Building a successful network

We’ve got some top tips for how to create a network and how to get the most from it.
Welcome

Welcome to the second edition of STEM Learning magazine.

This year we are celebrating ten years of providing high-quality, high-impact professional development for teachers and support staff in the UK through the National Science Learning Centre. The Centre was opened on 17 March 2006 by the then Prime Minister, Tony Blair.

Across our network we have been supporting teachers and technicians for over 10 years and during that time we have learnt some key lessons:

1. Sustained engagement of schools and colleges with Network support is associated with improved teaching and learning, and increased uptake and achievement in STEM.
2. Professional development from the Network improves teachers’ subject and pedagogical knowledge, skills and confidence, resulting in better outcomes for young people.
3. The Network develops strong leadership in STEM — from primary to post-16 — benefiting teachers, schools and young people.
4. Engagement with the Network helps schools and colleges recruit and retain excellent teachers.
5. Professional development from the Network enriches teaching, supporting young people’s engagement, progression and awareness of STEM careers.

Full details of these lessons can be found in our Impact Summary: www.stem.org.uk/mf/impact-10-years

We are starting the next ten years with some big changes designed to meet the changing needs of educators. We have changed our online presence taking the National STEM Centre, National Science Learning Network and ESERO websites and combining them so that all our support can be accessed in one place – www.stem.org.uk. We would be interested in your feedback and thoughts on how to improve this in the future.

We have also changed the name of our Centre in York to the National STEM Learning Centre to reflect the support we offer across computing, design and technology, mathematics and science.

As ever, this magazine is full of ideas, interviews and opportunities for bursary supported professional development — we hope you find it useful and look forward to welcoming you on to one of our activities soon.

YVONNE BAKER, CHIEF EXECUTIVE, STEM LEARNING LTD
Achieving recognition

In Robert Bolt’s play, A Man for All Seasons, Sir Thomas More says to (the ambitious) Richard Rich: “Why not be a teacher? You’d be a fine teacher; perhaps a great one”, to which the response comes: “If I was, who would know it?” More replies: “You; your pupils; your friends; God. Not a bad public, that.”

One of the reasons is that you might want to attract attention over a wider area. If you’re keen to recruit good staff, find the next promotion or to catch the eye of potential science students, you might want to have some kind of flag to wave. Secondly you might have a role, actual or aspirational, for being a local centre of excellence for science education. If you’re suggesting that you have some expertise to offer, this will be more convincing if you have some kind of recognition.

However, there’s a third reason, and this is the killer: in order to gain recognition you not only need to know that you’re good, but also why you’re good. It’s important to point out the outcomes your team achieves but also to know the ‘back story’ and be able to justify it. You should be hot, not only on your practice, but also on the evaluation of practice. Institutions like this have the capacity to sustain their effectiveness.

Award schemes provide a great opportunity to do this. They push you to be good at justifying why a particular course of action was not only effective, but better than the alternatives. It has to have made a convincing case for its course of action being the right one.

What Sir Thomas More offered Richard Rich wasn’t a bad public, but a wider one.

With government intentions to rationalise the further education sector through area reviews, there has probably never been a better time for practitioners to re-evaluate their skills. Demands on practitioners are ever-increasing and students deserve the best teaching and training they can get. However, with developments in science and technology progressing at a rate of knots and criticisms repeatedly raised by government, the job is a tough one.

One of the things that practitioner and Trainer, Educational Consultant.

The challenge

By JENNY PHILLIPS

With government intentions to rationalise the further education sector through area reviews, there has probably never been a better time for practitioners to re-evaluate their skills. Demands on practitioners are ever-increasing and students deserve the best teaching and training they can get. However, with developments in science and technology progressing at a rate of knots and criticisms repeatedly raised by government, the job is a tough one.

PLAN OF ACTION

So what can we do to stay at the top of our game? What students want more than anything is to achieve and fulfil their aspirations. We have the energy, enthusiasm and experience, but what if we also had up-to-date skills and knowledge of the latest delivery methods and technological advances in our subject area?

BRINGING CUTTING EDGE RESEARCH INTO THE CLASSROOM

The Cutting Edge Research programme brings together a fantastic collection of resources and CPD activities, covering a huge range of fascinating topics, such as astrophysics; genomics (genetics); and nanotechnology. It delivers the latest cutting edge research, knowledge and new contexts along with practical activities to support teachers in delivering the curriculum in an accessible, enjoyable and stimulating way for students.

TALiOR MADE CPD

Find out more about the range of support we can tailor to your college or department with our bespoke offer at:

www.stem.org.uk/mf/CPD

GET YOUR SKILLS RECOGNISED?

Our Teacher and Support Staff Recognition Scheme has been designed to recognise your commitment to professional learning and the impact it has had on students, colleagues and the wider profession.

Science Mark is a new quality standard designed to recognise and celebrate good, excellent and outstanding practice in science departments across the UK.

The Space Education Quality Mark (SEQM) is given to schools and colleges that have shown significant use of the context of space across the STEM subjects.

IS YOUR SCHOOL BEING RECOGNISED?

Find out more about achieving recognition at:

www.stem.org.uk/mf/recognition

The Ofsted annual report is due to be published shortly but we can already anticipate where the skills gaps lie from inspections and OECD reports showing how well we fair in comparison with others.

In teaching we’re used to the idea that the students sat in front of us are the key determinant of quality, both in terms of their immediate response to effective teaching and also, thinking longer term, with the grades they get. We learn to judge which is to achieve and fulfil their aspirations. We have the energy, enthusiasm and experience, but what if we also had up-to-date skills and knowledge of the latest delivery methods and technological advances in our subject area? the right one.

Science Mark is a new quality standard designed to recognise and celebrate good, excellent and outstanding practice in science departments across the UK.

In Robert Bolt’s play, A Man for All Seasons, Sir Thomas More says to (the ambitious) Richard Rich: “Why not be a teacher? You’d be a fine teacher; perhaps a great one”, to which the response comes: “If I was, who would know it?” More replies: “You; your pupils; your friends; God. Not a bad public, that.”

One of the reasons is that you might want to attract attention over a wider area. If you’re keen to recruit good staff, find the next promotion or to catch the eye of potential science students, you might want to have some kind of flag to wave. Secondly you might have a role, actual or aspirational, for being a local centre of excellence for science education. If you’re suggesting that you have some expertise to offer, this will be more convincing if you have some kind of recognition.

However, there’s a third reason, and this is the killer: in order to gain recognition you not only need to know that you’re good, but also why you’re good. It’s important to point out the outcomes your team achieves but also to know the ‘back story’ and be able to justify it. You should be hot, not only on your practice, but also on the evaluation of practice. Institutions like this have the capacity to sustain their effectiveness.

Award schemes provide a great opportunity to do this. They push you to be good at justifying why a particular course of action was not only effective, but better than the alternatives. It has to have made a convincing case for its course of action being the right one.

