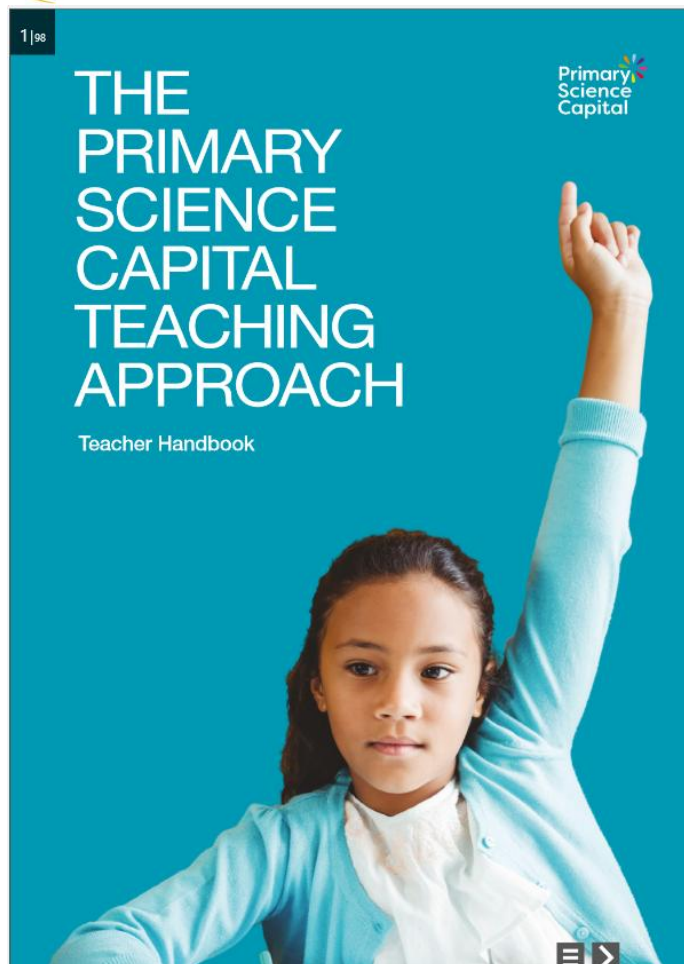




Introduction to PSCTA



Julia.Jenkins@IOP.org

[@Juliajenk26](https://twitter.com/Juliajenk26)





- What does the cartoon suggest?
- How can we apply this message to our teaching?

“We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what.”

Maya Angelou

INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES



© 2002 MICHAEL F. GIANGRECO, ILLUSTRATION BY KEVIN RUELE
PEYTRAL PUBLICATIONS, INC. 952-949-6707 WWW.PEYTRAL.COM

What can happen when science/STEM capital goes unrecognised?

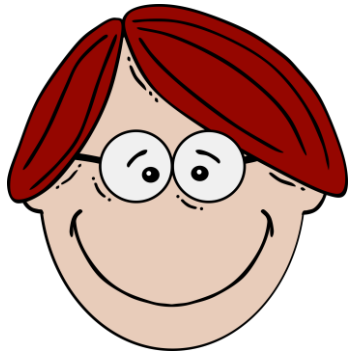


I love football! Harry Wilson is my hero. I want to be a football player like him or mend cars like my dad when I grow up. He's a mechanic in a garage. No one I know has a job to do with science. I don't see the point in it.

Levi

Amani

I really like science in school, especially space. I'd love to be an astronaut but I can't be because I am a girl and black and from Cardiff. But I know it is a silly dream because people like me don't do that.



I'm no good at science. I'm no good at reading or maths either. I like lego and being quiet. I've built a lego robot once and it worked. I don't give answers when the teacher asks in case I am wrong and the others laugh. But sometimes I do know the answers. No one thinks I'm clever or good at anything anyway.

Rafa

Why? The long term issues

Barriers to engagement, inclusion and equity of opportunities are leading to lack of diversity and under representation of specific groups in Physics and STEM

➡ IOP, BSA, Tomorrow's Engineers, RSC, RSB

➡ IOP Limit Less Campaign, Tomorrow's Engineers Code

Notably:

- Girls
- Some students from Black, Asian and minority ethnic groups
- Those eligible for free school meals
- Those with disabilities
- The LGBTQ+ community
- Welsh medium provision

'The majority of current UK students feel uninformed about the future green jobs that might be available to them, the latest data from a survey of nearly 4,000 16-23-year-old students shows today.

Nearly three-quarters (73%) feel uninformed of the green career opportunities they could potentially pursue when entering the world of work, bringing sharply into focus the Government's pledge to create two million green jobs by 2030'.

BusinessNewsWales, 2023

The Telegraph

<https://www.telegraph.co.uk/business/read-and-enabled/stem-skills-shortage/>

Why is there a STEM skills shortage in the UK and what is being done to correct it?

At the moment the STEM shortage in the UK means we're being left behind, but what is being done to fix this and keep the UK a world leader?



What does a ‘scientifically literate citizen’ look like?

The OECD has previously defined scientific literacy as:

‘the ability to engage with science-related issues, and the ideas of science as a reflective citizen’

The [PISA 2025 Science Framework \(oecd.org\)](https://www.oecd.org/pisa/2025-science-framework/) broadens this concept to draw on a bank of science **competencies** – (1) Explaining phenomena scientifically to demonstrate how the world works (2) Constructing and evaluating scientific enquiry, interpreting scientific data and evidence critically (3) Researching, evaluating and using scientific information for decision making and action **knowledge** (including content, procedural and epistemic) and **science identity** (valuing scientific perspectives and approaches to enquiry, affective elements of scientific identity and environmental awareness, concern and agency).

