

Impact Report 2014 London Cohort: One Year On

Dr Kate A. Hamblin*

“I genuinely believe that applying for the in2science placement was one of the best decisions I have made as I don't think I could have ever had an experience like this anywhere else. I learned so much, not only about the research but about the life of a PhD student, a professor and my love for science.”



“Throughout the program I was given a different perspective on the sciences rather than just your cliché 'revise and complete exams'. I was shown the more practical side to the sciences and learned the fact that the way to excel in a lab is to communicate, share ideas and most of all, experiment”.

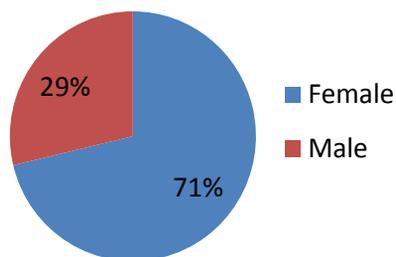
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Disclaimer: Kate Hamblin was appointed by In2ScienceUK to analyse data and produce this report.

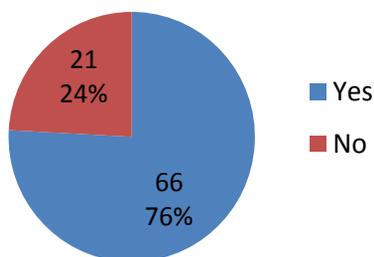
2014 Cohort: Student Demographics

87 London Sixth Form students took part in In2ScienceUK 2014.

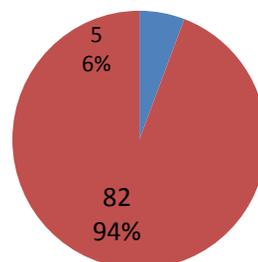
Gender of participants:



Free School Meals:

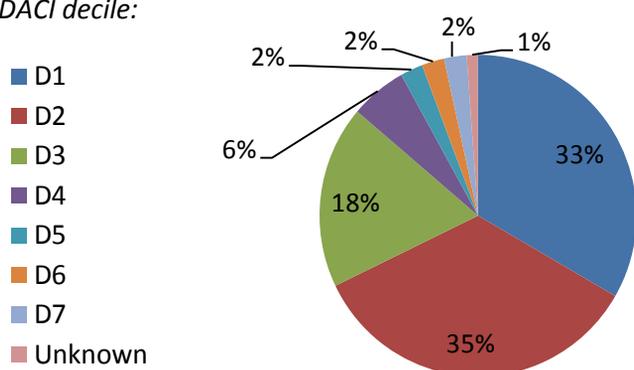


Parental HE:



When combined, **100%** of participants receive Free School Meals and/or do not have parents who have completed Higher Education.

IDACI decile:



IDACI is a [Department for Education](#) index used to assess the proportion of children living in a low income household in a Super Output Area (SOA).

Each decile contains 10% of SOAs. Decile 1 (D1) contains the most deprived SOAs; decile 10 (D10) contains the least deprived SOAs.

86% of participants fell within deciles 1 to 3 i.e. the 3 most deprived SOAs.

Participants came from **64** different schools in the area including:

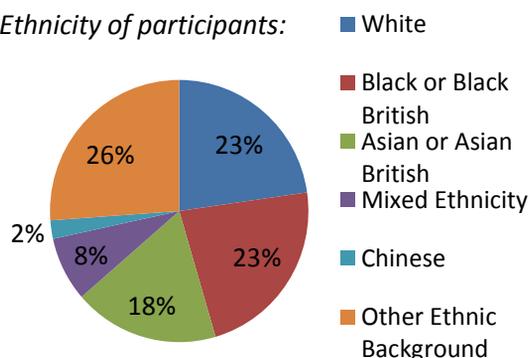
The UCL Academy	6
City & Islington Sixth Form College	5
Stockley Academy	3
Woodhouse College	3

Participants were studying the following AS-Level subjects:

Chemistry	82%	Physics	32%
Biology	85%	Maths	64%

97% of participants were studying at least 1 science; **85%** were studying 2 or more sciences; **17%** are studying all 3 sciences and **15%** were studying all 3 sciences and Maths.

