LegoLincs: A STEM Outreach Initiative

LiNCHigher

Evaluation report 2024-25

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Project Lead: Shaun O'Neill

Report Author: Dr Anne Kildunne

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About LiNCHigher

LiNCHigher is part of the Office for Students Uni Connect programme which seeks to reduce inequalities in access to Higher Education, success and progression. A dedicated team of staff provides widening participation outreach and IAG, working in collaboration with schools, colleges, local Universities and community groups across the Lincolnshire area.

For full details of all our work please visit our website at https://www.thefuturefocus.co.uk/

1. Executive Summary

This report summarises an innovative pilot project undertaken 2024/5 by LiNCHigher working with year 9 students in 8 schools which aimed to:

1. Raise the profile of STEM (Science, Technology, Engineering and Maths) career options through the use of Lego
2. Highlight the importance of soft skills valued by local employers e.g. teamwork and persistence for these careers
3. Encourage students, particularly those from disadvantaged backgrounds, to consider a career in this growing sector

> *The more I do something, the better I get at it.*
> (Male student)

What we did

- Offered targeted local schools 5 modules around STEM soft skills development and career opportunities
- Designed an evaluation plan to monitor programme delivery and track the impact of the sessions on the students against the learning outcomes

What we've learnt

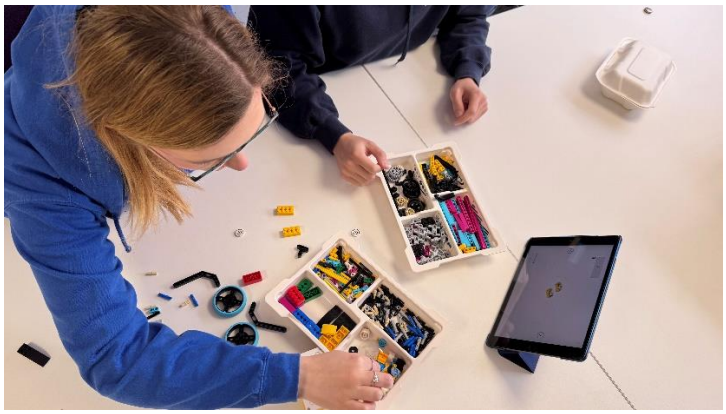
- Students enjoyed and engaged well with the Lego resources
- Schools were positive in their feedback and keen to repeat
- Students made small but statistically significant improvements in their assessment of their soft skills, although some only received one module
- Schools prefer to offer all eligible students one module rather than a sustained and progressive programme of multiple modules for each student
- 78% of students thought they had a better or much better understanding of their skills after the sessions

What we will do

- We've already adjusted the 5 planned modules to 2 to meet school need
- Adapted the offer to include more activities and active engagement
- Advertised our offer to schools to maximise bookings

What we will consider

- Adapting the sessions for other year groups to form a multi-year offer



2. Why did we do this? Research background

Although there are a growing number of employment opportunities in science, there is a longstanding issue around encouraging students to pursue science at secondary school (Barmby, Kind and Jones, 2008). There is a recognition too that, particularly for disadvantaged students and girls, STEM outreach needs to focus on the "wider relevance" and "utility of science" to encourage interest in science careers (Sheldrake et al, 2017). Previous research and outreach experience also highlights **how many students perceive science as "not for people like me"** (Education Policy Institute, 2024) and may lack opportunities to understand both the interdisciplinary nature of science and the important soft skills required for a career in science (Lawson et al, 2024).

Job profiles are also rapidly changing due to technology and an increasing proportion of careers requiring Science, Technology, Engineering and Maths (STEM) skills, at all levels but particularly graduate. Girls are particularly poorly represented in these subjects and then careers although girls outperform boys in most GCSE STEM subjects (Dept for Education, 2020). Engineering UK (2025) for instance notes that only 17% of the engineering and technology workforce is female compared to over 50% in other occupations. Disadvantaged students are also poorly represented in STEM careers and study post-16, with **the odds of disadvantaged students progressing to level 3 STEM after secondary school 44% lower than non-disadvantaged students** (Education Policy Institute, 2024). Barriers to pursuing STEM study and careers include a lack of understanding of the wide range of STEM career opportunities, gender stereotypes visible as early as primary school, poor KS4 attainment and a lack of specialist teachers.

> **Only 17% of the engineering and technology workforce is female compared to over 50% in other occupations**. (Engineering UK 2025)

Development of these STEM skills is increasingly important and necessary in the Lincolnshire area. A number of nationally important infrastructure projects (NSIPS) in the Greater Lincolnshire are attracting major public and private investment, focused on clean energy provision, eg national grid and substation upgrades, solar farms, and the Viking Carbon Capture Storage facility (HM Treasury, 2025).

The Viking project for example anticipates the creation of 20,000 new jobs (Viking CCS, 2025) It is important therefore to ensure local students can access the growing number of these vacancies **at all skill levels** to foster **a diverse, resilient and prosperous local workforce**.

Local employers have also highlighted the importance of the development of "work-ready" soft skills including resilience, teamwork and collaboration to improve both students' employment prospects and future local prosperity (FSB, 2023)

This is especially important in a predominantly rural area such as Lincolnshire since disadvantaged students especially may face lower chances of progressing to Higher Education (HE) in rural rather than urban areas (RISE, 2025).

> *"There is little value in being home to some of the world's most innovative and disruptive digital systems and robotics if people are not trained or qualified to use the technology."*
>
> Greater Lincolnshire & Rutland Local Skills Improvement Plan (2023)

By fostering student interest in STEM careers at the **pre-16 stage before KS4 exams**, we aim to encourage all students to consider these potentially lucrative future careers, helping to fill local skill shortages and mitigate any gender or other disparities in the future.

3. The Offer

The LegoLincs resource is based around Lego activities for students, who initially work independently, then in pairs, in a structured problem-solving manner to race a model Lego machine against other students' machines.

The offer is designed to be engaging, non-gender specific, and focused on developing soft skills such as problem solving, persistence and working collaboratively. Students work iteratively to improve their models' design considering what they've learnt, seeing how others have addressed the problem and "playing" for improvement.