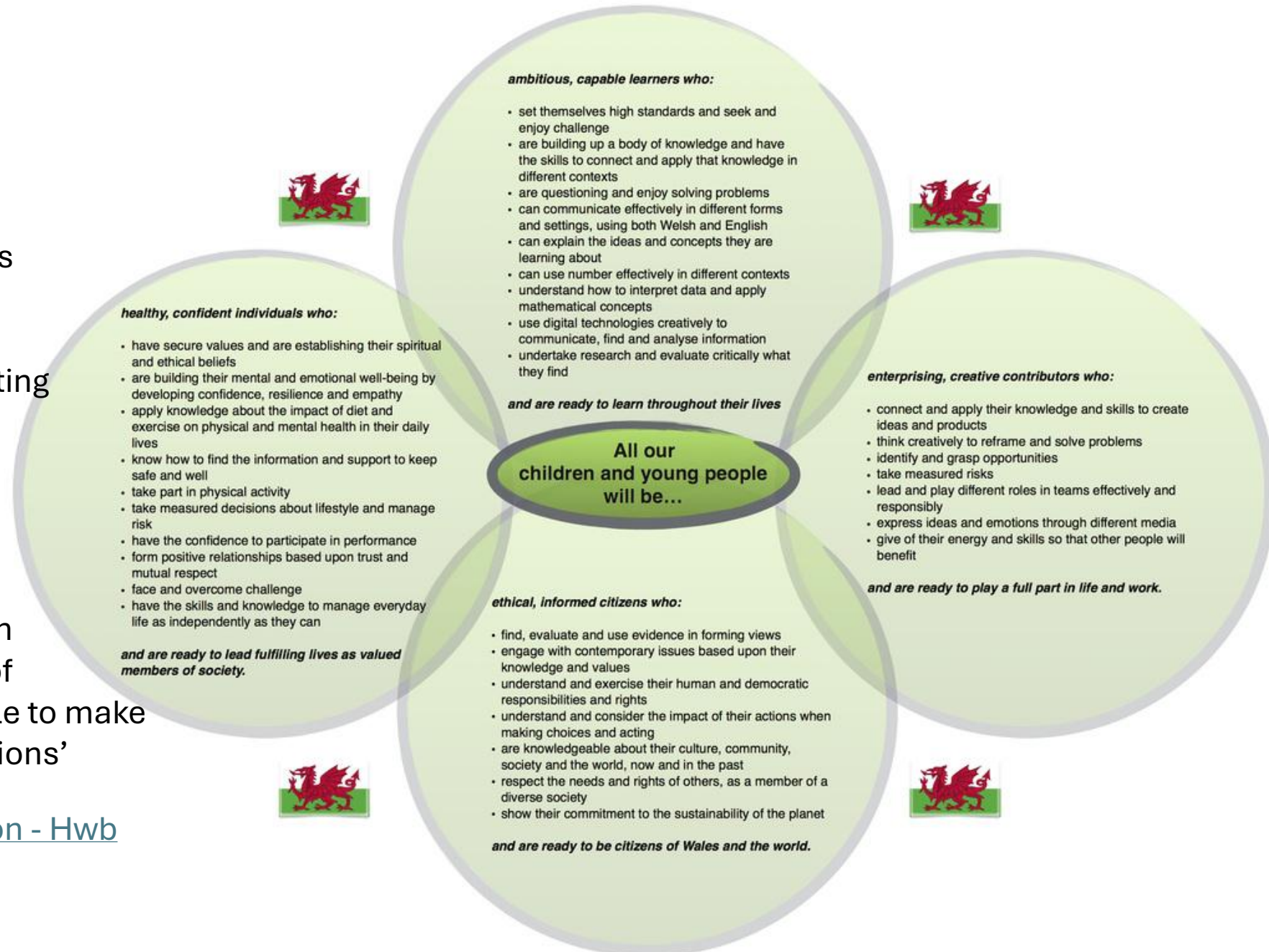
The [PISA 2025 Science Framework \(oecd.org\)](https://www.oecd.org/pisa/2025-science-framework/) also defines a set of environmental science competencies which are influenced by knowledge and science identity.



‘The importance of science and technology in our modern world cannot be overstated. Developments in these areas have always been Drivers of change in society, Underpinning Innovation and impacting Everyone’s lives economically, Culturally and environmentally.

Through robust and consistent Evaluation of scientific and Technological evidence, learners can become ethical, informed citizens of Wales and the world, who will be able to make Informed decisions about future actions’

Science and Technology: Introduction - Hwb





Why do we need primary science to be socially just?

Science education plays a vital role in preparing young people for their future. It can help them to be active citizens and critical consumers and producers of science, enabling them to make informed decisions about their own health and wellbeing, and that of the planet. Women, working-class people and certain minority ethnic groups are persistently under-represented in the fields of science, technology, engineering and maths (STEM), due to social inequalities within and beyond school science. This lack of diversity limits achievements and developments within the science community, hampers public scientific literacy and can prevent young people from pursuing STEM careers. Science education in primary school is particularly important. Research has shown that young people's perceptions of science are often formed before the age of 11 and many primary children already think that 'science is not for me'

While science can be interesting and enjoyable, evidence shows that many children experience school science as abstract, disconnected and irrelevant to their lives. As a result, many children see science as something that is 'not for me'. Studies show that these perceptions can start early on in a child's primary school career

The PSCTA is based on ideas of equity and social justice – at its heart, the approach is about changing practice to better support children and challenge injustices, rather than trying to change the child.



