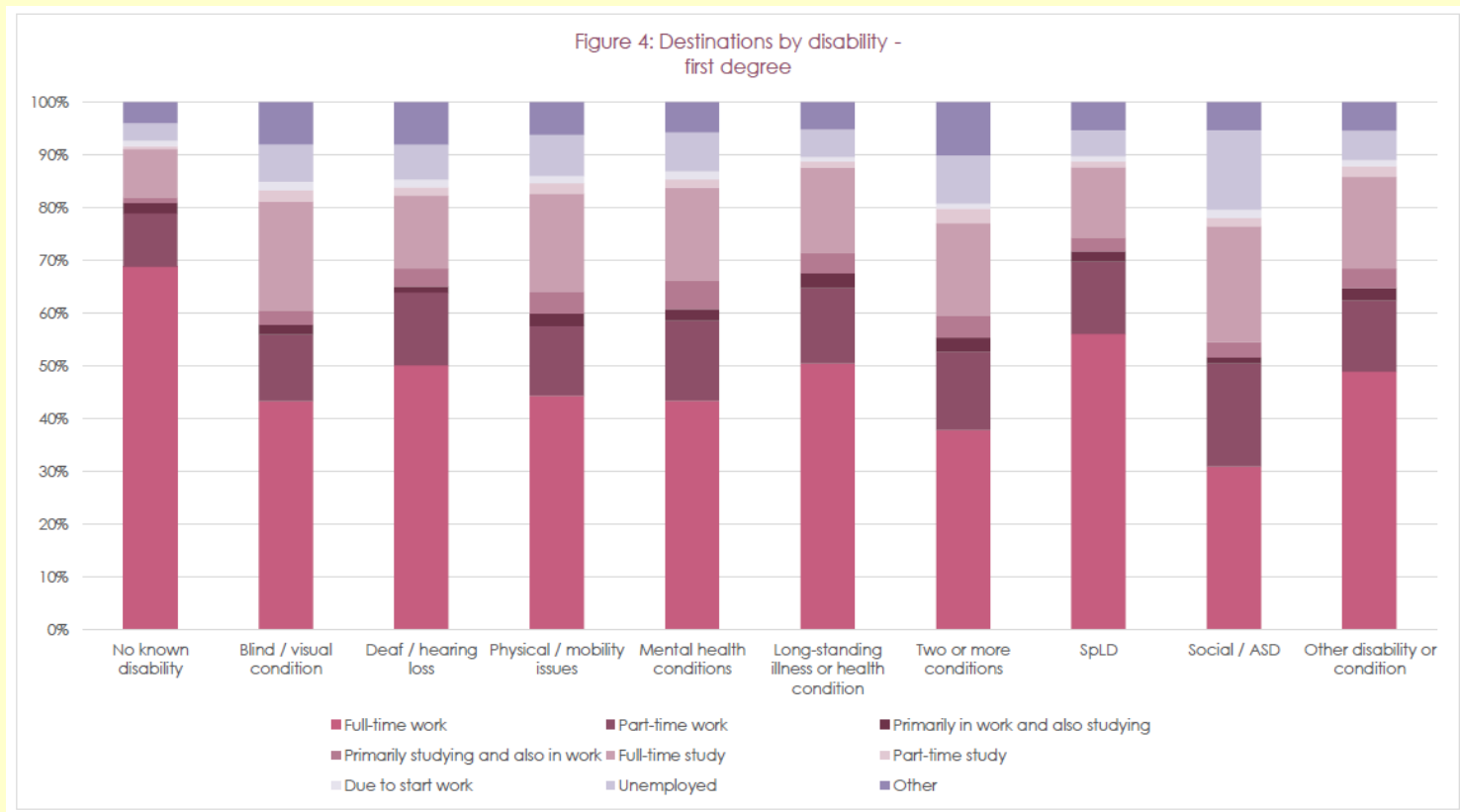
<https://www.bdadyslexia.org.uk/employer/dyslexia-style-guide-2018-creating-dyslexia-friendly-content>



Points to consider
<p><b>1. Have you included an introduction to your resource?</b></p> <p>You might want to use the following sentences in your introduction:</p> <ul style="list-style-type: none"><li>• This resource aims to: (include information about learning outcomes)</li><li>• Accompanied with this resource guide you will find the following equipment: (list equipment)</li><li>• Please allow .....minutes for this activity</li><li>• If you require any assistance please contact the LABplus senior technician who would be happy to help (Jane Thorning, jane.thorning@plymouth.ac.uk)</li></ul>

