

Statements summarising impact feedback from students who participated in the delivery of the LSC/HGB (2013 – 2022).

(A) Why did you volunteer to help design and deliver the LSC/HGB?

- A key role of a scientist is to spark interest in younger students. It is important to engage young people/the public with science and research.
- To inspire future generations to engage in STEM, expand interest, pursue research and improve the world!
- To give those who have an interest in science an achievement to show for that interest that others in sport and music have.
- Great way to get involved and gain experience in public engagement and science communication.
- To facilitate my passion for public engagement.
- ‘This quiz stands out as an engagement tool that does not simply lecture young people or give them a generic tour of a lab, but instead challenges them to solve problems and understand how fulfilling science and research might be!’
- Opportunity to complement research work and ‘make sure I was developing skills outside of wet-lab techniques.’
- To network and meet other students/colleagues from across the School of Medicine who love engaging audiences with science.
- Apply knowledge of Welsh language to provide a bilingual quiz.
- Opportunity to brush up on taught science curricula.
- For enjoyment and fun.
- Understanding the impact initiatives like these have on young people including supporting career choices whilst at school.

- Acquire teaching experience for CV. ‘This helped me get my current job as a postdoctoral researcher.’ ‘I have no doubt that my participation has helped bolster my CV to get me to where I am today.’
- Put skills as a Welsh speaker to good use.
- Helpful and fun as well as thrilling to be a part of.

(B) Please describe any impact the LSC/HGB has had on your career.

- Helped realise enjoyment of public engagement. ‘How a role in public engagement might be a better fit than a role solely in academia.’ ‘Encouraged me to want to do more public engagement throughout my career.’
- Realise enjoyment of teaching and incorporating that into current roles.
- Helped to balance studies better. ‘By taking breaks and doing something totally different and understanding how this can benefit my research resulted in me presenting a session titled 'Finding the Balance' at my funding body's recent congress.’
- Learnt Welsh language and was proficient enough to deliver the quiz in Welsh medium schools across Wales.
- Improved whole PhD experience and enhanced time at Cardiff University.
- Helped me become a more rounded academic. ‘I continue to engage with public at King’s.’
- Helped me consider different methods to engage members of the public in research, to think outside the box and consider ways to make research more accessible.

- Provided experience of working and collaborating with colleagues outside department and discipline. A crucial skill for academic researchers to develop.
- Seek out further teaching opportunities.
- Improved (science) communications skills. ‘Changed from scientist to project manager to focus more on people skills.’
- Made life-long friends.

(C) Please describe any challenges experienced from getting involved in LSC/HGB

- No challenges. The LSC/HGB is well organised and the team is flexible and willing to pioneer new quiz rounds.
- Balancing a PhD alongside the quiz and time commitment involved (however quiz was a nice distraction that could be fit around research work).
- Writing quiz questions, for example, tested ability to use top tier journal data to tease out questions and deducible answers; pitching the questions at the right level of knowledge (GCSE) whilst at the same time challenging and encouraging pupils to learn beyond taught syllabus; ensuring questions represented a wide topical variety and each taught science subject.
- Establishing the initial online round.
- COVID 19 pandemic presented a challenge in the first instance. However, taking the quiz online turned into an advantage to help save time for everyone involved.