

Public Attitudes to Science Survey 2025

**Technical report
March 2026**

Ipsos UK



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1 Introduction

This technical report provides details of the 2025 Public Attitudes to Science (PAS) survey conducted by [Ipsos](#), in partnership with the [British Science Association](#), on behalf of [UK Research and Innovation \(UKRI\)](#), the UK's national funding agency for science and research. It is the first of three surveys that will be carried out biennially for UKRI, providing more regular data than was previously available, to inform relevant discussions across government and wider society.

1.1 Background and Survey Overview

Over the last 25 years, the Public Attitudes to Science studies have provided data on what people in the UK think about science, scientists and science policy, and how informed and engaged they feel when it comes to science issues.

PAS 2025 is the first in the series to take place after the Covid-19 pandemic and at a time when the use of generative artificial intelligence (AI) has become commonplace. PAS 2025 covers new ground, while maintaining the same core questions that have been asked previously. Three major new areas of exploration include representation in science, how people seek and receive information on science, and comparing “science” to “research and innovation”, to see if the latter term invokes different considerations among the public. It asks new questions covering representation in science and delves deeper into how people seek and receive information on science.

1.2 Survey methodology

PAS 2025 shifted from face-to-face interviewing to predominantly online (“push-to-web”) data collection. This means that respondents were encouraged to respond online, but the option to complete the survey via paper was also made available. This is based on tried and tested approaches used on other general public surveys, to help optimise the overall response rate and deliver high-quality and representative data from larger sample sizes than before. It also takes into consideration inclusivity and cost effectiveness and futureproofs the approach.

In total, 5,281 UK adults aged 16 or over completed a survey between 6 February and 4 July 2025. Of these, the majority, 4,647, took part online and the remainder used the paper version. The data has been weighted to be representative.

Copies of the questionnaire and materials are available in the [appendices](#).

A Main Report, presenting the findings from the research in detail, can be viewed or downloaded from the [survey website](#).

1.3 Survey governance

Since September 2024, the governance of the survey has involved input from an Advisory Group who helped steer the questionnaire content and final outputs. The Advisory Group membership included:

Advisory Group Chairs		
1.	Chris Johnson	Chief Scientific Advisor, DSIT
2.	Catherine Day	Deputy Director, Cabinet Office
Advisory Group Members		
3.	Alison Park	Deputy Executive Chair, ESRC
4.	Amanda Chmura	Deputy Director, EPSRC
5.	Anthony Whitney	Head of Public Engagement with Research, DSIT
6.	Carrie Heitmeyer	Head of Social Science, Government Office for Science
7.	Cathy Kerfoot	Head of Strategy, Impact and Evidence, AHRC
8.	Kristine Zaidi	Associate Director of Programmes, AHRC
9.	Hasna Zaher	Programmes Manager, Innovate UK
10.	Rebecca Hill	Advocacy and Engagement Manager, CASE
11.	Lesley Miles	Chief Officer - Programmes, Partnerships and Engagement, Royal Society
12.	Jack Stilgoe	Professor of Science and Technology Policy, UCL
13.	Martin Bauer	Professor of Social Psychology, LSE
14.	Tom Sheldon	Senior Press Officer, Science Media Centre
15.	Shaaron Leverment	Chief Executive of Association of Science and Discovery Centres
16.	Sarah Chaytor	Director of Research, Strategy and Policy, UCL Public Policy
17.	Karen Folkes	Head of Strategic Futures, Go-Science
18.	Brigid Feeney	Assistant Director, Place Team, DSIT

This Advisory Group provided invaluable input on the development of the questionnaire, to ensure it was gathering the correct information to understand the public's attitudes to science, and the content of the survey outputs.

2 Sampling

2.1 Sampling overview

The objective of the study was to obtain attitudes towards science from a representative sample of 6,000 adults living in the UK. The survey population was adults aged 16 and over living in private residential dwellings in the UK. The sampling frame was the small-user Postcode Address File (PAF) – a list of all residential postal addresses in the UK maintained by The Royal Mail.

2.2 Selection of addresses

As a push-to-web data collection methodology was used for PAS, the sample of addresses was unclustered.

The size of the issued sample was calculated by dividing the target sample size by the estimated address yield (proportion of addresses with at least one productive response). The estimated address yield was that each 100 addresses sampled would yield 30 or 31 survey responses. The number of addresses to select was then doubled so that the size of the reserve sample would equal the size of the main sample.

Prior to selection the PAF addresses were ordered by region (country), percentile of deprivation (derived from the national deprivation score of Lower Layer Super Output Areas (LSOA) (OA on Northern Ireland)), and postcode. Addresses were selected by the method of random start and fixed interval. After addresses had been selected, they were allocated to the main and reserve sample using the method of random start and fixed interval.

Table 2.1. Distribution of selected main and reserve sample by country and region and target number of interviews

	Main n.	Reserve n.	Total n.	Target n.
UK	19,755	19,755	39,510	6,000
Scotland	1,566	1,566	3,132	540
Wales	885	885	1,770	300
Northern Ireland	520	520	1,040	180
England	16,014	16,014	32,028	4,980
North East	770	770	1,540	236

North West	2,343	2,343	4,686	652
Yorkshire and The Humber	1,599	1,599	3,198	483
East Midlands	1,372	1,372	2,744	433
West Midlands	1,801	1,801	3,602	520
East of England	1,770	1,770	3,540	557
London	3,182	3,182	6,364	769
South East	2,487	2,487	4,974	818
South West	1,460	1,460	2,920	512

2.3 Selection of individuals

At each address, any two adults aged 16 or over were invited to take part in the survey. Two unique login codes for the online survey were provided on each invitation letter. Only the unused password(s) were provided in the reminder letters which followed the initial invitation.

At the paper questionnaire mailing, two questionnaires were sent to all households where no response had been received.

2.4 Sample issued

During fieldwork it became apparent that the estimated address yield was lower than assumed. Accordingly, Ipsos estimated for each region/country the observed yield and the reserve sample required to ensure the target number of interviews was achieved in each country/region. As it was not possible within the budget to issue the full reserve sample required, the reserve sample required in each country/region was reduced by the same proportion for each country/region. Ipsos then randomly selected reserve addresses to issue by the method of random start and fixed interval, so that the total achieved sample size would be around 5,500.

Table 2.2. Distribution of issued main and reserve sample by country and region

	Main n.	Reserve n.	Total n.
UK	19,755	3,001	22,756
Scotland	1,566	885	2,451
Wales	885	254	1,139

Northern Ireland	520	163	683
England	16,014	1,699	17,713
North East	770	228	998
North West	2,343	153	2,496
Yorkshire and The Humber	1,599	176	1,775
East Midlands	1,372	102	1,474
West Midlands	1,801	154	1,955
East of England	1,770	194	1,964
London	3,182	81	3,263
South East	2,487	211	2,698
South West	1,460	400	1,860

3 Questionnaire and materials development

This section of the report provides an overview of the activities involved in the development of the PAS 2025 questionnaire and survey materials.

3.1 Overview of development work

For the first time, the PAS survey moved from a face-to-face approach to predominantly online using a push-to-web data collection. This was done to futureproof the approach so that it can be undertaken and reported quicker, with bigger sample sizes than previous iterations. To ensure representativeness, particularly among those who might not have digital access, a postal version of the questionnaire was also designed and sent out.

To provide insight and expertise from professionals closest to the field of science and research, an Advisory Group was created and provided input into the questionnaire design. A workshop was held to brainstorm new topics of interest and to ensure the questions that were important and trended were maintained in the 2025 survey. The Advisory Group were also involved in reviewing and commenting on questionnaire updates reflecting discussions and final decisions.

3.2 Questionnaire content

A copy of the final questionnaire is included in [Appendices](#).

To ensure that the data collected on key topics could be compared with the results from previous surveys, the 2025 PAS core questionnaire remained mostly unchanged. However, new questions were included to address emerging interests in science and current policy priorities.

3.2.1 Additional questions for PAS 2025:

- Consumption of science: Public consumption of information related to science, the medium in which the information was consumed, whether it was actively sought out or passively received, thoughts and feelings about the information and if any action took place as a result of consuming the information.
- Research and innovation: Public perceptions towards research, researchers, innovation, and people working in innovation in the same questions asked about science and scientists.
- Policy priorities: Public feelings towards the role science has in specific policy priorities including health, the economy, crime, education, and the environment.
- Representation: Public feelings towards representation in science and among scientists.
- Trust in science: Public attitudes towards trust in science and scientists.

3.2.2 Questions removed from PAS 2025:

- The arts, cultural activities and sport: Personal engagement with art, cultural activities, and sport and attitudes to the funding of arts compared with science.
- The internet: Use of and trust in the internet as a whole, particularly in online newspapers and news websites for obtaining scientific information.
- Attitudes to renewable energy and medical treatments designed to slow the ageing process.
- Engineering: Public perceptions towards engineers and the role of engineering.
- Testing medicines: Attitudes to the testing of medicines overall, and on animals before being made available to people.
- Licensing: Understanding the requirements around licencing and labelling of genetically modified (GM) crops in the UK and licensing to modify the DNA in humans, animals or their embryos.
- Trust in UK data protection regulations.
- Attitudes to jobs in science, engineering or technology, covering suitability for women and future job security.
- Views on subjects taken in school and relevance to skills required for the future.

In addition, PAS 2025 did not include the science knowledge quiz which in previous surveys had been used to measure people's basic scientific literacy.

3.3 Questionnaire versioning

Two versions of the questionnaire, labelled A and B, were designed. Both versions included a core set of questions—mainly those from previous years to allow for longitudinal comparison.

Additionally, each version contained some unique questions that were asked only on either version A or version B.

The decision to split the questionnaire into two, and thereby only ask half the sample some questions, was made to shorten the length of time taken to complete the survey. This approach aimed to mitigate response fatigue and subsequently minimise its potential impact on both response rates and data quality.

The questionnaire can be found in the Appendices with details of which questions were only asked of half the sample.

Of these two versions of the questionnaire (A and B), both were amended specifically for the postal completions. To accommodate costs as well as the time it takes to complete a paper questionnaire, some questions were removed. Table 3.1 includes the questions that were removed from each version of the paper questionnaire:

Table 3.1. Questions removed from the paper questionnaire

Both versions	Postal version A only	Postal version B only
QWORDS	QWHYTRUE	No questions removed
QINFOSEEK	QWHYFALS	
QSOCPLAT		
QINFOSEEKLAST		
QINFOSEEKFEEL		
QINFOSEEKACT		
QINFORECEIVE		
QQSOCPLAT2		
QINFORECEIVELAST		
QINFORECEIVEFEEL		
QINFORECEIVEACT		
SOCIALSTATUS		
DEGREE		
CHILDRENHH		
CHILDAGE		
HEALTH		
RELIGION		
RELATTEND		
ORIGINLIFE		

3.4 Questionnaire completion

The average time taken to complete the online survey was 36 minutes.

Analysis shows that a significant minority of respondents exited the online survey before they reached the end. As a result, their responses were not included in the final results. The key drop out point was at the first set of questions when respondents were asked:

QWORDS. When you think of **(ONE OF THE FIVE GROUPS SET OUT BELOW)**, what three words come to mind?

- a) science
- b) research and innovation
- c) scientists
- d) researchers
- e) people working in innovation roles

A review of the impact on survey length and survey completion – specifically where respondents dropped out of the survey - will be conducted as part of the development work for the next survey in the PAS series.

3.5 Materials

3.5.1 Survey materials development

To develop the initial drafts of the survey invitation letter and two reminder letters, Ipsos reviewed materials used in several other general public surveys for best practice. Building on those best practice principles, the content was designed to provide a neutral presentation of the survey topic to minimise the risk of attracting responses predominantly from individuals already familiar with science.

3.5.2 Survey letters

The following survey letters were posted to sampled households throughout the fieldwork period:

- Initial survey invitation letter
- First reminder letter
- Second reminder letter sent alongside two paper questionnaires (one version A and one version B questionnaire)

In addition, two mailings were sent out to a reserve sample in June:

- Initial survey invitation letter
- First reminder letter

All survey letters were printed double sided on A4 paper and included the HM Government logo. The letters provided a URL and QR code for accessing the survey website to complete the online questionnaire. Unique passwords for up to two adults at each address were also provided. Further details on this can be found in the sampling section (chapter 2).

