

Targeted Interventions Impact Report 2023-24

Funded by



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Executive Summary

Targeted interventions are focused, sustained-engagement projects delivered through the STEM Ambassador programme, with 41 interventions in 2023/24, designed to address the greatest needs of young people through tailored activities. To evaluate their impact, STEM Learning's Impact and Evidence Team surveyed key stakeholders, including students, educators and STEM Ambassadors involved in these projects. Young people and educators were surveyed both before and after their participation, while STEM Ambassadors provided feedback following their engagement. These insights helped measure the effectiveness of the interventions across a range of key outcomes. Key findings include:

Impact on Young People

There was a statistically significant **increase in young people's positive STEM attitudes** following the interventions. The outcome areas that saw the greatest positive change were **perceived importance of STEM** (+16%) and **increased engagement with STEM role models** (+12%).

There was also a statistically significant **rise in young people's perceived enjoyment of all surveyed STEM subjects** following their participation. These changes were particularly notable in their **enjoyment of computing** (+13%) and **design and technology** (+12%).

Young people's perceptions of their ability to **excel academically in STEM** subjects also significantly **rose in four out of the five STEM subjects surveyed**. Paralleling the data on subject enjoyment, **design and technology** (+12%) and **computing** (+11%) saw the greatest **positive change in perceived capability**.

Impact on Educators

Educators' perceptions of **pupils' enthusiasm for STEM** (+13%) and their **ability to succeed in STEM subjects** (+12%) and **careers** (+8%) significantly rose following their engagement with the interventions.

Intervention engagement also directly impacted educators' confidence in their own STEM practices. While all the surveyed practices demonstrated statistically significant improvements, the data illustrated a particularly **high rise in educators' understanding of research and innovation** (+39%) and their **ability to provide pupils with opportunities to meet employers** (+38%).

Impact on STEM Ambassadors

Over **750** STEM Ambassadors supported the targeted interventions, with each Ambassador dedicating **23 hours** of their time on average.

Ambassadors reported positive personal impacts of participation, with **97% reporting that the experience had provided a sense of personal achievement** to a great or moderate extent, and **91% intending to volunteer again in the future**.

Targeted Interventions

Background

Targeted intervention projects were delivered across the UK by a combination of STEM Ambassador Delivery Partners and successful bidders for the open grants. These projects were funded by a dedicated funding stream to focus on a more targeted range of activities and encounters for young people, addressing areas of greatest need.

The aim was to engage STEM Ambassadors in impactful, sustained engagements that support young people, with each project aligning with UKRI's sector themes and Public Engagement strategy. This strategy emphasises making research and innovation (R&I) **relevant and accessible**, **creating equitable opportunities** and ensuring the **benefits of R&I are shared with young people** while valuing their participation and voice.



