

INSIGHT INTO UNIVERSITY

JUNE & JULY 26



Silver

BACKGROUND

EDT's vision is a society where all young people can develop the STEM skills, knowledge and experience they need to take control of their futures and change the world around them.

EDT have been running the Insight into University programmes since 2022, but the Headstart programme of residentials ran for over 20 years previously across the UK. The aim of the programme is to introduce Year 11 & 12, S4-S6 (Aged 15-17) to STEM at University.

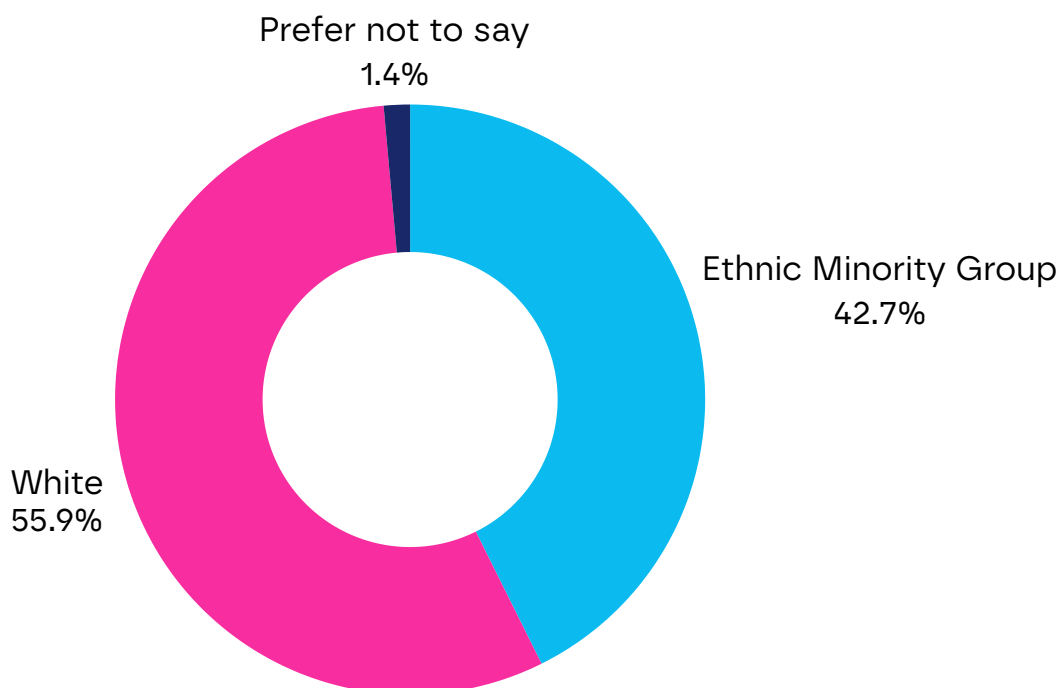
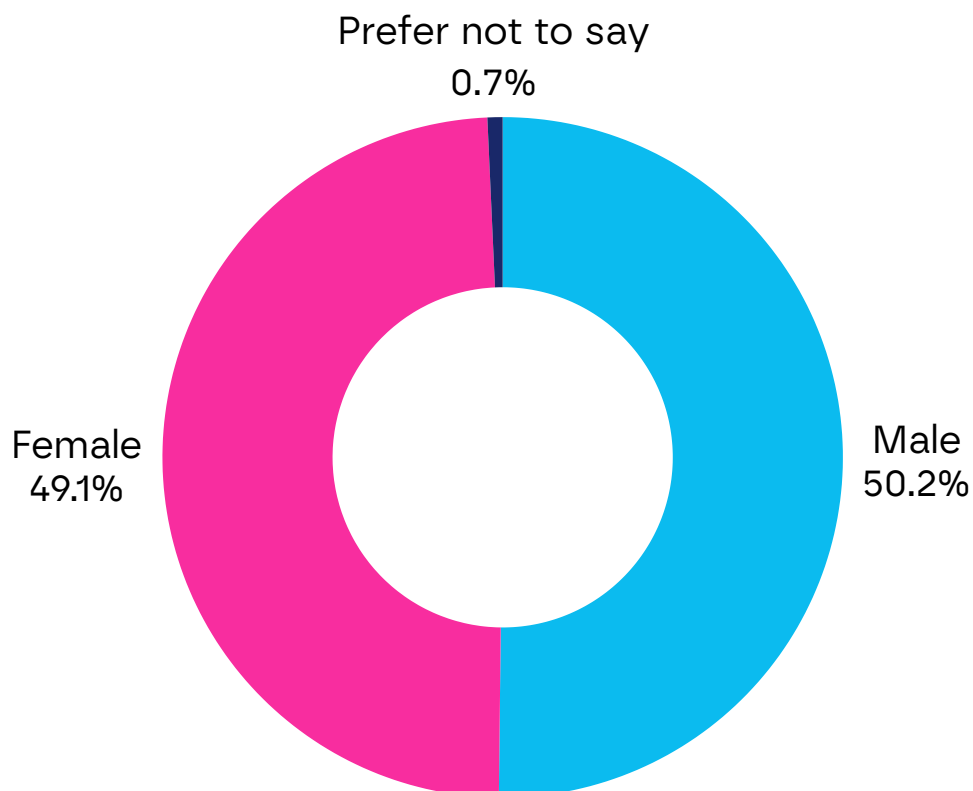
The programme length is from two to five days showcasing STEM education and university life. The programme is accredited at Industrial Cadets Silver Level (our Southampton course was Bronze level) . Industrial Cadets is an industry led accreditation scheme whose patron is His Royal Highness King Charles III.