LegoLincs

A STEM and Soft Skills Programme

Lego Session	Objective	Key Skills Used	Follow-up Session Focus
Hopper	Explore the process of creating prototypes to solve a problem.	Resilience and perseverance Planning skills Teamwork	Resilience and Perseverance
Super Clean Up	Test the efficiency of two different grabber designs and determine the best one based on specific test criteria.	Teamwork Communication skills Project Evaluation and Reiteration	Evaluation and Reiteration
Break Dance	Synchronise the motor movements of a 'break dancer' to keep in rhythm with light and beats.	Imagination & Creativity Independence Resilience and Perseverance	Imagination & Creativity
Goal!	Collaborate to solve various challenges	Teamwork Communication Skills Innovation	Teamwork
Driving Around	Build a Practice Driving Base and make precise and controlled movements.	Planning Resilience and perseverance Communication skills	Planning

A key element of the programme is "active engagement" with a hands-on learning through collaboration approach based on the understanding that improved engagement in learning helps students' well-being and confidence whilst leading to a deeper understanding of learning outcomes (Lego, 2025)

The sessions also include information via PowerPoint on career opportunities in STEM, focusing on the importance of soft skills such as teamwork, persistence and innovation reflecting employers feedback highlighting their importance (FSB, 2023). The emphasis throughout is on the importance of peer learning and improvement.

Key learning outcomes include, and were articulated in a theory of change, as:

- Students have improved knowledge of the importance of soft skills - resilience, perseverance and collaboration - and their importance in STEM careers
- Students recognise these skills in themselves, improving their confidence
- Students have greater knowledge and awareness of STEM opportunities

Additional aims included:

- Identification and targeting of this resource particularly to students under-represented in HE including OFS defined categories such as those in receipt of free school meals

(FSM); Service children, BAME (Black and Minority Ethnicities), Care Experienced and Young Carers. (OfS, 2025).

- Supporting local LMI agenda by increasing knowledge of local STEM opportunities.

The initial offer included 5 modules based around key soft skills:

- Resilience and Perseverance
- Problem Solving
- Planning Skills
- Teamwork
- Communication
- Imagination and Creativity
- Independence
- Innovation

Each module was split into two sessions.

A total of 8 schools and 303 students took part in the evaluated offer.

> "*Students can talk about this (LegoLincs) in their college applications".*
>
> Teacher

4. Evaluation plan and methodology

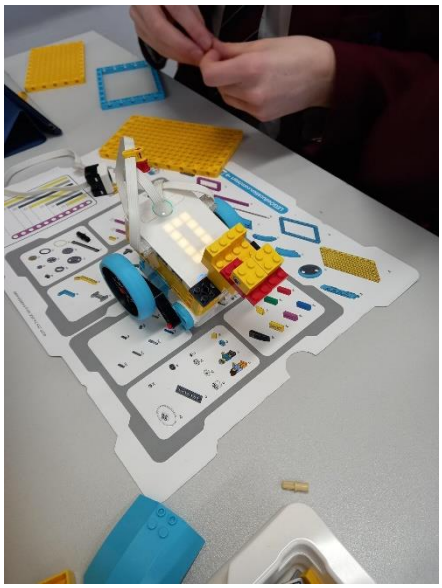
As a new project, it was important to track if the project had a measurable effect on students' attitudes. The evaluation plan therefore included:

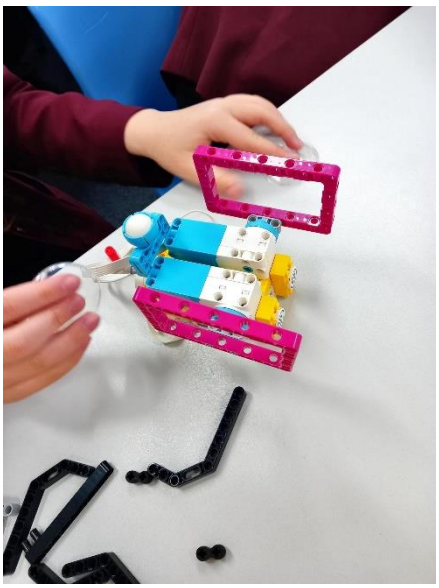
- **Pre and post survey** in which students were asked the same questions before and after the intervention to track if there was any measurable change. See appendix 1.
- The post survey in addition asked students for feedback and reflection including enjoyment and what they considered their best skill as well as a three-point self-assessment of their **understanding** of their skills.

The survey was split into two sections: the first focusing on students' self-rating of selected soft skills relevant to future careers in STEM, the second to more long-term planning including intention to apply to HE and to consider a career in STEM.
The original 5 planned modules and learning outcomes in each session were designed to highlight to students a key soft skill, relevant to future careers in STEM, with the survey also explicitly defining the meanings of key skills to aid students understanding. For example:

- *I'm able to cope with change and recover quickly when things go wrong* (resilience).
- *I'm able to make a plan that I can stick to (planning skills)*

In addition, teacher interviews, classroom observation and delivery reflections were used to understand how students were responding to the sessions and gain school feedback.





5. Analysis

In order to measure the impact of the LegoLincs programme in the most robust/accurate way, pre and post samples were matched to ensure that the same set of pupils were included in both datasets. Pupils who only completed either the pre or post survey were excluded from the analysis. This gave a response rate of 262 from 305 students.

262 pre and post survey responses were matched, giving a response rate of 86% meaning we can be confident that our analysis is representative of the whole sample

Additional register data was requested from schools, including gender, ethnicity (specified as BAME and GTRSB), in receipt of free school meals, whether care experienced or a carer or Service child. Where available, this information was linked to the survey data by pupil, enabling survey results to be analysed by these demographic groups.

Disadvantaged pupils are defined as those who have been eligible for Free school meals (FSM) at any time in the last 6 years and/or looked after or formerly looked after children

Student information wasn't available for all schools on all parameters. Where figures don't equate to the total sample size of **262**, data was missing from individual schools or pupils e.g. students only filling in the pre and not the post survey or not completing all sections.

Sufficient pupil numbers have been collected by gender and whether the pupil is disadvantaged or not (FSM status), for analysis by these demographic groups to be undertaken.

Mean Scores

- Many of the measures in this report show the mean or average responses to 5-point agreement scale questions, where 1 is Strongly Disagree and 5 Strongly Agree.

