



STEM Ambassadors Programme – Promotional Videos

Invitation to Tender

1. Summary

STEM Learning Limited ('STEM Learning') is seeking proposals from individuals/companies with the necessary experience to film, edit and package a series of videos to promote the STEM Ambassadors programme to a range of programme users.

We are looking for creative and inspirational ways to promote the programme using real people and real stories to encourage key audiences not currently engaging to get involved, or to re-engage audiences whose interest may have lapsed.

Tenders should be submitted by **12.00 noon on Wednesday 7th February 2018**.

2. Background

STEM Learning was established in 2004 by the White Rose University Consortium, which comprises of the Universities of Leeds, Sheffield, Sheffield Hallam and York. It is dedicated to supporting Science, Technology, Engineering and Mathematics (STEM) education across the UK by working with and developing teachers, lecturers and technicians who work with young people across the education system; and finding and positioning volunteer STEM Ambassadors in schools to help raise awareness of STEM careers.

STEM Learning operates the National Science Learning Network (NSLN) which brings together the National STEM Learning Centre at York and a comprehensive range of support for STEM enrichment and enhancement, including contextual teaching of STEM subjects and careers education. The NSLN includes STEM Ambassadors, a network of over 30,000 STEM professionals who volunteer their time and support to promote STEM subjects to young learners in a vast range of original, creative, practical and engaging ways. STEM Ambassadors also have a key role in supporting the aims and objectives of other STEM Learning programmes.

3. STEM Learning's Vision

Our vision is to achieve a world-leading (Science, Technology, Engineering and Mathematics) education for all young people across the UK, regardless of background, in order to help meet the ever increasing demand for a skilled workforce.

We will achieve this through supporting teachers in engaging and inspiring their pupils with the aim that more will opt to study STEM subjects post-16 and enter STEM careers.

We believe that:

- All young people should be taught STEM subjects by teachers who regularly update their subject-specific knowledge and skills through appropriate professional development, and are given the time, resources and support to do so.
- Schools should be incentivised to open up STEM study post-16 to all students, regardless of entry route.
- Careers advice and guidance should include subject teachers spending time with STEM employers, as well as students having a variety of opportunities to engage with employers through visits, talks, webinars and other means.
- School and college leaders and governors should recognise the unique demands on STEM teachers in terms of updating subject knowledge and skills, and support them in this throughout their careers. Government, policymakers and others should support this through appropriate incentives and resources.

We will achieve this through:

- High quality, inspirational and knowledgeable STEM teaching becoming the norm for all young people across education.
- Schools showing a commitment to ongoing subject specific professional development and access to excellent resources for teachers, technicians and others working with young people across STEM.
- Testing and refining business models and creating an external environment, such that professional development can be delivered in a more sustainable way.

All our programmes and projects are designed to have a positive impact on participants to ensure that we have a high impact on the STEM education of young people.

We work towards our vision that all young people, across the UK should be receiving a world-leading STEM education. By making it easy for teachers and others involved in STEM education to access subject-specific, high impact professional development and quality-assured resources, so that they can teach effectively and inspire the young people with whom they work. All our activities are grounded in appropriate education and scientific research supported by clear evidence of impact.

4. About STEM Ambassadors

A key programme to support achieving our vision is STEM Ambassadors, the UK's only network of STEM volunteers: over 30,000 brilliant and inspiring volunteers who give their time and support to promote STEM subjects to young people in a wide range of original, creative, practical and engaging ways.

They are an invaluable and free resource for teachers, youth and community groups and others, helping to deliver the STEM curriculum and raise awareness of potential careers by revealing how essential STEM is throughout the world.

Our STEM Ambassadors come from a wide range of careers and professions, including environmental scientists, civil engineers, marine biologists, medical physicists, pharmacists, energy analysts, architects and games developers.

We work hard to ensure that the population of STEM Ambassadors reflects the diversity of the population that they volunteer to support. 40% of STEM Ambassadors are women and 13% describe themselves as from BAME (Black & Minority Ethnic) backgrounds. We have enthusiastic STEM Ambassadors from 17 to 70 years of age, with almost 60% under 35 years of age.

STEM Learning started delivery of the programme in August 2016. Previously a standalone programme, STEM Ambassadors is now integrated into the National Science Learning Network, with STEM Ambassadors increasingly supporting our other projects and programmes.