41

targeted intervention projects



750+

STEM Ambassadors supporting



74,000+

young people engaged

Targeted Interventions

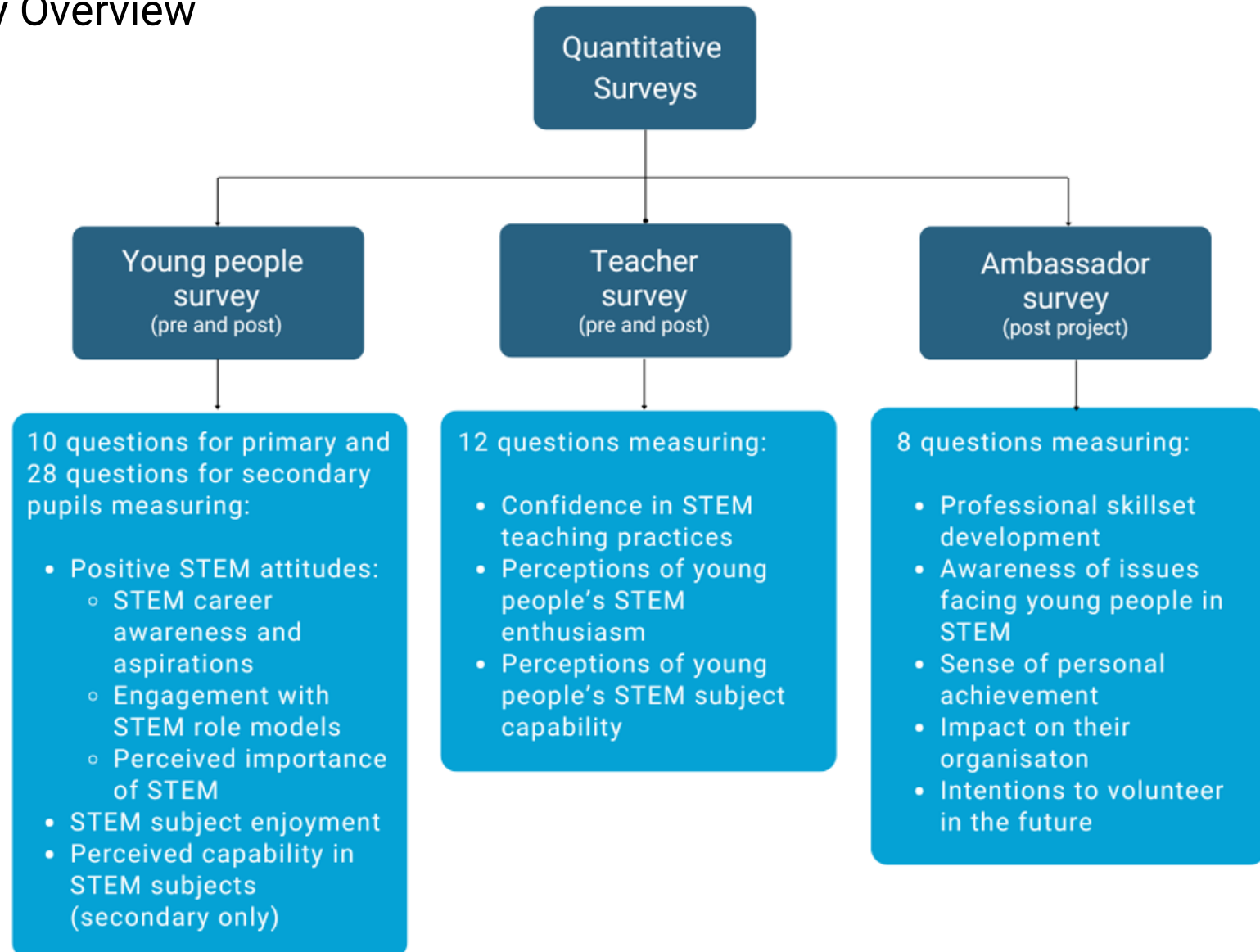
Evaluation Methodology Overview

Quantitative approach

The evaluation was designed to measure project outcomes for three target groups engaged across the intervention projects: young people, teachers and Ambassadors. A pre- and post-survey approach was used to assess the impact of engagement on both young people and their teachers. T-tests were used to test for statistical differences between pre- and post-scores on all outcomes. Ambassador outcomes were measured using a post-project survey. Survey questions and a breakdown of pre- and post-responses are included in the Appendix.

Qualitative approach

Following the completion of each intervention, organisations provided qualitative feedback and reflections summarising their project and its outcomes. The evaluation team thematically analysed these qualitative fields to identify main project themes, activity types, project outcomes for young people, and challenges and lessons learnt.