Statistical significance testing

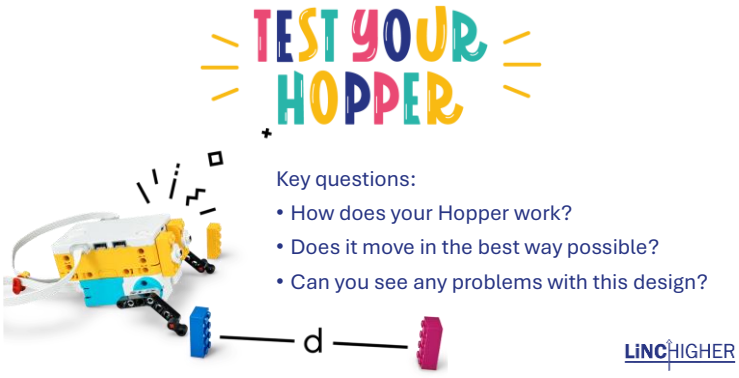
- T test hypothesis testing has been used to determine if any differences observed between the mean scores in the pre survey vs the post survey are statistically significant at the 95% confidence level and are therefore **real differences and not just due to chance**.

What is statistical significance?

Statistical significance is important because it explains the likelihood of a result being due to chance or to a real effect. Statistical testing generates a p-value which gives the probability of getting a result if there was no difference at all between two groups – i.e if the intervention had had **no** impact.

So a p-value of 0.05 means there's a 5% probability of this result happening if there was no impact; a p-value of 0.01 would mean a 1% probability. As this is unlikely to happen if there was no difference between the two groups, p-values of 0.05 or less mean we can reasonably assume there is a difference – **that the intervention did have an impact.**

Statistical testing is a standard scientific method of ruling out the effects of random chance, meaning we can be more confident that **our interventions are worth doing and really make a difference.**



6. Results Summary

6.1 Sample structure

The table below summarises the gender and FSM status of the students who completed the survey from the intervention. Whilst 303 students took part, a total of 262 pre and post surveys were matched for pre-post comparison, representing **86%** of all students, an excellent completion rate, meaning we can be confident that our survey covers most students. Verbatim quotes from students and teachers have been used throughout the report.

In addition to the standard name, gender, postcode, and date of birth for identification purposes, schools were asked to supply additional demographic information. This means that we can be confident that targeting was effective, and we thank schools for their co-operation with or request.

Table 1 shows the numbers of each category group, in absolute numbers and as a percentage of the total sample. Whilst Gender and FSM numbers were large enough for statistical analysis, limited differences were noticed on other groups, but where visible, directional differences are reported. The numbers reported indicate excellent targeting of this resource by our schools to those students most in need of this intervention.

	Category	**Number**	**% of sample**
FSM status	FSM	143	55%
Non-FSM	Non-FSM	119	45%
Gender	Girls	122	47%
	Boys	140	53%
Service Children		34	13%
BAME		55	21%
Care experienced		16	4%
Young carer		7	2.5%
GTRSB		2	<1%
Estranged		1	<1%

Table 1: Sample by Gender and FSM status; ethnicity etc.

6.2 This section summarises the overall results for all students.

- Students made **small but statistically significant improvements** pre and post on 6 out of 8 of the key attributes assessed in the survey as shown in **Figure 1.** (Q1, Q2, Q4, Q5, Q6, Q8).
- Students rated their **team-working skills** most highly both before and after the intervention (Q4)
- The largest improvements were made **in resilience and perseverance** (Q1 and Q2) which had been specifically targeted in these interventions.
- When asked how the sessions could have been improved, suggestions included, **more activities** "more fun activities, less writing", a **longer course/sessions** "maybe a few more sessions and explained more", **less writing, more teamwork** "more group activities" and **more interaction.**
- Classroom observations and teacher feedback confirmed that students were actively engaged in the activities with minimal behaviour disruption and students requesting the activity again.

- Overall, **LegoLincs has made a positive impact** on Year 9 pupils. The majority of students **enjoyed** the sessions and found them **useful**.

"The students were also proud of it, like we took videos and pictures of what they made and they kept saying "Oh, can you go show this to this teacher? Can you show it to that teacher" I overheard them telling other teachers about it. Told their friends about what they did and how they worked it out. And the fact that they're talking about it shows it's a success. The only negative was that they wanted more!" Teacher

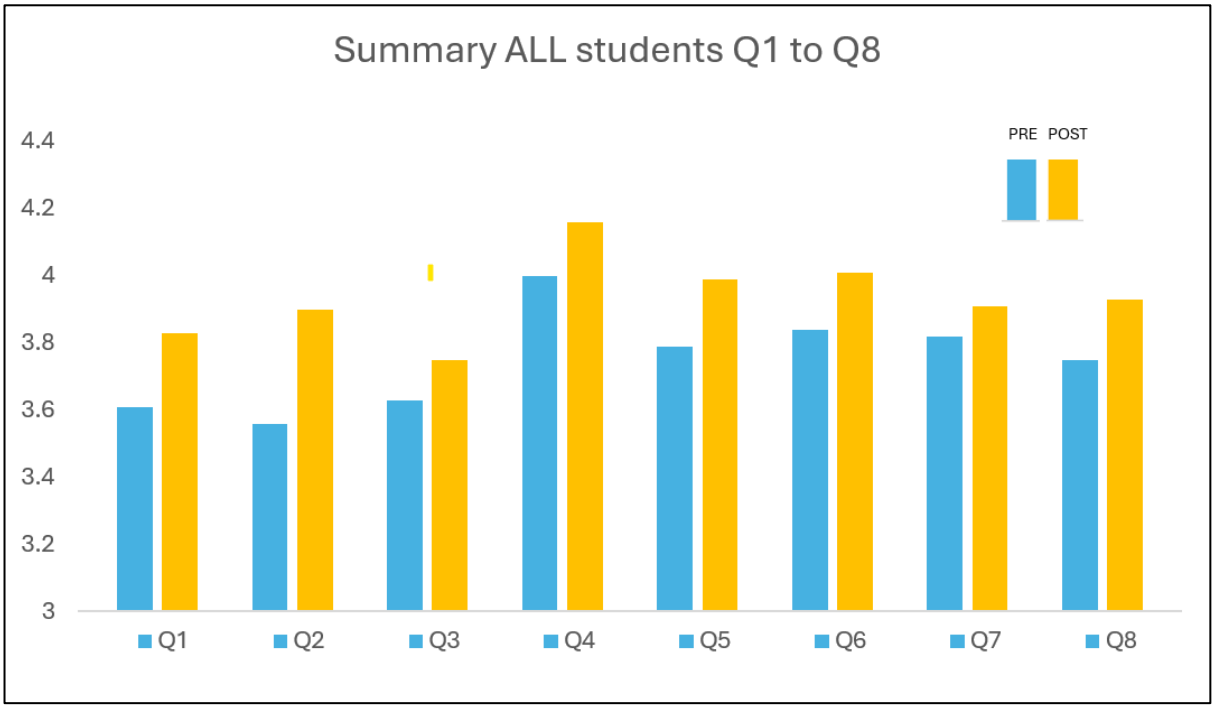


Figure 1: Summary of all students responses to Q1 – Q8.