What Sir Thomas More offered Richard Rich wasn’t a bad public, but a wider one.
WHY SHOULD YOU CREATE A NETWORK?

Taking the initiative to start a network of technicians can be daunting. However, if you decide to take the plunge it shows a commitment to your institution as well as organisational and leadership skills. Making a bold move like this can be positive, showing your line manager that you are not afraid of responsibility and it can also be used as evidence when applying for professional registration.

WHERE TO START

First things first – get leaders in your institution on board. Your head of department and senior leadership team can become champions of your cause if you get them involved.

GETTING THE WORD OUT

There are lots of ways of identifying nearby colleges who might have technicians – you might already be working with some of them informally, or your heads of departments might have connections they could share. On our website you can also access a virtual community of technicians across the UK – join a group for your local area and you can post details of meetings and events. Once you’ve got the contacts, create an email list and share agendas and events.

PLANNING YOUR FIRST MEETING

A network meeting is very similar to an internal meeting with your colleagues – it just needs a little extra planning. Think how often your group will meet, and what you’d like to cover in these meetings and where would be best to meet. Once you’ve got the locations, contact a group for your local area and you can post details of meetings and events. Once you’ve got the contacts, create an email list and share agendas and events.

A HANDY GUIDE

The National Science Learning Network have produced an excellent guide to setting up technician networks in schools – but it’s just as useful for those working in post-16 and further education institutions.

Join HEATeD, a dedicated scheme for technicians working in further and higher education, to find great, free networking events run across the country to help you meet and share ideas with technicians in your area.

GET REGISTERED

Professional registration acknowledges your existing skills and can provide a huge boost to your career. There are lots of options and HEATeD have created a dedicate webpage to help you find more information.

CPD FOR YOU

We’ve got a wide selection of CPD activities available to attend, or that can be brought to you. Both the National Science Learning Network and HEATeD can create tailor-made courses based on your network’s needs.

Have you ever thought how useful it would be to be able to share ideas, problems and knowledge with other technicians? Or be able to draw on the expert of a network of professionals? Setting up a technicians’ network provides a wonderful opportunity to do all this and more. We’ve got some top tips for how to create a network and how to get the most from it.
My favourite job

by STEVE LYON
Mathematics Specialist, National STEM Centre

I can still remember it as though it was yesterday: my first day as the new head of the mathematics department; new suit on, nervous, sweaty palms, stood in the staff meeting waiting for the headteacher to introduce me to the staff. What would the next stage of my career hold? Would I be able to meet all the challenges? What had I let myself in for?

My goal had always been to be head of mathematics, and here I was. However, it was very clear that rather than being the end of a journey, this was very much the beginning. I was the new boy again and I certainly had a lot to learn if I was not just to be any head of mathematics, but a good, successful head of mathematics.

I wanted the department, staff and students to be happy, feel successful and confident in lessons and to enjoy mathematics. My philosophy was that if we could achieve this, then examination results and inspection reports would look after themselves, but how does a head of department achieve this grand aim?

As my time as head of department progressed, I found the role to be the most challenging, yet rewarding, of my career. Constantly walking a tightrope between meeting the needs of the students, department staff and senior management, I often considered myself as something of a buffer between the different parties. Heads of department are required to meet the needs of the ‘here and now’, managing the department, whilst at the same time scanning the horizon for the next new thing and preparing to lead the department through the next series of changes.

With even more pressure being placed on the mathematics department – new accountability measures, changes to the exam specifications and a requirement for more students to study mathematics for longer – the role of head of mathematics has not gotten any easier. New heads of mathematics at schools and colleges must feel at least as daunted as I did when I took up the role. I hope this does not put talented heads of mathematics at schools and colleges off taking this step as despite all these challenges, being a head of department is the role in which I felt I had the greatest influence over the mathematical education of the students and a time I look back on as being the most satisfying of my career.

GET AHEAD

Share ideas and challenges with fellow mathematics teachers in our mathematics resource group: www.stem.org.uk/group/mathematics

Be inspired with our dedicated mathematics resource package: www.stem.org.uk/resources-fe-maths

New and aspiring leaders of mathematics: www.stem.org.uk/mlbs

Resourcing the new mathematics curriculum: www.stem.org.uk/mlbs

Rather than being the end of a journey, this was very much the beginning. Constantly walking a tightrope between meeting the needs of the students, department staff and senior management, I often considered myself as something of a buffer between the different parties.

Stepping out of the classroom

LEANNE TREFZ
Head of Science and Mathematics, St Marys C of E High School

Leanne talks about her experience of taking part in the Teacher Industrial Partners’ Scheme (TIPS) at BP.

What were the highlights of your placement?

Everything! I was overwhelmed by how helpful and open all the staff were that we met. They were so willing to share their knowledge and experiences with us that it made it a phenomenal CPD for us.

How has the scheme benefited you and your students?

A much renewed and refreshed teacher came back to the classroom; CPD on this level is very hard to achieve. The stories I could tell my students with the first-hand experiences made the topics much more relevant and intriguing. I was able to bring the outside world in on a much deeper, but also accessible, level. I gave my students a survey before I went on the placement and asked various questions about science and maths, and also on whether they would see themselves using it in the future. There was an overwhelming ‘yes’ from the students. Since my placement lots of students are asking questions about possible careers and future science subjects to study. They have a renewed interest because I have shown them more options.

What extra activities or projects have you done with your students as a result of participating in the scheme?

I delivered assemblies on my TIPS placement and the future of science with engineering. The students had a visit to the site and met lots of different staff (this was arranged through my contact there), plus STEM practicals were carried out at the end of term (these were ideas given to me from other teachers from the course), with a STEM (club due to begin to coincide with a space theme, for the Tim Peake space mission in December.

How have you benefited from the scheme?

I am far more enthusiastic and knowledgeable about teaching the curriculum, especially the chemistry parts.

Has the placement changed the way that you teach your subject?

My lessons have become more contextual. I’m always trying to show the relevance, but more so now as I’m trying to push my students towards careers I don’t even know existed before my participation in the scheme.

Do you feel that the scheme has helped to improve your students’ awareness of STEM careers?

Definitely. My lack of knowledge really limited theirs. Increasing mine has opened the door to so many potential opportunities. Quite a few of my students have applied for work experience in STEM related fields, because they see a future in it and are applying for FE STEM related subjects because they see the possibilities from them.

What were the benefits of having a member of staff spend two weeks working with BP?

Career opportunities for students were at the forefront from the CFO. The member of staff was able to share the message about the future of science and its endless possibilities. The assembly that followed, as well as the TIPS connections that allowed for a school visit and all the activities, were invaluable. These would have been very difficult, if not near impossible, to organise.

How important was the bursary?

Very important. Given the current economic climate, it is difficult to let staff out of the classroom. This allowed us to secure a high quality supply teacher, students’ education wouldn’t be affected.

Would you recommend the scheme to other institutions?

