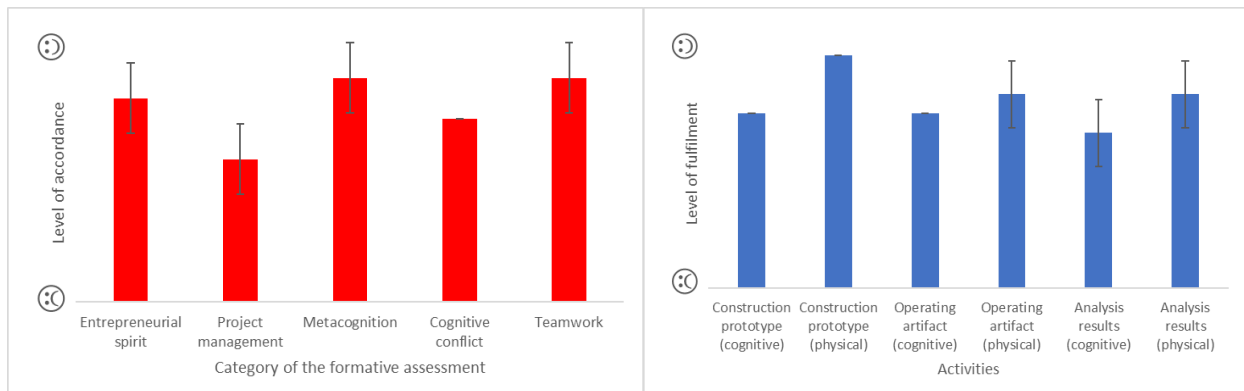


Report of engagement activity: *“Make it happen! Project-based learning on developing an environmental technology of slurry processing to support local students from disadvantaged backgrounds and farming”*.

A budget of £1,500 was requested for this activity but only £700 were spend because the School of Engineering only hosted 1 placement of 3 “Year 12” students, rather than 2 placements as it was proposed.

Features of the Logic Model described by the National Co-ordinating Centre for Public Engagement	
Context	Young people from disadvantaged backgrounds have poor access to STEM careers
Aims	Address the educational needs of schoolkids with project-based learning
Inputs	Didactic proposal tailored for a week placement of the In2ScienceUK program
Outputs	First time the In2ScienceUK program runs at Lancaster University with online resources
Outcomes	School of Engineering successfully hosts a placement including 3 “Year 12” students
Impacts	Increase in the rate of applications from prospective students to Lancaster University
Assumptions	Cooperative approach from the funder, the program organiser, and the LU department
Constrains	Long term commitment of the Faculty of Science and Technology with this partnership

During the planning of this engagement activity, formative and summative assessments (left and right graphs below, respectively) were considered to quantitatively evaluate the outcomes (e.g. enjoyment, skills development, attitudinal change, inspiration and creativity). See both surveys in the files attached.



The evaluation activities were part of the event, and these were conducted at the morning of the 3rd day (formative assessment) and the afternoon of the 5th day (summative assessment). The formative test helped the students to focus and understand what they were doing, and the summative form offered them a recapitulation of their activities. Students requested a copy of both questionnaires because they found it very informative and helpful to write personal statements for future applications.

Categories of long-term impact described by the National Co-ordinating Centre for Public Engagement	
Conceptual	Students’ understanding of carbon cycle, greenhouse gases, and soil amendments
Enabling	In2ScienceUK recognises Lancaster University as a valuable partner for placements
Instrumental	Faculty of Science and Technology attracts more placements from local A-level students

The course convenor received support both from Lancaster University and In2SciencyUK but the formalities (safeguarding and risk assessments) and the constrains given by the former were much of a hurdle. The consolidation of this partnership with clear procedures for future placements is required.