

Summary report

Evaluation of In the Zone

Executive summary

September 2013

Executive summary

ICF GHK Consulting, in association with Brand Driver Ltd and Red Kite Advice and Consulting Ltd, was commissioned in November 2011 to conduct the evaluation of the In the Zone initiative. This is the executive summary from the final report of the evaluation, which focused on the two main components of the initiative: the In the Zone experiment kits and the touring exhibition.

The Wellcome Trust's education strategy, and the opportunity offered by the 2012 London Olympic and Paralympic Games, set the context for In the Zone. Lessons from the earlier Darwin Education initiative, which included the development of experiment kits on the topic of evolution for primary schools (the Great Plant Hunt) and secondary schools (Survival Rivals), underpinned the approach that was followed. The report of this evaluation work is available on the Wellcome Trust website.

The focus of the In the Zone initiative was physiology – specifically, the science of how the body works during exercise, movement and rest. The initiative featured two main components: the distribution of free experiment kits to every UK school and a UK-wide touring exhibition. Additional activities included In the Zone 'Lite', a pop-up experience, and a programme of training for non-teachers. In the Zone was championed by Sir Steve Redgrave CBE and was awarded the Inspire Mark from the London Organising Committee of the Olympic Games (LOCOG).

The evaluation featured qualitative and quantitative elements, including interviews with programme and STEM stakeholders, a telephone survey of 502 schools, case study fieldwork with 17 primary and secondary schools, visits to seven touring exhibition events (with an exit survey and interviews with non-users and staff), and the review of internal documents and management information.

The school kits

Background

Experiment kits, as shown in Figure 1.1, were developed for use in primary and secondary schools. The primary school kits contained four sets of experiments linked to the theme of 'body parts' and the secondary school kits contained three sets of experiments on 'limits to performance'. Both kits were complemented by online resources through the In the Zone website (www.getinthezone.org.uk). In each case the kits included 'high value' practical equipment that could be used more widely across schools.

More than 32 000 kits were produced by a consortium led by Pearson Education, with Guardian Professional providing communications support. Every primary school, secondary school and further education college across the UK received a kit at no charge during February or March 2012. Recipients also included teacher training colleges, science

centres, independent schools and special schools with more than 30 pupils.

The kits were sent to Heads of Science in secondary schools and Science Coordinators in primary schools. In contrast to the Darwin Education initiative, which was solely aimed at science teachers, some marketing approaches for In the Zone targeted PE teachers to encourage them to work with their science colleagues, although the kits were not sent to them directly.

Levels of awareness and use

Table 1.1 provides a summary of the levels of awareness, use and expected continued use, and teacher satisfaction with the kits as reported in the teacher survey, with comparative data for the Darwin Education initiative.

Table 1.1. A comparison of In the Zone and the Darwin Education Initiative.

	In the Zone			Darwin		
	Primary (n = 250)	Secondary (n = 252)	Total (n = 502)	Primary (n = 250)	Secondary (n = 252)	Total (n = 502)
All teachers surveyed						
Awareness of ITZ/Darwin	83%	91%	87%	96%	81%	88%
Of these, awareness of kits with arrival of the box itself	72%	67%	69%	47%	N/A	N/A
Usage rate	61%	71%	66%	60%	41%*	51%
Of users, percentage fairly or very likely to use again	94%	95%	94%	99%	94%	97%
Percentage of teachers using website	24%	27%	25%	32%	26%	29%
Teachers who had looked at kits	Primary (n = 192)	Secondary (n = 209)	Total (n = 401)	Primary (n = 231)	Secondary (n = 179)	Total (n = 410)
Used teacher notes	70%	54%	62%	73%	84%	78%
Percentage of teachers reporting content as good or very good	92%	97%	94%	98%	98%	98%
All teachers surveyed	Primary (n = 250)	Secondary (n = 252)	Total (n = 502)			
Teachers aware of Darwin materials	34%	38%	36%			
Percentage of these still using the Darwin materials	70%	62%	66%			

Source: In the Zone teacher survey, conducted September 2012; Darwin survey, conducted September 2009. NB Darwin secondary sample included schools ordering kits (202) and schools not ordering kits (50).

Base: 202 secondary schools ordering only.