# Project 2: Supporting employability and work placements for students with disabilities

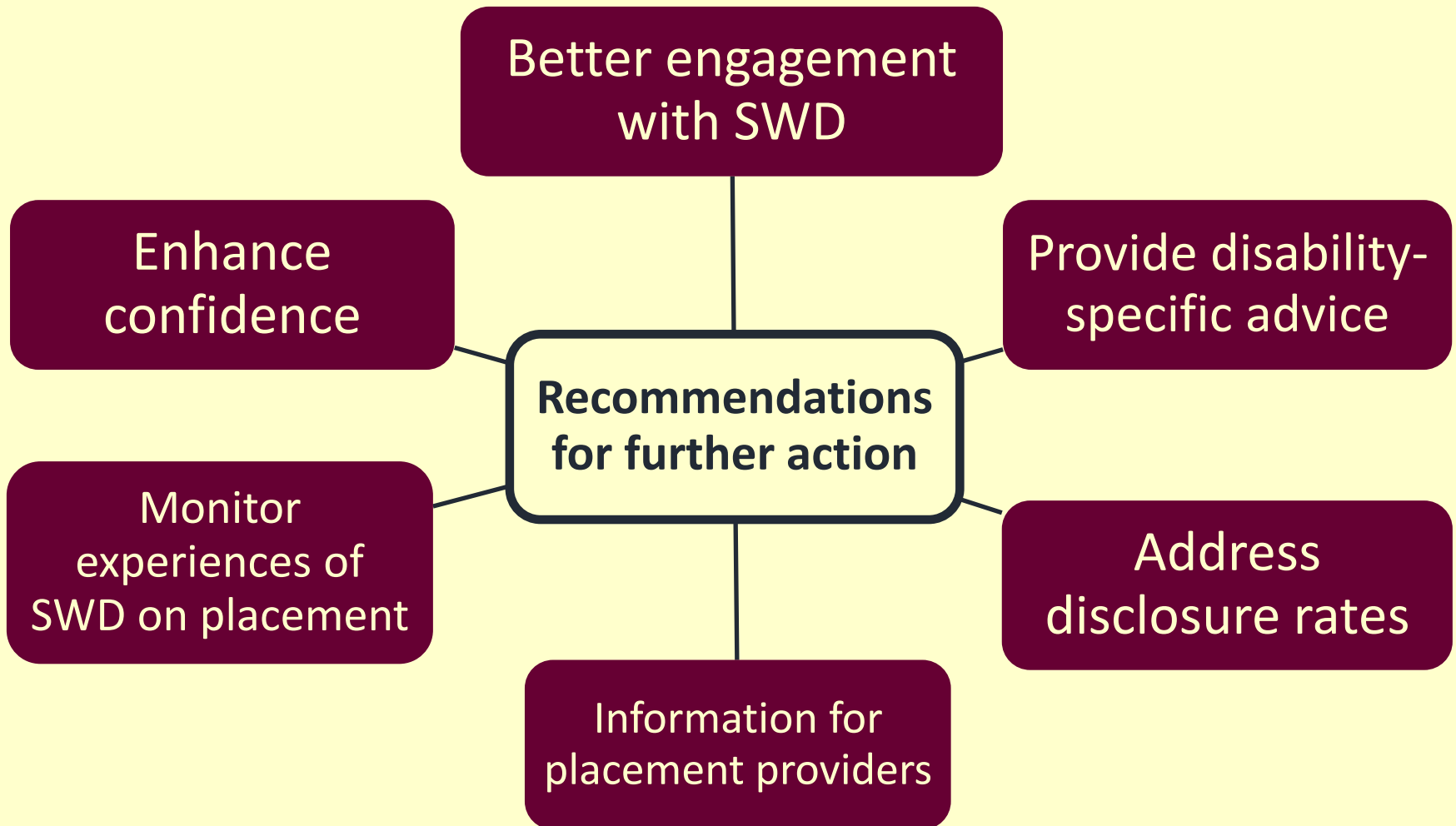




[AGCAS \(2018\). What Happens Next? A report on the first destinations of 2016 graduates with disabilities. Sheffield, Association of Graduate Careers Advisory Services](#)