This year we ran courses at University of Oxford Materials Sciences, UCL Mechanical Engineering, Kingston University Insight into STEM, UCL Chemical Engineering, University of Liverpool Aerospace Engineering, University of Lincoln Engineering and Physical Sciences, University of Southampton Ocean and Earth Sciences, Sheffield Hallam University Engineering, Built Environment and Computing and Lancaster University Maths between June and July 2026.

279 students participated across the courses.

Young Person Demographics

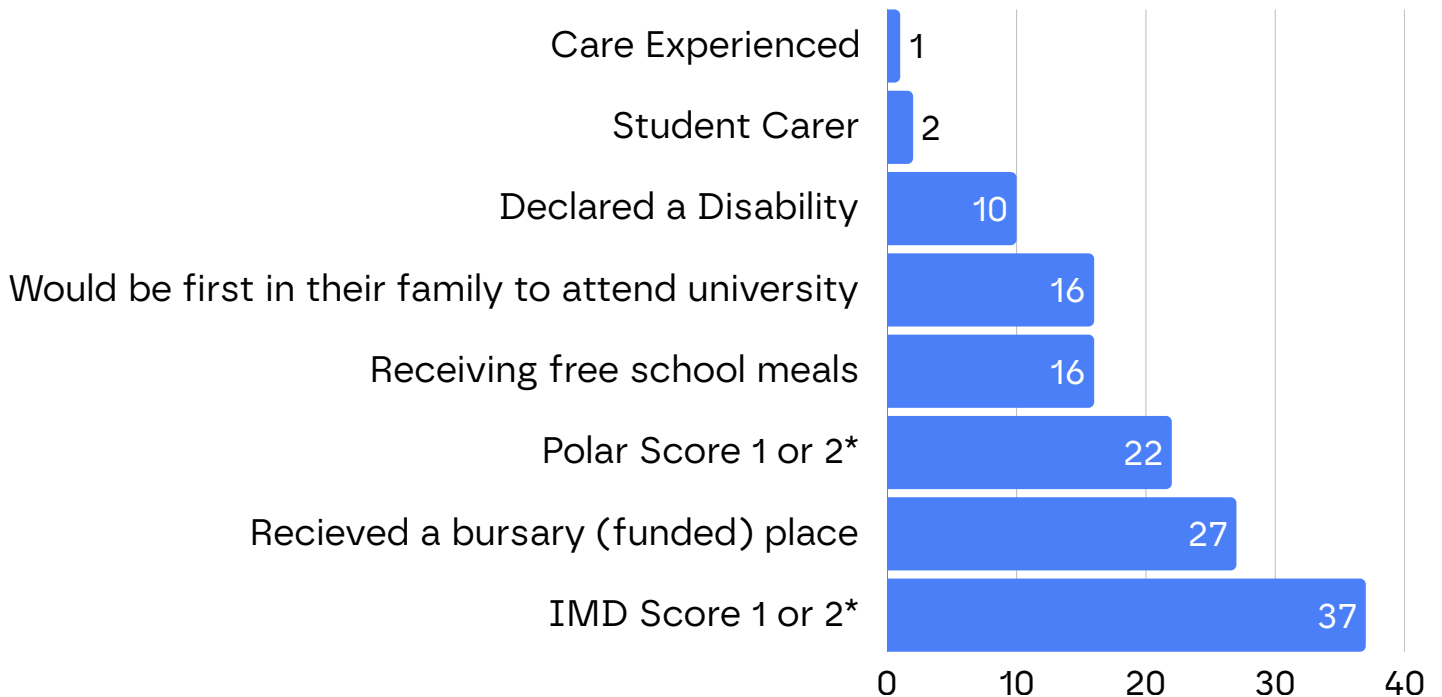
279 young people participated in the Insight into University courses