Links to the London 2012 Olympics and a high-profile project champion were helpful in securing early stakeholder engagement and media coverage. However, the teacher survey found the majority of teachers (69 per cent) became aware of the kit when the box itself arrived. This was despite several pre-marketing activities, which included: a series of direct emails, letters, posters and flyers sent to schools; the opportunity to sign up for e-newsletters; and the availability of In the Zone resources via TES Connect, which were viewed 3698 times. Sir Steve Redgrave featured in some of these marketing materials but not on the kit boxes; his role did not seem to influence teachers' awareness or use of the kits.

In the first six months after distribution, 66 per cent of the primary and secondary schools surveyed had used the kit, whether following one or more of the prescribed activities (52 per cent) or using the equipment provided independently (14 per cent). This exceeded the target of 60 per cent. A larger share of secondary schools than primary schools used the kits (71 per cent and 61 per cent, respectively). This use rate is particularly impressive because most teachers were not aware of the kit until it arrived at the school, which emphasises the importance of kit design and functionality, perhaps more so than pre-marketing.

As with the Darwin Education kits, the quality, appropriateness and 'ready-to-use' nature of the kits were the primary triggers for use among teachers. The inclusion of high-value products in the kits also sent a clear positive message to teachers that they were valued and worth investing in. This was especially true of the special schools.

No significant reasons emerged regarding why some of the schools surveyed were yet to use the kits, and non-use did not reflect perceptions of the quality of the kits or competition from other resources (Olympic-themed or otherwise). Indeed, there were no discernible patterns of non-use by location or country in the UK or by any other characteristics.

Usage rate compared with other similar initiatives

The previous Darwin Education initiative and LOCOG's Get Set education initiative provide some useful, albeit limited, points for comparison. Although the 66 per cent usage rate for In the Zone exceeded the rate achieved for Darwin (51 per cent), we would expect a lower rate among secondary schools because the Darwin kits had to be ordered. LOCOG's Get Set programme was joined by 88 per cent of UK schools; however, several incentives were provided and this result was achieved over a four-year period.

Competing resources

In the Zone was one of many STEM- and/or Olympic-related initiatives that schools were exposed to in 2012, and 71 per cent reported having used at least one other Olympic-themed external resource. However, the use of other resources did not seem to displace the use of In the Zone, as just 7 per cent of all respondents reported using other Olympic-related activities but not using In the Zone.

Type of use

Most schools (67 per cent) first used the activities or materials in the summer term of 2012, suggesting that the kit was picked up and used fairly quickly. The main motivating factors for use across the schools were relevance to the curriculum, ease of use and the high-quality appearance of the kits.

In incorporating In the Zone materials into the curriculum, primary schools tended to focus more on the health theme (34 per cent) than on biology (29 per cent), and 19 per cent used them to support an Olympic theme. Secondary schools tended to focus on biology (54 per cent) rather than health (21 per cent) and were much less likely to focus on the Olympic theme (3 per cent).

Views on quality

The vast majority of teachers responding to the survey rated the quality of the kits as either good or very good (94 per cent) – a similar rating to the Darwin materials (98 per cent). Evidence suggests teachers have used the kits to deliver cross-curricula work and applied them flexibly with pupils of different ages, with 40 per cent having used the equipment provided independently of the prescribed experiments.

Although survey responses from primary teachers suggested there was no obvious 'favourite' experiment, the secondary respondents suggested the experiment designed for 11–14-year-olds was the most popular – as was the case for the Darwin Survival Rival materials.

Use of teacher notes

62 per cent of all teachers that had examined the contents of the kits reported also looking at or using the teacher notes in the survey. Some 95 per cent of those reading the teacher notes described them as either very easy (70 per cent) or fairly easy (25 per cent) to understand. Primary teachers were markedly more likely than secondary teachers to use the notes in lesson planning (46 per cent versus 24 per cent).

The website

Google Analytics data show that between January and December 2012, there were 120 533 visits to the In the Zone website, 32 per cent of which were returning visitors. For Darwin in the 12-month period January 2009–January 2010, the number of visits to the Great Plant Hunt website for primary schools was slightly higher at 156 633, and the number of visits to the

Survival Rivals for secondary schools was much lower at 31 525 over a 15-month period. The three websites were similar and all provided interactive games, videos and downloadable materials, but because the Survival Rivals school kits had to be ordered, we would expect overall use rates – and, in turn, website hits – to be lower.