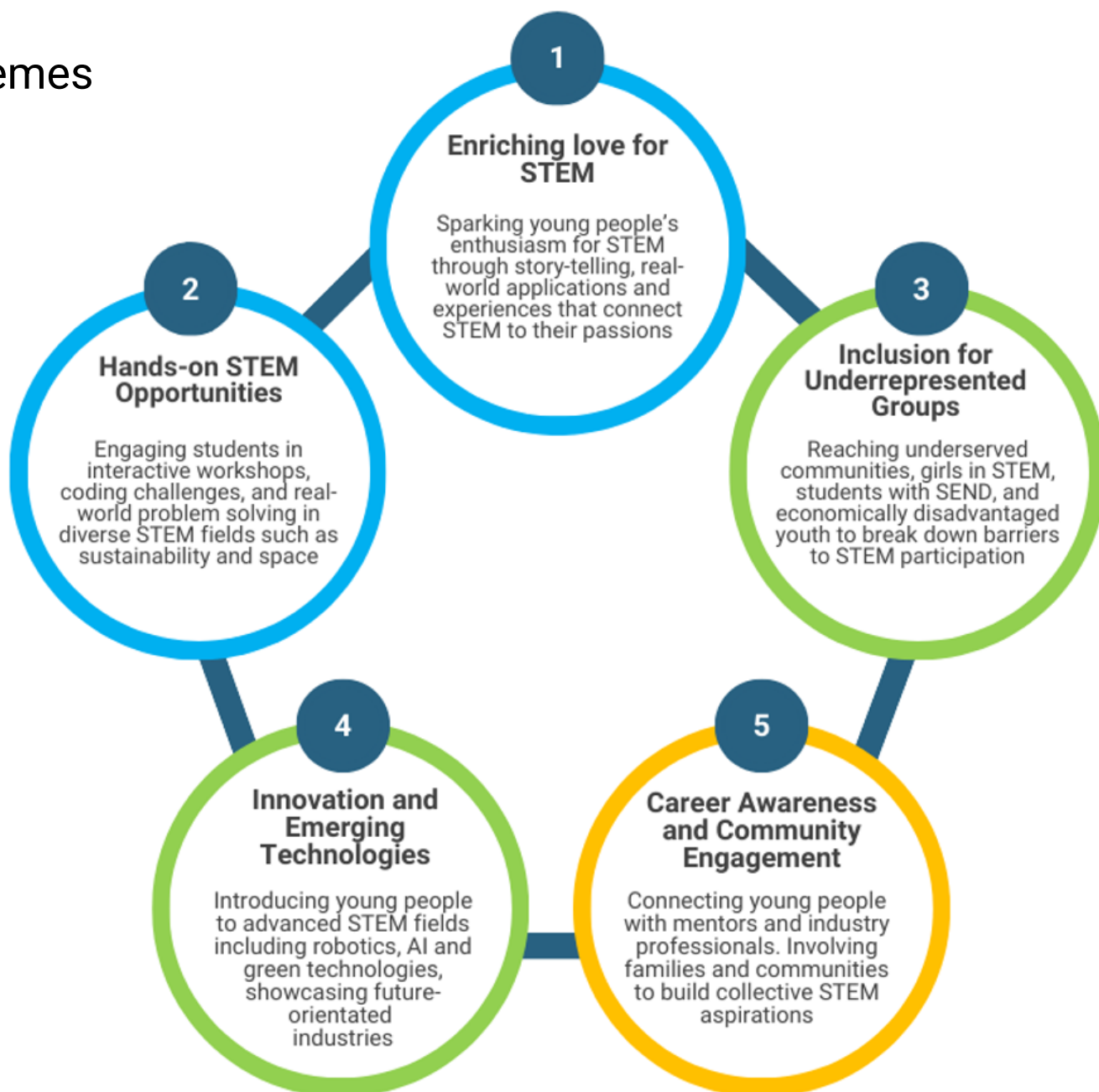


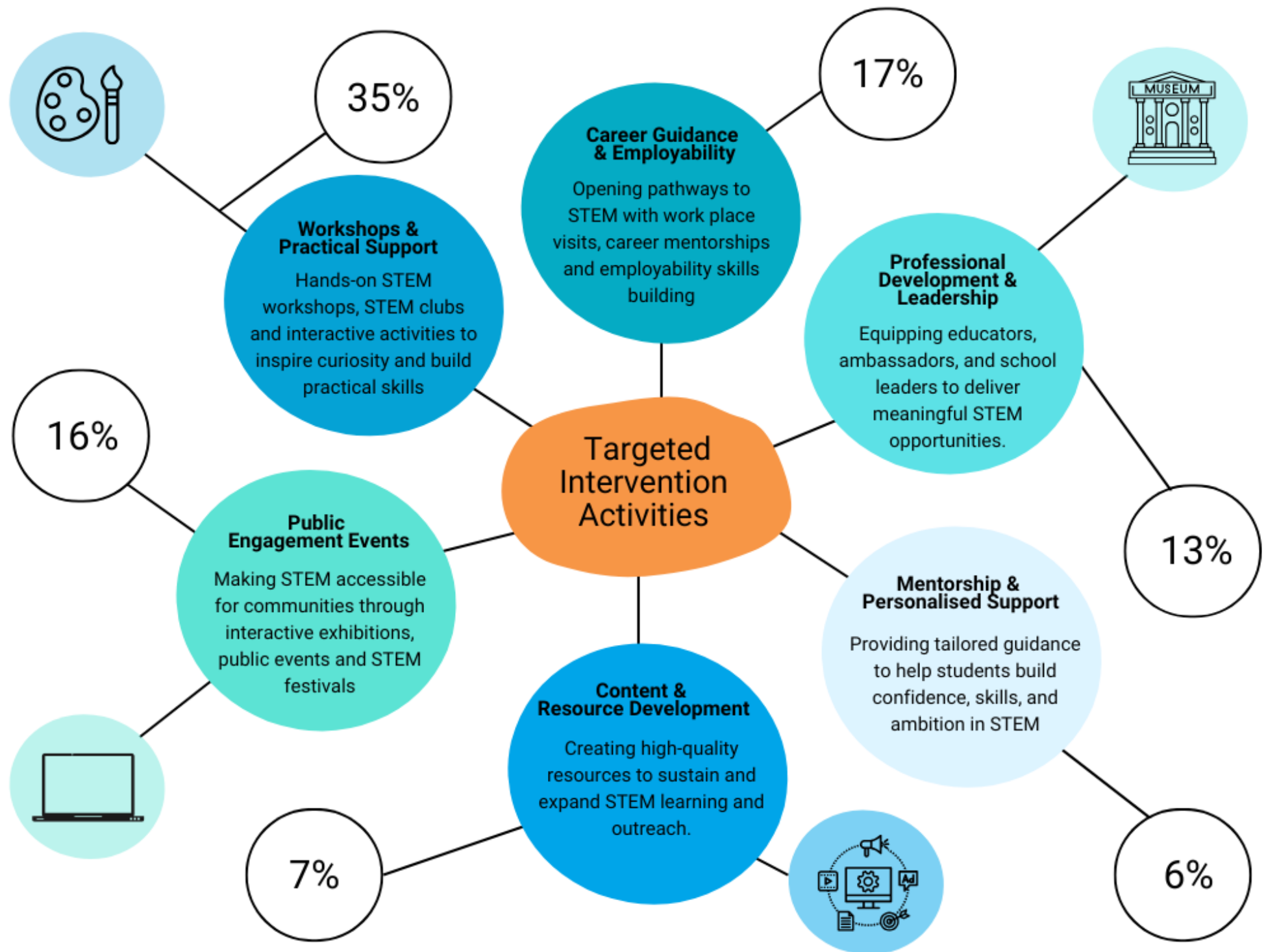
Targeted Interventions

Thematic Analysis of Project Themes

Following the completion of their interventions, organisations provided a summary of their project and target audience. A thematic analysis of this data identified five broad project themes (see right), each demonstrating alignment with UKRI's Public Engagement strategy. For example, interventions **made R&I relevant and accessible** through themes like **Enriching Love for STEM** (1) and **Hands-on STEM Opportunities** (2), which sparked enthusiasm and provided real-world STEM experiences. They also **created equitable opportunities** by engaging young people from diverse backgrounds through **Inclusion for Underrepresented Groups** (3) and **Innovation and Emerging Technologies** (4). Additionally, the projects **shared the benefits of R&I** by valuing young people's participation and voice, particularly through the theme of **Career Awareness and Community Engagement** (5).

To understand the types of activities included across the interventions, organisations also listed all activities included in their project. A frequency analysis was conducted on this data to identify six activity categories and the percentage each category contributed to the total activities across interventions (see following page).





Targeted Interventions Project Spotlight

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Mother Nature Mobile Game (Birmingham Open Media)