The programme has undergone significant change over the past 18 months including the introduction of a new delivery model. The programme's reach has extended from a previous focus on secondary schools only but now includes primary schools and FE and organisations working with young people outside a formal education setting, for example youth and community groups, museums and science centres and scouts and guides. The current phase of the programme includes increasing employer engagement outcomes, increasing engagement with disadvantaged young people and increased collaborative working with STEM Learning's Science Learning Partnership (SLP) programme which provides local science related CPD. The suite of promotional videos will help us clearly

articulate to these key audiences what STEM Ambassadors do, why we need them and what we can specifically offer each of these groups.

19 STEM Ambassador Hubs (SAHs) deliver the programme locally throughout the UK. SAHs build links with local schools, employers, youth and community groups and other organisations to maximise STEM Ambassador engagement in their local geographic area. Local expertise and knowledge of local employers and their skills needs are an important part of programme delivery.

5. Purpose of the Work

STEM Ambassadors is funded by the Department for Business, Energy and Industrial Strategy (BEIS) to drive engagement of science, technology, engineering and maths (STEM) professionals with young people and those working with young people across the UK; increasing their interest in STEM, raising awareness of the range of careers that science and technical qualifications offer and providing opportunities to experience the real life application of STEM.

Many schools, colleges, youth and community groups and employers are still not aware of the programme and as a consequence the impact it can have on their organisation and the young people they work with. With this in mind, we want to develop a suite of promotional videos to help extend the reach of and engagement with the programme. The benefits for schools and colleges engaging with STEM Ambassadors, differs to those employers or youth clubs might experience. Therefore we have opted to develop a suite of videos.

Each video will include generic messaging of what STEM Ambassadors are and the important role they play. A key audience “bespoke offer” will then articulate how the programme can help and support a particular group or type of organisation. To hear how similar individuals/organisations have benefitted from engaging with the programme will be a powerful tool to encourage their peers, from similar organisations facing similar challenges, to get involved and start engaging with the programme.

We have provided an example script at [Annex 2](#) for the “employer” key audience with suggestions of what might feature in the video. This is just an example. We would like to adopt a collaborative approach to script development, using the expertise and creativity of the appointed individual/organisation to provide the initial draft of each script to translate the key messages outlined in Annex 3 into innovative and inspiring videos. **Script development for each video should therefore be factored into your proposal.**

The videos will be used by STEM Learning and others including STEM Ambassador Hubs and STEM Ambassadors to promote the programme in ways including:

- National events including conferences and career events
- Local events and networking meetings
- On a loop in the National STEM Learning Centre to promote to visiting teachers
- Used by Science Learning Partnerships to influence schools to engage with STEM Ambassadors
- Hosted on the www.stem.org.uk website to be access by STEM Learning customers

Seven promotional videos, **of 5 minutes duration each**, will form the suite. These are:

1. Employers
2. Non-school groups¹
3. Teachers/senior leaders of schools – primary
4. Teachers/senior leaders of schools – secondary
5. Further Education – teachers and senior leaders
6. London specific
7. STEM Ambassadors

See [Annex 3](#) for more information on suggested content and messages for each key audience.

Each video will:

- Promote and raise awareness of the STEM Ambassadors programme and the benefits for each key audience if they engage
- Explain what STEM Ambassadors are and why we need the programme
- Inspire and encourage individuals/organisations not already engaging to get involved
- Articulate to each key audience how engagement with the STEM Ambassadors programme will help them to meet their aims and objectives and/or those of their organisation, the ‘bespoke offer’.
- Reflect the diversity of our STEM Ambassadors, the activities they deliver and the groups we engage with.

One promotional video (**total duration 5 minutes**) will be developed for each key audience covering 4 areas:

Area	Format	
<p>i. What is a STEM Ambassador? Example script provided by STEM Learning at Annex 1</p> <p>ii. Why do we need STEM Ambassadors? Example script provided by STEM Learning at Annex 1.</p>	<p>Narration over:</p> <ul style="list-style-type: none"> ○ Images showing STEM Ambassador’s engaged in different activities in and outside of classroom ○ Images of our wide range of users – e.g. schools, scouts/guides, youth/community groups, employers ○ Use of STEM Learning resources 	<p>Generic – same narration/video footage to be used across all videos</p>
<p>iii. “Bespoke offer” to key audience</p> <p>Example script provided by STEM Learning at Annex 2.</p>	<ul style="list-style-type: none"> ○ Narration detailing bespoke offer for each key audience with images of the key audience engaging with STEM Ambassadors. ○ Short interviews to be filmed with each key audience and edited into appropriate part of narration to emphasise particular points and messages. 	<p>Unique - narration, images and video footage for each key audience.</p>
<p>iv. End sequence This will be a call to action to inspire each key audience to take the next step and get involved. Example script</p>	<ul style="list-style-type: none"> ○ Narration over images of STEM Ambassador digital platform and website. 	<p>Unique – narration, images and video footage for each key</p>