Inclusive education

Definition by Ainscow, 2020

‘Involves a process that is concerned with the identification and removal of barriers to the presence, participation and achievement of all students.

At the same time, it involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement.’

Mel Ainscow (2020) Promoting inclusion and equity in education: lessons from international experiences, Nordic Journal of Studies in Educational Policy, 6:1, 7-16

<https://doi.org/10.1080/20020317.2020.1729587>

Doesn't inclusion mean treating everyone equally?

"I felt nervous about potentially treating children in my class in different ways, instead of giving them all exactly the same opportunities and experiences. In my mind, inclusion had always been about making sure that no child was left out and it didn't really go further than that.

Slowly, that started to change after I heard about successful lessons taught by the other teachers using this approach. One such lesson involved choosing to focus on a couple of children in the class – the ones that were least engaged and didn't usually feel they had much to contribute. This was such a small tweak, but it made a big difference!

Science Capital teaching app

This made me reflect on my own class. There are so many children in my class with parents who give them plenty of rich science experiences. I can see now that those children would often dominate my lessons because they already have knowledge and experience of the topic. In contrast, other children need much more support. My aim now is to work on ways to level the playing field so that all children can share their experiences and be confident to do so."

(Year 3 teacher, Midlands)



Defining: Equity, Equality and Justice | Achieve Brown County

Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

Equity



Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.

Cynefin

@IOPWales

#Inclusionandequity network

Via

Primary Science Capital
Teaching Approach

- Engaging young people with science and promoting social justice
- Providing equity through fairness and inclusion
- Identifying and removing barriers to presence, participation and achievement of all students

UNDERSTANDING INCLUSION



EQUALITY is that everyone gets the same book.



DIVERSITY is that everyone gets different types of books.



EQUITY is that everyone gets the book that is right for them.



ACCEPTANCE is understanding that everyone reads different types of books.



BELONGING is reading any book you want without fear of being judged.



JUSTICE is fighting to make sure everyone has access to books.

Seven core characteristics of primary science capital

- Science literacy
- Valuing science
- Interest in science
- Science identity
- Science in the family
- Science outside lessons
- Science outside the home

Key take away: Science capital is **NOT** fixed!
Its value and potential depends on context.
The more it is developed and valued, the more
Children are likely to identify with it and feel 'it is for me'.



How can SCTA can support and drive improvement in Science Education at Primary phases?

Improving Primary Science (EEF, 2023)

[Improving Primary Science | EEF](#)

- **4. Relate new learning to relevant, real-world contexts**

Connecting science teaching to meaningful and tangible scenarios or examples that reflect the nature of the real world can enhance science attainment and attitudes towards science

10 Key issues with children's learning in Primary Science in England (Bianchi, Whittaker and Poole, 2021)

[10 key issues with Primary science in England](#)

- **3 Children's science learning lacks challenge**

Implication – Children do not meet their full potential which limits their opportunities and aspirations

- **9 Children rarely see themselves, their families, community members or their teachers as scientists**

Implication – Children believe that science is about other people making a difference, not them



Estyn Annual Report 20023-2024

[Adroddiad Blynyddol | Annual Report – Estyn](#)

‘The implementation of the Curriculum for Wales has progressed, but many schools still do not align curriculum development with effective teaching and assessment strategies well enough. In some cases, schools’ Planning for progression is underdeveloped and teachers’ expectations of what pupils can achieve are too low’.

‘In terms of disadvantage, although there are many challenges outside of their control, school staff continue to work Diligently to mitigate the impact of poverty on educational achievement’.

Science and design and technology at Key Stage 2 (Estyn , 2017) [Science and design and technology at key stage 2 - Estyn](#)

R1. Make sure that science lessons challenge all pupils, particularly the more able, and reduce the achievement gap between pupils eligible for free school meals and their peers



youtube.com/brusspup



Who and what influences science capital?