Each letter contained unique address IDs for participants to use in correspondence with Ipsos regarding the survey. Further information was provided on each letter regarding the purpose of the survey, how addresses were selected, how to retrieve the incentive, the date the survey closes, privacy details, and contact details.

Ipsos provided a translated invitation letter to postal addresses with Welsh postcodes to enable participation in Welsh if required.

Examples of the materials can be found in the appendices.

3.5.3 Correspondence by email

To successfully and cost-effectively increase the number of survey respondents aged 16 to 24, the strategy used involved requesting completed survey participants to share the email address of another household member within the 16-24 age range. An invitation to participate in the survey was then sent to this email address, aiming to enhance the base of young participants.

4 Data collection

4.1 Overview of survey design

The survey used a sequential push-to-web methodology. The approach was used to invite people to take part in the survey with three invitation letters sent via post. All mailings included information about how to access the online survey. A paper questionnaire was included in the final mailing only.

- All sampled households received an invitation to participate in the online survey. Each household had the opportunity for up to two members to partake, with one link designated for questionnaire version A and another for version B.
- Non-responding households were issued a reminder. For half of these households, two paper questionnaires (version A and B) were additionally provided, enabling up to two adults aged 16 or older to complete the survey via paper, if preferred.
- To boost the number of respondents aged 16 to 24 years the online survey included a question that asked if there were any individuals aged between 16 to 24 in the household, other than those who had already taken part. If a member of the household fitted these criteria and consented to provide their email addresses than an invitation was sent with a link to the survey.

4.2 Contact strategy and fieldwork dates

Key dates in the survey timetable are set out in Table 4.1.

Table 4.1. Key dates in the survey timetable for PAS 2025

	Date
Online script launch	30 January 2025
Fieldwork started	30 January 2025
Survey invitation letter arrived at households	6 February 2025
First reminder letter arrives at households	10 February 2025
Second reminder letter and postal questionnaire arrive at households	2 April 2025
Reserve survey invitation letter arrives at households	13 June 2025
Reserve first reminder letter arrives at households	27 June 2025

Fieldwork close	4 July 2025
Scan cut off for accepting returned postal questionnaire	9 June 2025

4.3 Online questionnaire

Participants could access the online questionnaire by visiting the URL or accessing the QR code on the survey letters. They were taken to a landing page which asked them to enter the password on their survey letters to access the online questionnaire. Participants could also pause the online questionnaire at any time and then access it again to pick up from the last question they answered.

4.4 Postal questionnaire

Two postal questionnaires were posted to non-responding addresses with a pre-paid envelope so these could be returned to Ipsos free of charge. Postal questionnaires were accepted after the fieldwork close date up to the scan cut off for accepting returned postal questionnaires. This was done to accommodate any delays or difficulties participants may have had with returning the completed postal questionnaires.

4.5 Incentives

Incentives are commonly used in “push-to-web” surveys, as they provide a motivation for taking part for those who are not persuaded by the reasons to take part given in the survey letters. They are effective in improving response rates in the absence of an interviewer.

Participants who completed the survey had the option to

- a) request a £10 Love2Shop e-voucher to be sent to the email address they provided
- b) request a £10 Love2Shop paper voucher to be posted to their address
- c) request not to receive a voucher at all

Ipsos set up weekly orders for e-vouchers with Love2Shop so these could be sent to participants in good time in batches over the fieldwork period. The Ipsos helpline team were responsible for emailing e-vouchers to participants. At the end of fieldwork, paper vouchers were ordered from Love2Shop which were then sent to the Ipsos in-house scanning and postal team who were responsible for posting these directly to participants.

4.6 Privacy notice

The survey Privacy Notice was developed jointly by Ipsos and UKRI, and covered the following topics:

- Who is carrying out this research and what is this study about?
- What is the legal basis for processing your personal data?

- How will we use any personal data including survey responses you provide?
- How will we ensure my personal information is secure?
- How long will we retain your personal data and identifiable responses?
- Your rights
- Where will your personal data be held & processed?
- How can I contact Ipsos UK and the UKRI about this survey and/or my personal data?

4.7 Helpline

Participant queries were handled by the Ipsos helpline team. A dedicated email address (futuresociety@ipsosresearch.com) was set up to enable participants to contact the Ipsos helpline team directly. There was also a dedicated Freephone telephone line set up so that participants could leave a recorded message (for example, to find out more information about the survey or refuse to take part).

Any messages left were dealt with by the next working day, with the participants' contact details and queries logged. Opt-out requests were logged and passed to the research team for processing. Both the dedicated email address and Freephone telephone number were given on all survey letters sent to participants, while participants could also access the dedicated email address via the survey website.

The main reasons for people contacting the helpline were:

- Opt-out requests
- Postal questionnaire queries
- Voucher queries

The helpline received approximately 124 queries.

4.8 Response rates

Initially, two adults aged 16 or older from each sampled address were invited to participate. To increase participation among those aged 16-24 during the fieldwork phase, an email invitation was sent to individuals in this age group. These emails were obtained with consent from respondents who had completed the survey.

This makes it difficult to calculate an individual response rate as the number of adults at non-participating addresses is unknown. The approach used in this case is the standard approach for "push to web" surveys, that is to calculate:

- the proportion of sampled addresses – for PAS 2025 this was 22,756 (main and reserve)
- the number of survey responses received from each address (up to three responses could be received from each address) – for PAS 2025 this was 4,071 addresses

To calculate the response rate, it is also important to be able to estimate the proportion of sampled addresses which are occupied and so someone could participate. This is estimated at 92 per cent (derived from face-to-face PAF surveys).

The calculation for the response rates is as follows:

- Response rate = (Addresses where at least one survey response was received / Total addresses) / 0.92

For this survey the response rate was 4,071 addresses where at least one survey response was received / 22,756 sampled addresses / 0.92. Giving an overall response rate of 19.5%.

5 Data processing

5.1 Questionnaire processing

Questionnaire data collected online is logically prevented from containing data contrary to the questionnaire instructions (such as multiple responses to a question requiring a single answer).

Paper questionnaires are returned in supplied freepost Business Reply Envelopes (2nd class) to the scanning house. Envelopes are machine opened and questionnaires collated, guillotined and prepared for scanning.

Paper questionnaires are processed using individual codes, allocated to each case in the sample. All marks on the forms are recognised at this stage, regardless of whether they are in accordance with the questionnaire instructions.

5.2 Selection of responses to be included

The rules and protocols used for delivering the data for PAS 2025 were as follows:

- All completed online responses where the respondent has clicked on the final “submit” button, along with all paper questionnaires received with identifiable serial numbers, are eligible for inclusion.
- Returned questionnaire figures are based only on those qualifying for inclusion in the dataset as described in this document.
- The published response rates are based on all completed, valid questionnaires returned and all questionnaires sent. They have not been adjusted to exclude questionnaires which did not reach the sampled individual, e.g. where envelopes have been returned undelivered etc.
- The following are excluded from the data:
 - All questionnaires where there is only data for the first question
 - All questionnaires where only the demographic questions were completed
 - All blank questionnaires.

Questionnaire data are combined from online and scanned data sources. Where duplicates between mode of completion exist, the data used are selected according to the case that is the most complete (i.e. with the fewest unanswered questions). If there is no difference in completeness, the data used are then selected according to a priority order with online data having precedence.

5.3 Quality assurance

A number of checks were undertaken at key stages of the survey, including during the sample preparation and data cleaning stages. These help to identify obvious errors in the sample and response data, such as the inclusion of ineligible respondents or incorrect coding.

5.4 Data editing

For the completed paper questionnaires, there is a degree of completion error that occurs (e.g. ticking more than one box when only one response is required, answering a question that is not relevant, or missing questions out altogether). Therefore, it is necessary to undertake a certain amount of editing to ensure the data is logical. For example:

- If a respondent ticks more than one box where only one answer is required, then their reply for that question is excluded.
- If all boxes are left blank the reply for that question is excluded.
- If a respondent fails to tick the relevant answer for a filter question, any responses are excluded from the subsequent questions relating to that filter question.

5.5 Coding

The PAS 2025 questionnaire contained several opportunities for respondents to write in their responses, through fully open-ended questions, or 'other (please specify)' answer options.

Questions that contained these options are listed in the table below:

Table 5.1. Written response coded questions

Question variable name	Question wording	Type of response
qwords	When you think of [INSERT ROW], what three words come to mind? a) science b) research and innovation c) scientists d) researchers e) people working in innovation roles	Open-ended write in

qinfoseek	Over the last 2 weeks, did you actively seek out any science-related information from any of the following? Please exclude anything that was for your job or your studies	Somewhere else WRITE IN
qsocplat	In the last 2 weeks, when you actively sought out science-related information on social media, which platforms did this include?	Another social media platform WRITE IN
qinforeceive	Over the last 2 weeks, did you come across any science-related information from any of the following, without actively seeking it out ?	Somewhere else WRITE IN
qsocplat2	In the last 2 weeks, when you came across science-related information on social media without actively seeking it out , which platforms did this include?	Another social media platform WRITE IN
Qfund	As far as you know, who funds scientific research in the UK?	Other WRITE IN
Qwhytrue	You said that you agree that the information you hear about science is generally true. Why do you say that? Please write in anything that comes to mind.	Open-ended write in
Qwhyfals	You said that you disagree that the information you hear about science is generally true. Why do you say that? Please write in anything that comes to mind.	Open-ended write in

These responses were reviewed by Ipsos researchers and grouped based on themes appearing in the responses. If a respondent's answer aligned with an answer option that appeared in the answer response option list, it has been 'backcoded' to that specific answer option.

5.6 Statistical significance

The excel data tables include significance testing to help demonstrate where a difference between two results is genuine, rather than down to chance. Significance is tested using a two-sample t-test.

6 Weighting

6.1 Design and purpose

Weights were generated to correct for the sampling design and to reduce the impact of non-response bias.

For each weight there will be three stages:

- Stage 1: within household adjustment weights.
- Stage 2: postal sample correction weights.
- Stage 3: rim weights to ensure that the weighted sample derived from Stage 1 and Stage 2 matches the population.

For PAS 2025 different sets of weights were required for the following samples:

- online only.
- online and postal.
- online + postal version A.
- online + postal version B.

These four set of weights were required for both the full adults sampled and the young adults (aged 16 to 24) sample.

6.1.1 Within household adjustment weights

The within household adjustment weights were calculated by dividing the total number of adults in each household by the number of participants. For the online weights the denominator was the number of online participants. These weights were trimmed to avoid large weights.

For the young person sample, the within household adjustment weights were calculated based on the total number of young people aged 16 to 24 in the household.

6.1.2 Postal sample correction weights

The second stage of weighting adjusts for only half of the sample being selected to be sent the postal questionnaire. This roughly applies a weight of two to any postal return to compensate for the half sample that were not offered one, although it takes account of the changes to both the online and postal returns that resulted from half of the households not being offered a postal questionnaire.

Selecting just the households that were eligible for a postal questionnaire, we can estimate the number of postal returns that would have been obtained had it been offered to all household. We

then upweight the postal returns that were received to match that estimate. The online returns are slightly down-weighted as well, as there were more online returns for households that were not offered a postal questionnaire.

6.1.3 Rim weighting

The third stage of the weighting adjusts the combined weights from the previous two stages using rim weighting so that the weighted sample matches population estimates of age/gender groups, region/country counts, and a range of measures extracted from the annual population survey (APS).

These APS measures were white/non-white, working status by gender, household size and long-term health problem. For the online weights we also included highest educational qualification for 25 to 64 year olds). This could not be included for the other types of sample as this question was not included in the postal survey. The rim weighting was done separately for each set of weights.

The 16 to 24 year old sample was calibrated to a population total that only covers that specific age range. The measures included were age/gender groups, region/country, white/non-white and long-term health problems. Again, the rim weighting was done separately for each set of weights.