Students were also asked to rate their own understanding of their skills after the session as shown in Figure 2. **78% of students agreed** with the statement **that their skills were better or a lot better** than before the Lego sessions, indicating that most students had benefited from the intervention.

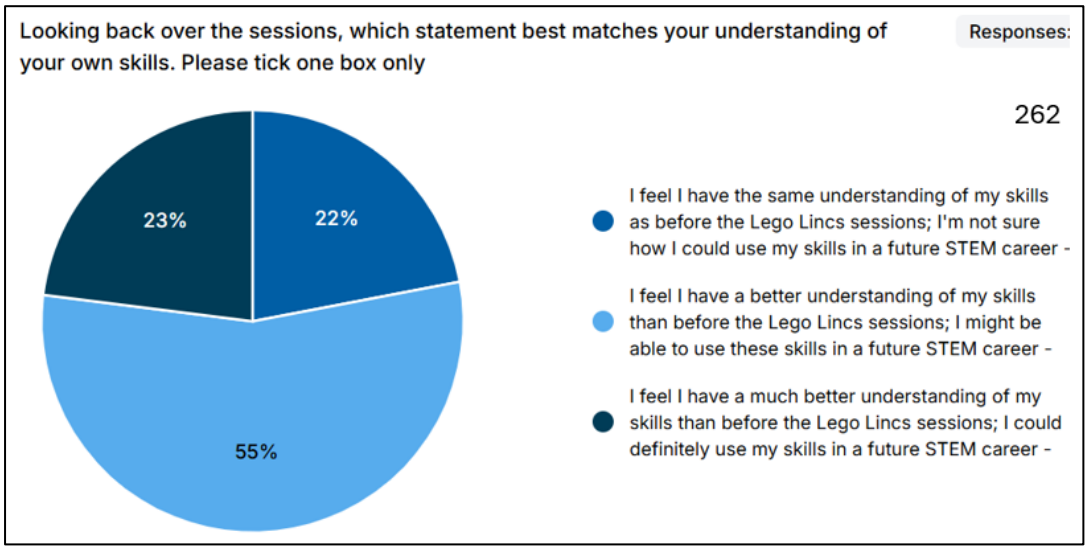


Figure 2: Survey response – rate your skills

6.3 Gender - Boys and Girls

There is a long-standing recognised gender gap in application to study STEM subjects at HE by girls, largely due to cultural norms and societal expectations, with recognition that this gap starts early, but leads to under-representation of females in STEM careers in the UK (La Malfa and Jorgenson, 2024). These gaps have been traced back to primary school suggesting they are long-standing cultural biases which need to be addressed (Dept of Education, 2020).

Most young people have a narrow view of the usefulness of STEM subjects and where they can lead; for many young people, science qualifications appear to primarily lead to being a scientist, a science teacher or a doctor. Therefore, if a young person does not intend to pursue these roles, they are more likely to see post-16 science subjects as 'not relevant for me' (Archer et al, 2013).

"This was a great session – I would happily do it again"

Male student

"I think I can be more perseverant than I thought"

Female student

- In our survey, boys appeared to rate their abilities (Figure 3) **more highly both before and after** the intervention compared to girls.
- Girls however made proportionally **larger gains in self-assessment of key skills than boys** on questions relating to **resilience, planning skills, teamwork, communication skills and innovation** (Figure 4 and Figure 6)

> Something you learnt about yourself?
>
> *"That I don't have to give up"!*
>
> Female student

- On future planning, whilst **girls increased their confidence** in how their GCSE's might relate to future career choices, boys remained more confident in their choices both pre and post.
- Boys were also more likely to say after the intervention that they intended to pursue a career in STEM than girls (**8.85% increase vs 2.27% increase).**
- Classroom observation suggested no difference in the girls abilities vs the boys in these activites, suggesting **that girls may need additional support to recognise their abilities and to aspire to and achieve longer-term career goals within STEM.**
- As shown in Figure 5, **76%** of girls rated their understanding of their skills as better or much better after the session.

