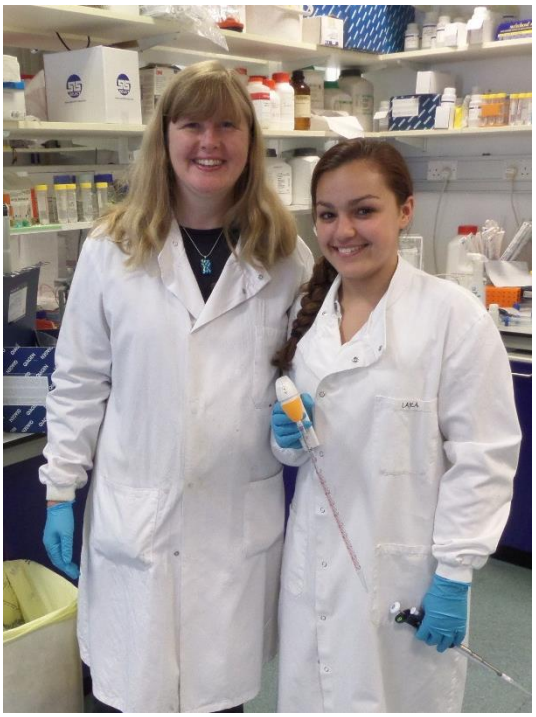
in2science UK

2014 Cohort: London

Christina Ravinet[1]

"I am grateful for this spectacular opportunity. It has changed my life in many ways and made me confident of the future that lies ahead of me."

Natalie Gould



"In2ScienceUK has helped me on my scientific journey towards becoming both successful and ambitious in the field I decide to explore in the future"

Abyan Mohamed

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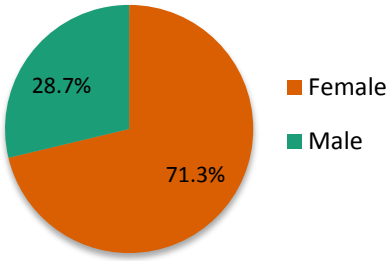
Disclaimer: Christina Ravinet was appointed externally from In2Science to independently analyse data and produce this report.

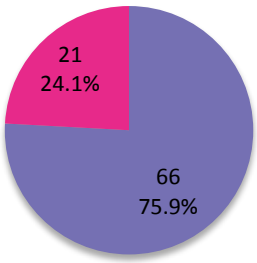
In2ScienceUK 2014: London
Student Demographics

87 London Sixth Form students took part in In2ScienceUK 2014.

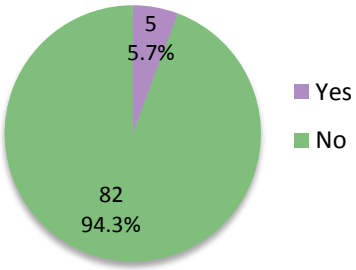
Gender of participants:



Free School Meals:

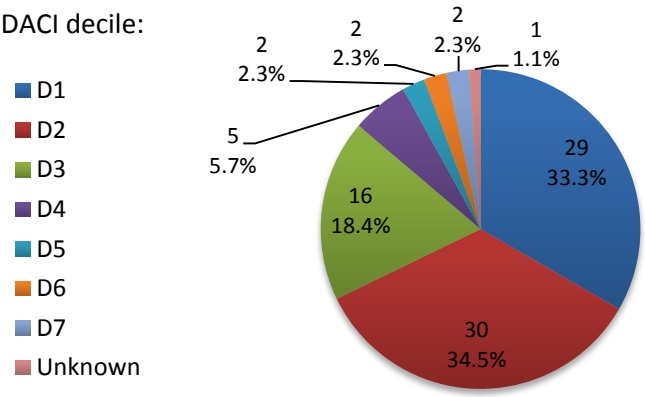


Parental HE:



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.