Absolutely, yes.

INTERVIEW

TO ensure that your students are informed for the next academic or industrial phase of their lives, it is crucial that teachers keep up-to-date with both modern career options and routes into academia. Being part of the Teacher Industrial Partners’ Scheme (TIPS) at BP.

For the career choices that lie ahead.

www.stem.org.uk/mf/tips

www.stem.org.uk/mf/taps
Back to the future of physics

by ADAM LITTLE
Professional Development Leader, National STEM Learning Centre
@SecretPhysicist

2015 was the year that sparked my love for physics and science. The strange thing is that this occurred before the end of the 1980’s. Confused? Back to the Future 2 had just come out and when Marty McFly, Doc Brown and the flying DeLorean travelled to 2015, I saw what the future could hold. I became hooked on all things science and STEM related.

Now, admittedly, we don’t have flying cars, which are powered by nuclear fusion reactions from household waste, but there are some things the film predicted that are now a reality. 3D films have been around for years, but the technology and the way it is presented has come on leaps and bounds. When we see Jaws 19 in the film, admittedly it is holographic, but we can experience 3D thanks to those lovely polarised glasses we get at the cinema. Two synchronised projectors project two respective views onto a screen, each with a different polarisation. Each lens lets in one of the images which is what gives us the 3D depth perception. Unlike old 3D glasses, which used colour to separate the images, this means we can watch colour films in 3D without the clashing of colours.

And what about time travel? Students at A level get excited when we look at time dilation. This is where properties such as mass, length and time can change when we reach speeds close to the speed of light. This means as we approach the speed of light, time appears to run slowly. Keeping it simple, if you went into space for 15 years, approaching speeds close to the speed of light, and then returned to Earth, everyone on Earth would have aged 15 years, but you might have only aged five years. This can give the impression you have travelled into the future. This was also used in another 80’s classic: Aliens of the Navigator.

Finally, the hoverboard. I think when we all saw that it was one of those “I want one!” moments. Well, apart from the odd internet hoax we can now say that is a real possibility. Using superconductors and magnets you get the Meissner effect, which means that when you place a magnetic field near the superconductor, a current is generated, creating the opposing magnetic field, causing the board to levitate. Lexus used this idea to create the SLIDE, which is a hoverboard that can travel around a whole path with magnets hidden under the ground. You do need a lot of liquid nitrogen to keep everything working, but it’s a start and something that is continually developing.

If you were also hooked by Back to the Future and are looking for new ways to inspire your students and bring physics to life in the classroom we have a range of resources and support to help. Now, admittedly, we don’t have flying cars, which are powered by nuclear fusion reactions from household waste, but there are some things the film predicted that are now a reality. 3D films have been around for years, but the technology and the way it is presented has come on leaps and bounds. When we see Jaws 19 in the film, admittedly it is holographic, but we can experience 3D thanks to those lovely polarised glasses we get at the cinema. Two synchronised projectors project two respective views onto a screen, each with a different polarisation. Each lens lets in one of the images which is what gives us the 3D depth perception. Unlike old 3D glasses, which used colour to separate the images, this means we can watch colour films in 3D without the clashing of colours.

And what about time travel? Students at A level get excited when we look at time dilation. This is where properties such as mass, length and time can change when we reach speeds close to the speed of light. This means as we approach the speed of light, time appears to run slowly. Keeping it simple, if you went into space for 15 years, approaching speeds close to the speed of light, and then returned to Earth, everyone on Earth would have aged 15 years, but you might have only aged five years. This can give the impression you have travelled into the future. This was also used in another 80’s classic: Aliens of the Navigator.

Finally, the hoverboard. I think when we all saw that it was one of those “I want one!” moments. Well, apart from the odd internet hoax we can now say that is a real possibility. Using superconductors and magnets you get the Meissner effect, which means that when you place a magnetic field near the superconductor, a current is generated, creating the opposing magnetic field, causing the board to levitate. Lexus used this idea to create the SLIDE, which is a hoverboard that can travel around a whole path with magnets hidden under the ground. You do need a lot of liquid nitrogen to keep everything working, but it’s a start and something that is continually developing.

If you were also hooked by Back to the Future and are looking for new ways to inspire your students and bring physics to life in the classroom we have a range of resources and support to help.
Our top picks for you to put in the calendar...

FEBRUARY 2016

INTERNATIONAL DARWIN DAY 12 FEBRUARY
Did you know Darwin’s works, ‘The Origin of Species’ which is considered to be the foundation of evolutionary biology is now over 156 years old?
To celebrate Darwin Day and his contributions to science we have handpicked a selection of our top evolution resources into a handy list for you to use in the classroom.
- Visit today: www.stem.org.uk/resources

FREE ONLINE CPD, ASSESSMENT FOR LEARNING 22 FEBRUARY
Our free online CPD is ideal for all teachers looking to improve their understanding and use of Assessment for Learning.
Led by Dylan Wiliam and Chris Harrison, two leading authorities on assessment for learning, and supported by Andrea Mapplebeck, this course will help to improve your understanding and use of assessment for learning, a term that is widely used in education; but applied in ways that are variable in their effectiveness. Learn how to write, judge and use the hinge questions that are central to assessment for learning in STEM.
- Book today to secure your place, visit: www.stem.org.uk/mf/online-cpd
- Join in at: www.stem.org.uk/mf/world-pi-day

WORLD PI DAY 14 MARCH
Pi day, or 3.14, only means one thing, it’s World Pi day. We celebrate π, π’s, and π things circular with our interactive list of resources.
- Visit our new website: www.stem.org.uk

MARCH 2016

BRITISH SCIENCE WEEK 11 – 20 MARCH
British Science Week is a ten-day celebration of science, technology, engineering and maths - featuring fascinating, entertaining and engaging events and activities across the UK for people of all ages.
- Find out more and get involved at: www.britishscienceweek.org

Our new website is here!

All our resources, CPD activities and blogs have been collected into one, easy-to-access destination. The site provides you with a dashboard which is customised around your needs and interests, bringing you the latest news and activities relevant to you. From here you will be able track the CPD activities you have been on and manage your upcoming bookings.