¹ Non-school groups – defined as organisations engaging with STEM Ambassadors outside a formal school/college environment for example youth and community groups, museums, science centres, scouts and guides.

provided by STEM Learning at Annex 2 .		audience.
--	--	-----------

All filming will take place with organisations and in locations determined by STEM Learning. Filming will be located in either an employer's premises or in a youth and community group setting. Filming will be of individuals/organisations who are already supporting the STEM Ambassadors programme and have been asked by STEM Learning to participate.

Where students are involved all relevant permissions will be in place in advance of commencement of filming.

An outline of each video can be provided in advance, but the specific shots may be decided on the day of filming in negotiation with the STEM Learning representative. A flexible approach is welcomed.

Dates of filming are flexible but dependent on availability of third parties i.e. key audiences. We estimate that between 3-5 days of filming on location will be required.

STEM Learning has an extensive collection of existing images and videos which contain footage which is suitable to form part of this new suite of videos. We believe we have sufficient footage of schools, teachers and STEM Ambassador interaction with young people in the classroom available for edit. Filming will therefore primarily involve capturing new footage of employers and youth and community groups and interviews with key audiences.

Edited videos should be available one week prior to the deadline to allow for review and amendment to the edit.

Principles for quality of video:

- "Talking heads" interviews must have excellent audio and visual clarity.
- The promotional video must be excellent quality. Used as a marketing device it must represent the professionalism and high standard of the programmes provided STEM Learning.
- The video must catch the audience's attention and convey the key benefits of the engaging with the STEM Ambassadors programme.
- Music is expected to be included (costs for royalty-free music should be included in the quote).
- Adherence to STEM Learning's branding guidelines.

6. Intellectual Property Rights

All intellectual property arising from any work package will be vested in STEM Learning.

7. Deliverables

The deliverables required of the successful bidder will be:

- Preview of footage at the end of each shooting day (rushes).
- Edited video to be sent for review and amendments one week prior to the deadline specified in the table below.
- Web-ready edited video in MP4 format for each of the key audience categories outlined in Section 5.
- 10-15 second teaser/click bait to enable STEM Learning to promote each video via social media.
- For videos with music, an additional video in MP4 format without the music track.

- All raw video footage and project files on a USB 3.0 external hard drive (videographer to supply).

Activity	Milestone
Open, competitive ITT issued	23 rd January
Tenders submitted	12 noon Wednesday 7th February
Successful bidder announced and commencement of work	w/c 12 th February
Filming starts	w/c 19 th February
Completion of all deliverables	30 th March

8. Costing and pricing

Proposals should include details of the costs proposed to deliver this contract, based upon a total contract sum. If day rates are used for editing costs, an estimate of editing time should be included. This fee should be quoted exclusive of VAT and will be payable upon receipt of the final, edited web-ready MP4 video and raw files. **Expenses must be included in the total price.**

Decisions will be based on perceived value for money, rather than the lowest cost proposal, and the other award criteria (see Section 12).

9. Tender process

Tenders should show, as a minimum:

- Full CV of the individual(s) undertaking the work.
- Examples of previous similar work completed, or examples of areas of expertise relevant to the contract as detailed.
- A work plan showing key dates/milestones and deliverables.
- What you require from STEM Learning to prepare for the videos.
- A breakdown of costs.

10. Submission and format of proposals

The deadline for receipt of submissions is **12.00 noon on Wednesday 7th February 2018**. Late submissions will not be accepted.

All submissions will be acknowledged with a notification of receipt. An electronic copy of the proposal should be received in PDF format by this deadline. This is an electronic only submission process; therefore all documentation must be submitted in PDF format as a single zipped folder if the size of the submission is greater than 10Mb. Links may be included in the PDF document to relevant examples of previous work.

Proposals should be no longer than 4 sides of A4 (excluding CVs of people involved) and typed in Arial size 12 font. If the proposal exceeds this limit evaluators will be advised to disregard any information outside the limit.