Birmingham Open Media (BOM) developed a sustainability-themed mobile game, *Mother Nature*, throughout 2024. The game's protagonist is a Black female scientist who leads a revolution to tackle climate change. BOM worked with **12 girls**, aged 11 to 18, from the Black Country, to design and develop *Mother Nature*, upskilling them in STEM, particularly game development, and raising awareness of climate issues through gameplay.

Key Activities:

- **Game design and development** – Girls worked on designing and building *Mother Nature* and an AR mini-game.
- **STEM Learning and mentorship** – Four STEM Ambassadors guided the girls, boosting their confidence and inspiring them to believe they can pursue STEM careers.
- **Collaboration and real-world application** – Girls applied their skills to real-world challenges, seeing how their work could impact sustainability.

Legacy and Impact:

The programme boosted girls' confidence and provided valuable STEM skills. STEM Ambassadors built strong connections, inspiring the girls to pursue STEM careers. The project also supported staff development and strengthened BOM's ability to deliver inclusive programmes, positioning the organisation to inspire future generations in STEM. Watch the [Mother Nature project video](#) to learn more about the girls' journey in creating the game.



“ The impact I made on this team is showing the diversity in civil engineering and the different career paths they could take. What I enjoyed most about this project is being there right from the start – seeing the girls grow and develop and improve their confidence.