We hope you enjoy the new and improved experience of our website and share it with your colleagues and friends!
- Visit our new website: www.stem.org.uk

FEBRUARY 2016

LIBRARY LOVERS MONTH FEBRUARY

Our free electronic hosts over 10,000 quality assured teaching resources. As well as video, games and work sheets to use in the classroom, we also have the latest policy and research documents as well as information on careers in STEM subjects.
With curriculum support, dedicated pages for different subjects and age groups, and curated lists of our top resources, what’s not to love?
- Visit today: www.stem.org.uk/resources

MARCH 2016

INTERNATIONAL DARWIN DAY
Did you know Darwin’s works, ‘The Origin of Species’ which is considered to be the foundation of evolutionary biology is now over 156 years old?
To celebrate Darwin Day and his contributions to science we have handpicked a selection of our top evolution resources into a handy list for you to use in the classroom.
- Visit today: www.stem.org.uk/resources

FREE ONLINE CPD, ASSESSMENT FOR LEARNING
Our free online CPD is ideal for all teachers looking to improve their understanding and use of Assessment for Learning.
Led by Dylan Wiliam and Chris Harrison, two leading authorities on assessment for learning, and supported by Andrea Mapplebeck, this course will help to improve your understanding and use of assessment for learning, a term that is widely used in education; but applied in ways that are variable in their effectiveness. Learn how to write, judge and use the hinge questions that are central to assessment for learning in STEM.
- Book today to secure your place, visit: www.stem.org.uk/mf/online-cpd
- Join in at: www.stem.org.uk/mf/world-pi-day

We have now launched our brand new website, incorporating the National Science Learning Network, National STEM Centre, HEaTED and ESERO-UK into one streamlined, easy-to-navigate website.

All our resources, CPD activities and blogs have been collected into one, easy-to-access destination. The site provides you with a dashboard which is customised around your needs and interests, bringing you the latest news and activities relevant to you. From here you will be able track the CPD activities you have been on and manage your upcoming bookings.
It now offers a mobile and tablet friendly experience, allowing you to access everything we have to offer on the move.

Also don’t worry! If you have an account on the National STEM Centre website or have previously booked onto a National Science Learning Network CPD activity then you will have an account on the new site, and will be able to access it with your current login details.

We hope you enjoy the new and improved experience of our website and share it with your colleagues and friends!
- Visit our new website: www.stem.org.uk

Let’s take a peek at what people have been tweeting:

- @ScienceTechdm Here on an excellent Health and Safety course, led by @mark_sailor @ScienceVoice.

- @jocystem Love this quote from a female engineer in @ScienceTechdm’s popular article #FutureEngineers @ScienceVoice.

- “I can save more lives in a day than a doctor will in their whole career, just by ensuring the buildings we design and construct are safe”

We have now launched our brand new website, incorporating the National Science Learning Network, National STEM Centre, HEaTED and ESERO-UK into one streamlined, easy-to-navigate website.

All our resources, CPD activities and blogs have been collected into one, easy-to-access destination. The site provides you with a dashboard which is customised around your needs and interests, bringing you the latest news and activities relevant to you. From here you will be able track the CPD activities you have been on and manage your upcoming bookings.

It now offers a mobile and tablet friendly experience, allowing you to access everything we have to offer on the move.
Also don’t worry! If you have an account on the National STEM Centre website or have previously booked onto a National Science Learning Network CPD activity then you will have an account on the new site, and will be able to access it with your current login details.

We hope you enjoy the new and improved experience of our website and share it with your colleagues and friends!
- Visit our new website: www.stem.org.uk

Let’s take a peek at what people have been tweeting:

- @ScienceTechdm Here on an excellent Health and Safety course, led by @mark_sailor @ScienceVoice.

- “I can save more lives in a day than a doctor will in their whole career, just by ensuring the buildings we design and construct are safe”

Follow us @STEMLearningLtd and let us know what STEM related things you’re up to!

Follow us @HeaTEDtechs and let us know what STEM related things you’re up to!

Follow us @HeaTEDtechs and let us know what STEM related things you’re up to!
Bursary supported continuing professional development (CPD)

You can access our CPD online, face-to-face locally through Science Learning Partnerships (SLPs) and on residential activities at the National STEM Learning Centre. We can also tailor our CPD to meet the individual needs of your department, college or network through our bespoke support.

Our high-quality CPD is also very affordable. Generous bursary funding from your department, college or network through our bespoke support.

See the impact CPD makes...

93% of participants who attended courses at the National STEM Learning Centre reported a positive impact on their pupils.

“The centre and facilities are fantastic and I will be recommending that all teachers visit.”
- Design and Technology Teacher, 2015

95% of participants across our Network stated our CPD positively impacted their own subject knowledge and skills.

“Fantastic session, really relevant, hands-on and practical. Easy to implement in my own teaching.”
- Science Teacher, 2015

We work with over 76,800 teachers and technicians in the UK.

ENTHUSE AWARDS

ENTHUSE Awards contribute towards the costs of attending world-class professional development provided by the National STEM Learning Centre. ENTHUSE Awards are provided by Project ENTHUSE which is a unique partnership of government, charities and employers that have come together to bring about inspired STEM teaching through the ENTHUSE Awards.

ENTHUSE AWARDS

For more dates and venues visit www.stem.org.uk/CPD • CPD LISTING

IMPACT AWARDS

Impact Awards are equivalent to 50% of the CPD fee and are available for many of the CPD activities offered through the Science Learning Partnerships across England. Impact Awards are provided by the Department for Education (DfE).

IMPACT AWARDS

All fees and award values are valid for state funded schools and colleges and are correct at the time of print (December 2015). See www.stem.org.uk/for-impact-awards for fees for non-state funded schools and the latest information.
SUMMER SCHOOL FOR NEWLY AND RECENTLY QUALIFIED TEACHERS

This summer school will provide time and space to reflect upon your practice working in highly supportive and stimulating environments.

- Your school receives: £455 ENTHUSE Award
- Activity fee: £1,529 (ex VAT)
- 18 Jul 2016
- www.stem.org.uk/ny246

LEADERSHIP

ESSENTIAL SKILLS FOR NEW AND ASPIRING SCIENCE LEADERS

Working with an experienced science leader, you will develop your vision and leadership skills enabling you to lead an effective and vibrant science team.

One day course:
- Your school receives: £107.50 Impact Award
- Activity fee: £215 (ex VAT)
- 12 Feb 2016
- www.stem.org.uk/lp509

Two day course:
- Your school receives: £215 Impact Award
- Activity fee: £215 (ex VAT)
- 4 Mar 2016
- www.stem.org.uk/lp206

LEADING EFFECTIVE PROFESSIONAL DEVELOPMENT IN SCIENCE

Helping you to identify the principles, strategies and resources that can be used to develop a programme validated by colleagues and demonstrated impact in the science classroom.

- Your school receives: £107.50 Impact Award
- Activity fee: £215 (ex VAT)
- 30 Jan 2016
- Milton Keynes
- www.stem.org.uk/lp204

BIOLOGY

ACTIVE APPROACHES AT A LEVEL BIOLOGY

Providing opportunities to explore the acknowledged benefits of active, collaborative and 'hands-on' approaches to learning at advanced level.

- Your school receives: £107.50 Impact Award
- Activity fee: £215 (ex VAT)
- 6 Feb 2016
- Kendal
- www.stem.org.uk/lp509

GETTING TO GRIPS WITH A LEVEL BIOLOGY

Supporting teachers in developing higher level thinking with their students through the use of practical work, demonstrations and modelling activities.