Proposals should be emailed to: h.feltrup@stem.org.uk marked “**STEM Ambassador Programme – Promotional Videos**”.

A decision will be made as soon as possible after receiving the tenders, with a face-to-face clarification meeting if needed.

Any questions for clarification should be emailed to h.feltrup@stem.org.uk

11. References

Tenderers should indicate the names of two references prepared to act as referees.

12. Award criteria

Proposals will be evaluated against the following criteria which are not listed in order of importance:

- Compliance with, and understanding of, requirements outlined in this tender document.
- Clarity and feasibility of the programme of work.
- Relevant experience of the tendering team.
- Ability to meet the required timetable.
- Value for money.

STEM Learning reserves the right not to award a contract. STEM Learning may undertake post tender negotiation in order to clarify proposals.

13. Enquiries

Enquiries about this tender should be directed to: h.feltrup@stem.org.uk

Annex 1 - Example script

1. What is a STEM Ambassador?

To be included in each key audience video:

STEM Ambassadors are a community of over 30,000 DBS checked volunteers who have a huge impact on Science, Technology, Engineering and Maths (STEM) subjects and the career choices young people make.

In partnership with schools, community groups and parents, STEM Ambassadors inspire and inform young people about opportunities and career paths, influencing them to continue with STEM subjects in schools and to go into STEM careers.

Volunteers are from a wide range of STEM employers, delivering a diverse range of activities in and out of the classroom, supported by training and resources.

STEM Ambassadors are important role models challenging misconceptions about STEM careers, raising young people's aspirations and showing how people from different backgrounds with different abilities can be successful.

Whether it is engaging young people in activities including career speed networking, a code club or mentoring, motivating and retaining staff, building your company's links with the local community, the STEM Ambassador programme has something for everyone.

2. Why do we need STEM Ambassadors?

To be included in each key audience video:

Science, Technology, Engineering, Mathematics helped build our world and underpins our health, wellbeing, prosperity and future. Their contribution to the creation of an economy based on high value, innovative and knowledge intensive activities is indispensable.

Consequently, this country requires a highly skilled STEM workforce. STEM Ambassadors play a vital role in helping make this happen.

The UK urgently needs employees with STEM skills, but there is an increasing shortage.

The STEM Ambassadors programme is an important part of the government's efforts to increase the supply of people with STEM skills in the economy.

There are many STEM opportunities for young people, but too many stop studying STEM subjects or think a career in STEM is not for them.

Interest in learning science diminishes with age, as does the desire for a career in STEM, and the problem is made more acute by the under representation of women and people from Black, Asian, Minority Ethnic backgrounds.

Annex 2 – Key Audience - Employer

Example only

1) What are STEM Ambassadors?

2) Why do we need STEM Ambassadors?

3) Bespoke – Employer specific

Employers are vital to the success of STEM Ambassadors. Without support from employers we limit the abilities of the programme to change minds and the future working lives of young people. [Voiceover with images of STEM employers, STEM employers' premises – must feature non-stereotypical images and feature female and BAME]

- Video insert - Response to “Why did you get involved in the STEM Ambassador programme”?

STEM Ambassadors can help you to engage with young people, your potential future employees, by improving links with local schools and colleges, your local community and raising the profile of your organisation and sector. [Voiceover with images of schools, community groups and employers]

- Video insert – Response to “What benefits do you feel the organisation has gained by being involved in the STEM Ambassadors programme?”
- Video insert – Response to “What types of links have your organisation developed in the local community?”

And allowing your employees to volunteer as STEM Ambassadors can bring real benefits to your organisation; from improving individuals' skillsets to helping employees derive more satisfaction from their jobs;

- Video insert – Response to “What skills do you feel your employees have developed from being STEM Ambassadors?”
- Video insert – Response to “Has the STEM Ambassador role improved the level of motivation of your employees?”

You will also contribute to organisational Corporate Social Responsibility (CSR) targets if you have them and have a positive impact on recruitment.

- Video insert – Response to “What impact has STEM Ambassador programme had on local recruitment and/or awareness of employment opportunities in your organisation and the skills required?”

You can support the programme in others ways by developing resources to help STEM Ambassadors deliver activities so they have more impact on young people, or hosting a teacher network meeting to increase teachers knowledge of your industry.