7 Analysis and presentation of results

7.1 Presentation of results over time

PAS 2025 is the seventh in this series. It continues to measure and report on the trends presented in the six previous studies:

- Public Attitudes to Science 2019
- Public Attitudes to Science 2014
- Public Attitudes to Science 2011
- Public Attitudes to Science 2008
- Science in Society 2005
- Science and the Public 2000

Two earlier studies, the 1996 British Social Attitudes Survey and the 1988 Understanding of Science survey, are also referenced, where applicable.

Although the 2025 survey has retained many historic questions to look at changes in attitudes over time, it is important to acknowledge the various changes to the research design between studies, which may have affected the results.

Firstly, the survey methodology has changed over time from paper to computer (CAPI) interviewing, and in 2025 to self-completion (mixed mode online and on paper). Switching from interviewer-led interviews to self-completion online surveys can impact on the way in which survey participants answer questions. For example, without an interviewer present, there's less risk of introducing interviewer bias, which can lead to more candid and less socially influenced responses. However, respondents who misunderstand questions do not have the ability to ask for clarification and may abandon the survey more readily without an interviewer present.

It is also worth noting that the option to select a 'don't know' response is presented on a second screen in an online survey, which differs from an interviewer-led survey where it is typically listed together with other possible responses on a showcard. In turn this can lead a respondent to select a neutral/ middle response. The instances where this is likely to have impacted on trends are pointed out in the report.

Secondly, the PAS 2025 survey has used a random probability sampling methodology, for greater representativeness. While this approach makes the survey comparable to the 2014 and 2019 surveys (see Table 7.1.), it means that, strictly speaking, differences observed between the 2014 data and the earlier quota sample surveys could be due to the different sample designs.

Other differences in the survey design include the increase in the achieved sample size from 1,749 in 2014 and 2019 to over 5,000 adults aged 16 or over living in the UK, to allow for more detailed sub-group analysis.

Taken together this means that, strictly speaking, differences observed between the 2025 data and the earlier surveys could be due to the different research design, rather than due to an actual change in attitudes over time. Nevertheless, where differences are observed, these often reflect a gradual change over the course of several study years, rather than a one-off shift. Taken together, these observations provide some reassurance that PAS 2025 data remain broadly comparable to previous waves, despite the change in survey design. However, we must be cautious about one-off, unexplained changes in findings over time.

Table 7.1. details the sampling approach, survey mode and achieved sample 1988-2025:

Table 7.1. Sampling approach, survey mode and achieved sample 1988-2025

Year	Sampling approach	Survey mode	Achieved sample
2025	Probability	Mixed mode – online and postal self-completion	5,281 UK adults (16+)
2019	Probability	CAPI	1,749 UK adults (16+)
2014	Probability	CAPI	1,749 UK adults (16+)
2011	Quota	CAPI	2,103 UK adults (16+)
2008	Quota	CAPI	2,137 UK adults (16+)
2005	Quota	Paper	1,831 UK adults (16+)
2000	Quota	Paper	1,839 British adults (16+)
1996	Probability	CAPI	3,662 British adults (18+)
1988	Probability	Paper	2,009 British adults (18+)

7.2 Analysis

Throughout the report, a set range of characteristics pertaining to the respondent was used to analyse the data. These characteristics were selected as analysis variables as they are known to show differences in behaviours or attitudes to science.

The analysis variables used in the report are outlined in Table 7.2. It also shows additional analysis variables that are provided in the excel data tables for additional investigation:

Table 7.2. Analysis variables and definitions

Variable	Definition	Groups for analysis
Gender	All respondents were asked to report their gender. Note that the number of people who provided a response under the categories of 'non-binary' and 'my gender is not listed' were too small to include in the data tables.	Male Female <i>(Data tables and report)</i>
Age	All respondents were asked their age and the results are grouped into 5 age bands	16-24 25-34 35-54 55-64 65 or over <i>(Data tables and report)</i>
Ethnicity	All respondents were asked to report their ethnicity and the results are combined into 5 overarching groups	White Mixed or multiple Asian or Asian British Black or Black British Other ethnic group <i>(Data tables and report)</i>
Country	This measure is based on postcode data taken from the sample information	England Northern Ireland Scotland Wales <i>(Data tables)</i>
Government Office Region	This measure is based on postcode data taken from the sample information	East Midlands East of England London North East North West South East South West West Midlands Yorkshire and the Humber <i>(Data tables and report)</i>
Highest level of qualification	This question was asked of online survey respondents only	Higher degree Undergraduate degree A Levels, T Levels, Scottish Highers or equivalent GCSEs, Scottish National or equivalent Other qualifications below GCSEs No formal qualifications

Variable	Definition	Groups for analysis
		<i>(Data tables and report)</i>
Subject of degree	This question was asked of online survey respondents only	Any higher education qualification Arts/ humanities degrees Science / engineering degree Social science degree Other <i>(Data tables and report)</i>
Working status	All respondents were asked their current work status and the results are grouped into 2 categories	Working Not working <i>(Data tables)</i>
Income	This is a self-reported measure, asked of all respondents, designed to establish how they feel about their current household income	Living comfortably on present income Coping on present income Finding it difficult on present income Finding it very difficult on present income <i>(Data tables and report)</i>
Children in household	Online survey respondents were asked if they had any children, aged 15 or under, in their household	Yes No <i>(Data tables)</i>
Religion	Online survey respondents were asked to specify their religion and the results are grouped into 2 categories	Any religion No religion <i>(Data tables)</i>
Frequency of attendance at religious services	Anyone who indicated that they had a religion were asked how often they attend services or meetings connected with their religion and the results are grouped into 3 categories	Once a week or more Less than once a week Never <i>(Data tables)</i>
Done science related activity in last 12 months	Anyone who had visited or attended a science related activity in the last 12 months	Yes No <i>(Data tables)</i>
Science capital index	A derived variable based on questions included in the online and postal survey questionnaire. See Section 7.3 for more details.	Low Medium High

Variable	Definition	Groups for analysis
		<i>(Data tables and report)</i>
Feel informed about science	This is a self-reported measure, asked of all respondents, designed to establish the extent to which they felt informed about science, and scientific research and developments	Informed Not informed <i>(Data tables and report)</i>
Last source of science information (Actively sought out)	A dummy variable based on the last place the respondent had actively sought out any science-related information	Traditional media New media Friends/ Family/ Colleagues Science Source <i>(Data tables and report)</i>
Last source of science information (Passively received)	A dummy variable based on the last place the respondent had passively received any science-related information	Traditional media New media Friends/ Family/ Colleagues Science Source <i>(Data tables and report)</i>
Urbanity/ rurality	This measure is based on postcode data taken from the sample information.	England & Wales: Major conurbation Other urban Rural Scotland: Urban/ Town Rural Northern Ireland: Urban/ Town Village <i>(Data tables)</i>
Index of Multiple Deprivation (IMD)	This measure is based on postcode data taken from the sample information. IMD information shown in the data tables is split into terciles (three equal parts)	IMD 1-3 (high deprivation) IMD 4-7 IMD 8-10 (low deprivation) <i>(Data tables)</i>
Occupation		Managerial and Professional Occupations Intermediate Occupations Manual and Service Occupations Never been in employment <i>(Data tables and report)</i>

Raw data in SPSS format will be available via the UK Data Archive (<https://www.data-archive.ac.uk>) for further analysis purposes.

7.3 Science capital index

Using PAS 2025 data, an index was created to measure the degree of science capital held by survey respondents. The science capital index was first developed in 2019 by Dr. Jen De Witt in partnership with Kantar.

The index was built on 11 variables which were considered to comprise the key dimensions of science capital (Table 7.3.)

Table 7.3 Variables making up the Science Capital Index

Variable label	Question wording	Valid response codes with score
QRELATEA	Which of these statements best describes your relationship with science?	<ul style="list-style-type: none"> - Science is not for me (1) - I'm interested in science but I don't make a special effort to keep informed (2) - I feel connected with science (3) - I actively seek out science news, events, activities or entertainment (3)
QAGREE4_a	The science I learnt at school has been useful in my everyday life	<ul style="list-style-type: none"> - Strongly disagree (1) - Tend to disagree (2) - Neither agree nor disagree (3) - Tend to agree (4) - Strongly agree (5)
QAGREE2_b	It is important to know about science in my daily life	<ul style="list-style-type: none"> - Strongly disagree (1) - Tend to disagree (2) - Neither agree nor disagree (3) - Tend to agree (4) - Strongly agree (5)
QAGREE2_a	School put me off science	<ul style="list-style-type: none"> - Strongly agree (1) - Tend to agree (2) - Neither agree nor disagree (3) - Tend to disagree (4) - Strongly disagree (5)
QAGREE5_a	I would feel comfortable in places where science is discussed and practised, such as in laboratories, in science centres, in industrial settings	<ul style="list-style-type: none"> - Strongly disagree (1) - Tend to disagree (2) - Neither agree nor disagree (3) - Tend to agree (4) - Strongly agree (5)

QAGREE5_b	I have a good understanding of scientific terms, such as hypothesis, theory, experiments and research trials	<ul style="list-style-type: none"> - Strongly disagree (1) - Tend to disagree (2) - Neither agree nor disagree (3) - Tend to agree (4) - Strongly agree (5)
QINFORMEDA	How well informed do you feel, if at all, about science, and scientific research and developments?	<ul style="list-style-type: none"> - Not at all informed (1) - Not very well informed (2) - Fairly well informed (3) - Very well informed (4)
SCIENCEJOB	Do you work in a science related job or study a science subject?	<ul style="list-style-type: none"> - Neither (1) - Study science subject (2) - Science related job (3) - Both study science and work in a science job (4)
HIGHESTSCIEDU	Highest science qualification	<ul style="list-style-type: none"> - No formal qualifications in any subject (1) - No formal science qualifications (2) - Non-science undergraduate degree OR A level or equivalent / GCSE/O-level/CSE or equivalent / Science qualification below (3) - Higher degree (e.g. Masters, PhD) and / or undergraduate degree in science (4)
QTALK	How often do you talk about things to do with science with family, friends or colleagues?	<ul style="list-style-type: none"> - Never (1) - Rarely (2) - A few times a year (3) - Once or twice a month (4) - At least once a week (5) - Every day or nearly every day (6)
SCIENCEJOB2_1/ SCIENCEJOB2_2/ SCIENCEJOB2_3/ SCIENCEJOB2_4	Do you have any friends or family who work in a job using science, computer science, engineering, or medicine?	<ul style="list-style-type: none"> - None of the above (1) - Yes, other family member/relative (not living with me) or friends or colleagues (2) - Yes, family member living with me (3) - Yes, family member living with me AND either other family member/relative (not living with me) or friends or colleagues (4)

		- Yes, family member living with me AND other family member/relative (not living with me) AND friends or colleagues (5)
--	--	---

The first step in creating the science capital index was to re-code a number of variables to ensure that they were coded consistently.

The following six variables were re-coded to ensure that all variables were coded in a consistent order from low science to high science:

- QRELATEA
- QINFORMEDA
- QAGREE4_a
- QAGREE2_b
- QAGREE5_a
- QAGREE5_b

For the family and friends working in STEM variable, the four constituent variables were combined to create a single ordinal variable derived from SCIENCEJOB2_1, SCIENCEJOB2_2, SCIENCEJOB2_3, SCIENCEJOB2_4. To create:

- 1 No, none of these three options
- 2 Yes, other family member/relative (not living with me) OR friends or colleagues
- 3 Yes, ONLY family member living with me
- 4 Yes, family member living with me AND either other family member/relative (not living with me) or friends or colleagues
- 5 Yes, family member living with me AND other family member/relative (not living with me) AND friends or colleagues"

The HIGHESTSCIEDU variable was recoded to include respondents who were not asked the question (for example those who did not have any formal qualifications) to preserve the total sample size. This variable was recoded and included 4 categories:

- 1 No formal qualifications in any subject
- 2 No formal science qualifications

- 3 Non-science undergraduate degree OR A level or equivalent / GCSE/O-level/CSE or equivalent / Science qualification below
- 4 Higher degree (e.g. Masters, PhD) and / or Undergraduate degree in science.

The next step was to identify any missing cases i.e. respondents who had not provide a valid answer for one or more of the 11 variables. In total there were 261 missing cases, which meant that the index was run on a total of 5,020 cases.