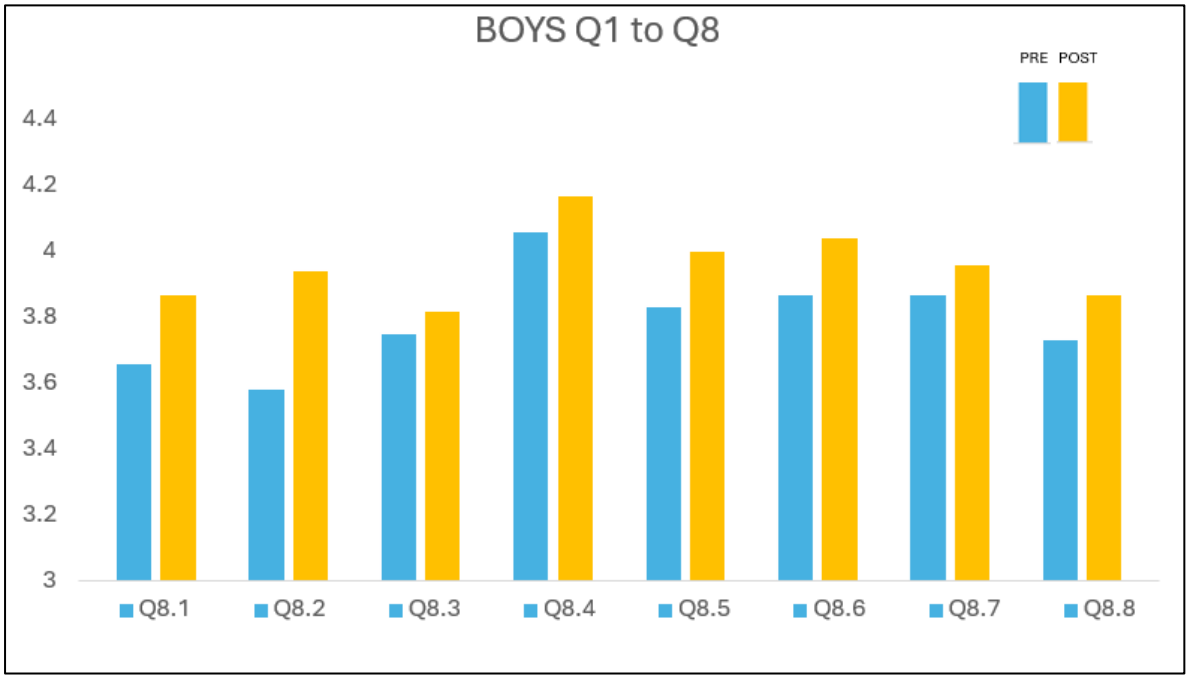


Figure 3: Boys responses – Q1- Q8

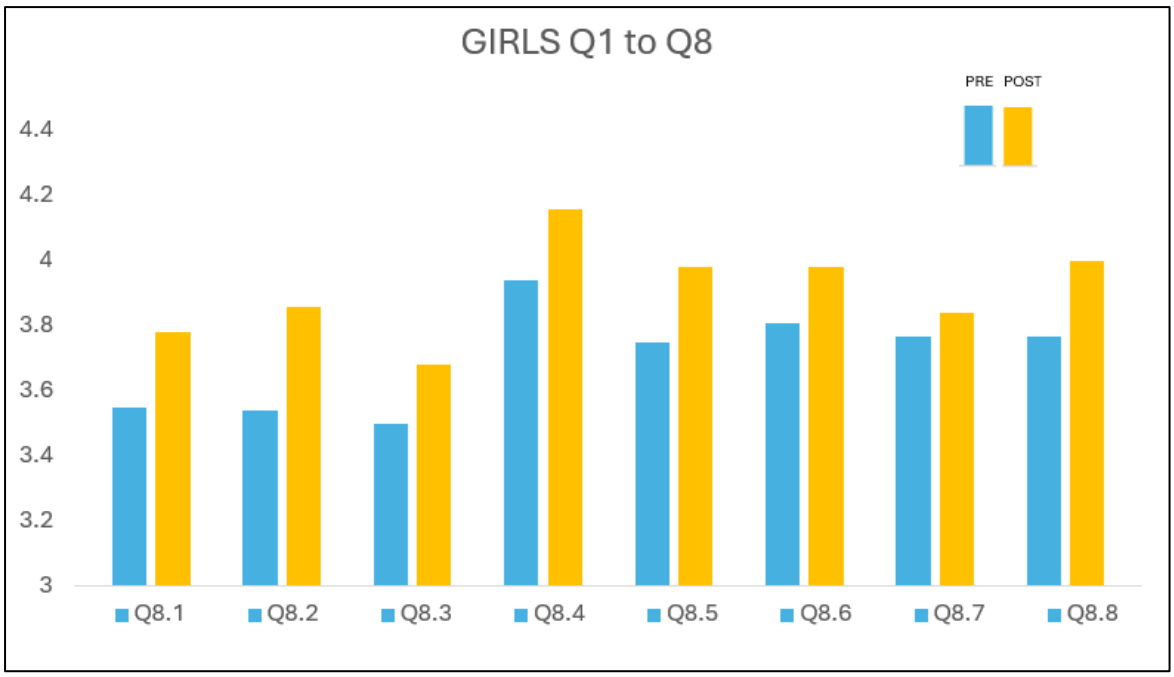


Figure 4: Girls responses Q1 - Q8

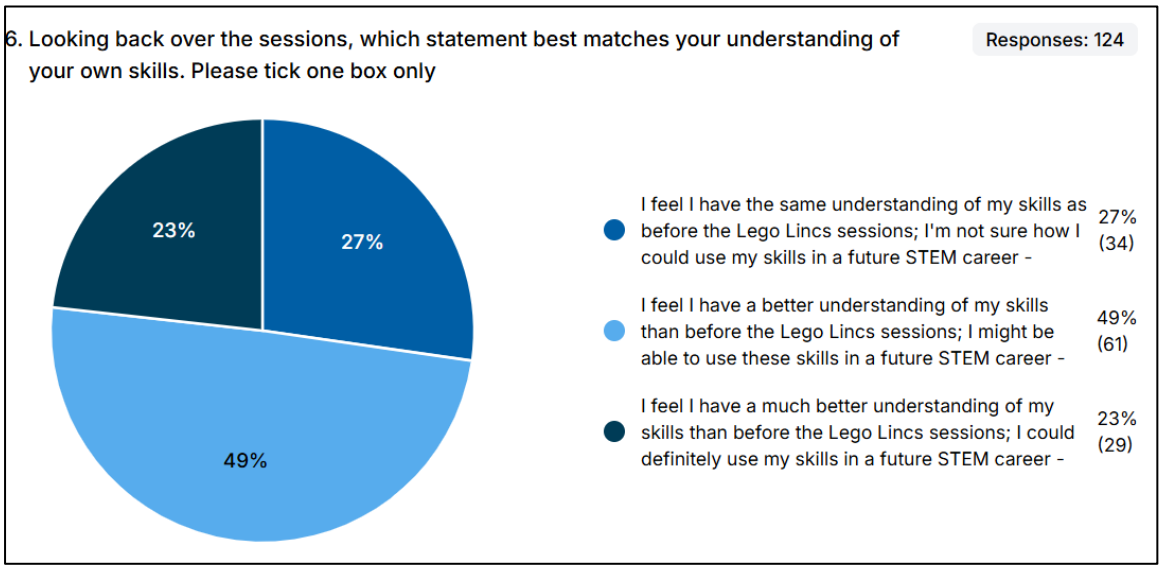


Figure 5: Rate your skills – girls only

6.4 FSM vs Non-FSM students

The provision of Free School Meals is often recognised as a marker of disadvantage in access to HE, with **143 (55%) of the sample with FSM status.**

- This high percentage indicates efficient targeting of the resource by our schools
- Students with FSM status did not self-assess their skills as highly as those from non-free school meal backgrounds.
- Many of the survey responses for FSM students did not produce clear statistically valid results. These may be due to difficulties understanding survey questions or suggest they did not engage with the survey as seriously.
- Non-FSM students appeared to rate their skills more highly after the intervention than FSM students.
- Both groups make improvements in rating their perseverance – non-FSM 11% vs FSM 8%.