- Your school receives: £215 Impact Award
- Activity fee: £430 (ex VAT)
- 26 Jan 2016
- Sheffield
- www.stem.org.uk/lp60

- Your school receives: £215 Impact Award
- Activity fee: £430 (ex VAT)
- 4 Feb 2016
- Keighley
- www.stem.org.uk/lp501

STRENGTHENING PRACTICAL WORK IN BIOLOGY

Explore strategies for teacher topics across the biology curriculum and how practical work can be made more effective.

- Your school receives: £107.50 Impact Award
- Activity fee: £215 (ex VAT)
- 18 Apr 2016
- Crewe
- www.stem.org.uk/lp200

INTENSIVE SUBJECT-SPECIFIC CPD

A LEVEL ENGLISH LANGUAGE ENDORSEMENT: BIOLOGY

Lifelong scientific learning - a focus on practical development.

- Your school receives: £574 ENTHUSE Award
- Activity fee: £551 (ex VAT)
- 3 Mar 2016
- (2 days)
- www.stem.org.uk/ny246

NEW TO A LEVEL BIOLOGY

Through the development of new practical techniques, use of ICT activities and context-based learning strategies, this CPD will provide a foundation for those with little experience of teaching A level biology.

- Your school receives: £1,348 ENTHUSE Award
- Activity fee: £1,162 (ex VAT)
- 8 Feb 2016
- (4 days over 2 periods)
- www.stem.org.uk/ny250

ACTIVE APPROACHES AT A LEVEL CHEMISTRY

Providing opportunities to explore the acknowledged benefits of active, collaborative and 'hands-on' approaches to learning at advanced level.

- Your school receives: £107.50 Impact Award
- Activity fee: £215 (ex VAT)
- 24 Feb 2016
- Durham
- www.stem.org.uk/rp260

- Your school receives: £107.50 Impact Award
- Activity fee: £215 (ex VAT)
- 9 Mar 2016
- Crewe
- www.stem.org.uk/rp260

- Your school receives: £107.50 Impact Award
- Activity fee: £215 (ex VAT)
- 11 Mar 2016
- Birmingham
- www.stem.org.uk/rp504

DEVELOPING EXPERTISE IN TEACHING ACOIDS AND BASES

This activity provides hands-on opportunities for teachers to explore effective strategies for teaching acids and bases.

- Your school receives: £215 Impact Award
- Activity fee: £125 (ex VAT)
- 1 Feb 2016
- Keighley
- www.stem.org.uk/rp258

DEVELOPING EXPERTISE IN TEACHING QUANTITATIVE CHEMISTRY

Explore how to make calculations more approachable for teachers to try and explain their observations.

- Your school receives: £107.50 Impact Award
- Activity fee: £215 (£ex VAT)
- 15 Feb 2016
- www.stem.org.uk/rp260

INTENSIVE SUBJECT SPECIFIC CPD

DEVELOPING EXPERTISE IN TEACHING QUANTITATIVE CHEMISTRY

The focus throughout this course is developing and understanding how chemists use models to try and explain their observations.

- Your school receives: £215 Impact Award
- Activity fee: £125 (ex VAT)
- 8 Feb 2016
- Keighley
- www.stem.org.uk/rp260

DEVELOPING EXPERTISE IN TEACHING EQUILIBRIA CHEMISTRY

Focusing on understanding what happens during a chemical reaction on a macroscopic and microscopic level.

- Your school receives: £62.50 Impact Award
- Activity fee: £125 (ex VAT)
- 26 Feb 2016
- Keighley
- www.stem.org.uk/rp259

DEVELOPING EXPERTISE IN TEACHING MATERIALS CHEMISTRY

Develop an understanding of how a range of different practical activities can be used to strengthen students’ grasp of how and why the use of materials has changed.

- Your school receives: £62.50 Impact Award
- Activity fee: £125 (ex VAT)
- 25 Feb 2016
- www.stem.org.uk/rp260

DEVELOPING EXPERTISE IN TEACHING ORGANIC CHEMISTRY (POST-16)

Introducing participants to the key chemical ideas needed to understand how organic mechanisms work.

- Your school receives: £62.50 Impact Award
- Activity fee: £125 (ex VAT)
- 1 Feb 2016
- Keighley
- www.stem.org.uk/rp258

DEVELOPING EXPERTISE IN PRACTICAL CHEMISTRY FOR NQT’S

Develop your own practical skills and understanding of how to teach practical chemistry to secondary aged students.

- Your school receives: £107.50 Impact Award
- Activity fee: £215 (£ex VAT)
- 4 Feb 2016
- Crewe
- www.stem.org.uk/rp260

DEVELOPING EXPERTISE IN TEACHING STRUCTURES AND BONDING (POST-16)

Support in teaching the topic of bonding and structures post-16 including opportunities to explore effective teaching strategies.

- Your school receives: £62.50 Impact Award
- Activity fee: £125 (ex VAT)
- 29 Feb 2016
- London
- www.stem.org.uk/rp254

DEVELOPING EXPERTISE IN TEACHING STRUCTURES AND BONDING; AND CARBON CHEMISTRY

This CPD activity critically assesses models used to teach chemical bonding, to help delegates address student misconceptions.

- Your school receives: £107.50 Impact Award
- Activity fee: £215 (£ex VAT)
- 17 Feb 2016
- Hortford
- www.stem.org.uk/rp260

GETTING TO GRIPS WITH A LEVEL CHEMISTRY

*NEW* Intensive subject knowledge and skills appropriate to post-16 chemistry through the exploration of key ideas common to all specifications.

- Your school receives: £215 Impact Award
- Activity fee: £430 (ex VAT)
- 19 Jan 2016
- Birmingham
- www.stem.org.uk/rp260

- Your school receives: £574 ENTHUSE Award
- Activity fee: £551 (£ex VAT)
- 7 Mar 2016
- www.stem.org.uk/rp260

- Your school receives: £1,685 ENTHUSE Award
- Activity fee: £1,529 (ex VAT)
- 21 Jun 2016
- Milton Keynes
- www.stem.org.uk/rp260

INTENSIVE SUBJECT SPECIFIC CPD

Accommodation and meals included

- Your school receives: £215 Impact Award
- Activity fee: £215 (ex VAT)
- 29 Jun 2016
- Milton Keynes
- www.stem.org.uk/rp260

A LEVEL PRACTICAL ENDORSEMENT: CHEMISTRY

Experience and develop chemistry activities to meet the new assessment regimes, working alongside examiners, teachers and technicians, to help your school or college implement the new changes.

- Your school receives: £574 ENTHUSE Award
- Activity fee: £551 (£ex VAT)
- 7 Mar 2016
- www.stem.org.uk/rp247

CHEMISTRY FOR NON-SPECIALISTS

Providing teachers with the confidence, flair and enthusiasm to teach chemistry at all levels.

- Your school receives: £1,036 ENTHUSE Award
- Activity fee: £1,478 (ex VAT)
- 18 Apr 2016
- www.stem.org.uk/rp260

INSPIRING A LEVEL CHEMISTRY

Reconnect with the frontiers of chemistry and the teaching of it by exposure to a wide variety of stimulating sessions.