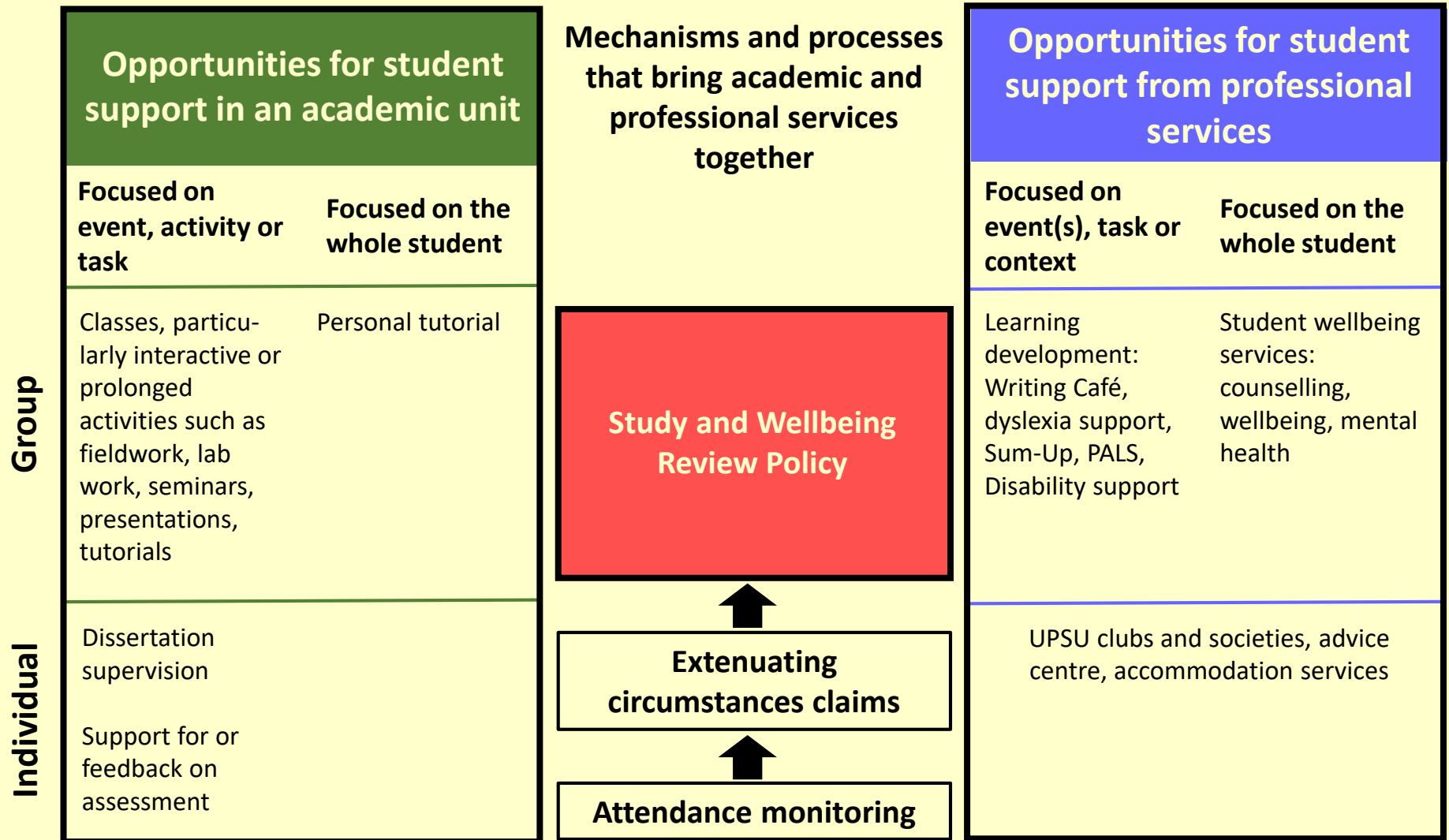
- 68.8% of graduates with no disclosed disability are in full-time employment
- 56.1% of graduates with an SpLD are in full-time employment
- Graduates with a social/ASD condition have the **lowest** proportion in full-time work (30.9%) and **highest** level of unemployment (15.1%)

# **OUTPUT:** Research-informed report into barriers to accessing careers advice and work placements for students with disabilities





# Project 3: Providing 'seamless support' for students with disabilities



# Project 4: Reducing barriers to fieldwork



**QUESTIONS?**