> Something you've learnt about yourself.
>
> *"I have some skills that I did not think I had."*
>
> Male FSM student

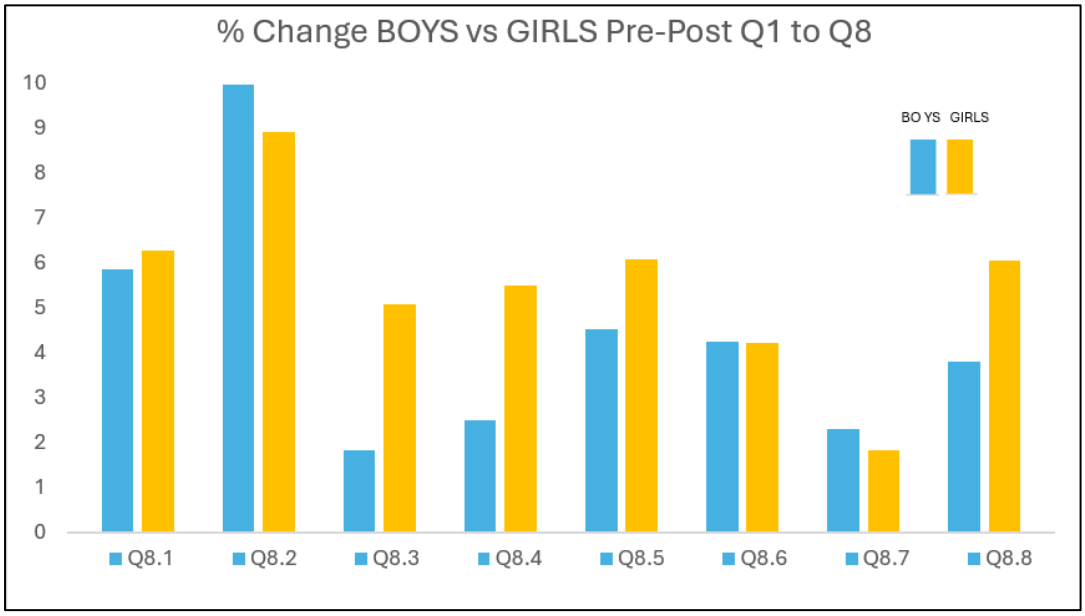


Figure 6: % Change Girls vs Boys pre and post

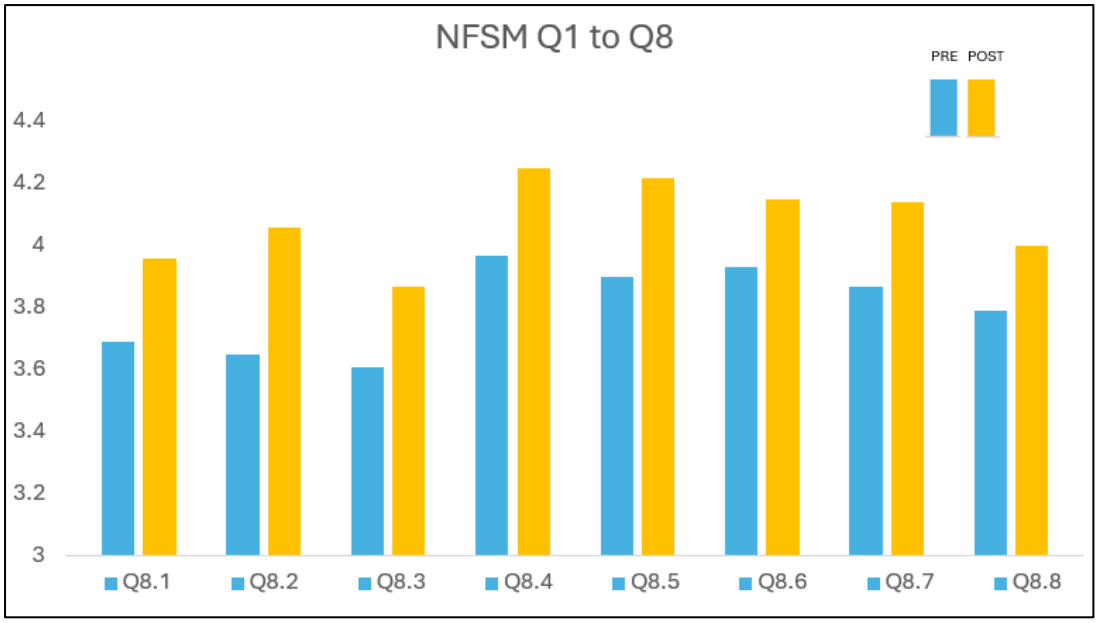


Figure 7: NFSM student responses Q1 – Q8

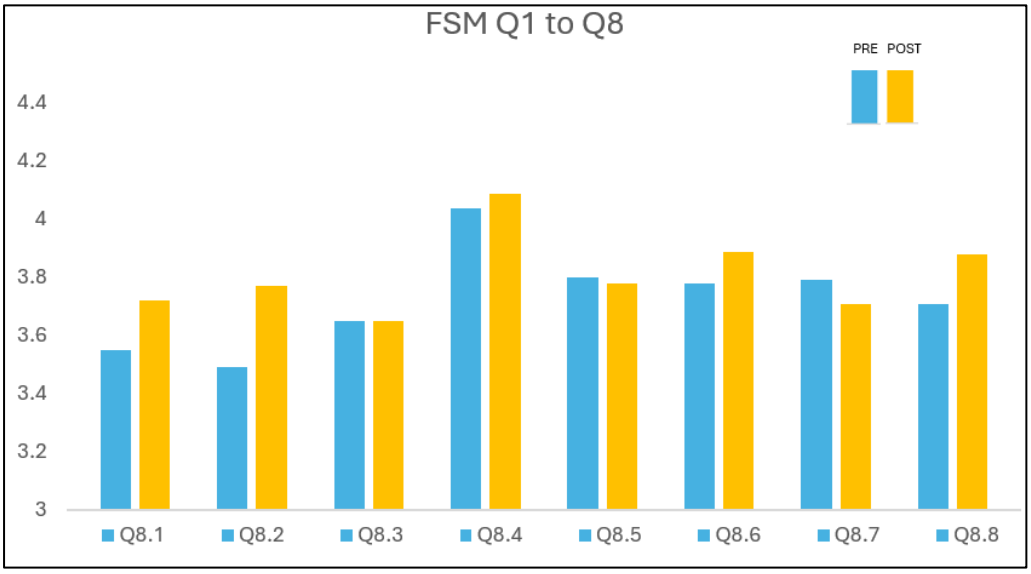


Figure 8: FSM responses

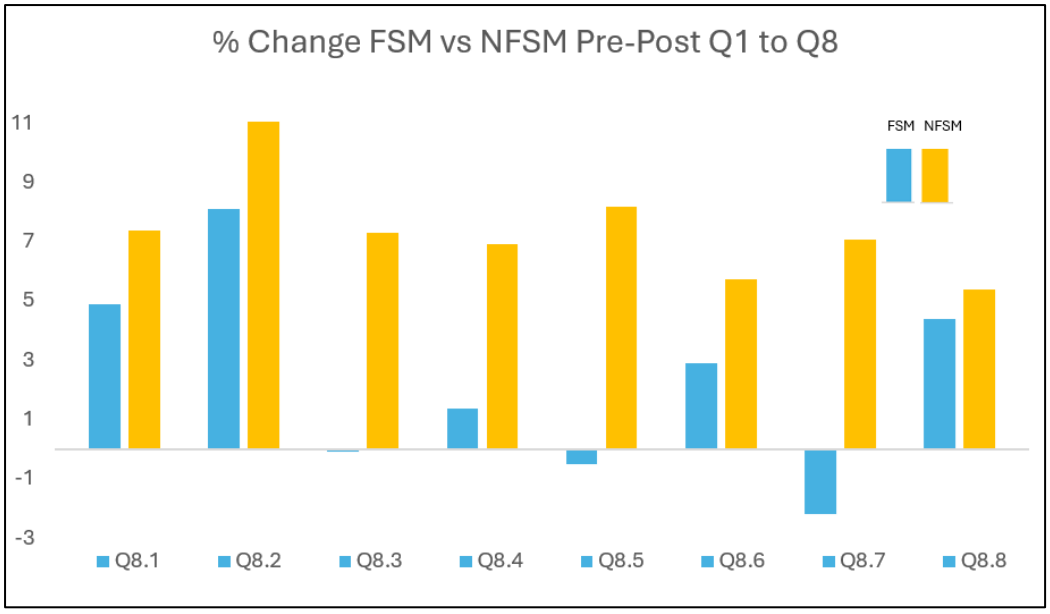


Figure 9: Percentage change FSM vs non-FSM Q1- Q8

6.5 Service Children

Whilst there is no strict definition, most agree that a service child is a person *'whose parent or carer serves in the Regular armed forces, or as a Reservist, or has done at any point during the first 25 years of that person's life'.* (SCIP, 2025). Service children are recognised as a specific category of under-represented students in HE by the OfS at particular risk of not having equal opportunities to develop the necessary knowledge and skills required for HE or the information and guidance to effectively access it (OfS, 2025). Service children may face a number of barriers to their learning, such as movement between different schools disrupting learning and friendship groups and deployment of military personnel placing a strain on family life (SCIP, 2025).

In this intervention, **34** of the sample reported as service children, with 18 male and 16 female students.

These numbers were too small to allow for statistical analysis and no marked differences could be seen to the rest of the group. Their identification however indicates successful targeting of the resource to this group.

6.6 Repeated Interventions – Session 1 and Session 4

One school completed sessions 1 and 4, with 26 students taking part. These sessions were delivered 6 months apart. Whilst the numbers are too small for statistical analysis, they suggest that this gap of 6 months is too large to allow for a stronger multiplier effect than when sessions are delivered weekly.

One teacher suggested that "*I think a minimum of two, maybe three sessions would have been better"* whilst recognising that there was limited capacity to deliver more sessions to the same students due to capacity and demand.

7. Teacher Feedback