86.2% of participants fall 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

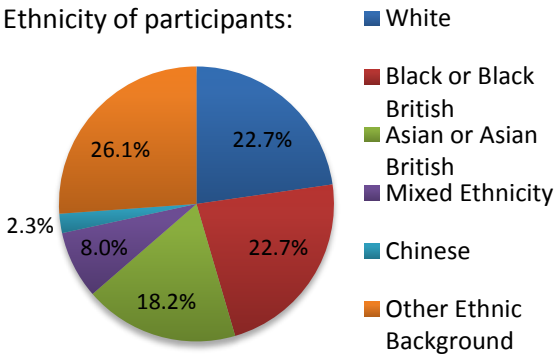
Participants are studying the following AS-Level subjects:

Chemistry	81.6%	Physics	32.2%
Biology	85.1%	Maths	64.4%

96.6% of participants are studying at least 1 science; **85.1%** are studying 2 or more sciences; **17.2%** are studying all 3 sciences and **14.9%** are studying all 3 sciences and Maths.

20.7% of participants are members of educational programmes such as HE+, HEAPS, Generating Genius and Social Mobility Foundation.

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.

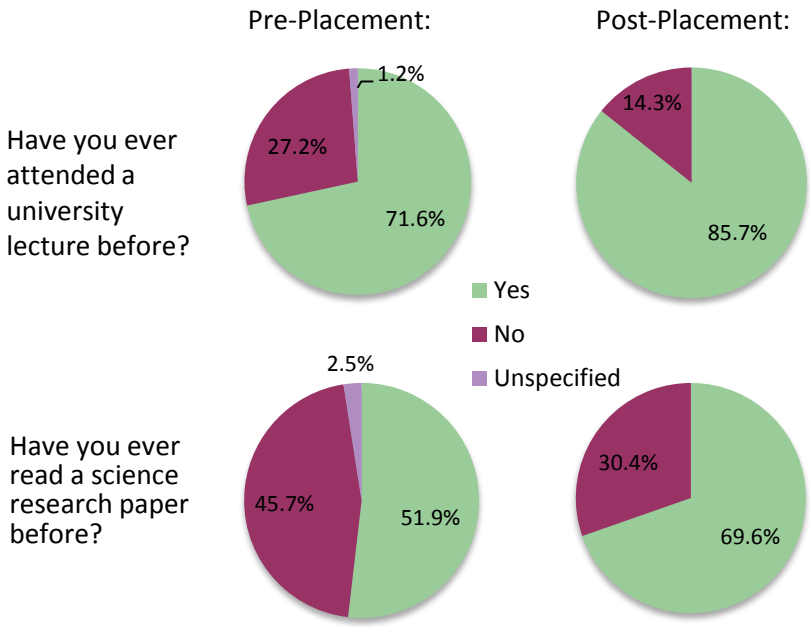
In2ScienceUK 2014: London
Pre- and Post-Placement Surveys

The **87** London participants undertook **90** placements, with some participants completing two placements.

Placements took place in University College London/Institute of Child Health, Imperial College London, Kings College London, Goldsmiths, Crick and the Natural History Museum.

Participants were asked to complete a number of questions pre- and post-placement*.

Comparisons of responses are outlined in the remainder of the report.



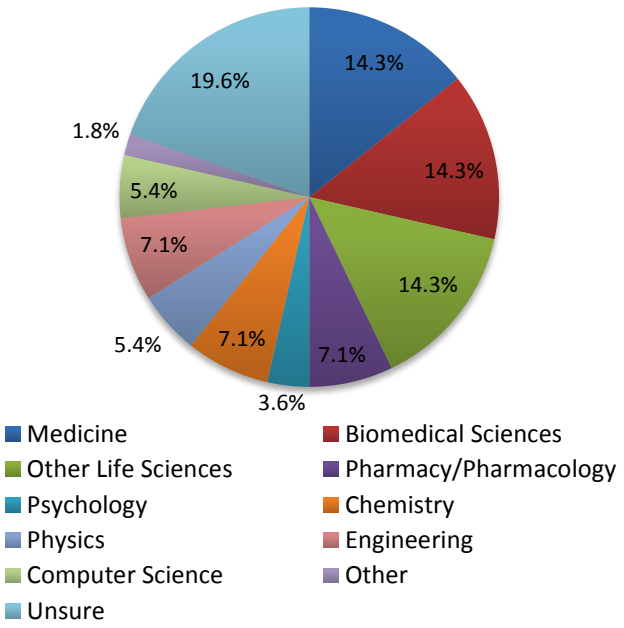
Participants were asked to state **5** universities that they are hoping to apply for.