Employer interview

Video footage to be placed at relevant points in above narrative. Full set of suggested questions:

- *Why did you get involved in the STEM Ambassador programme?*
- *What benefits do you feel the organisation has gained by being involved in the STEM Ambassadors programme?*
- *What skills do you feel your employees have developed from being STEM Ambassadors?*
- *What impact has STEM Ambassador programme had on local recruitment and/or awareness of employment opportunities in your organisation and the skills required.*
- *Has the STEM Ambassador role improved the level of motivation?*
- *What types of links have your organisation developed in the local community?*

4. End sequence

Join the thousands of employers who are already benefiting from supporting the STEM Ambassadors programme.

Get involved, register today on www.stem.org.uk and start changing the future working lives of young people across the UK.

Annex 3

1. Employers

Audience – All employers (micro, SME and large) to encourage new or increased engagement with the programme

Key message

Working with employers helps to maximise the reach and impact of the STEM Ambassadors programme. Joining forces with employers to help sustain STEM support, help achieve our vision of a world-class STEM education for all young people. Benefits to the employer: positively give back to their community, invest in their future workforce and motivate their employees to be the best they can be.

Audience – Employers – large and SME

Video Content

- How does the STEM Ambassador programme support an employer's Corporate Social Responsibility agenda?
- What are the benefits to the employer?
- How does the STEM Ambassador programme link employers and teachers together?
- What opportunities are there for employers to design their own activities through the SA programme?
- What impact does the employer have on its local community & beyond by engaging with the STEM Ambassadors programme?
- How does the STEM Ambassadors programme support the employers generally?
- How has engaging with the STEM Ambassadors programme helped to develop/motivate workforce?
- How has engaging with the STEM Ambassadors programme helped to recruit the employers' future workforce?
- How has it helped raise awareness of you as an employer and the work you do in your local community?

What should feature?

Suggestions:

- At least 2-4 employers currently engaged in the SA programme should feature. This should cover our different sectors- suggestions; Pfizer, Rolls-Royce, BT (maybe) and one else.
- A STEM Ambassador: Cover how their employer supports them to engage in the programme.
- How STEM Learning brings together industry, schools, FE/HE to the benefit of the employer
- A secondary school or FE/HE student to talk about the impact of the employer

2. Non-School Groups

Audience - Voluntary sector organisations that work with children and young people this includes registered charities, local community groups, and housing associations. Also includes libraries, scouts and guides, museums and others.

Key message

STEM Ambassadors now engage with young people outside of schools and colleges, showcase the types of groups we are working with, particular focus on engaging with young people from disadvantaged backgrounds.

Video Content

Suggestions:

Our bespoke offer – STEM Ambassadors can complement existing and/or new initiatives that support young people to thrive. STEM Ambassadors get involved in various activities such as employability skills sessions, career talks, mentoring, judging competitions, delivering STEM specific sessions & more.

Benefits to audience – Free access to a reputable network of STEM volunteers, raise aspirations, offer opportunities and help young people equip themselves with skills to improve their future working lives. STEM Ambassador programme adds value, provides positive role models for young people, supports voluntary organisation via regional STEM Ambassador Hubs and it's easy to get involved.

Who should feature?

Suggestions:

- Existing non-school group users e.g. Princes Trust/UK Youth
- STEM Learning articulating offer
- A STEM Ambassador
- Possibly a young person.

3. and 4. Teachers/Schools/Governors

Key Message

Placing value on the input of teachers/schools and the extent to which they impact young peoples' learning experiences and outcomes. Working with teachers/schools to enthuse young people to study STEM subjects' post-16 and pursue STEM careers. Understanding the vital role teachers/schools have in influencing the future workforce and how they can maximise their impact through the STEM Ambassadors programme and reach young people of all levels and backgrounds.

Video content

- Explain why schools should engage with SA program- IMPACT
- Explain how STEM subjects are used in their work (real-life contexts)
- Link to curriculum- how it can be brought to life
- Opportunity for enrichment in lessons, stem clubs and/or off timetable days
- Explain how SA can meet wider needs of school/students
- Effective careers support

- Can bring cutting edge STEM into the school
- Strengthen links to local industry- lead to visits, resources etc.
- Can promote your school profile
- Explain DBS & safeguarding

Who should feature?