The sum of all variables was based on the score for each individual at each question. Theoretically, this could vary from 11 (the lowest possible score across all variables) to 51 (the highest possible score), in practice it ran from 12 to 51. This sum was then portioned into a categorical variable by partitioning the scale into 3 equal parts: 0-0.33, 0.34-0.66, 0.67-1 (low/medium/high).

The proportion of people defined as having low science capital has fallen since 2019 when the index was first adopted, with more people now defined as having medium science capital, as shown in Table 7.4.

Table 7.4. Science Capital Index range make-up

Science capital index		
All	2025	2019
High	21%	22%
Medium	66%	60%
Low	13%	18%
Base: All respondents excluding those defined as missing	5,020	1,622

7.4 Bases

The base is used in the main report and data tables to show how many people answered each question. Not all questions are asked of, or answered by, everyone. For example, some questions only apply to respondents depending on their answers to a previous question. This document provides both the weighted and unweighted bases.

Where base sizes are relatively small, results should be treated with caution. In the Excel data tables small base sizes are indicated in the weighted base row, where a single asterisk (*) denotes a small effective base (<100) and a double asterisk (**) denotes a very small effective base (<30).

7.5 List of outputs

Tables 7.5. describes the reports and datasets which have been produced for PAS 2025, including the presentation of statistics in each.

Table 7.5. Reports published on (published via INSERT WEBSITE NAME)

	Detail / purpose
Main findings report	The main findings are presented in two ways. As a pdf report and as an accessible web-based report. Headline findings are shown as infographics for selected questions to highlight key results
Survey results	Results for all questions are presented in table format (Excel) with crossbreaks to provide a breakdown of results by key subgroups
Technical report	A pdf report which explains how results are calculated and presented across the various survey outputs

Appendices

Glossary of terms

Term	Definition
Index of Multiple Deprivation (IMD)	This is the official measure of relative deprivation. It broadly defines deprivation based on an individual's living conditions. IMD segments range from IMD1 (most deprived) to IMD10 (least deprived).
Push-to-web methodology	A survey methodology where participants are invited to complete an online survey, having been initially contacted through another means, such as postal invitations.
Science capital index (SCI)	Science capital index was created to measure the degree of science capital held by survey respondents. It is used in the data tables and report for analysis purposes to identify three segments; people with low science capital, people with medium science capital and those with high science capital.
Weighting	Weighting ensures results are more representation of the population of people in the UK. For more details on the weighting strategy used for this survey, see section 6.

PAS Questionnaire 2025

SHOW ALL

showscreen_intro

Thank you for taking part in this survey. It explores important topics that impact everyone's lives, such as the economy, jobs, government spending priorities, and how society adapts to new technologies.

Staying informed about science, and research and innovation

ASK ALL

qwords

When you think of [INSERT ROW], what three words come to mind?

Please just use your own words – we are interested in whatever comes to mind when you think about each topic or group, it doesn't matter how much or how little you know about them.

Please just use your own words – we are interested in whatever comes to mind and it doesn't matter how much or how little you know about [IF ROWS A-B INSERT: it [IF ROWS C, D, E INSERT: them.

ASK AS A CAROUSEL

RANDOMISE STATEMENTS

- f) science
- g) research and innovation
- h) (SPLIT SAMPLE A) scientists
- i) (SPLIT SAMPLE B) researchers
- j) (SPLIT SAMPLE C) people working in innovation roles

SINGLE CODE

- 1. WRITE IN
- 2. Don't know

ASK ALL

qinformeda

How well informed do you feel, if at all, about each of the following?

Please select one answer.

ASK AS A CAROUSEL

RANDOMISE STATEMENTS

- a) Science, and scientific research and developments
- b) Research and innovation

SINGLE CODE

REVERSE SCALE EXCEPT DK

- 1. Very well informed
- 2. Fairly well informed
- 3. Not very well informed
- 4. Not at all informed
- 5. Don't know

SHOW ALL

showscreen_science

The next questions focus specifically on the topic of **science**.

ASK ALL

qrelatea

Which of these statements best describes your relationship with science?

Please select one answer.

SINGLE CODE
REVERSE SCALE

1. I feel connected with science – I actively seek out science news, events, activities or entertainment
2. I'm interested in science, but I don't make a special effort to keep informed
3. Science is not for me

ASK ALL

qtalk

How often do you talk about things to do with science with family, friends or colleagues?

Please select one answer.

SINGLE CODE
REVERSE SCALE EXCEPT DK

1. Never
2. Rarely (once a year or less)
3. A few times a year
4. Once or twice a month
5. At least once a week
6. Every day or nearly every day
7. Don't know

ASK ALL

qinfoquan

Which of the following statements do you most agree with? These days I hear and see ...

Please select one answer.

SINGLE CODE
REVERSE SCALE EXCEPT DK

1. Far too much information about science
2. Too much information about science
3. The right amount of information about science
4. Too little information about science
5. Far too little information about science
6. Don't know

ASK ALL

qinfoseek

Over the last 2 weeks, did you **actively seek out** any science-related information from any of the following?
Please **exclude** anything that was for your job or your studies.

Please select all that apply.

MULTICODE
ROTATE EXCEPT OTHER AND DK, AND KEEP CODE 1 AND 2 TOGETHER

1. A TV **News** programme
2. Another type of TV programme, e.g. a documentary (**live or via a streaming service**)
3. A book
4. A magazine or newspaper (in print, online or via an app)
5. A scientific journal (in print or online)
6. A specialist science website or blog
7. A non-science website or blog
8. A radio programme

9. A podcast
10. Social media
11. YouTube
12. A WhatsApp group
13. Verbally or in person from friends, family or colleagues
14. In person at a museum, gallery, or convention
15. An online or in-person workshop or presentation
16. Verbally or in person from a scientist or science communicator
17. Somewhere else **WRITE IN**

SINGLE CODE

18. I did **not** actively seek out any science-related information over the last 2 weeks
19. Don't know

ASK IF ACTIVELY SOUGHT SCIENCE INFORMATION ON SOCIAL MEDIA (qinfoseek code 10)

qsocplat

In the last 2 weeks, when you **actively** sought out science-related information on social media, which platforms did this include?

Please select all that apply.

MULTICODE**RANDOMISE EXCEPT OTHER AND DK**

1. Facebook
2. X (formerly Twitter)
3. Instagram
4. TikTok
5. Snapchat
6. WeChat
7. Telegram
8. Bluesky
9. Another social media platform **WRITE IN**

SINGLE CODE

10. Don't know

ASK IF MORE THAN ONE CHANNEL (qinfoseek 2 or more codes)

qinfoseeklast

And where was the last place you **actively** sought out any science-related information?

Please select one answer.

SINGLE CODE**SHOW ONLY CODES MENTIONED AT qinfoseek****ROTATE EXCEPT OTHER AND DK, AND KEEP CODE 1 AND 2 TOGETHER****KEEP SAME ROTATION AS qinfoseek**

1. A TV **News** programme
2. Another type of TV programme, e.g. a documentary (**live or via a streaming service**)
3. A book
4. A magazine or newspaper (in print, online or via an app)
5. A scientific journal (in print or online)
6. A specialist science website or blog
7. A non-science website or blog
8. A radio programme
9. A podcast
10. Social media
11. YouTube
12. A WhatsApp group
13. Verbally or in person from friends, family or colleagues
14. In person at a museum, gallery, or convention

15. An online or in-person workshop or presentation
16. Verbally or in person from a scientist or science communicator
17. The other place you mentioned
18. Don't know

DUMMY VARIABLE NOT ASKED (DERIVED IF ACTIVELY SOUGHT SCIENCE INFORMATION (qinfoseek codes 1-17))

dummy_infoseeklast

The last place they **actively** sought out any science-related information:

SINGLE CODE

IF ONE CODE 1-17 AT qinfoseek, ENTER SAME CODE HERE

ELSE IF ONE CODE 1-17 AT qinfoskeelast, ENTER SAME CODE HERE

ELSE MISSING

1. A TV **News** programme
2. Another type of TV programme, e.g. a documentary (**live or via a streaming service**)
3. A book
4. A magazine or newspaper (in print, online or via an app)
5. A scientific journal (in print or online)
6. A specialist science website or blog
7. A non-science website or blog
8. A radio programme
9. A podcast
10. Social media
11. YouTube
12. A WhatsApp group
13. Verbally or in person from friends, family or colleagues
14. In person at a museum, gallery, or convention
15. An online or in-person workshop or presentation
16. Verbally or in person from a scientist or science communicator
17. The other place you mentioned
18. Don't know

ASK IF RECALL WHERE LAST ACTIVELY SOUGHT SCIENCE INFORMATION (dummy_infoseeklast codes 1-17)

qinfoseekfeel

Thinking about the **last place** you actively sought out any science-related information, how much, if at all, would you say you [INSERT ROW]?

ASK AS A CAROUSEL

RANDOMISE STATEMENTS:

1. trusted the information
2. found the information useful
3. found the information easy to understand
4. found the information interesting
5. found the information easy to find

SINGLE CODE

REVERSE SCALE EXCEPT DK

1. A great deal
2. A fair amount
3. Not very much
4. Not at all
5. Don't know

ASK IF RECALL WHERE LAST ACTIVELY SOUGHT SCIENCE INFORMATION (dummy_infoseeklast codes 1-17)

qinfoseekact

Thinking again about the **last place** you actively sought out any science-related information, did you do any of the following based on what you saw, heard or read?

Please select one answer.

ASK AS A CAROUSEL
RANDOMISE STATEMENTS

- a) Shared or discussed the information with someone else
- b) Looked for more information on the same science-related topic
- c) Checked to see if it was true

SINGLE CODE

1. Yes
2. No
3. Don't know

SHOW ALL

showscreen_receive

The next questions are about any science-related information that you **did not actively seek out**.

ASK ALL

qinforeceive

Over the last 2 weeks, did you come across any science-related information from any of the following, **without actively seeking it out?**

Please select all that apply.

MULTICODE

ROTATE EXCEPT OTHER AND DK, AND KEEP CODE 1 AND 2 TOGETHER

1. A TV **News** programme
2. Another type of TV programme, e.g. a documentary (**live or via a streaming service**)
3. A book
4. A magazine or newspaper (in print, online or via an app)
5. A scientific journal (in print or online)
6. A specialist science website or blog
7. A non-science website or blog
8. A radio programme
9. A podcast
10. Social media
11. YouTube
12. A WhatsApp group
13. Verbally or in person from friends, family or colleagues
14. In person at a museum, gallery, or convention
15. An online or in-person workshop or presentation
16. Verbally or in person from a scientist or science communicator
17. Somewhere else **WRITE IN**

SINGLE CODE

18. I did **not** come across any science-related information over the last 2 weeks
19. Don't know

ASK IF CAME ACROSS SCIENCE INFORMATION ON SOCIAL MEDIA (qinforeceive code =10)

qsocplat2

In the last 2 weeks, when you came across science-related information on social media **without actively seeking it out**, which platforms did this include?

Please select all that apply.

MULTICODE

RANDOMISE EXCEPT OTHER AND DK

1. Facebook
2. X (formerly Twitter)
3. Instagram
4. TikTok
5. Snapchat
6. WeChat
7. Telegram
8. Bluesky
9. Another social media platform **WRITE IN**

SINGLE CODE

10. Don't know

ASK IF MORE THAN ONE CHANNEL (qinforeceive 2 or more codes)

qinforeceivelast

And where was the last place you came across any science-related information, **without actively seeking it out?**

Please select one answer.