- Your school receives: £1,036 ENTHUSE Award
- Activity fee: £1,162 (ex VAT)
- 9 Mar 2016
- Crewe
- www.stem.org.uk/rp260
PHYSICS

ACTIVE APPROACHES AT A LEVEL PHYSICS
Explore the acknowledged benefits of active, collaborative and ‘minds-on’ approaches to learning at advanced level.
Your school recieves: £185 Impact Award
Activity fee: £185 (ex VAT)
20 Jan 2016 London
23 Feb 2016 London
28 Apr 2016 Crewe
24 Jun 2016 Birmingham
www.stem.org.uk/rp201

INTENSIVE SUBJECT-SPECIFIC CPD
A LEVEL PRACTICAL ENDORSEMENT: PHYSICS
Working with examiners, teachers and technicians we have developed CPD that helps schools provide students with the practical skills to ensure a complete understanding of what is required.
Your school receives: £157.50 Impact Award
Activity fee: £157.50 (ex VAT)
10 Jan 2016 Sheffield
23 Feb 2016 London
28 Apr 2016 Crewe
24 Jun 2016 Birmingham
www.stem.org.uk/rp201

CONTEMPORARY A LEVEL PHYSICS
Explore the acknowledged benefits of active, collaborative and ‘minds-on’ approaches to learning at advanced level.
Your school receives: £315 Impact Award
Activity fee: £315 (ex VAT)
16 Jan 2016 Kendal
29 Jan 2016 Birmingham
9 Jun 2016 Manchester
www.stem.org.uk/rp505

GETTING TO GRIPS WITH A LEVEL PHYSICS
Develop subject knowledge, confidence and skills primarily through the exploration of key demonstrations and practicals common to all specifications.
Your school receives: £215 Impact Award
Activity fee: £215 (ex VAT)
21 Jan 2016 Skipton
27 Jan 2016 Sheffield
10 Feb 2016 Keele
www.stem.org.uk/rp503

PHYSICS FOR NON-SPECIALISTS
Develop your understanding of key physics principles and the skills and strategies needed to teach physics effectively.
One day course:
Your school receives: £167.50 Impact Award
Activity fee: £167.50 (ex VAT)
8 Feb 2016 Preston
Two day course:
Your school receives: £215 Impact Award
Activity fee: £215 (ex VAT)
19 May 2016 Birmingham
4 Jul 2016 London
www.stem.org.uk/rp208

STRENGTHENING PRACTICAL WORK IN PHYSICS
Explore a range of ideas for teaching topics across the physics curriculum and develop an understanding of how practical work can be made more relevant and effective.
Your school receives: £167.50 Impact Award
Activity fee: £167.50 (ex VAT)
19 Jun 2016 Sheffield
26 Feb 2016 London
21 Mar 2016 Keele
10 May 2016 Manchester
www.stem.org.uk/rp503

TECHNICIANS

TECHNICIANS SUPPORTING A LEVEL BIOLOGY
Developed in collaboration with CLEAPSS, giving technicians an opportunity to learn skills and techniques specifically tailored to supporting advanced level biology.
Your school receives: £59.50 Impact Award
Activity fee: £185 (ex VAT)
20 Jan 2016 Keele
www.stem.org.uk/rp603

TECHNICIANS SUPPORTING A LEVEL CHEMISTRY
Developed in collaboration with CLEAPSS, giving technicians an opportunity to learn key skills and techniques required for the effective support of post-16 chemistry.
Your school receives: £59.50 Impact Award
Activity fee: £185 (ex VAT)
27 Jan 2016 London
24 Feb 2016 Keele
www.stem.org.uk/rp604

TECHNICIANS SUPPORTING A LEVEL PHYSICS
Developed in collaboration with CLEAPSS, giving technicians an opportunity to learn skills and techniques specifically tailored to supporting advanced level physics.
Your school receives: £59.50 Impact Award
Activity fee: £185 (ex VAT)
3 Feb 2016 London
2 Mar 2016 Keele
www.stem.org.uk/rp605

EXPERIENCED TECHNICIANS PROGRAMME: PHYSICS
Examining and explore electricity, electronics, sound, light, radio, activity, forces, heat transfer, space, astronomy and electromagnetic.
Your school receives: £777 ENTHUSE Award
Activity fee: £852 (ex VAT)
22 Feb 2016 (1 day)
www.stem.org.uk/rp606

SKILLS FOR NEW TECHNICIANS
Suitable for those new to the role within a school or college, this CPD Activity provides a thorough grounding in the science technician profession.
Your school receives: £1,813 ENTHUSE Award
Activity fee: £1,924 (ex VAT)
2 Mar 2016 Keele (7 days over 2 periods)
www.stem.org.uk/rp607

FREE ONLINE CPD
Assessment for learning
Improve your understanding and use of assessment for learning, a term that is widely used in education, but applied in ways that are variable in their effectiveness.
• Start date: 22 Feb 2016
• www.stem.org.uk/mf-online-cpd
Welcome to the HEaTED CPD listing

HEaTED a UK-wide scheme, dedicated to supporting the professional development of technicians in further education.

We do this by:
• providing high-quality professional development activities
• supporting networks of technicians across the UK with free events and online groups
• giving access to resources and information about career development and professional registration

Our CPD listing is packed with practical and innovative courses, designed especially for technicians. We can also create courses tailor-made for you and bring them to your institution. Find out more by visiting www.stem.org.uk/heatd.

The course provided was excellent with a very professional and knowledgeable instructor.

Become a member
We offer both individual and institution memberships. If your institution is already a member then all technical staff are automatically enrolled. This opens the door for staff to access a range of member benefits specifically aimed at meeting their specialist training and development needs.

Visit www.heatd.ac.uk for more information.

HEaTED CPD LISTING • FOR MORE DATES AND VENUES VISIT WWW.STEM.ORG.UK/CPD

COMPUTING

3DS MAX 201: GREEN BELT
Develop your skills and abilities with modelling, lighting, animation and rendering in 3ds Max.
• Members fee: £627.30
• Non-Members fee: £697
• 1 Feb 2016 (London (5 days))
  www.stem.org.uk/HC322

AFTER EFFECTS 101: YELLOW BELT
Learn the essential tools necessary to construct your own complex motion graphics and enhance your video projects.
• Members fee: £627.30
• Non-Members fee: £697
• 15 Feb 2016 (Manchester (3 days))
  www.stem.org.uk/HC032

AFTER EFFECTS 301: BLACK BELT
Master the most complex aspects of Adobe After Effects including advanced expressions, particles, 3D lights, camera, and more.
• Members fee: £627.30
• Non-Members fee: £697
• 15 Feb 2016 (London (3 days))
  www.stem.org.uk/HC034