The following universities being amongst the most popular:

University College London	53.6%
Kings College London	37.5%
Imperial College London	25.0%
QMUL	25.0%

(percentages represent the proportion of participants that stated the university as one of their choices post-placement)

Following their placement, participants are hoping to apply for the following degrees:



Degree choice did not differ greatly before and after the placement. However, following the placement, **fewer students are unsure** of what it is they want to study.

Extra-curricular science reading undertaken by participants includes:

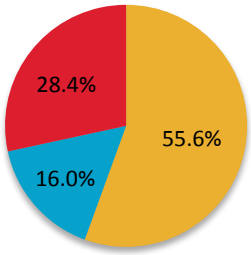
- Magazines such as New Scientist.
- News sites such as BBC News and the Independent.
- Popular science books.
- Scientific journals.

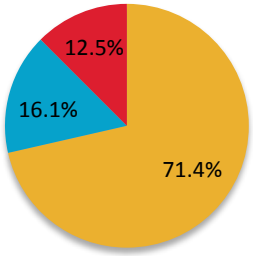
*__81__ participants responded to the pre-placement survey and __56__ to the post-placement survey.

In2ScienceUK 2014: London
Pre- and Post-Placement Surveys

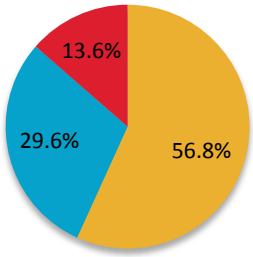
Pre-placement: Post-placement:

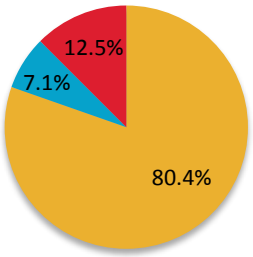
I know which degree I am going to apply for next year at University:



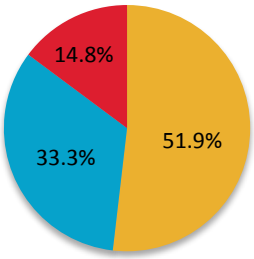


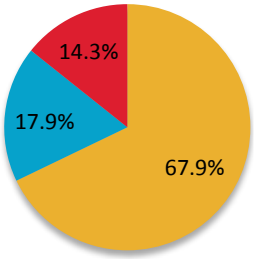
I know what I have to do to successfully apply to study at university:





I feel confident discussing my ideas and interests with a scientist:





Strongly Agree/Agree

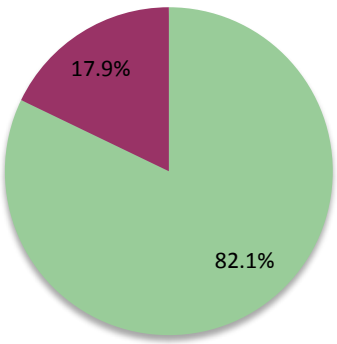
Neither agree nor disagree

Strongly Disagree/Disagree

The percentage of participants that **agreed or strongly agreed** with the following statements **increased** after completing the placement:

- I know a range of sources where I can find out information about science.
- I have read a range of reading material outside my school text book.
- I can understand challenging science material and use it in my written work.
- I can easily get my ideas about science across when speaking.
- I can complete my science work to a high standard.
- I am good at designing science experiments.
- I feel confident presenting my ideas in writing.
- I am confident in a laboratory environment.

Participants were asked whether being part of In2ScienceUK changed their perceptions of either applying to university and/or science careers:



Yes No

For those who answered yes, reasons why included the following:

- Increased awareness of careers and opportunities.
- Greater confidence.
- Helped to confirm degree choice or help establish a more suitable choice.

Participants were asked whether In2ScienceUK could have provided any support in addition to the placement:

- Guidance with UCAS forms: advice on writing personal statements and filling out the application form.
- An opportunity to develop and increase interview skills.
- Careers advice.

Generally, comments were very positive with a number of participants stating that they received all the support that they required from the In2ScienceUK scheme.