Teacher feedback was sought to understand both the process of booking the sessions and their and their students perceptions of the intervention. Teachers explained the process of selecting students for the intervention with disadvantaged students prioritised.

Two teachers from observed schools (out of 8) provided feedback and were extremely positive about

- How the intervention had been organised.
- How LiNCHigher staff had engaged with students
- Students enjoyment of the sessions
- Both commented that many students did not fully understand what engineering is so that explanations at an early age were useful

"Organising it was easy and the staff at LincHigher were fantastic throughout. Efficient, great with the students and easy to work with at all times" – School Techer

"It was nice to see (resilience) being into practice in such a short window so that students could recognise it. When we talk about resilience in exams, students don't always make that connection so quickly" – School Teacher

8. Qualitative Parts of the Survey

The survey also included a number of free text questions which were coded for thematic analysis – verbatim quotes have also been used for illustrative purposes throughout the report.

What was the best part of the sessions?

Most students advised that the best part of the sessions for them was building the Lego – a substantial proportion also explained that they enjoyed racing and winning with their models.

Several also mentioned they enjoyed teambuilding and working with others with other insightful quotes highlighted here.

Encouraged to improve.

The uniqueness of the sessions was the best part.

The Lego part as it was very practical and creative.

Trying to make something work that isn't supposed to.

What was the worst part?

Given students' ages, this question was designed to push for extreme responses but most students were complimentary and there were few negative responses.

Some students had not enjoyed writing to fill in the survey.

Nothing, everything was good!

Not sure (I loved it all to be honest!)

The listening part wasn't bad, it just wasn't as fun as the Lego.

One thing you've learnt about yourself?

This question was designed to encourage students to self-reflect on the session, possible self-beliefs and to prompt students to recognise positive aspects of themselves - students were not given any prompting on appropriate responses.