Young Person Demographics

279 young people participated in the Insight into University courses

● Percentage



IMD Score: young people come from the 20% most deprived areas as measured by the Indices of Multiple Deprivation (IMD)

Polar Score: young people live in areas with low progression rates of 18 year olds into higher education.

Student comments:



"What we did was really informative and helped expand our knowledge while also introducing us to life at university. Everyone was really nice and it felt like a proper community."

"It was enjoyable as it provided interesting activities linked with multiple engineering types as well as work which maybe similar to that in a working environment."

"The most beneficial aspect for me was being able to stay in student halls. It helped me fully engage in the university experience and I feel like my independence has grown tremendously."

"I really enjoyed the course, everybody was lovely and helpful, especially the supervisors as they consistently made sure we were alright and happy. I loved the simulators and having the opportunity to learn and experience so many new and exciting things!"

"I enjoyed being able to have direct comparison of hands on and more theoretical activities and disciplines to better understand where my interests and skills lie."

"It was really insightful and I enjoyed the sessions and mixture of lectures and lab sessions we did. I think the staff were really helpful and the rooms were great."

"I enjoyed hands on activities and being able to experience an insight of uni life. Also speaking to the students currently enrolled there was very helpful."

"I enjoyed it in every aspect! The lectures were super interesting, the labs were informative, I developed loads of skills doing the project, made lots of new friends and found out loads about the course from the student ambassadors."

"I thought it was incredibly immersive, I had a great time and it was much more interactive and informational than I thought."

Parent / Guardian comments:



"They had a wonderful time on the course, and we're so pleased they had the opportunity to experience university life before applying. The confidence boost to them has been really valuable. The tutors sounded really supportive and encouraging too. Thank you."

"It helped them think about career plans and A level choices; helped them learn about UCAS process; gain confidence meeting new people; an insight into university."

"Great to meet Uni staff, students and alumni, great facilities, good accommodation."

"These experiences help young people understand the real-world applications of their education, explore potential career paths, and visualise the opportunities that their studies can lead to. They also play an important role in inspiring students, building their confidence, and helping them make more informed decisions about their future."

"So far, this has been the best experience for my daughter, allowing her to explore and confirm her interests in physics and engineering while building her confidence that she is pursuing the right academic path."

"Outstanding! My child found it insightful and extremely educative and this has helped them make their choice of university and course, thank you for this amazing experience."

"The course definitely helped her gain an insight into engineering at university that wouldn't otherwise be available. It was also a fantastic networking opportunity, especially to meet other girls interested in engineering."

"It has allowed them to really see themselves at university, and has helped them to feel more confident about undertaking university study and living away from home."

STUDENT FEEDBACK

64% of students were likely to include this university among the UCAS choices for their degree after the course compared to 44% before, up by 20%.



83% of students think their experience on the Insight into University course will influence their choice of degree and/or university.



96% of students would recommend the course to younger students in their school/ college.