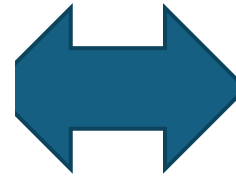
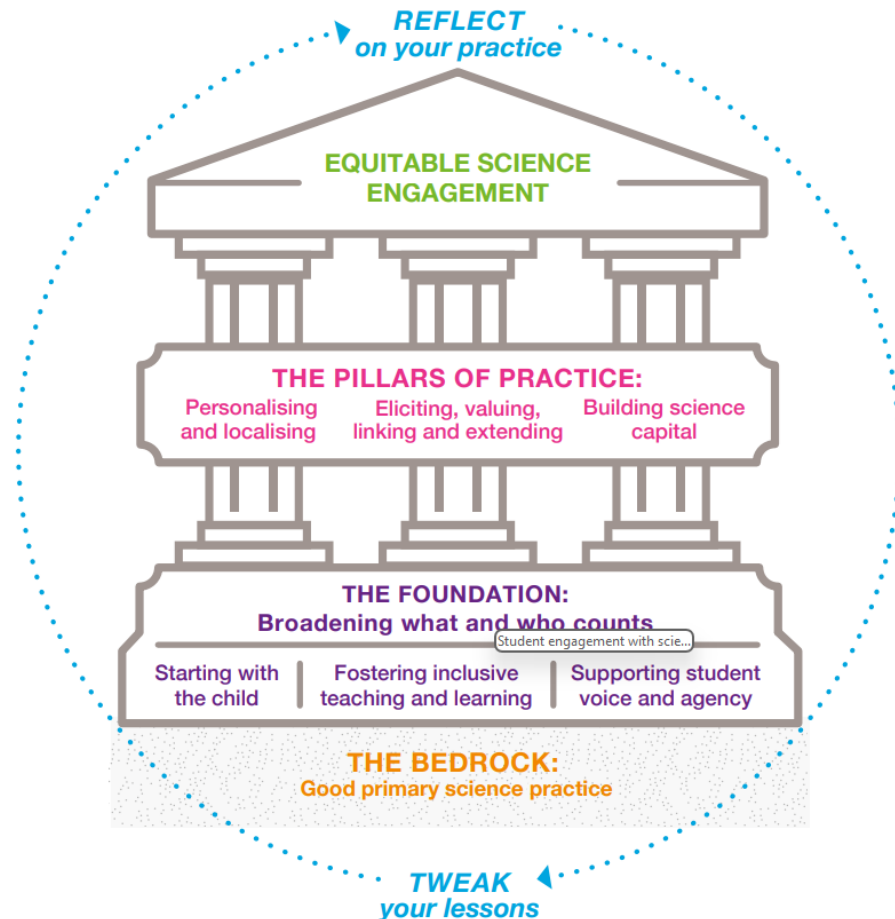
Child



Engagement

Teacher

Primary Science Capital teaching approach



- Relevance

Authentic contexts

Careers

Skills and knowledge

- Representation

Role models

Self identity

- Relationships

Peer-teacher

Peer-peer

Home/parents and carers



Broadening who and what counts in science (and STEM more widely):

- ✓ Starting with the child
- ✓ Fostering inclusive teaching and learning
- ✓ Supporting student voice and agency



✓ **Starting with the child**

- ✓ Fostering inclusive teaching and learning
- ✓ Supporting student voice and agency

How is this ‘starting with the child’?

What is the impact?



Example

Snapshot from a science lesson: listening to the student

A Year 4 class teacher decided to include a ‘pre-task’ as an entry point for each new topic, to enable students to make connections between their own experiences and the new topic. For example, before starting the topic on sounds, she set the following pre-task: “During your journey home this afternoon, notice all the different sounds you hear. Write down these sounds and bring them to share with the class tomorrow.”

The teacher began the next lesson with students’ examples and used them to steer the lesson. The children noticed all kinds of different sounds, including car horns, ambulances, people talking in different languages, music playing in cars, birds chirping and dogs barking. The teacher wrote these examples on the whiteboard and asked students if they could think about the similarities and differences between them.

The class came up with creative ideas – some spoke about the volume of the sounds, others described sounds as being nice or unpleasant, and so on. This activity particularly engaged one girl who rarely spoke up. She struggled with learning, and often used noise-cancelling headphones in class when things got too loud. The girl raised her hand and shared her experience of disliking loud sounds, especially when a lot of people talked at once, and explained how traffic noises often caused her discomfort. The teacher had not anticipated the interesting ways in which the lesson developed and was delighted that this particular child had been so engaged and willing to share her experience of sound.