There were a variety of responses with no clear patterns discerned, but encouraging responses showing self-reflection and learning included:

I learned that I could be more resilient than I previously thought.

That I don't have to give up.

I am much more resilient than I thought.

Teamwork and trial and error is important.

Redoing mistakes and finding how to solve.

That I can come up with much more idea than I imagined.

I am a lot more resilient than I expected.

To try and keep calm and persevere.

9. Recommendations

1. **Sustained and progressive working**

   There are a number of reasons to deliver sustained and progressive outreach to pre-16 students in school. There is good evidence that repeated outreach, across multiple years, can make a difference to progression to HE and that this is particularly effective for FSM students. Independent research from the Higher Education Activity tracker (HEAT) found that FSM-eligible students saw an increase of up to 48% in HE entry if they received intensive outreach support compared to a closely matched group of peers (Jentl, 2025).

Students can develop a rapport with outreach officers who are a different adult face to teachers, have different presentation styles and who possess a wealth of knowledge on career options that may not be available to teaching staff.

Recommend: repeat LegoLincs at annual intervals – to maintain the short-term impact of the initial intervention.

Actions:

- We have thus adapted the offer this year from a set of five to a set of 2.
- There is the possibility to offer to repeat years ie offer 2 sessions in yr 8 and a further 2 in yr 9/10. This would allow us to reinforce the messages re team-work and the opportunities for STEM based careers but also supports schools time-tabling requirements and minimises loss of student lesson-time.

2. Contextualise STEM careers for local opportunities

Many learners in the Lincolnshire area may have limited experience or expectations of working in larger workplaces such as those that might be offered in strategically significant infrastructure projects. Further contextualisation of local STEM opportunities in the Lincolnshire area are important for local learners to imagine these possibilities for themselves. This is particularly important because of the lack of local larger industrial workplaces. Many local learners articulated career ambitions focused on small family businesses and service industry working which require limited future training.

Action

- Give specific examples of roles requiring engineering and soft skills to emphasise future possibilities by linking these to current local opportunities eg development of farming technologies using drone technology, A.I or robotics; use of monitoring technologies in care and health work to monitoring, testing and maintenance of solar and energy plants etc.

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11. Appendices

11.1 Appendix 1 – Survey

LegoLincs PRE AND POST SURVEY

SECTION A

Thinking honestly about your own abilities, please circle the face that shows how much you **agree** with each statement.

For example, if you agree a lot, colour in the face on the far right. If you don't agree at all, colour in the face on the left. Or you may want to colour in a face somewhere in between the two. Please only colour in one face per line.
(smiley faces going left to right, to the right of each statement , from frown on far left to full smile on far right, with grading in between)

1. I'm able to cope with change and recover quickly when things go wrong (resilience)
2. I'm able to keep going even when an activity or lesson is difficult or something goes wrong (perseverance)
3. I'm able to make a plan that I can stick to (planning skills)
4. I'm able to work well with others (teamwork)
5. I'm able to explain what I think to others and listen to other people's points of view (communication skills)
6. I'm able to think differently to others in imaginative ways to solve problems (Imagination and creativity)
7. I'm able to work on my own without needing other people to support me (independence)
8. I'm able to come up with new ideas or ways of solving problems (innovation)

SECTION B

In this section, please circle the face that shows how much you **agree** with each statement.

1. I think I know which GCSE choices link with what I want to do when I'm older
2. I'm confident I know what I want to do after year 11.
3. I am thinking about going on to higher education (University or a degree apprenticeship) after school to study science, technology, engineering or mathematics (STEM).
4. I plan to have a career in science, technology, engineering or mathematics (STEM).
5. Soft skills, eg like resilience and perseverance, are **more** important than STEM skills
6. Soft skills, eg like resilience and perseverance, are **less** important than STEM skills
7. Soft skills, eg like resilience and perseverance, are **just as** important as STEM skills
8. I've enjoyed the LegoLincs sessions

POST ONLY –

SECTION C

Please write in full sentences to the following questions.

1. What was the best part of the sessions?
2. What was the worst part of the sessions?
3. One thing you've learnt about yourself from the sessions
4. What do you think your strongest skill is?
5. Is there anything else you'd like to tell us?

Last question!

Looking back over both sessions, which statement below best matches your understanding of your own skills. Please tick one box only.

- I feel I have the same understanding of my skills as before the LegoLincs sessions; I'm not sure how I could use them in a future STEM career
- I have a better understanding of my skills than before the LegoLincs sessions; I might be able to use them in a future STEM career
- I have a much better understanding of my skills than before the LegoLincs sessions; I will definitely be able to use them in a future STEM career

Thank you for your help, we look forward to working with you again!

11.2 Appendix 2 – Summary table all students

	ALL					
	Mean		Variance			
Question	Pre	Post	Pre	Post	T-test	Effect <0.0
8.1	3.61	3.83	0.90	0.81	**0.002**	**SS**
8.2	3.56	3.90	0.93	0.83	**0.000**	**Very SS**
8.3	3.63	3.75	1.06	0.89	0.075	N
8.4	4.00	4.16	0.93	0.82	**0.03**	**SS**
8.5	3.79	3.99	0.89	0.82	**0.01**	**SS**
8.6	3.84	4.01	0.89	0.82	**0.01**	**SS**
8.7	3.82	3.91	1.09	1.02	0.15	N
8.8	3.75	3.93	0.95	0.94	**0.01**	**SS**
9.1	3.76	3.85	1.29	1.27	0.17	N
9.2	3.45	3.67	1.73	1.49	**0.02**	**SS**
9.3	3.58	3.61	1.39	1.36	0.39	N
9.4	3.07	3.26	1.76	1.52	**0.05**	**SS**
9.5	3.20	3.25	0.89	1.06	0.29	N
9.6	3.03	3.08	1.00	1.07	0.28	N
9.7	3.49	3.64	1.06	1.11	0.06	N

11.3 Appendix 3 – Sample by school

Table 1 Sample by schools

	School	Respondent numbers
1	Boston High School	18
2	De Aston School	33
3	John Spendcliffe Technical College	16
4	King Edward VI Academy	31
5	Lincoln Christs Hospital School	32
6	Priory Academy LSST	69
7	Queen Elizabeths Grammar, Horncastle	36
8	St Georges Academy	27
	Total	**262**