Ethnicity of participants:



Participants wanted to gain the following from their placement:

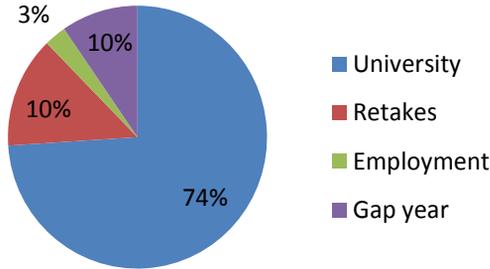
- Learn new skills e.g. lab skills.
- Increase confidence.
- Experience real research first-hand.
- Insight into university and careers.
- Do something to strengthen applications.
- Work with professional scientists.
- Help direct university and degree choices.

20.7% of participants were members of educational programmes such as [HE+](#), [HEAPS](#), [Generating Genius](#) and [Social Mobility Foundation](#).

2014 Cohort: In2Science's Impact

73 of the 2014 in2science London cohort were surveyed one year on from their placement to establish their intentions for the future, and their feelings about their placements and the impact it had on them. This section explores their answers.

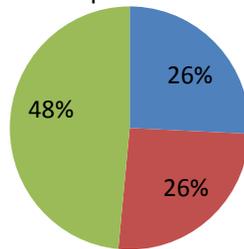
The vast majority of the 2014 cohort surveyed progressed to University in September 2015. Only a very small proportion took up paid employment (2 students).



Intended University	Count
King's College London	9
Queen Mary University of London	7
University College London	5
Imperial College London	3
University of Nottingham	3

Seven students are taking a gap year before progressing to University. The remainder who are not in employment are progressing to the universities: featured in the table and pie chart.

- Not going to university
- Going to non-Russell Group university
- Going to a Russell Group university



Intended subject of study:

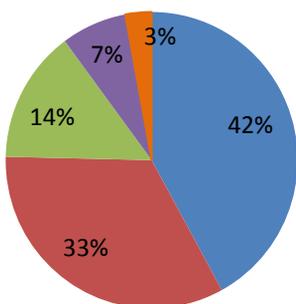
The participants attending university in 2015 all responded that they intended to study a STEM subject.

Biomedical Sciences	12
Medicine	6
Psychology	6
Biochemistry	5
Engineering	5
Neuroscience	5
Biology	4
Computer Science	4
Physics	4
Chemistry	3
Pharmacy	2
Electrical Engineering	1
Natural Sciences	1
Non-response/ N/A	10

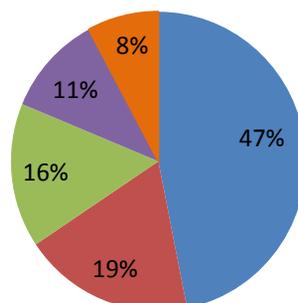
The students were also asked about the impact of their placements on their subject and university choice. The majority reflected that their placement increased their enjoyment of science subjects, and helped them with their choice of university course. Over 50% also said their placement helped them decide whether to attend university.

How much did your placement...

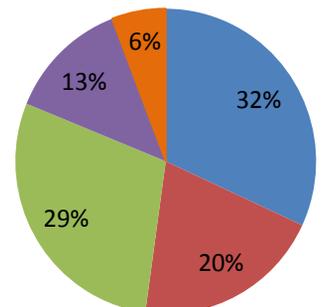
...increase your enjoyment of science subjects?



...help you with your choice of university course?



...help you decide whether you would go to university?



■ 5 (A lot) ■ 4 ■ 3 (Moderately) ■ 2 ■ 1 (Not at all)