- **Relevance**

Authentic contexts

Careers

*Skills and
knowledge*

- **Representation**

Role models

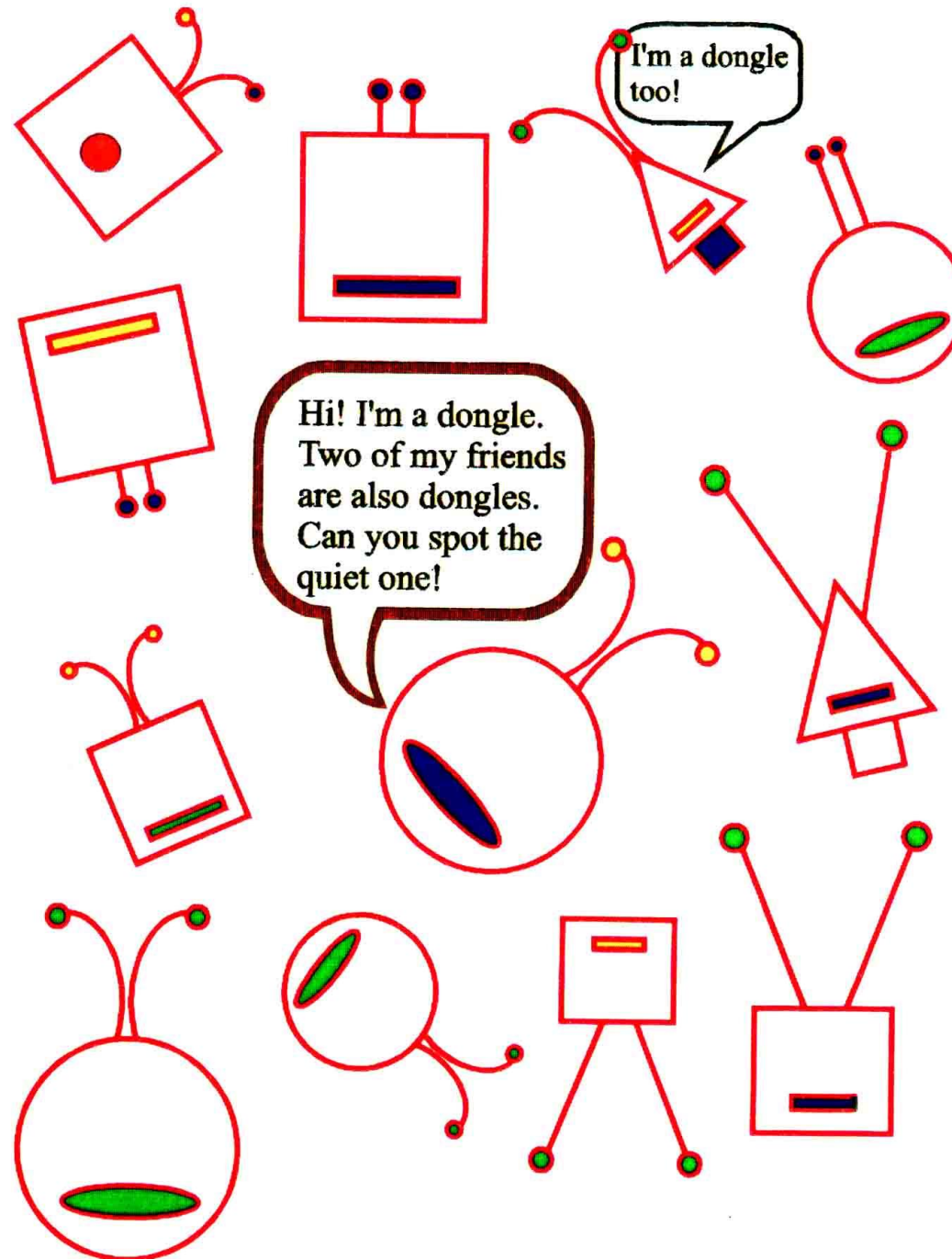
Self identity

- **Relationships**

Peer-teacher

Peer-peer

*Home/parents and
carers*



Mystery Boxes!

Mystery Boxes
Make your own



What are Mystery Boxes?

In the Mystery Boxes activity, students have to work out what is inside a set of boxes without opening them.

The boxes are an analogy for science – scientists are unable to ‘open the box’ to find a definitive answer as to whether or not their ideas are correct, but instead form theories based on evidence from their research, which are always open to further revision.

The mystery box challenge – explore the nature of science

<https://www.scienceinschool.org/article/2022/mystery-box-challenge>

Video – What’s in the box?

<https://youtu.be/hud8SPCcfu0>

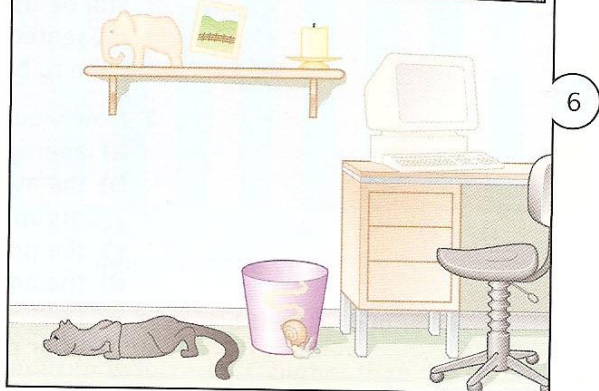
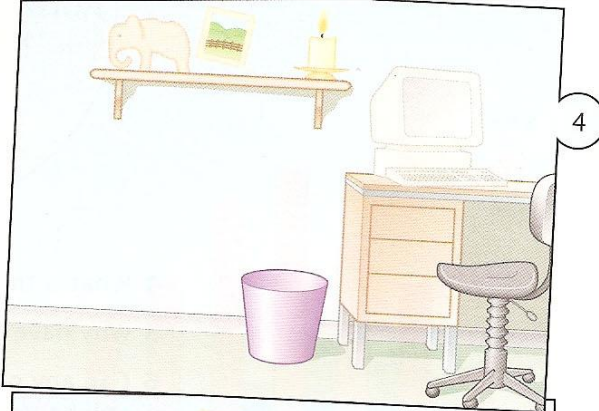
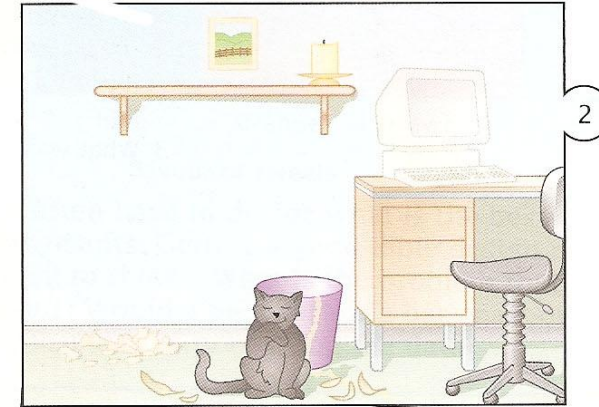
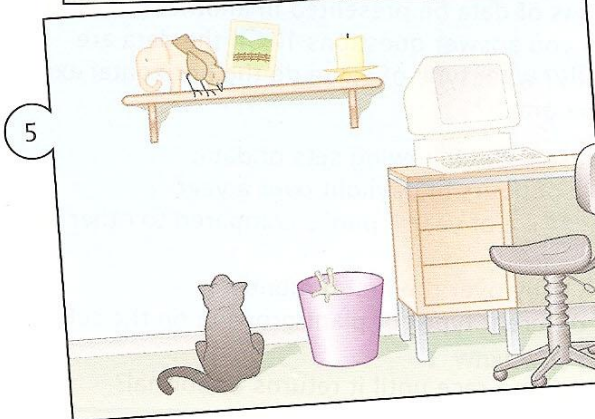
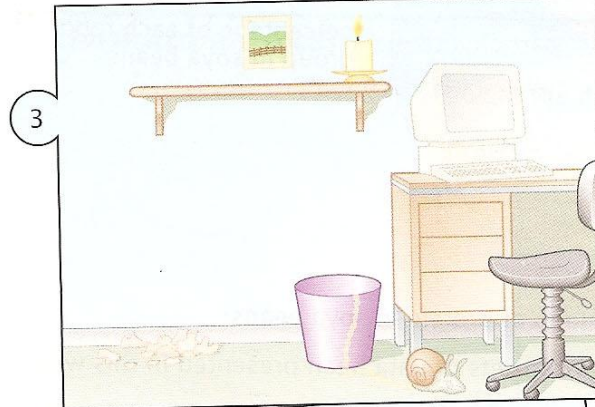
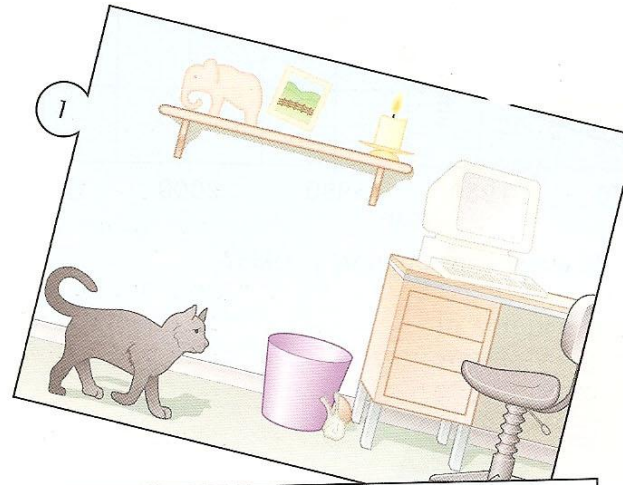
Suggested lesson plan