SINGLE CODE**SHOW ONLY CODES MENTIONED AT qinforeceive****ROTATE EXCEPT OTHER AND DK, AND KEEP CODE 1 AND 2 TOGETHER****KEEP SAME ROTATION AS qinforeceive**

1. A TV **News** programme
2. Another type of TV programme, e.g. a documentary (**live or via a streaming service**)
3. A book
4. A magazine or newspaper (in print, online or via an app)
5. A scientific journal (in print or online)
6. A specialist science website or blog
7. A non-science website or blog
8. A radio programme
9. A podcast
10. Social media
11. YouTube
12. A WhatsApp group
13. Verbally or in person from friends, family or colleagues
14. In person at a museum, gallery, or convention
15. An online or in-person workshop or presentation
16. Verbally or in person from a scientist or science communicator
17. The other place you mentioned
18. Don't know

DUMMY VARIABLE NOT ASKED (DERIVED IF ACTIVELY SOUGHT SCIENCE INFORMATION (qinforeseek codes 1-17))

dummy_inforeceivelast

The last place they came across any science-related information, **without actively seeking it out:**

SINGLE CODE**IF ONE CODE 1-17 AT qinforeceive, ENTER SAME CODE HERE****ELSE IF ONE CODE 1-17 AT qinfoskeelast, ENTER SAME CODE HERE****ELSE MISSING**

1. A TV **News** programme
2. Another type of TV programme, e.g. a documentary (**live or via a streaming service**)
3. A book
4. A magazine or newspaper (in print, online or via an app)
5. A scientific journal (in print or online)
6. A specialist science website or blog

7. A non-science website or blog
8. A radio programme
9. A podcast
10. Social media
11. YouTube
12. A WhatsApp group
13. Verbally or in person from friends, family or colleagues
14. In person at a museum, gallery, or convention
15. An online or in-person workshop or presentation
16. Verbally or in person from a scientist or science communicator
17. The other place you mentioned
18. Don't know

ASK IF RECALL WHERE LAST CAME ACROSS SCIENCE INFORMATION (dummy_inforeceiveivlast codes 1-17)

qinforeceiveivfeel

Thinking about the **last place** you came across any science-related information without actively seeking it out, how much, if at all, would you say you **[INSERT ROW]?**

ASK AS A CAROUSEL

RANDOMISE STATEMENTS:

1. trusted the information
2. found the information useful
3. found the information easy to understand
4. found the information interesting
5. found the information easy to find

SINGLE CODE

REVERSE SCALE EXCEPT DK

1. A great deal
2. A fair amount
3. Not very much
4. Not at all
5. Don't know

ASK IF RECALL WHERE LAST CAME ACROSS SCIENCE INFORMATION (dummy_inforeceiveivlast codes 1-17)

qinforeceiveivact

Thinking again about the **last place** you came across any science-related information without actively seeking it out, did you do any of the following based on what you saw, heard or read?

Please select one answer.

ASK AS A CAROUSEL

RANDOMISE STATEMENTS

- a) Shared or discussed the information with someone else
- b) Looked for more information on the same science-related topic
- c) Checked to see if it was true

SINGLE CODE

1. Yes
2. No
3. Don't know

Science, research and innovation's contribution to government priorities

SHOW ALL

showscreen_reassure

The next questions are about different topics in **science**, as well as **research and innovation**. For these questions, you don't need to have any specialist knowledge. We just want you to answer based on what you've seen or heard.

ASK ALL

qmissionsa

How well **informed**, if at all, do you feel about how science, research and innovation contribute to the following areas in the UK?

Please select one answer.

**ASK AS A CAROUSEL
RANDOMISE STATEMENTS**

- a) Improving the NHS
- b) Growing the economy
- c) Helping the police to reduce crime
- d) Improving childcare and education
- e) Making the UK a world leader in clean energy (e.g. low-carbon energy)

**SINGLE CODE
REVERSE SCALE EXCEPT DK**

- 1. Very well informed
- 2. Fairly well informed
- 3. Not very well informed
- 4. Not at all informed
- 5. Have never heard of it
- 6. Don't know

ASK ALL

qmissionsb

How important, if at all, do you think it is for the **UK government to invest in** science, research and innovation in each of the following areas?

**ASK AS A CAROUSEL
RANDOMISE**

- a) Improving the NHS
- b) Growing the economy
- c) Helping the police to reduce crime
- d) Improving childcare and education
- e) Making the UK a world leader in clean energy (e.g. low-carbon energy)

**SINGLE CODE
REVERSE SCALE EXCEPT DK**

- 1. Very important
- 2. Fairly important
- 3. Not very important
- 4. Not at all important
- 5. Don't know

Feeling informed about different science topics**ASK ALL**

qinformb

How well **informed**, if at all, do you feel about each of the following topics?

Please select one answer.

ASK AS A CAROUSEL

RANDOMISE STATEMENTS

- a) Genetically modified plants (GM crops)
- b) Genome editing
- c) The use of animals in medical research
- d) Synthetic biology
- e) Vaccination of people against diseases
- f) Nanotechnology
- g) Driverless vehicles
- h) Mobile phone technologies
- i) Artificial intelligence (AI)
- j) Quantum technologies
- k) The space industry
- l) Nuclear power
- m) Robotics

SINGLE CODE**REVERSE SCALE EXCEPT DK**

1. Very well informed
2. Fairly well informed
3. Not very well informed
4. Not at all informed
5. Have never heard of it
6. Don't know

Perceived risks and benefits (including of different science topics)

ASK IF FEEL INFORMED, EVEN IF NOT VERY WELL, ABOUT EACH TOPIC (qinformb codes 1-3 for each of the statements a-m)

qbenefit

From what you know or have heard about each of the following, which of these statements, if any, most closely reflects your own opinion?

Please select one answer.

ASK AS A CAROUSEL**RANDOMISE STATEMENTS****ROUTING APPLIES INDIVIDUALLY TO EACH OF THE STATEMENTS**

- a) Genetically modified plants (GM crops)
- b) Genome editing
- c) The use of animals in medical research
- d) Synthetic biology
- e) Vaccination of people against diseases
- f) Nanotechnology
- g) Driverless vehicles
- h) Mobile phone technologies
- i) Artificial intelligence (AI)
- j) Quantum technologies
- k) The space industry
- l) Nuclear power
- m) Robotics

SINGLE CODE**REVERSE SCALE EXCEPT DK**

1. Benefits far outweigh the risks
2. Benefits slightly outweigh the risks
3. The risks and benefits are about the same
4. Risks slightly outweigh the benefits
5. Risks far outweigh the benefits

6. Don't know

SHOW ALL

showscreen_scienceb

The next questions are again about **science** and **scientists**.

ASK ALL

qconrisks

How confident, if at all, are you that scientists in the UK have thoroughly considered the risks of new technologies before they are used?

Please select one answer.

SINGLE CODE

REVERSE SCALE EXCEPT CODE 5 AND DK

1. Very confident
2. Fairly confident
3. Not very confident
4. Not at all confident
5. It depends on the area they work in
6. Don't know

Rules and regulations

ASK ALL

qfund

As far as you know, who funds scientific research in the UK?

Please select all that apply.

MULTICODE

RANDOMISE EXCEPT OTHER AND DK

1. The government
2. Private companies
3. Charities
4. Universities
5. Wealthy individuals
6. Foreign countries
7. The NHS, or other health/medical bodies
8. Scientists themselves
9. Scientific institutes or research institutes
10. Trusts or foundations
11. The EU
12. National Academies (e.g. Royal Society, British Academy, Academy of Medical Sciences)
13. Research Councils
14. Other **WRITE IN**

SINGLE CODE

15. Don't know

ASK ALL

qrulesa

As far as you know, who, if anyone, sets the rules and regulations for scientists in the UK to follow when they are doing their job?

Please select all that apply.

MULTICODE

RANDOMISE LIST EXCEPT CODE 9 AND DK

1. Scientists themselves
2. Government ministers
3. Existing regulatory bodies
4. The public
5. Universities
6. The private companies that scientists may work for
7. Global bodies (e.g. World Health Organization (WHO), United Nations (UN), International Science Council (ISC))
8. The organisations funding scientific research

SINGLE CODE

9. None of these
10. Don't know

ASK ALL

qrulesb

Who, if anyone, do you think **should** set the rules and regulations for scientists in the UK to follow when they are doing their job?

Please select all that apply.

MULTICODE**RANDOMISE LIST EXCEPT CODE 9 AND DK**

1. Scientists themselves
2. Government ministers
3. Existing regulatory bodies
4. The public
5. Universities
6. The private companies that scientists may work for
7. Global bodies (e.g. World Health Organization (WHO), United Nations (UN), International Science Council (ISC))
8. The organisations funding scientific research

SINGLE CODE

9. None of these
10. Don't know

Attitudes to science (part 1)**ASK ALL**

qagree

How much do you agree or disagree with each of the following statements?

Please select one answer.

ASK AS A CAROUSEL**RANDOMISE STATEMENTS**

- a) Human activity does not have a significant effect on the climate
- b) People shouldn't tamper with nature
- c) On the whole, new technology is improving our lives
- d) We depend too much on science and not enough on faith
- e) We depend too much on science and not enough on personal experience

SINGLE CODE**REVERSE SCALE EXCEPT DK**

1. Strongly agree
2. Tend to agree

3. Neither agree nor disagree
4. Tend to disagree
5. Strongly disagree
6. Don't know

Engagement with science as a cultural activity

ASK ALL

qvisit2

How often, if at all, have you visited or attended each of the following in the last 12 months?

Please select one answer.

ASK AS A CAROUSEL

ROTATE STATEMENTS

- a) A science museum
- b) A science and discovery centre
- c) A planetarium
- d) A zoo or aquarium
- e) A working laboratory or similar scientific site
- f) A science festival
- g) A science-related talk or lecture outside of school, college or work
- h) A nature reserve
- i) Another science-related attraction
- j) An art gallery
- k) Another type of museum (not science or art)
- l) A literature festival

SINGLE CODE

1. Not visited or attended in the last 12 months
2. Once
3. Twice
4. Three or more times
5. Don't know

ASK IF ANY SCIENCE-RELATED ATTRACTIONS VISITED (qvisit2 any statements a-l codes 2-4)

qvisita

Thinking about your last visit to each of the following, who if anyone did you go with?

Please select all that apply.

ASK AS A CAROUSEL

ROTATE STATEMENTS

ONLY SHOW STATEMENTS WHERE qvisit CODES 2-4

- a) A science museum
- b) A science and discovery centre
- c) A planetarium
- d) A zoo or aquarium
- e) A working laboratory or similar scientific site
- f) A science festival
- g) A science-related talk or lecture outside of school, college or work
- h) A nature reserve
- i) Another science-related attraction
- j) An art gallery
- k) Another type of museum (not science or art)
- l) A literature festival

SINGLE CODE

1. Went alone

MULTICODE

2. Son(s) (including step or foster)
3. Daughter(s) (including step or foster)
4. Mother (including step or foster)
5. Father (including step or foster)
6. Sister(s) (including step)
7. Brother(s) (including step)
8. Partner
9. Friends
10. With school, college or university
11. Another relative (including in-laws)
12. Another person (non-relative)

SINGLE CODE

13. Don't know

Attitudes to science (part 2)**SHOW TO HALF THE SAMPLE (HALF B)**

showscreen_broaden

The next questions return to cover both the topics of **science**, and **research and innovation**.

ASK ALL

qagree2

How much do you agree or disagree with each of the following statements about science and other research areas?

Please select one answer.