The number of visits to the In the Zone website was highest in May and June 2012, coinciding with 'Get In the Zone Week' when schools were encouraged to use the practical activities in the kits and access the website. Perhaps most significant is the drop-off rate after the London 2012 Olympics: much smaller numbers accessed the website in the autumn.

One in four (25 per cent) respondents to the teacher survey reported using the website, which was most commonly used by teachers to download teaching materials and by pupils to watch videos. The share of primary and secondary schools using the website was small, but primary schools generally made more use of it than secondary schools.

Overall, however, the impact of the website was marginal. This raises the question of how to make more effective use of an online resource in the context of a 'time-poor' profession with limited access to personal computers on a daily basis.

Impacts

Teachers reported that using the kits had provided positive impacts for pupils. The survey found that more than half of primary (59 per cent) and secondary (56 per cent) teachers felt that the kits had a great deal of impact on pupils – mainly in terms of increasing their enjoyment of science lessons but also in enhancing knowledge, inspiring them and increasing their engagement with science.

Those who read the teacher's notes, or who worked in schools that regularly engage in enhancement and enrichment activities, were more likely to say In the Zone had a great deal of impact on pupils.

The teachers also reported impacts for themselves and their schools. The vast majority (92 per cent), and particularly primary teachers, using the kits said they had supported their teaching of the science curriculum a great deal (59 per cent) or a little (33 per cent).

Legacy

The Wellcome Trust was keen that the kits be used by schools as an ongoing resource. The evaluation found that almost all of the teachers surveyed using the kits have continued to use them after the 2012 Olympics and plan to continue using them in the future. In addition, 76 per cent of the schools yet to use the kits said they were very or fairly likely to use them in the future.

More than a quarter of the teachers intending to use the kits in future described having firm plans in place for the 2012/13 school year, while half (47 per cent) were yet to make firm plans or schedule their use. Most teachers intended to use the activities across whole year groups and to use the equipment independently from the experiments; this was particularly true among primary teachers.

This was also reflected in the case study schools, each of which stated that they had plans in place to use elements of the kit in the coming year and beyond, with their use being mainstreamed if not necessarily branded as 'In the Zone'.

Biology teachers and those new to the profession were the most keen to continue using the kit. In secondary schools, biology teachers were more likely to report being very likely to reuse the kits (63 per cent) than those who taught another science (55 per cent). Teachers more recently entering the profession were also more likely to report being very likely to use the kits again, compared to those who had been teaching for more than 15 years (44 per cent compared to 27 per cent).

Suggestions for improvements

The majority of teachers responding to the survey felt there were no areas for improvement with the kits. Where suggestions were made, these were mainly about including more equipment to enable wider use by pupils. This is perhaps a reflection of a general lack of practical resources available for teachers, an issue commonly raised in the case study fieldwork.

Summary recommendations

- Consider the use of external events as a hook for future initiatives (while recognising that such links are useful but not mission critical), particularly given the momentum created by the Darwin Education

and In the Zone initiatives. However, ensure the design of materials is not too explicitly linked to an event, to avoid being seen as outdated.

- Replicate the following core principles, found to be effective, in any future educational resource:
 - using a well-designed and clearly labelled box to act as the main marketing tool
 - producing kit content that is interactive, easy to use and tailored to the curriculum
 - including high-value equipment to boost teacher morale and provide additional practical resources, as well as to promote ongoing use.
- Explore the apparent higher levels of materials use with 11–14-year-old secondary pupils as part of any future preparatory research, to identify whether this is a reflection of general teaching patterns or a consequence of experiment design.
- Alternatively, consider the production of a single 'light-touch' box of resources per year, rather than relying on an external hook for larger scale initiatives. While not explicitly articulated by teachers themselves, this option could focus on a different theme in the biology curriculum each year and be more targeted towards specific years (or at least primary and secondary).
- Consider limiting future investment in website development and focusing on providing a mechanism for refreshing or re-ordering resources, and the means for teachers to download extra teaching and/or guidance materials.
- If pre-marketing is seen as important, explore the opportunities to develop person-to-person contact to improve the effectiveness of marketing investment. The use of 'link teachers', and closer working with STEM-focused organisations and networks, should also be considered.