Suggestions:

- STEM Ambassador - who they are and what they offer
- Head teacher/principle that has engaged in the program. Talk about IMPACT.
- Head of Department/teacher to share how they engaged and the benefits it brought
- Student voice
- Governors discussing how to forge links with local businesses

5. Further Education

Key Messages

In Further Education Colleges, applied and technical education is closely aligned with the world of work. The range of qualifications offered is extremely diverse, but employer engagement is vital and teaching and learning on vocational programmes must contain a clear “line of sight to work”.

FE Colleges are real drivers of the skills agenda and they will each define and address the embedding of employability skills differently and work with a range of existing employers.

For 16-19 year olds, Study Programmes must contain work placements and work-related study, as well including enrichment and enhancement. Study programmes therefore provide rich opportunities for support from STEM Ambassadors, who will be able to work with teachers to devise different approaches to meet the needs of diverse groups of learners.

Video Content

- How does the STEM Ambassador programme support vocational teachers?
- How can the STEM Ambassador programme improve employer engagement?
- How can STEM Ambassadors provide an industrial context for classroom teaching?
- How can STEM Ambassadors engage and motivate different groups of learners?
- How can STEM Ambassadors support project-based learning?
- How can STEM Ambassadors support 16-19 Study Programmes?
- How can STEM Ambassadors support the development of employability skills in a wide range of learners
- How can STEM Ambassadors improve knowledge of STEM Careers?
- How can STEM Ambassadors promote Equality, Diversity and Inclusion in STEM?

Who should feature?

Suggestions:

- STEM Ambassadors
- Script for voiceover talking about how STEM Ambassadors can enhance delivery of Study Programmes, engage learners etc.

- FE teacher who has engaged with the STEM Ambassadors, talking about the impact upon the learners and upon their own practice, and talking about next steps for further engagement.
- FE learner talking about the impact

6. London Specific

Key Message

London is an economic powerhouse, with iconic scenes which have STEM written all over them; from the Shard to the London Eye! It is one of the world's leading places to do business and is the land of opportunity for businesses and entrepreneurs to make business links and thrive. It is a diverse city, with multiple benefits for engagement and investment.

It is the home to many established businesses and provides enough opportunity for employers to capitalise on. Due to its diverse nature, employers can look to satisfy their CSR needs and reach a vast range of young people, especially BAME and disadvantaged areas/backgrounds.

Working with & through the STEM Ambassadors programme provides an opportunity for employers to partner with STEM Learning and make an impact by extending their reach and getting involved with their local communities. London also provides access to prestigious venues, which STEM Ambassador events could be held at to positively impact the learning outcomes of young people.

The excellent transportation links makes it easy for STEM Ambassadors to travel around and get involved in various STEM Ambassador activities. It is one of the best cities for socialising/meeting new people, therefore, also a great place for employers to network with other employers and teachers, allowing them to build meaningful relationships, which are far reaching.

Video Content

- Why does London need STEM Ambassadors?
- What can they do for London?
- What makes London a special place for students, schools and STEM Ambassadors? Challenges, the home to big corporates as well as small start-ups, etc.
- Diversity, focus on BAME, social mobility – but this will also apply to other hubs
- Opportunities for volunteering near work or on your way home .e.g. convenience of transportation links
- London city is the heart of everything; it provides equal opportunities for employers and young people, allows employers to scout for their future workforce and open young people up to the career opportunities available to them
- Partnerships we have formed in London with e.g. “national treasures” such as Natural History Museum, Science Museum
- Generally, the range of opportunities presented for all audiences in London
- Case studies to showcase how we work with all groups e.g. montage/vox pops

Who should feature?

- A London based STEM Ambassador
- Those who spoke at Big Bang @ Schools and Big Bang @ Business
- London STEM Ambassador Hub staff

7. STEM Ambassadors

Key Message

Inspire individuals to become a STEM Ambassador volunteer. Explain the range of activities they can become involved and the tools available to help them get the best of their STEM Ambassador experience.

Make clear that engagement now takes place inside and outside the classroom offering more opportunities to volunteer outside of traditional working hours.

Explain what a difference their time can make to young people and what they, as individuals, get out of their volunteering experience – e.g. sense of achievement, new skills.

Video Content

- STEM Ambassadors involved in a range of different activities in different settings to show a wide range of potential volunteering experiences and audiences
- Impact of participating on individuals (and their employers)

Who should feature?

- STEM Ambassadors talking about why they became a STEM Ambassador
- Key audiences and the impact of STEM Ambassadors on them and their organisation
- Young person who has engaged with a STEM Ambassador.