ASK AS A CAROUSEL**RANDOMISE STATEMENTS**

- a) School put me off science
- b) It is important to know about science in my daily life
- c) **ASK HALF THE SAMPLE (HALF A):** I don't think I'm clever enough to understand science and technology
- d) **ASK HALF THE SAMPLE (HALF B):** I don't think I'm clever enough to understand research and innovation
- e) **ASK HALF THE SAMPLE (HALF A):** I don't really know what a scientist does
- f) **ASK HALF THE SAMPLE (HALF B):** I don't really know what a researcher does
- g) **ASK HALF THE SAMPLE (HALF A):** The UK is a world leader in science
- h) **ASK HALF THE SAMPLE (HALF B):** The UK is a world leader in research and innovation
- i) **ASK HALF THE SAMPLE (HALF A):** Science has increased the prosperity of society as a whole
- j) **ASK HALF THE SAMPLE (HALF B):** Research and innovation have increased the prosperity of society as a whole
- k) **ASK HALF THE SAMPLE (HALF A):** Science has increased my own prosperity
- l) **ASK HALF THE SAMPLE (HALF B):** Research and innovation have increased my own prosperity
- m) **ASK HALF THE SAMPLE (HALF A):** Science has improved my wellbeing
- n) **ASK HALF THE SAMPLE (HALF B):** Research and innovation have improved my wellbeing
- o) **ASK HALF THE SAMPLE (HALF A):** Science has improved the quality of public services in the UK
- p) **ASK HALF THE SAMPLE (HALF B):** Research and innovation have improved the quality of public services in the UK
- q) **ASK HALF THE SAMPLE (HALF A):** I don't understand the point of all the science being done today
- r) **ASK HALF THE SAMPLE (HALF B):** Science is such a big part of our lives that we should all take an interest
- s) **ASK HALF THE SAMPLE (HALF A):** Even if it brings no immediate benefits, scientific research which advances knowledge should be funded by the government
- t) **ASK HALF THE SAMPLE (HALF B):** The benefits of science are greater than any harmful effects

- u) **ASK HALF THE SAMPLE (HALF A):** Government funding for science should be cut because the money can be better spent elsewhere
- v) **ASK HALF THE SAMPLE (HALF B):** Science and technology are too specialised for most people to understand them
- w) **ASK HALF THE SAMPLE (HALF A):** The more I know about science the more worried I am
- x) **ASK HALF THE SAMPLE (HALF B):** The speed of development in science and technology means that they cannot be properly controlled by government
- y) **ASK HALF THE SAMPLE (HALF A):** Scientific advances tend to benefit the rich more than they benefit the poor
- z) **ASK HALF THE SAMPLE (HALF B):** Science makes our way of life change too fast

SINGLE CODE

REVERSE SCALE EXCEPT DK

1. Strongly agree
2. Tend to agree
3. Neither agree nor disagree
4. Tend to disagree
5. Strongly disagree
6. Don't know

Trust in scientists

SHOW ALL

showscreen_scientists

The next questions are about **scientists** as a group.

ASK ALL

qpairs1

Looking at these pairs of words or phrases, which one of each of these pairs comes closest to your current view of scientists?

Please select one answer.

RANDOMISE STATEMENTS

DO NOT SHOW STATEMENTS ON THE SCREEN – JUST SHOW THE CODES

- a) Interesting | Boring
- b) Open-minded | Narrow-minded
- c) Good at communicating | Poor at communicating
- d) Open | Secretive
- e) Creative | Uncreative
- f) Honest | Dishonest
- g) Ethical | Unethical
- h) Competent | Incompetent
- i) Keep their promises | Do not keep their promises
- j) Responsible | Irresponsible
- k) Have the right intentions | Have the wrong intentions
- l) Share my values | Do not share my values
- m) Representative of the UK population (in terms of gender, ethnicity, social class, disability and neurodiversity) | Unrepresentative of the UK population (in terms of gender, ethnicity, social class, disability and neurodiversity)

SINGLE CODE

RANDOMISE CODES EXCEPT DK AND IT DEPENDS

1. **FIRST WORD FROM STATEMENT**
2. **SECOND WORD FROM STATEMENT**
3. It depends/neither of these
4. Don't know

RANDOMISE ORDER OF qimpsci AND qbreaktrust**ASK ALL**

qimpsci

And looking at these words or phrases, which of the following, if any, do you think it is **most important** for scientists to be? Please rank your top three, starting with the most important.

MULTICODE UP TO 3 WITH RANKING

1. Interesting
2. Open-minded
3. Good at communicating
4. Open
5. Creative
6. Honest
7. Ethical
8. Competent
9. Keep their promises
10. Responsible
11. Have the right intentions
12. Share my values
13. Representative of the UK population (in terms of gender, ethnicity, social class, disability and neurodiversity)

SINGLE CODE

14. None of these
15. Don't know

ASK ALL

qbreaktrust

And looking at these words or phrases, which of the following, if any, do you think would be most likely to **damage people's trust** in scientists? Please rank your top three, starting most likely.

MULTICODE UP TO 3 WITH RANKING

1. Narrow-mindedness
2. Being poor at communicating
3. A lack of transparency
4. Unethical or irresponsible conduct
5. Incompetence
6. Not keeping their promises
7. Having the wrong intentions
8. Not sharing my values
9. Being unrepresentative of the UK population (in terms of gender, ethnicity, social class, disability and neurodiversity)

SINGLE CODE

10. None of these
11. Don't know

ASK HALF THE SAMPLE (HALF A)

qtrustsci

How much, if at all, do you trust each of these groups to follow any rules and regulations which apply to their profession?

Please select one answer.

ASK AS A CAROUSEL**RANDOMISE STATEMENTS**

- a) Scientists working for government
- b) Scientists working for private companies
- c) Scientists working for universities

- d) Scientists working for charities, trusts or foundations
- e) Scientists working for environmental groups
- f) Scientists working for pharmaceutical companies

SINGLE CODE**REVERSE SCALE EXCEPT DK**

- 1. A great deal
- 2. A fair amount
- 3. Not very much
- 4. Not at all
- 5. Don't know

SHOW HALF THE SAMPLE (HALF B)

showscreen_other

The next questions are about **researchers** and **engineers**. You can answer based on who you understand to be part of those groups.

ASK HALF THE SAMPLE (HALF B)

qtrustother

How much, if at all, do you trust each of these groups to follow any rules and regulations which apply to their profession?

Please select one answer.

ASK AS A CAROUSEL**RANDOMISE STATEMENTS**

- a) Engineers working for private companies
- b) Engineers working for universities
- c) Researchers working for government
- d) Researchers working for universities
- e) Researchers working for charities, trusts or foundations
- f) Researchers working for private companies
- g) Researchers working for environmental groups
- h) Researchers working for pharmaceutical companies

SINGLE CODE**REVERSE SCALE EXCEPT DK**

- 1. A great deal
- 2. A fair amount
- 3. Not very much
- 4. Not at all
- 5. Don't know

Attitudes to scientists (part 3)**SHOW HALF THE SAMPLE (HALF B)**

showscreen_prof

The next questions are about **scientists**, as well as other groups, including **researchers** and **people who work in innovation roles**. You can again answer based on who you understand to be part of those groups.

ASK ALL

qagree3

How much do you agree or disagree with each of the following statements about scientists and other groups?

Please select one answer.

ASK AS A CAROUSEL**RANDOMISE STATEMENTS**

- a) **ASK HALF THE SAMPLE (HALF A):** Scientists make a valuable contribution to society
- b) **ASK HALF THE SAMPLE (HALF B):** Researchers make a valuable contribution to society
- c) **ASK HALF THE SAMPLE (HALF B):** People working in innovation roles make a valuable contribution to society
- d) **ASK HALF THE SAMPLE (HALF A):** It's normal for scientists to disagree with each other
- e) **ASK HALF THE SAMPLE (HALF B):** Scientists adjust their findings to get the answers they want
- f) **ASK HALF THE SAMPLE (HALF A):** In general, scientists want to make life better for the average person
- g) **ASK HALF THE SAMPLE (HALF B):** Rules will not stop scientists doing what they want behind closed doors
- h) **ASK HALF THE SAMPLE (HALF A):** It is important to have some scientists who are not linked to businesses
- i) **ASK HALF THE SAMPLE (HALF B):** The independence of scientists is often put at risk by the interests of their funders
- j) **ASK HALF THE SAMPLE (HALF A):** Scientists should listen more to what ordinary people think
- k) **ASK HALF THE SAMPLE (HALF B):** Scientists are too dependent on business and industry for funding
- l) **ASK HALF THE SAMPLE (HALF A):** It's normal for scientists to change their minds
- m) **ASK HALF THE SAMPLE (HALF B):** Scientists don't consider people like me when designing their research
- n) **ASK HALF THE SAMPLE (HALF A):** Scientists should be required to involve all groups of the population in their research – including women, ethnic minorities, all social classes, disabled people and neurodivergent people
- o) **ASK HALF THE SAMPLE (HALF B):** Involving all groups of the population in scientific research – including women, ethnic minorities, all social classes, disabled people, and neurodivergent people – would lead to better quality science
- p) **ASK HALF THE SAMPLE (HALF A):** Scientists know best what is good for us

SINGLE CODE

REVERSE SCALE EXCEPT DK

1. Strongly agree
2. Tend to agree
3. Neither agree nor disagree
4. Tend to disagree
5. Strongly disagree
6. Don't know

Attitudes to studying and working in science and research

SHOW ALL

showscreen_halfway

Thanks for all your answers so far. We have a few more questions, including some more agree or disagree questions, but you are close to the end of the survey.

ASK ALL

qagree4

IF HALF A: Here are some statements about studying and working in science.

IF HALF B: Here are some statements about studying and working in **science**, as well as other areas like **research and innovation**, and **engineering**.

How much do you agree or disagree with each of these?

Please select one answer.

ASK AS A CAROUSEL

RANDOMISE STATEMENTS

- a) The science I learnt at school has been useful in my everyday life

- b) **ASK HALF THE SAMPLE (HALF A):** Compared to other professions, science offers a well-paid career
- c) **ASK HALF THE SAMPLE (HALF B):** Compared to other professions, working in research and innovation offers a well-paid career
- d) **ASK HALF THE SAMPLE (HALF A):** Jobs in science are very interesting
- e) **ASK HALF THE SAMPLE (HALF B):** Jobs in engineering are very interesting
- f) **ASK HALF THE SAMPLE (HALF B):** Jobs in research and innovation are very interesting
- g) **ASK HALF THE SAMPLE (HALF A):** Scientific research makes a direct contribution to economic growth in the UK
- h) **ASK HALF THE SAMPLE (HALF B):** Research and innovation makes a direct contribution to economic growth in the UK
- i) **ASK HALF THE SAMPLE (HALF A):** The UK needs to develop its science and technology sectors in order to enhance its international competitiveness
- j) **ASK HALF THE SAMPLE (HALF B):** The UK needs to develop its research and innovation sectors in order to enhance its international competitiveness
- k) **ASK HALF THE SAMPLE (HALF A):** Because of science and technology there will be more work opportunities for the next generation
- l) **ASK HALF THE SAMPLE (HALF B):** Young people's interest in science is essential for our future prosperity
- m) **ASK HALF THE SAMPLE (HALF A):** Studying science won't necessarily get you a good job
- n) **ASK HALF THE SAMPLE (HALF B):** Studying science subjects (e.g. physics, chemistry, biology) at school or beyond has given me the skills to think critically in my daily life
- o) **ASK HALF THE SAMPLE (HALF A):** It's important for the people working in science to be made up of all groups of the population (including women, ethnic minorities, all social classes, disabled people and neurodivergent people)
- p) **ASK HALF THE SAMPLE (HALF B):** Everyone currently has equal opportunities to pursue a career in science regardless of their background

SINGLE CODE**REVERSE SCALE EXCEPT DK**

1. Strongly agree
2. Tend to agree
3. Neither agree nor disagree
4. Tend to disagree
5. Strongly disagree
6. Don't know

Public involvement in science**ASK HALF THE SAMPLE (HALF A)**

qdecision

Which of these statements, if any, comes closest to your own attitude to decision making about science issues?

Please select one answer.

SINGLE CODE**REVERSE SCALE EXCEPT DK**

1. I'm not interested in being involved in decision-making about science issues, as long as scientists are doing their jobs
2. I would like to know that the public are involved in decision-making about science issues, but I don't want to be involved personally
3. I would like to have more of a say in science issues
4. I would like to become actively involved in decision-making about science issues
5. I am already actively involved in decision-making about science issues
6. Don't know

ASK HALF THE SAMPLE (HALF B)

qdecisionb

Which of these statements, if any, comes closest to your own attitude to decision making about research and innovation issues?

Please select one answer.

SINGLE CODE

REVERSE SCALE EXCEPT DK

1. I'm not interested in being involved in decision-making about research and innovation issues, as long as scientists are doing their jobs
2. I would like to know that the public are involved in decision-making about research and innovation issues, but I don't want to be involved personally
3. I would like to have more of a say in research and innovation issues
4. I would like to become actively involved in decision-making about research and innovation issues
5. I am already actively involved in decision-making about research and innovation issues
6. Don't know

SHOW HALF THE SAMPLE (HALF B)

showscreen_sciencec

These next questions again focus specifically on the topic of **science**.

ASK ALL

qeffortcons

How much effort do you think the government is making to consult the public on science?

Please select one answer.