[SMG-Academy-Mystery-Boxes.pdf](https://www.scienceinschool.org/article/2022/mystery-box-challenge)
([sciencemuseumgroup.org.uk](https://www.scienceinschool.org/article/2022/mystery-box-challenge))

Mystery Photograph

Ffotograff rhyfeddod

Which cannot have
been taken in a sequence
of snapshots? Why?
How do you know?





How is this 'equity in action'?



What about growing Science Capital?

Science literacy
Valuing science
Interest in science
Science identity
Science in the family
Science outside lessons
Science outside the home

Impact?



Example

Dylan's story

Dylan, a Year 3 student, almost never engaged in science lessons. His teacher knew that he was lacking in confidence and felt shy about contributing to the lessons. When the teacher started using the PSCTA, she hoped that this approach would help Dylan to gain confidence in science and encourage him to participate.

The teacher decided to make a particular effort to understand Dylan's needs. She noticed that Dylan often spent his break time watering the plants in the school garden. During a lesson on plants, she decided to ask Dylan about the plants that he particularly liked. Although he was shy at first, he soon began describing flowers that he liked in his grandmother's garden. He also mentioned that he helped his grandmother with watering the plants and weeding. The teacher decided to use Dylan's gardening expertise as the focus for future discussions.

She noticed that other students in her class were surprised and confused by the sudden prominence of Dylan's voice in the class. But they soon appreciated him as someone who had something valuable to share. Dylan's new-found confidence also extended to other lessons. His teacher noticed a considerable change in Dylan's engagement across all topics.

Due to timetabling needs, Dylan was often pulled out of science lessons to attend additional support classes, but he soon started to complain – he didn't want to miss his science lessons!

10 Inclusive teaching tips

IOP Inclusive top tips

1. Use everyday language
2. Avoid asking for volunteers
3. Assign roles for practical work
4. Use examples to show how your subject links to their experience
5. Use gender-neutral OR inclusive contexts where possible – avoid stereotyped contexts
6. Allow time for pair or group discussions
7. Challenge discriminatory language
8. Monitor your interactions with different learners and groups of learners
9. Regularly refer to a range of careers that use skills from your subject
10. Ensure that your students are exposed to a diverse range of role models in your subject

10 Inclusive Teaching Tips for Teachers

These tips were developed from our research into gender and behaviour patterns. We recognise that there are variants and these behaviours are not the experience of all individuals. Inclusive teaching is therefore intended to support all students.