AFTER EFFECTS JUMPSTART: ZERO TO HERO
Go from learning the basics of Adobe After Effects, such as creating basic animations and title sequences, to combining CG elements with real life footage.
• Members fee: £897.30
• Non-Members fee: £977
• 15 Feb 2016 (Manchester (3 days))
  www.stem.org.uk/HC036

AUTOCAD 101: YELLOW BELT
Learn professional 2D drawing, design, and drafting using AutoCAD and AutoCAD LT.
• Members fee: £627.30
• Non-Members fee: £697
• 11 Feb 2016 (Glasgow (3 days))
  www.stem.org.uk/HC037

CAPTIVATE 201: GREEN BELT
Gain the ability to design webpages using next-generation technology of CSS3 for modern, mobile and future browsers.
• Members fee: £627.30
• Non-Members fee: £697
• 24 Feb 2016 (Glasgow (2 days))
  www.stem.org.uk/HC041

PHOTOSHOP ACA JUMPSTART: ZERO TO HERO
Learn how to use Photoshop in a professional context and enhance your productivity, creativity, and efficiency.
• Members fee: £497
• Non-Members fee: £557
• 10 Feb 2016 (Glasgow (3 days))
  www.stem.org.uk/HC059

PHOTOSHOP 201: GREEN BELT
Learn how to use Photoshop effectively. You will learn to use Master pages, incorporate images, set up navigation, and publish your website with Adobe Muse in this two day class.
• Non-Members fee: £497
• 29 Feb 2016 (London (3 days))
  www.stem.org.uk/HC061

CAPTIVATE 301: BLACK BELT
Learn advanced design techniques, including; how to create interactive PDFs with tables of contents, navigation elements; and so much more.
• Members fee: £627.30
• Non-Members fee: £697
• 16 Feb 2016 (Manchester (3 days))
  www.stem.org.uk/HC065

COMPUTER VISUALISATION AND ANIMATION

CINEMA 4D 301: BLACK BELT
Learn how to control and create more complex animations using Cinema 4D’s advanced features, producing more time-effective workflows and impressive results.
• Members fee: £627.30
• Non-Members fee: £697
• 7 Mar 2016 (Manchester (3 days))
  www.stem.org.uk/HC341

FLASH 101: YELLOW BELT
In just two days gain a good grasp of Flash animation and interactivity.
• Members fee: £447.30
• Non-Members fee: £497
• 29 Feb 2016 (Manchester (2 days))
  www.stem.org.uk/HC031

HTML 101: YELLOW BELT
Gain with the concepts and skills to use HTML effectively with basic coding for web design, beginning with HTML, and advancing to more complex HTML5 fundamentals.
• Members fee: £627.30
• Non-Members fee: £697
• 28 Mar 2016 (Manchester (3 days))
  www.stem.org.uk/HC036

HTML5 - 201: GREEN BELT
The HTML5 green belt will give you first-hand experience with all the new HTML5 features so that you can start using it in your projects right away.
• Members fee: £447.30
• Non-Members fee: £497
• 29 Feb 2016 (Manchester (2 days))
  www.stem.org.uk/HC051

JAVASCRIPT 101: YELLOW BELT
This hands-on course provides an intensive introduction to the features provided by Javascript and Dynamic HTML.
• Members fee: £497
• Non-Members fee: £557
• 11 Feb 2016 (Glasgow (3 days))
  www.stem.org.uk/HC061

MUSE 101: YELLOW BELT
You will learn to use Master pages, incorporate images, set up navigation, and publish your website with Adobe Muse in this two day class.
• Members fee: £497
• 3 Mar 2016 (Manchester (2 days))
  www.stem.org.uk/HC061

PHOTOSHOP 201: GREEN BELT
Learn to use Photoshop in a professional context and enhance your productivity, creativity, and efficiency.
• Members fee: £627.30
• Non-Members fee: £697
• 17 Feb 2016 (London (3 days))
  www.stem.org.uk/HC061

PHOTOSHOP ACA JUMPSTART: ZERO TO HERO
This course provides you with the concepts and skills to use Adobe Photoshop effectively. You will learn layer basics, photo retouching and image editing.
• Members fee: £897.30
• Non-Members fee: £977
• 29 Feb 2016 (Manchester (1 days))
  www.stem.org.uk/HC073

PHOTOSHOP ACA JUMPSTART: ZERO TO HERO
Understand and work with advanced concepts and features of Adobe Premiere Pro. You will run through a typical series of steps for creating, editing, and fine-tuning a series of video pieces.
• Members fee: £897.30
• Non-Members fee: £977
• 14 Mar 2016 (London (5 days))
  www.stem.org.uk/HC076

INDESIGN JUMPSTART: ZERO TO HERO
Imagine being able to create documents of many types, from single page advertisements and flyers, to complex multi-page colour – attend this activity for all this and more.
• Members fee: £897.30
• Non-Members fee: £977
• 15 Feb 2016 (Glasgow (5 days))
  www.stem.org.uk/HC066
RAPID PROTOTYPING (3D PRINTING)
A practical, one-to-one course that provides candidates with experience in fundamental
printing principles.
• Members fee: £120
• Non-Members fee: £180
• On demand Durham (1 day)
www.stem.org.uk/HC131

ACCIDENT, INCIDENT AND OCCUPATIONAL DISEASE TRAINING WORKSHOP
In everyday life it is inevitable that someone in your workplace will have an accident. Gain an overview of accident and incident management.
• Members fee: £75
• Non-Members fee: £110
• On demand UK wide (1 day)
www.stem.org.uk/HC151

COSSH FOR CHEMICALS IN A WORKPLACE (FULL COURSE)
Thoroughly covering the background information, skills and knowledge around COSSH and enables those skills to be put into practice in a workplace that uses chemicals.
• Members fee: £105
• Non-Members fee: £160
• On demand UK wide (1 day)
www.stem.org.uk/HC171

CRYOGENIC GAS USER WORKSHOP
Cryogenic liquids are particularly hazardous and can present a serious risk of asphyxiation. Explore the key safety issues involved in the handling, storage or use of cryogenic gases.
• Members fee: £1,125
• Non-Members fee: £1,250
• On demand UK wide (3 days)
www.stem.org.uk/HC327

RISK ASSESSMENT WORKSHOP
Apply key principles of the risk assessment process and how to evaluate the risks relating to your working environment.
• Members fee: £75
• Non-Members fee: £110
• On demand UK wide (1 day)
www.stem.org.uk/HC354

VIBRATIONS IN THE WORKPLACE
Gain an overview of the Control of Vibration at Work Regulations and how to apply them in your workplace.
• Members fee: £75
• Non-Members fee: £110
• On demand UK wide (4 hours)
www.stem.org.uk/HC365

WORK AT HEIGHT
Discover the key requirements and control measures you need to know when working at height.
• Members fee: £75
• Non-Members fee: £110
• On demand UK wide (4 hours)
www.stem.org.uk/HC437