The touring exhibition

Background

The touring exhibition was designed and delivered by the At-Bristol Science Centre and was the first time that the Trust had commissioned an outdoor interactive touring exhibition. It took the form of a large inflatable dome supported by a live stage show and buskers (Figure 1.2). Inside the dome, participants progressed through five interactive activities in approximately ten minutes, with the opportunity to retrieve personal performance data from the In the Zone website.

Engagement levels

The touring exhibition appeared at 16 events across the UK between March and September 2012, each of

which were designed to cater for the general public, particularly families, and included events directly linked to the London 2012 Olympic and Paralympic Games. A total of 91 006 participants engaged with the exhibition: 54 660 people completed the five activities, and the remainder experienced the show or busking outside the dome.

The design and look of the exhibition, combined with the proactive work of the buskers, worked well in attracting visitors. Key motivating factors for engagement were that the exhibition looked interesting, the presence of the buskers, the appearance of the dome and that it looked 'fun'.

A range of external factors should be considered when understanding engagement levels for each event, such as the weather (the poor weather in the summer of 2012 led to some of the host events being cancelled and influenced the composition of the audience at others), pitch location (where the exhibit was placed had substantial implications for footfall), and the type and nature of event.

As local marketing of the In the Zone experience was not prioritised separately from the marketing of the host event, the evaluation found little prior awareness of the exhibition among participants. Where pre-event marketing took place, it resulted in higher awareness levels being expressed by exit survey respondents. Perhaps the most effective marketing took place where staff were able to engage in wider in-event marketing, although this was not allowed in all events.

Satisfaction levels

The aim of delivering an interactive experience that provided a memorable experience and generated interest in biomedical science across diverse audiences was achieved. The response of participants was overwhelmingly positive: 99 per cent of those interviewed exiting the dome said they found it very (90 per cent) or fairly entertaining (9 per cent).

Particular features that participants enjoyed were the family-focused nature of the experience, the competitive element, and the interactive and physical exercise elements. The Live Handcycling activity proved the most popular exhibition activity across all ages and both sexes.

Barriers to participation

Some respondents to the exit survey reported not being clear on what was inside the dome and what they would be required to do. This led in some cases to certain misconceptions that prevented some people from engaging – for example, that the exhibition was about dance, that it was for younger children only or that it would not cater for pushchairs or wheelchairs.

Aspects of the delivery model

One of the delivery challenges was allowing sufficient time at each activity while maintaining a steady flow of participants through the exhibition. With an overall duration time of just under ten minutes, the rapid pace of progress through the exhibition proved not to be an issue for most participants, and the vast majority (95 per cent) stated that they understood what to do at each stage. However, participants suggested that perhaps more time was needed to account for young children, where parents had to take time to explain and facilitate their participation.

The TV theme provided a useful narrative for the explainers and the buskers encouraging engagement, even though it was not always seen as particularly prominent by the participants interviewed.

The use of buskers worked very well and was vital in both engaging passers-by and entertaining those waiting in the queue. The show also worked well in terms of entertaining the queue, with more than 90 per cent of those having seen the show reporting that they found it very or fairly entertaining. However, where there was no queue or only a short queue, which seems to have been the case for substantial periods of time at several venues, the show was modified accordingly.

The celebrity endorsement by Sir Steve Redgrave was important for media profiling, and his presence at events proved popular, but it does not seem to have motivated substantially more attendance.

Overall, the exhibition was perceived as being physically active, fun, and based on activities that users felt they performed well. This suggests the activities were pitched well and achieved a good balance between providing learning opportunities and being accessible and fun.

The website

One-third (36 per cent) of participants went on to access the In the Zone website, with a degree of variation between events. User engagement with the online aspects of the exhibition compared well to similar approaches elsewhere, which typically report take-up rates of between 10 and 16 per cent.

Impacts

More than half the respondents exiting the dome said they had learned something from their experience, including ‘that the heart pumps blood’, ‘that their body contains a network of blood vessels’, ‘that muscles, bones and tendons work together to lift the body’ and ‘that exercise affects their heart rate and breathing rate’.

Legacy

The exhibition is the property of At-Bristol, which is keen to ensure that booked and paid-for use is maximised through maintaining a low cost base. The continued use of the exhibition fits well with the At-Bristol Explore More concept – where exhibitions at the centre include an online element to encourage follow-up and continued visitor engagement at home.