1 Use everyday language Low confidence learners can be intimidated by technical jargon. Avoid it and make sure that you only introduce technical language or equations once the context is understood.	6 Allow time for pair or group discussions Give time for students to discuss answers to challenging questions before asking them to share ideas with the class.
2 Avoid asking for volunteers Some groups may be more likely to raise their hands, call out answers and volunteer to take part in activities. Other techniques, such as individual whiteboards or selecting students at random, can broaden the range of students participating.	7 Challenge discriminatory language School should be welcoming to everyone. Always treat sexist language as unacceptable, and tackle the attitudes behind it.
3 Assign roles for practical work Certain students are more likely to dominate the active roles while others may take on more passive roles, like writing. To avoid this, you can assign roles or use single-sex groups for practical and group activities.	8 Monitor your interactions with different genders You might be surprised at the ratio of different genders asking or answering questions in your class. Keep a note yourself or ask a colleague or student to observe one of your lessons and keep count.
4 Use examples that show how your subject links to their experience This is useful for all students, but research shows that girls in particular tend to appreciate context and seeing the bigger picture.	9 Regularly refer to a range of careers that use skills from your subject Girls are more likely to consider their future career when choosing their options. Emphasise the transferable skills that studying your subject helps to develop.
5 Use gender-neutral contexts whenever possible Try to avoid using examples that focus on stereotypically male or female hobbies or interests.	10 Ensure that your students are exposed to a diverse range of role models in your subject Be wary of giving your students the impression that only some people can do your subject. Emphasise that everyone can do it, irrespective of their background.

Find out more at iop.org/genderbalance

IOP Institute of Physics

Opportunities for careers awareness raising

Collecting ambient energy

Collecting ambient energy | Case Study | Neon - Brilliant inspiration (neonfutures.org.uk)

Philex is an electrical engineer working in ecological friendly electronics, collecting energy from thin air!

Licence to drive

Licence to drive | Case Study | Neon - Brilliant inspiration (neonfutures.org.uk)

After finishing school, Josh Brough decided he wanted to earn and learn at the same time. He took an apprenticeship with Siemens and now works on the electronic and electrical devices that help drive rollercoasters!

Charged up | Case Study | Neon - Brilliant inspiration (neonfutures.org.uk)

Cars and road vehicles are responsible for almost a quarter of greenhouse gas emissions in the UK in 2012 and Steve Large hopes to make a dent in this figure working as an engineer to create electric car charging points.

<https://www.prospects.ac.uk/job-profiles/electrical-engineer>

The screenshot shows the PROSPECTS website interface. At the top, there's a navigation bar with the PROSPECTS logo and a rainbow flag icon. Below it, there are tabs for 'Jobs and work experience', 'Postgraduate study', 'Careers advice', and 'Applying for university'. On the right, there are links for 'Post a job >', 'Log in', and 'Register'. The main content area features a large image of hands working on electrical wiring. Overlaid on this image is the text 'Job profile' and 'Electrical engineer'. Below this, there are two buttons: 'View all engineering and manufacturing vocations' and 'Add to favourites'. To the right of the main image, there's a sidebar titled 'On this profile' with a list of links: 'Responsibilities', 'Salary', 'Qualifications', 'Skills', 'Career prospects', and 'Related jobs and courses'. Below this list is a yellow box with a lightbulb icon and the text 'See how well you match this job profile and over 400 others. Try Career Planner >'. The bottom section of the page contains text about relevant industry experience and a list of focus areas for an electrical engineer: economy, quality, reliability, safety, and sustainability. It also lists sectors where electrical equipment is used: building industry, transportation, manufacturing, production and distribution of power, and renewable energy.

PROSPECTS

Jobs and work experience Postgraduate study Careers advice Applying for university

Log in Register

Post a job >

Recently Viewed

Job profile

Electrical engineer

View all engineering and manufacturing vocations

Add to favourites

On this profile

- Responsibilities
- Salary
- Qualifications
- Skills
- Career prospects
- Related jobs and courses

See how well you match this job profile and over 400 others. Try Career Planner >

Relevant industry experience and an accredited degree can significantly increase your chances of getting a job as an electrical engineer

As an electrical engineer, you'll design, develop and maintain electrical systems and components to required specifications. Your work will focus on:

- economy
- quality
- reliability
- safety
- sustainability.

The electrical equipment that you'll design and manufacture is used across many sectors, including:

- the building industry and services, including lighting, heating and ventilation
- transportation and transport networks
- manufacturing and construction
- production and distribution of power
- renewable energy.



Primary | Energising Futures

Primary

Science teaching and learning materials for UK pupils aged 4–11 linked to the curriculum, with accessible resources to bring science to life through real-world challenges and careers links.

Careers connections | Energising Futures

The screenshot displays the Energising Futures website interface. At the top, there is a navigation bar with a search bar, a user profile icon, and links for 'Primary', 'Secondary', 'Ultimate STEM Challenge 2023/24', 'Collections', 'Careers connections', and 'Green Skills Unlocked'. The main header area is teal and features the 'Primary' section title and a brief description: 'Science teaching and learning materials for UK pupils aged 4–11 linked to the curriculum, with accessible resources to bring science to life through real-world challenges and careers links.' Below this, a 'Refine' button and '272 results' are shown. The results are presented in a grid of 12 cards, each representing a resource. Each card includes a thumbnail image, a title, a brief description, a file type icon (PDF or PowerPoint), and a 'Download' button. The resources listed include: 'Volunteering session: Teacher guide', 'Spooky Halloween science quiz', 'Celebrating black scientists poster (primary)', 'Fashion fixers challenge: Primary', 'Super scientist: Nzambi Motee', 'Nzambi Motee life story quiz', 'Nzambi Motee: A world without plastic activity sheet', 'The story of Nzambi Motee presentation', 'Nzambi Motee life story sheet', 'Science in stories: Three Little Pigs: Architects in training', 'Three Little Pigs: Architects in training (properties of materials)', and 'Choosing materials activity sheet'. At the bottom, there is a pagination bar showing '1 of 19' and a 'Next' button.