SINGLE CODE

REVERSE SCALE EXCEPT DK

1. A great deal of effort
2. A fair amount of effort
3. Not very much effort
4. No effort at all
5. Don't know

ASK ALL

qparticipate

If you were offered the chance, how interested, if at all, would you be in each of the following activities in the future?

Please select one answer.

ASK AS A CAROUSEL

RANDOMISE STATEMENTS

- a) Being a participant in a scientific research study (e.g. for medical treatments, diets, exercise)
- b) Joining an ethics, governance or advisory committee as a member of the public (e.g. on topics like climate change or AI research)
- c) Volunteering in a citizen science project (e.g. counting wildlife, observing stars, monitoring pollution)
- d) Helping with activities to engage children and young people in science (e.g. in schools)
- e) Helping organise science festivals, talks or events
- f) Contributing to decisions on science and research affecting my local area
- g) Providing opinion to policymakers on science policy (e.g. by contacting elected officials, participating in public consultations, or joining advocacy groups)
- h) Taking part in public discussions and debates about science policy (e.g. through town hall meetings, or other community-based discussions)

SINGLE CODE

REVERSE SCALE EXCEPT DK

1. Interested a great deal
2. Interested a fair amount
3. Not very interested
4. Not at all interested
5. Don't know

Science communication

ASK ALL

qagree5

Here are some statements about how science is communicated and discussed. How much do you agree or disagree with each of these?

Please select one answer.

ASK AS A CAROUSEL

RANDOMISE STATEMENTS

- a) I would feel comfortable in places where science is discussed and practised, such as in laboratories, in science centres, in industrial settings
- b) I have a good understanding of scientific terms, such as hypothesis, theory, experiments and research trials
- c) **ASK HALF THE SAMPLE (HALF A):** The information I hear about science is generally true
- d) **ASK HALF THE SAMPLE (HALF B):** The government should act in accordance with public concerns about science and technology
- e) **ASK HALF THE SAMPLE (HALF A):** Those who regulate science need to communicate with the public
- f) **ASK HALF THE SAMPLE (HALF B):** We have no option but to trust those governing science
- g) **ASK HALF THE SAMPLE (HALF A):** The public is sufficiently involved in decisions about science and technology
- h) **ASK HALF THE SAMPLE (HALF B):** Experts and not the public should advise the government about the implications of scientific developments
- i) **ASK HALF THE SAMPLE (HALF A):** There is so much conflicting information about science it is difficult to know what to believe
- j) **ASK HALF THE SAMPLE (HALF B):** Politicians are too easily swayed by the media's reaction to scientific issues
- k) **ASK HALF THE SAMPLE (HALF A):** Scientists put too little effort into informing the public about their work
- l) **ASK HALF THE SAMPLE (HALF B):** Scientists should be rewarded for communicating their research to the public
- m) **ASK HALF THE SAMPLE (HALF A):** The media sensationalises science
- n) **ASK HALF THE SAMPLE (HALF B):** I would like more scientists to spend more time than they do discussing the social and ethical implications of their research with the general public
- o) **ASK HALF THE SAMPLE (HALF A):** The views of the public and the views of experts should be **jointly** considered when making decisions around science
- p) **ASK HALF THE SAMPLE (HALF B):** Government ministers regularly use science to inform decision-making

SINGLE CODE

REVERSE SCALE EXCEPT DK

1. Strongly agree
2. Tend to agree
3. Neither agree nor disagree
4. Tend to disagree
5. Strongly disagree
6. Don't know

ASK IF AGREE WHAT THEY HEAR IS GENERALLY TRUE (qagree5_c a codes 1-2)

qwhytrue

You said that you **agree** that the information you hear about science is generally true. Why do you say that? Please write in anything that comes to mind.

SINGLE CODE

1. WRITE IN
2. Don't know

ASK IF DISAGREE WHAT THEY HEAR IS GENERALLY TRUE (qagree5_c a codes 4-5)

qwhyfals

You said that you **disagree** that the information you hear about science is generally true. Why do you say that? Please write in anything that comes to mind.

SINGLE CODE

1. WRITE IN
2. Don't know

ASK ALL

qwrite

Thinking of the information you hear about science, how true, if at all, do you think each of the following statements are?

Please select one answer.

**ASK AS A CAROUSEL
RANDOMISE STATEMENTS**

- a) Journalists who write stories about science have a science degree or similar qualification
- b) People who write science blogs have a science degree or similar qualification
- c) Journalists check the reliability of scientific research findings before they write about them
- d) Before scientific research is published, it is checked by other qualified scientists
- e) Journalists are willing to criticise or challenge scientists

SINGLE CODE**REVERSE SCALE EXCEPT DK**

1. Always true
2. Mostly true
3. Occasionally true
4. Never true
5. Don't know

Demographics**SHOW ALL**

showscreen_demog

We're almost finished but have a few more questions just about you. All the answers you give will be kept completely confidential and will be used for research purposes only, to help us categorise the answers you have already given. You will have the option to move on if you prefer not to answer.

ASK ALL

gender

Which of the following best describes your gender?

Please select one answer.

SINGLE CODE

1. Male
2. Female
3. Non-binary

4. My gender is not listed
5. Prefer not to say

ASK ALL

exactage

What is your age?

Please write your answer as a number in the box below.

1. **WRITE IN RANGE 16-99**
2. Prefer not to say

ASK IF PREFER NOT TO SAY EXACT AGE (exactage code 2)

agecomb

Which of these age bands do you belong to?

Please select one answer.

SINGLE CODE

1. 16-24
2. 25-34
3. 35-44
4. 45-54
5. 55-59
6. 60-64
7. 65-74
8. 75+
9. Prefer not to say

ASK ALL

working

What is your current working status?

Please select one answer.

SINGLE CODE

1. Working full-time (30 or more hours per week)
2. Working part-time (under 30 hours per week)
3. Unemployed or looking for work
4. Retired
5. Student or in training
6. Long-term sick or disabled
7. Looking after the home or family
8. Other
9. Prefer not to say

ASK ALL

income Which of the descriptions comes closest to how you feel about your household's income nowadays...?

All answers are kept confidential.

SINGLE CODE, REVERSE 1-4

1. Living comfortably on present income
2. Coping on present income
3. Finding it difficult on present income
4. Finding it very difficult on present income
5. Don't know (**FIX TO BOTTOM**)

6. Prefer not to say (FIX TO BOTTOM)

ASK ALL

socialstatus

Which of the following best describes the sort of work you do in your current job? If you are not working now, please select which best described what you did in your last job.

Please select one answer.

SINGLE CODE

1. **Modern professional occupations** such as: teacher, nurse, physiotherapist, social worker, welfare officer, artist, musician, police officer (sergeant or above) or software designer
2. **Clerical and intermediate occupations** such as: secretary, personal assistant, clerical worker, office clerk, call centre agent, nursing auxiliary or nursery nurse
3. **Senior managers or administrators** (usually responsible for planning, organising and co-ordinating work, and for finance) such as: finance manager or chief executive
4. **Technical and craft occupations** such as: motor mechanic, fitter, inspector, plumber, printer, tool maker, electrician, gardener or train driver
5. **Semi-routine manual and service occupations** such as: postal worker, machine operative, security guard, caretaker, farm worker, catering assistant, receptionist or sales assistant
6. **Routine manual and service occupations** such as: HGV driver, van driver, cleaner, porter, packer, sewing machinist, messenger, labourer, waiter/waitress or bar staff
7. **Middle or junior managers** such as: office manager, retail manager, bank manager, restaurant manager, warehouse manager or publican
8. **Traditional professional occupations** such as: accountant, solicitor, medical practitioner, scientist or civil/mechanical engineer
9. Never worked/had a job
10. Prefer not to say

ASK ALL

highestedu

Please indicate the highest educational or professional qualification that you have obtained to date, if any?

Please select one answer.

SINGLE CODE

1. Higher degree (e.g. Masters, PhD)
2. Undergraduate degree
3. A Levels, T Levels, Scottish Highers or equivalent
4. GCSEs, O Levels, CSEs, Scottish National 5 or equivalent
5. Other qualifications below this level
6. No formal qualifications
7. Don't know
8. Prefer not to say

ASK IF HAVE A HIGHER EDUCATION QUALIFICATION (highestedu codes 1-2)

degree

What was the main subject of your most recent higher education qualification?

Please select one answer.

SINGLE CODE

1. Arts or humanities subject (e.g. literature, classics, geography, history, religion)
2. Business or management
3. Computer science
4. Core science or maths subject (e.g. chemistry, physics, biology, maths)
5. Education (e.g. teaching degree excluding PGCE)
6. Engineering

7. Medicine, dentistry or pharmacy
8. Other health subject (e.g. nursing, healthcare, physiotherapy)
9. Modern languages
10. Law
11. Social science subject (e.g. economics, psychology, sociology)
12. Visual or performing arts, or art & design
13. Other
14. Don't know
15. Prefer not to say

ASK IF HAVE ANY QUALIFICATIONS (highestedu codes 1-5)

highestsciedu

And what is your highest qualification in science, technology, engineering or maths, if you have one?

Please select one answer.

SINGLE CODE

1. Higher degree (e.g. Masters, PhD)
2. Undergraduate degree
3. A Levels, T Levels, Scottish Highers or equivalent
4. GCSEs, O Levels, CSEs, Scottish National 5 or equivalent
5. Other science qualifications below this level
6. No formal science qualifications

ASK ALL

childrenhh

How many children aged 15 or under, if any, are there in your household?

Please select one answer.

SINGLE CODE

1. None
2. 1
3. 2
4. 3
5. 4 or more
6. Don't know
7. Prefer not to say

ASK IF HAVE CHILDREN IN HOUSEHOLD (childrenhh codes 2-5)

childage

What ages are the children, aged 15 and under, in your household?

MULTICODE EXCEPT IF CHILDRENHH= CODE 2

SINGLE CODE DK AND PNS

1. 0-4
2. 5-7
3. 8-10
4. 11-15
5. Don't know
6. Prefer not to say

ASK ALL

adultshh

How many other adults are there in your household? Please enter the number of those aged within the following brackets.

Please do **not** include yourself.

MULTICODE

1. 16-24 [NUMERIC BOX]
2. 25-44 [NUMERIC BOX]
3. 45-64 [NUMERIC BOX]
4. 65+ [NUMERIC BOX]
5. I am the **only** adult in the household (SINGLE CODE)
6. Prefer not to say (SINGLE CODE)

ASK ALL

health

How is your health in general? Is it...?

Please select one answer.

SINGLE CODE**REVERSE SCALE EXCEPT DK AND REF**

1. Very Good
2. Good
3. Fair
4. Bad
5. Very Bad
6. Don't know
7. Prefer not to say

ASK ALL

health2

Do you have any physical or mental health conditions or illnesses lasting or expected to last for 12 months or more?

Please select one answer.

SINGLE CODE

1. Yes
2. No
3. Prefer not to say

ASK ALL

religion

What is your religion?

Please select one answer.

SINGLE CODE

1. No religion
2. Christian (including Church of England, Church of Scotland, Church of Ireland, Catholic, Protestant, and all other Christian denominations)
3. Buddhist
4. Hindu
5. Jewish
6. Muslim
7. Sikh
8. Any other religion SPECIFY
9. Prefer not to say

ASK ALL WITH A RELIGION (religion codes 2-8)

relattend

Apart from such special occasions as weddings, funerals and baptisms, how often nowadays do you attend services or meetings connected with your religion?

Please select one answer.

SINGLE CODE

1. Once a week or more
2. Less often but at least once in two weeks
3. Less often but at least once a month
4. Less often but at least twice a year
5. Less often but at least once a year
6. Less often than once a year
7. Never or practically never
8. Varies too much to say
9. Prefer not to say

ASK ALL

originlife

People have different views about the origin of life on earth. Which of the following comes closest to your view about the origin and development of life on earth?

Please select one answer.

SINGLE CODE

1. Humans and other living things were created by God and have always existed in their current form
2. Humans and other living things evolved over time, in a process guided by God
3. Humans and other living things evolved over time by natural selection, in which God played no part
4. I have another view on the origins of species and development of life on earth, which is not included in this list
5. Don't know
6. Prefer not to say

ASK ALL

sciencejob

Do you work in a science related job or study a science subject?

Please select one answer.