The main challenges to the ongoing use of the exhibition are its size, the logistics of moving it between sites and the number of staff required to deliver a meaningful experience. Several modifications were considered, with a decision made to merge the transition zones with the exhibits and to reduce the current four lanes to two. The exhibition is also being split in two, although it can be re-combined: one half is remaining on site at At-Bristol, and the other half is being marketed to a range of venues, such as science centres, shopping malls and sports events.

Summary recommendations

- Consider the 'key success factors' for attracting audiences identified in the study in any future activity of this type, namely that the exhibition is highly visible, is clearly labelled, looks interesting, includes physical activity and is well paced.
- We also endorse the additional 'venue success factors' identified by At-Bristol (i.e. that the events have free entry, attract a similar target audience as the service provided, have an obvious content link and/or tie in, and include a 'discovery' or 'activity' zone).
- Place more of an emphasis on internal marketing to audiences already on site, with tailored pre-event promotion taking less of a role, through the increased use of buskers (where allowed by venues) and by securing a prominent and accessible location.
- Ensure the activities within the exhibition are visible to passers-by, with information describing the extent to which the exhibition is accessible for all, to alleviate potential concerns and encourage participation.
- Consider using the live show more to draw in users when the queue is short or using videos without a soundtrack that can then be easily adapted by the actors to suit a specific situation, to build on the success of the approach already taken by At-Bristol.
- If a celebrity endorsement is considered for any future exhibits, we suggest that research is undertaken to establish the suitability and levels of awareness of the individual in question.
- Provide hard copy material (such as simple leaflets) in addition to online routes to additional information and potential learning for visitors, and ensure that in any future cross-branded initiative, examples of other materials (in this case, the kit boxes) are on show at each event.
- Although the TV theme was not always recognised by participants, it provided a useful narrative for staff, so the use of a theme should be considered in future providing it is appropriate to the content of the exhibition and a decision is taken early on in the design process.
- Ensure that tour bookings allow sufficient time between events for travel, set-up and knock down, and to allow for issues and/or delays.

The linked activities

Background

The Wellcome Trust commissioned and funded a range of additional activities to complement the two main strands of In the Zone. These included In the Zone 'Lite' (which featured a pop-up experience) and a network of training events. Several grants were also awarded, including those for Face to Face with Sports Science, the 'Science Junkie: In the Zone' live science show and *I'm a Scientist, Get Me Out of Here!*

In the Zone 'Lite' Pop-up Experience

This project included a range of interactive exhibits and workshops delivered at 21 events across the UK on the theme of elite athlete performance. The majority of these were delivered at non-science events, and audiences varied from family groups to adults.

Delivered over 27 days, this strand of activity successfully engaged with a total of 178 910 participants. Nearly half of these engagements (78 910) consisted of direct one-to-one interactions (one member of staff discussing the science and activities with an individual).

The majority of respondents to the evaluation survey engaged with the activity for 11–30 minutes, and 22 per cent remained for longer than 30 minutes.

Overall, very positive qualitative feedback was received at all the events.

Measures of the impact of the exhibition were found in the following three areas:

- 82 per cent of respondents said they 'liked science more after engaging with the activities than before'.
- 69 per cent of visitors said they 'liked sport more after engaging with the activities than before'.
- 83 per cent said they would look at the In the Zone website after visiting the pop-up events.

The pop-up experience was also taken to the National Science and Technology Fair in Bangkok, resulting in a footfall of 100 000.

In the Zone 'Lite' network of training events

This activity consisted of a network of training delivered to 199 scientists, youth leaders and communicators at 14 events across the UK. The training focused on how to use the school kits and busking activities in informal settings.

The overwhelming majority of participants were positive about the training and found it enjoyable, well organised and relevant. Some 96 per cent of participants reported that they would recommend

the training to a friend or colleague and would use the training in their future work with young people.

Face to Face with Sports Science

Designed and delivered by the Research Institute of Sport and Exercise Sciences at Liverpool John Moores University in partnership with World Museum Liverpool and the Museum of Science and Industry (Manchester), Face to Face with Sports Science (F2FSS) included interactive exhibits and workshops highlighting the science underpinning the performance of elite athletes and the application of this research to the general public.