[Resources | Primary](#)

[STEM support for secondary teachers](#)

STEM Learning resources house a comprehensive collection of over 14,000 freely available, quality-assured digital STEM education resources to help educators inspire young people about STEM.

Promoting STEM careers



[Downloadable STEM careers posters and flyers](#)



[Video collection promoting STEM careers](#)



[Career profiles and interviews with STEM professionals](#)



[Measuring the impact of your career activities](#)

Primary STEM Careers

Whether you're looking for classroom resources, STEM Ambassador support or enrichment activities, there are plenty of ways you can inspire your pupils by embedding careers learning into your school.



Why teach careers?
Resources to support you with the research around why careers education is important to begin in primary school.

Careers education support
Ideas and support for embedding careers learning into your school.

STEM Ambassadors
Bring the world of STEM careers to life by inviting a STEM Ambassador into your school or college.



Curriculum linked resources

[Natural World](#) [Humans](#) [Materials](#)

[Space](#) [Forces](#) [Light and Sound](#)

[Engineering](#) [Computing](#)

[Primary STEM Careers](#)

[STEM careers resources](#)



Why primary science?

Research shows that children's interest in and identity with science is shaped before they leave primary school.

While not all children will follow a science career, science literacy will influence their lives daily: for example, in managing their health, and understanding issues such as climate change. Good science teaching in primary schools is therefore of vital importance to the wellbeing of children, their communities and nations.

[Resources - Primary Science Teaching Trust](#)

[A Scientist Just Like Me - Primary Science Teaching Trust](#)

Introducing children to a diverse range of scientists and people who work in science-related jobs.

A Scientist Just Like Me is designed to raise awareness of diversity in science-related jobs and to provide illustrated examples of a wide range of science-based careers. It consists of a series of short slideshows, each one 'telling the story' of a particular scientist or person working in a science-related job. The slideshows are intended to be used as discussion prompts, guided by a teacher. They can be used in different ways and for different purposes, for example:

- to show children an example of someone from a particular ethnic background working in a science job
- to challenge gender stereotypes about science jobs
- as part of a science topic that relates to the work of the scientist
- as stand-alone fifteen-minute discussion activities
- with a small group or the whole class, or in a whole school assembly

<https://romodels.thinkific.com/>

Username: Julia@romodels.org

Password: romodels2025



Romodels | Role models

You can't be what you don't see...

Many children only imagine the roles in their day to day lives, not all the exciting possibilities in an ever-changing world. Career aspirations of students have frozen in the past twenty years whilst the economy has changed rapidly.

Stereotypes reduce a child's ability to dream...

By age 6, research shows that children further reduce their dreams for themselves due to stereotypes regarding gender, race/ethnicity, neurodiversity, or physical ability.

Late and limited exposure reduces opportunities

Children are frequently encouraged to explore career possibilities too late in their academic life, often in 'one off' events, with the careers they are exposed to limited to those that are 'traditional' in nature, led by professionals who do not 'look like' or 'sound like' them

Romodels is designed to raise learner aspirations and self-confidence and enhance teacher confidence to incorporate careers into their lessons.



Real life Role Models

Schools don't have to develop deep industry knowledge, together we can prepare learners for the future.

- Learners explore innovative and emerging careers in diverse fields such as the green economy, technology, and creative industries, inspiring career aspirations in young learners.
- Romodels come from all walks of life so that all learners can see someone they identify with.
- Romodels help learners see themselves reflected in various professional paths, encouraging aspirations in underrepresented fields and promoting a more inclusive workforce for the future.



Missions tailored to learners

Teachers can focus less on planning and more on personalisation

Through the Romodels bilingual online learning portal, teachers support learners to explore careers, challenge stereotypes and discover hidden career paths by:

- Choosing real-life cross-curricular missions across Expressive Arts, Health and Well-being, Humanities, Languages, Literacy and Communication, Mathematics and Numeracy, and Science and Technology.
- Personalising and shaping content to meet each learner's unique progression, ensuring an engaging learning journey tailored to their individual level.
- Equip learners with the knowledge and future-ready skills they need to thrive, inspiring confident individuals, creative contributors, ethical citizens, and ambitious learners who ready to succeed.



It could be me

Learners can see themselves in the role in the future.

- Learners build resilience and self-belief by engaging in interactive career learning, gaining early exposure to diverse career opportunities which empower them to take on future challenges with confidence.
- Romodels missions, independent projects and reflection guides help learners understand their strengths and develop a belief in themselves.
- Our 'How to Become...' guides help them understand what it might take to achieve that role in the future.

Learn more about how it works



A final thought for today

Developing equity in the classroom is a process, not an immediate result.

“Achieving greater equity in education is not only a social-justice imperative, it is also a way to use resources more efficiently, and to increase the supply of knowledge and skills that fuel economic growth and promote social cohesion. Not least, how we treat the most vulnerable students shows who we are as a society’

OECD (2018)

Equity in education: Breaking down barriers to social mobility <https://doi.org/10.1787/9789264073234-en>

Whole School Inclusion and Equity (Wales)

Diolch yn fawr iawn/Thank you

Any questions?/ Unrhyw gwestiynau?

Dr Julia Jenkins

Inclusion and equity coach

Julia.Jenkins@iop.org

Mob: 07816954060

IOP Institute of Physics

Cymru | Wales