SINGLE CODE

1. Science related job
2. Study science subject
3. Both study science and work in a science job
4. Neither
5. Prefer not to say

ASK ALL

sciencejob2

Do you have any friends or family who work in a job using science, computer science, engineering, or medicine?

Please select all that apply.

MULTICODE

1. Yes, family member living with me
2. Yes, other family member/relative (not living with me)
3. Yes, friends or colleagues

SINGLE CODE

4. None of the above

5. Prefer not to say

ASK ALL

ethnicity

What is your ethnic group?

Please select one answer.

SINGLE CODE**White**

1. English/Welsh/Scottish/Northern Irish/British
2. Irish
3. Gypsy or Irish Traveller
4. Any other White background, please describe

Mixed

5. White and Black Caribbean
6. White and Black African
7. White and Asian
8. Any other mixed/multiple ethnic background, please describe

Asian/Asian British

9. Indian
10. Pakistani
11. Bangladeshi
12. Chinese
13. Any other Asian background, please describe

Black/African/Caribbean/Black British

14. African
15. Caribbean
16. Any other Black/African/Caribbean background, please describe

Other ethnic group

17. Arab
18. Any other ethnic group, please describe
19. Prefer not to say

IF ADULTSHH=1

otheradultemail

We previously asked about other adults aged 16-24 in your household because we would like to offer them the opportunity to participate by sending them an email too.

Please write the email address(es) of the other adults in your household **aged 16-24**.

Please ensure you have obtained consent from those concerned before providing their email address.

OPEN TEXT, VALID EMAIL ADDRESS(ES) ONLY.

THE NUMBER OF BOXES APPEAR BASED ON THE NUMBER ENTERED INTO ADULTSHH=1 (NUMBER OF ADULTS AGED 16-24).

1. Prefer not to say

ASK ALL

qincentive

Thank you for taking the time to complete this survey. In appreciation, we would like to email you a £10 high street gift voucher.

Please enter your email address below



Ipsos reference: 24-016848-01

<<<ADD BOX FOR EMAIL ADDRESS>>

- 97. I do not have an email address
- 98. Prefer not to say
- 99. I do not wish to receive a gift voucher – **THANK AND CLOSE**

SHOW THE FOLLOWING TEXT IF QINCENTIVE=97 OR 98

qincentive1

As you have not provided an email address, we will send you your gift voucher by post after the survey closes in June 2025. If, however, you wish to receive your gift voucher quicker you can click “back” and enter an email address.

ASK IF PINCENTIVE = 1

Emailincentive

What is your email address?

[OPEN BOX]

ASK IF PINCENTIVE = 2

Postincentive

What is your name (forename and surname)?

This is to allow us to address your gift voucher to you personally.

Please write in block capitals

Forename [OPEN BOX]

Surname [OPEN BOX]

Please note that if you have provided your email address, we expect to be able to send you your gift voucher by e-mail within the next few weeks. If you have opted to receive your gift voucher by post – we will send this to you after the survey fieldwork period has closed.



Ipsos reference: 24-016848-01

Invitation letter

<<IMSerial>>

The Occupier

<<ADDRESS 1>>

<<ADDRESS 2>>

<<ADDRESS 3>>

<<ADDRESS 4>>

<<ADDRESS 5>>

<<POSTCODE>>



<<MONTH>> 2025

HOW DO YOU THINK SOCIETY WILL CHANGE IN THE NEXT 20 YEARS?

We are writing to ask for your help with a survey exploring important topics that impact everyone's lives, such as the economy, jobs, government spending priorities, and how society adapts to new technologies. The survey is conducted by Ipsos for the Government. We would like to invite up to two adults (aged 16 or older) in your household to complete a short online questionnaire.

It's easy to take part

1. Go to the survey website:

<https://ipsos.uk/future>

using your computer, tablet or smartphone, or scan the QR code



2. Enter a password | **First person:**<<PASSWORD1>>

Second person:<<PASSWORD2>>

3. Complete the survey and you will receive a £10 gift voucher as a 'thank you' for your time

- **Your answers matter** – they will shape future government policies. No special knowledge is required to participate.

For more information about the survey please see the back of this letter.

Yours faithfully,

The Survey Team

Ipsos UK

Additional information



Who are we?

The Future of Society survey is being carried out by Ipsos UK (an independent survey agency) on behalf of the Government and UK Research and Innovation (UKRI). Further information about Ipsos UK can be found at: www.ipsos.com. UKRI is a non-departmental public body sponsored by the Department for Science, Innovation and Technology (DSIT). They are a national funding agency that invests in research and innovation in the UK. For more information visit: <https://www.ukri.org/>



Why did we choose you?

Your home has been selected at random for inclusion in the survey. To ensure our results are accurate, we rely on the voluntary co-operation of people in selected homes – no other address can take the place of yours.



Only one person aged 16 or over in your household?

We would be grateful if that person could complete the questionnaire.



More than two people aged 16 or over in your household?

Any two of those people can complete the questionnaire.



Is it okay to ask someone to help with filling in the questionnaire?

Yes, that's fine. If you need any help filling in the questionnaire, you can ask a friend or a relative to help. But the answers should be about you. Please do not share your questionnaire with anyone who does not live in your household.



No access to the Internet?

You can request a paper questionnaire from our helpline. Please find the contact details below.



How to get the voucher

Once you have completed the survey, we will ask for your email address. You will receive an e-voucher via email from love2shoprewards@dotdigital-email.com. The e-voucher can be used at a wide range of high street retailers both online and in-store. The voucher may take up to a week to arrive in your inbox. If you complete and return the paper questionnaire and opt for a physical voucher, your voucher will be posted approximately three weeks after the survey closes at the end of March.



Your privacy

Data will be used for research purposes only and in accordance with the General Data Protection Regulations. For full details about how your data will be handled, please see the study privacy notice <https://ipsos.uk/FutureSocietyPrivacyNotice>. A copy of the privacy notice can be provided to you on request.

If you have any questions, or wish to opt out of further communications, please contact Ipsos or visit the website:



Telephone: **08000 461 466**

Email: futuresociety@ipsosresearch.com

Privacy notice

This survey and your personal data

This Privacy Notice explains who the UK Research and Innovation (UKRI) and Ipsos UK are, the personal data collected, how it is used, who it is shared with, and what your legal rights are.

About UKRI and Ipsos UK

- UKRI is a non-departmental public body of the Government of the United Kingdom that directs research and innovation funding, funded through the science budget of the Department for Science, Innovation and Technology.
- Ipsos (market research) Limited is a specialist research agency based in the UK, commonly known as “Ipsos UK”. Ipsos UK is part of the Ipsos worldwide group of companies, and a member of the Market Research Society. As such we abide by the Market Research Society Code of Conduct and associated regulations and guidelines.

What is the legal basis for processing your personal data?

- Ipsos and UKRI require a legal basis to process your personal data and ‘special category data’, such as information about your health/disability, racial or ethnic origin. The lawful basis for collecting this data is the performance of a task carried out in the public interest and is necessary for the exercise of UKRI’s functions as a public corporation of the Department for Science, Innovation and Technology. The public interest can cover a wide range of values and principles relating to the public good, or what is in the best interests of society.
- Ipsos UK also requires a legal basis to process your personal data associated with the management of any incentive they offer for completion of the survey. Ipsos UK relies on your consent to send you information relating to any incentive.
- If you wish to withdraw your agreement at any time, please see the section below covering ‘Your Rights’.

How will Ipsos UK use any personal data including survey responses you provide?

- Firstly, responding to this survey is entirely voluntary.
- Ipsos UK will keep your personal data and responses in strict confidence in accordance with this Privacy Notice. Anonymised aggregated responses may be shared with UKRI, however Ipsos UK can assure you that you will NOT be identifiable to UKRI or in any published results.
- Ipsos UK and the UKRI will only use your personal data and responses solely for research purposes.

How will Ipsos UK ensure your personal information is secure?

- Ipsos UK takes its information security responsibilities seriously and applies various precautions to ensure your information is protected from loss, theft or misuse. Security precautions include appropriate physical security of offices and controlled and limited access to computer systems.
- Ipsos UK has regular internal and external audits of its information security controls and working practices and is accredited to the International Standard for Information Security, ISO 27001.

How long will Ipsos UK retain your personal data and identifiable responses?

- Ipsos UK will only retain your data in a way that can identify you for as long as is necessary to support the research project and findings. In practice, this means that once

we have satisfactorily reported the research findings to the Client, we will securely remove your personal, identifying data from our systems.

- For this project we will securely remove your personal data from our systems by December 2025.

Your rights.

- You have the right to access your personal data within the limited period that Ipsos UK holds it.
- Providing responses to this survey is entirely voluntary and is done with your agreement. You have the right to withdraw your agreement at any time.
- If you want to exercise your rights, please contact us at the below Ipsos UK address.
- If you have any complaints, we will appreciate if you give us an opportunity to resolve any issue first, by contacting us as set out below. You are, however, always entitled to contact the UK's Information Commissioner at [Make a complaint | ICO](#).

Where will your personal data be held & processed?

- All your personal data used and collected for this survey will be stored and processed in the United Kingdom.

How can you contact UKRI & Ipsos UK about this survey and/or your personal data?

- **Contact UKRI:**

You can contact the Data Protection Officer using the email or postal addresses below.

Email: dataprotection@ukri.org "24-016848-01 Public Attitudes to Science 2024" in the email subject line

Post: 24-016848-01 Public Attitudes to Science 2024
Data Protection Officer
UK Research and Innovation
Polaris House
North Star Avenue
Swindon
SN2 1FL

- **Contact Ipsos UK:**

Email: futuresociety@ipsosresearch.com with "24-016848-01 Public Attitudes to Science 2024" in the email subject line

Post: 24-016848-01 Public Attitudes to Science 2024
Data Protection Officer
Compliance Department
Ipsos (market research) Limited
3 Thomas More Square
London E1W 1YW
United Kingdom

Our standards and accreditations

Ipsos' standards and accreditations provide our clients with the peace of mind that they can always depend on us to deliver reliable, sustainable findings. Our focus on quality and continuous improvement means we have embedded a "right first time" approach throughout our organisation.



ISO 20252

This is the international specific standard for market, opinion and social research, including insights and data analytics. Ipsos UK was the first company in the world to gain this accreditation.



Market Research Society (MRS) Company Partnership

By being an MRS Company Partner, Ipsos UK endorse and support the core MRS brand values of professionalism, research excellence and business effectiveness, and commit to comply with the MRS Code of Conduct throughout the organisation & we were the first company to sign our organisation up to the requirements & self-regulation of the MRS Code; more than 350 companies have followed our lead.



ISO 9001

International general company standard with a focus on continual improvement through quality management systems. In 1994 we became one of the early adopters of the ISO 9001 business standard.



ISO 27001

International standard for information security designed to ensure the selection of adequate and proportionate security controls. Ipsos UK was the first research company in the UK to be awarded this in August 2008.



The UK General Data Protection Regulation (UK GDPR) and the UK Data Protection Act 2018 (DPA)

Ipsos UK is required to comply with the UK General Data Protection Regulation (GDPR) and the UK Data Protection Act (DPA). These cover the processing of personal data and the protection of privacy.



HMG Cyber Essentials

Cyber Essentials defines a set of controls which, when properly implemented, provide organisations with basic protection from the most prevalent forms of threat coming from the internet. This is a government-backed, key deliverable of the UK's National Cyber Security Programme. Ipsos UK was assessed and validated for certification in 2016.



Fair Data

Ipsos UK is signed up as a "Fair Data" company by agreeing to adhere to twelve core principles. The principles support and complement other standards such as ISOs, and the requirements of data protection legislation.

For more information

3 Thomas More Square
London
E1W 1YW

t: +44 (0)20 3059 5000

www.ipsos.com/en-uk
<http://twitter.com/IpsosUK>

About Ipsos Public Affairs

Ipsos Public Affairs works closely with national governments, local public services and the not-for-profit sector. Its c.200 research staff focus on public service and policy issues. Each has expertise in a particular part of the public sector, ensuring we have a detailed understanding of specific sectors and policy challenges. Combined with our methods and communications expertise, this helps ensure that our research makes a difference for decision makers and communities.

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