The success of this project at the museums led to invitations to take F2FSS to the 'Blue Peter Big Olympic Tour' events. F2FSS was also invited to the British Cardiovascular Society Annual Conference, where activities were delivered to more than 120 schoolchildren aged 10–11 and 20 teachers from Manchester.

The 'Science Junkie: In the Zone' live science show

A high-energy live science show exploring the physiology and sports engineering that make an Olympic or Paralympic athlete a champion. It was

performed at 15 public events (principally science and music festivals), with 46 shows playing to more than 10 000 children and adults, and at 21 school events, with more than 50 shows reaching almost 9000 pupils.

Key findings from their evaluation suggest the shows were effective in stimulating an increased interest in the biosciences among their audiences: the vast majority found the show excellent or good and reported that they had learned something new. The 'demonstration' elements of the show proved the most popular.

I'm a Scientist, Get Me Out of Here!

I'm a Scientist was a free online event facilitating contact between school pupils and scientists. During the ten weeks of delivery, more than 1600 students submitted more than 1785 questions, and students had more than 110 live chats with 39 scientists. Most questions were on topics of the mind and body in motion. Although it proved challenging to recruit teachers, positive feedback was received from the vast majority of the young people, teachers and scientists involved.

The management and delivery of In the Zone

Background

One objective of In the Zone was to consolidate the Trust's role as a leader in science education and provider of contemporary science resources for UK primary and secondary schools. This was perceived as important in helping to maximise engagement with each strand of activity and to position the Trust more strongly for any future similar initiatives.

Considerable importance was placed on the management and delivery of In the Zone, and considerable resources were directed towards it. The management structure adopted by the Trust consisted of a small dedicated team within the Trust to lead on and deliver In the Zone, working closely with key delivery partners and supported by a series of working groups – particularly during the development stage – involving an impressive range of high-profile experts.

The approach to marketing

For In the Zone, the Trust adopted a more proactive and coordinated approach to marketing and communications than for the previous Darwin Education initiative.¹ This involved making the Trust more prominent, creating a single common brand across the different strands and hiring Sir Steve

Redgrave to provide a celebrity endorsement and act as project champion.

The benefits of using a single brand were not immediately clear, with little cross-promotion being identified (e.g. the school kits were rarely displayed at events featuring the exhibition). Although the single brand was visible to most of the professionals interviewed, users of the kits and exhibition reported little awareness of the other product, and the different strands seemed to run in parallel to – rather than complementing – each other.

Assessing the impact of the investment in a high-profile project champion is not straightforward. However, it was clear from the partners and stakeholders interviewed that Sir Steve Redgrave played an important part in raising the profile of the initiative within the STEM infrastructure. Although the endorsement by Sir Steve Redgrave was important for media profiling, and his presence at events proved popular, it does not seem to have motivated substantially more attendance or influenced the use of the kits.

Overall, the positive experiences reported by users of the main strands of the initiative, and the positive feedback received from stakeholders, suggest that In the Zone has strengthened the position of the Trust as

¹ A summary report of the Darwin Evaluation can be found in Annex 6 of the full In the Zone evaluative report.

a provider of quality education materials in the biological sciences. For example, 21 per cent of respondents to the teacher survey were aware of the Trust's role in providing science education materials and activities for schools (31 per cent secondary and 11 per cent primary). This builds on the Darwin Education Initiative and provides a strong base for future initiatives.

Summary recommendations

- Allow more time for development – although the main initiative strands were delivered to time, a longer 'active' development period would have reduced risk and better allowed for slippage.
- Be clear on the purpose and function of any common branding across multi-stranded initiatives before making any investment and, if such an approach is followed, use the single brand to underpin and inform a systematic approach to cross-promotional activities (e.g. by routinely including information on or references to all strands in all marketing, exhibits and/or products).

The Wellcome Trust

We are a global charitable foundation dedicated to achieving extraordinary improvements in human and animal health. We support the brightest minds in biomedical research and the medical humanities. Our breadth of support includes public engagement, education and the application of research to improve health. We are independent of both political and commercial interests.

Wellcome Trust
Gibbs Building
215 Euston Road
London NW1 2BE, UK
T +44 (0)20 7611 8888
F +44 (0)20 7611 8545
E contact@wellcome.ac.uk
wellcome.ac.uk

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