RISK ASSESSMENT WORKSHOP
Applying key risks in your workplace and how to evaluate the risks relating to your working environment.
• Members fee: £75
• On demand UK wide (1 day)
www.stem.org.uk/HC354

DEVELOPING AN APPRENTICESHIP PROGRAMME
Be empowered to develop a cost-effective apprenticeship scheme that will address your future technical skill shortages.
• Members fee: £225
• Non-Members fee: £275
• On demand Liverpool (1 day)
www.stem.org.uk/HC451

LEADERSHIP AND MANAGEMENT SKILLS FOR TECHNICAL STAFF (MODULE ONE)
Explore theories of leadership and management alongside workplace experiences in this holistic and tailored learning experience.
• Members fee: £200
• Non-Members fee: £270
• 29 Feb 2016 Birmingham (1 day)
www.stem.org.uk/HC460

LEADERSHIP AND MANAGEMENT SKILLS FOR TECHNICAL STAFF (MODULE TWO)
Explore theories of leadership and management alongside workplace experiences in this holistic and tailored learning experience.
• Members fee: £200
• Non-Members fee: £270
• 1 Mar 2016 Birmingham (1 day)
www.stem.org.uk/HC461

MANUAL HANDLING TRAINING WORKSHOP
Gain a good understanding of the regulations related to manual handling, risk assessment and best practice in manual handling techniques.
• Members fee: £75
• Non-Members fee: £110
• On demand UK wide (3 days)
www.stem.org.uk/HC375

LEADERSHIP
Explore the spectrum of assertiveness, from the basic principles and theories to the application of these methods in your workplace.
• Members fee: £45
• Non-Members fee: £50
• On demand UK wide (1 hour)
www.stem.org.uk/HC450

COACHING AND MENTORING SKILLS FOR TECHNICIANS
Develop coaching and mentoring skills to support workplace development and contribute to the CPD cycle within your organisation.
• Members fee: £200
• Non-Members fee: £250
• 18 Mar 2016 Birmingham (1 day)
www.stem.org.uk/HC68

CONTROLLING THE SUCCESS OF YOUR CAREER
Organisational change can provoke uncertainty and anxiety. Explore ways to cope with change through interactive exercises and discussion.
• Members fee: £45
• Non-Members fee: £50
• On demand Online (1 hour)
www.stem.org.uk/HC68

FUNDAMENTAL HPLC
Explore high performance liquid chromatography (HPLC) analysis, including hardware basics, modes of analysis, basic troubleshooting, and column chemistry.
• Members fee: £178
• Non-Members fee: £194
• 1 Mar 2016 London (1 day)
www.stem.org.uk/HC284

INTRODUCTION TO FLOW CYTOMETRY THEORY
Explore the theory of flow cytometry instrumentation and experimentation. Compensation is also covered in great detail including software demonstrations.
• Members fee: £120
• Non-Members fee: £180
• On demand UK wide (1 day)
www.stem.org.uk/HC482

INTRODUCTION TO IMMUNOHISTOCHEMISTRY
Work through the theory and principles of immunohistochemistry, including the staining, examination and studying of selected tissues.
• Members fee: £55
• Non-Members fee: £70
• On demand Glasgow (1 day)
www.stem.org.uk/HC199

INTRODUCTION TO MICROTMOTY
Build hands-on skills and experience in microscope techniques, sample preparation and parallel embedded tissue in this practical workshop.
• Members fee: £216
• Non-Members fee: £270
• 19 Apr 2016 Lincoln (1 day)
www.stem.org.uk/HC430

PRACTICAL GC TROUBLESHOOTING AND MAINTENANCE
Explore a logical approach to GC troubleshooting and maintenance as well as commonly encountered problems and best practices.
• Members fee: £680
• Non-Members fee: £744
• 1 Apr 2016 Glasgow (2 days)
www.stem.org.uk/HC294

PRACTICAL GC-MS FOR THE CHROMATOGRAHER
Get the maximum benefit from gas chromatography (GC) with a mass spectrometer detector (MSD) with this introduction to quadratic mass analysers.
• Members fee: £660.74
• Non-Members fee: £744
• 8 Mar 2016 Glasgow (2 days)
www.stem.org.uk/HC295
Bringing Cutting Edge Research into the Classroom

Designed to deliver the latest cutting edge research, knowledge, new contexts and practical activities to support teachers in delivering the curriculum in an accessible, enjoyable and stimulating way for students.

Delivered at venues across the UK, leading researchers and scientists will explain the recent advances in the field and provide an insight into their own current research, linking cutting edge science with today’s classroom.

Thanks to funding from the Research Councils UK (RCUK), all CPD which is part of the Bringing Cutting Edge Research into the Classroom programme qualifies for a bursary of up to £180 per day.

Find out more or book your place at: www.stem.org.uk/rcuk
Excitement. Amazement. Awe
That’s the kind of reaction teachers aim to get from their science and mathematics students, every day. So how do you go about it?

The Rolls-Royce Science Prize is an annual awards programme that continues to seek out, recognise and acknowledge inspirational teaching.

If you’re a teacher, teaching assistant or technician, we want to hear how you inspire students. Not only could your school or college shine in our annual list, but you’ll also get mentoring support for a full year to see your plans turned into reality.

Find out more and enter at www.rolls-royce.com/scienceprize

Bespoke CPD tailored to your needs
Our comprehensive range of support can be requested as a bespoke offer for your department or network. We can make the CPD more effective and tailored to the specific challenges and needs your institution faces.

We have a proven track record of highly evaluated, impactful professional development and a wealth of experience in supporting teachers, technicians and support staff in all aspects of STEM education.

Find out more at www.stem.org.uk/mf/bespoke-cpd

Become part of a growing community working to support technicians across the UK
You also gain access to a range of member benefits, including:

- discounts on CPD activities, including our bespoke activities
- exclusive online courses
- free access to a range of resources on soft skills and professional development

Find out more www.stem.org.uk/mf/heated-membership

Tim Peake inspires
Have you and your students been inspired by Tim Peake’s mission to the International Space Station (ISS)?

ESERO-UK has created a page dedicated to the educational resources linked into Tim’s mission and human spaceflight. These resources include:

- AstroPi – access data from two Raspberry Pi computers running aboard the ISS, and explore coding with your students
- TimPix – this project will run radiation detectors in schools and colleges and on the ISS, and students will be able to access the information produced
- Earth Observation Detective – your chance to get a photograph taken of Earth from the space station to use with your students

And many more! To explore the full range of free, STEM-related resources visit www.stem.org.uk/mf/timpeake
Explore our new website

Join our community
Share ideas, problems and best practice in our vibrant community groups

Personalise your experience
Use your dashboard to find and store information tailored to your interests

Book CPD activities
Enhance your learning with CPD activities and have a positive impact on yourself, your students and your institution

Access resources
Download exciting resources to use in the classroom and share your own

www.stem.org.uk