97% of students felt their experience on the course will help them make a better informed decision for their UCAS application.



95% of students felt the course inspired them to see a future in STEM



SKILLS

We aimed to increase their skills and knowledge.

Average score out of 5 for increasing these skills on the programme.

Communication skills



Teamworking skills



Confidence



Resilience



Problem-Solving skills



Presentation skills



Other Education or work related skills



Average score out of 5 for the following statements:

It helped me feel more connected to STEM companies or organisations:



It helped me feel more confident about STEM opportunities available to me:



It brought me into contact with people I don't usually spend time with:



It helped me to learn more about different options open to me when I leave school:



CASE STUDY - OLIVIA - UCL MECH ENG



“In this Insight into university, I took part in different university-style tasks and taster sessions of the MechEng course at UCL. It helped me to narrow down my post-18 career choices, and taught me so many transferable skills that I can apply later down the line, which are essential for success in MechEng.”

“The various group tasks not only helped improve teamwork skills, but also how to be reliable, adaptable, and think critically to meet a deadline. Putting logical knowledge into context of the working world definitely showed what it meant to be a ‘good’ engineer - and it’s definitely not all just maths.”

“Meeting so many like-minded people was definitely the best part, being surrounded by so many people that thought about problems in the same way was extremely eye-opening. It was great to meet the professors and researchers too- it was such an honour to meet people that make a difference and develop our version of engineering.”

CASE STUDY - GWILYM - LANCASTER



“I had an amazing experience at Lancaster University. The interactive group project where we measured different physical features of the campus while working collaboratively in a team was excellent. Not only was the activity captivating and engaging, but it also helped to develop my teamwork skills.”

“I am interested in mathematics. I have always had a passion for mathematics but in the last year, it has become clear that it is my favourite area. The interactive projects that EDT has to offer helps me to visualise the more practical applications of maths, without it all seeming so abstract.”

“My team working skills developed throughout the whole time at Lancaster, but in particular when dealing with lots of group suggestions in the lecture about fractals. My time management skills greatly improved during the measurement activity, learning the necessity to make sacrifices to complete a task. My critical thinking skills were developed in the lecture about Archimedean solids, where all solids had to be visually represented by the end of the lecture.”

“I mostly enjoyed the interactive activity when we had to construct all 3D Archimedean solids using 2D shapes.”

CASE STUDY - TEAGAN - SOUTHAMPTON



"Throughout the 2 days we did a range of projects on the first day we got to go out on a small research vessel called the Callista. On Board we looked at ocean temperatures using probes which we sent down at different depths and recorded various data. My role was to take record of this data I found this project particularly fascinating to see how the temperature changed. We also did some trawling along the seabed to look at a variety of flora and fauna that lived down there I particularly liked the starfish as they are cool!"

"100% gained communication skills for first walking in that room and it being dead silent knowing nobody to then by the evening singing along to frozen like we've known each-other for ages. It also gave me confidence as unfortunately I was covid years at school so never had done a away school trip so this was out of my comfort zone but it just proved to me that I can achieve anything and just go for it!"

"Through getting to do lots of different projects, speaking to and getting to ask lots of questions it helped me to discover new careers I didn't even know existed. I particularly enjoyed gaining understanding about paleo biology and sediments which particularly fascinated me and has given me confidence and motivation to try to get a career in that when I'm older."

CASE STUDY - MEGAN - SHEFFIELD HALLAM



"Throughout the week at Sheffield Hallam my team and I worked on a project where we had to design a landmark bridge and functional building on an empty plot in central Sheffield. I found it very exciting but also challenging which led to an improvement in my resilience and confidence."

"Throughout my experience at this summer school my passion for civil engineering grew due to the project we were given which had a large connection with civil engineering."

"My teamwork skills have been massively improved as well as my confidence growing exponentially. Being in an environment with other aspiring STEM students has driven me to want to pursue engineering."

"I enjoyed meeting new people from all over the country as well as experiencing what it is like to be on a university campus."





THANK YOU

Thank you to our partner universities and supporters:



Without your support we wouldn't have been able to inspire so many young people into STEM careers and education.