

## **Examining the STEM pipeline for under-represented groups**

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Student success in Science, Technology, Engineering and Mathematics (STEM) is a very complex issue and ensuring those who had aspirations of a STEM degree and subsequent STEM career upon entry to university actually stay the course and do not become disillusioned is a vital priority of all those who teach and tutor across these societally important disciplines. This project aims to uncover some of the reasons around why students, particularly under-represented groups such as : females, students from disadvantaged backgrounds socio-economically, LGBTQ+ students, and mature students, in Irish universities are dropping out or switching their STEM degree pathway despite showing a marked interest and passion for the subject. Highlighting these issues to those who teach and assess STEM disciplines at third level will provide essential professional development to this large cohort of educators. Small changes in the messages teachers give STEM students can have a large impact on their retention, persistence and success within STEM disciplines. The interested candidate should be interested in learning both qualitative and quantitative research methods.