– Divannia McMaster – STEM Ambassador

Targeted Interventions Project Spotlight

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The HeART-Plus Project (University of Nottingham)

The HeART-Plus project brought together local scientists and artists to co-produce creative tools for communicating the science of the heart to young people. Building on the original HeART public-outreach initiative, the project adapted art-based approaches to engage **650 young people** (ages 7 to 19) through workshops in schools, libraries and at national events like the Festival of Science and Curiosity.

Key Activities:

- **Interactive heart-science** – Sessions using art to explore heart science in an engaging, hands-on way.
- **Community outreach** – Participation in national science events.
- **Roadshow workshops** – Delivered in schools and community spaces across Nottingham.

Legacy and Impact:

The HeART Science project successfully adapted its adult-focused pilot into a scalable programme for younger audiences, demonstrating the value of creative, co-produced learning for young people. Support from **20 STEM Ambassadors** was key to delivering the project and developing reusable resources. The project also provided insights to tailor future outreach to different age groups.



Photo credit: Lamar Francois

“ The opportunity to work with real-life artists and scientists is brilliant and inspiring to children. The fusion of art and science was wonderful. The heart work linked really well with our science topic and inspired children to write some fantastic heart poetry.

– Teacher testimonial

Targeted Interventions Project Spotlight

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TECgirls micro:bit Mentors Club (TECwomen CIC)

The TECgirls micro:bit Mentors Club is a nine-week afterschool programme aimed at boosting girls' participation in coding through real-world projects. Supported by **14 STEM Ambassadors**, the club targeted Cornwall's low rates of girls studying computer science, where only **4%** take GCSE Computing. The hybrid model combined weekly online coding sessions with an in-person smart-home-building day to transform girls' perceptions of coding, foster confidence and inspire the next generation of female tech leaders in Cornwall and beyond.

Key Activities:

- **Online sessions** – Girls coded micro:bits to create temperature, light, air quality and moisture sensors for real-world use.
- **In-person build day** – Girls built and decorated model homes, adding their sensors and circuits to create smart tech features.
- **Industry mentorship** – Each school was paired with a STEM Ambassador or industry mentor to support coding sessions and highlight careers in tech.

Legacy and Impact:

The club significantly boosted girls' confidence and interest in coding: 100% of girls reported **wanting to do more coding** and believing that they are **good at coding** and **aspire to be tech leaders** in their schools. The TECgirls micro:bit Mentors Club created a lasting legacy by establishing a sustainable, low-cost model for engaging girls in coding, equipping schools with trained mentors and lesson plans, and expanding TECwomen CIC's volunteer network across the UK.



Photo credit: TECwomen CIC

“ The data shows that when technology and engineering programmes are designed specifically for them, girls can discover what they enjoy and what they are good at in a supportive space before gender stereotypes set in.

– Suzanne Manson, TECwomen CIC Operations Director

Targeted Interventions Project Spotlight

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Nautilus Barra (UHI & D'Arcy Thompson Simulator Centre)

The Nautilus Barra Project introduced **14 P7 transition pupils** to marine science through data collection and environmental monitoring along their local coastline. Developed in partnership with local schools and supported by UHI and **6 STEM Ambassadors**, the project provided hands-on learning experiences that linked classroom STEM subjects to coastal exploration and carbon-neutral initiatives. Participants created and used specialist monitoring equipment on boat trips and shoreside excursions to gather data, contributing to the Carbon Neutral Islands Project and D'Arcy Thompson Simulator Centre's database.

Key Activities:

- **Weekly sessions** – Young people collected and analysed marine data through practical fieldwork.
- **Equipment creation** – Pupils designed their own monitoring tools and used professional equipment for sampling trips.
- **STEM mentorship** – Pupils worked with STEM Ambassadors and subject specialists to gain insights into STEM careers and practical guidance.

Legacy and Impact:

The project has created a sustainable framework for future marine monitoring on Barra, with specialist equipment now available for ongoing use in schools. It has strengthened partnerships between UHI, local schools and teachers, building a STEM network to support future projects.



Photo credit: Elaine Stewart

“ The Nautilus project aligns with UHI's aim to build local STEM capacity, upskill staff and create lasting partnerships. It's a great example of how STEM outreach can engage schools and communities.

– Dawne Bloodworth, Head of STEM Development
Outreach Programme, UHI

Targeted Interventions Project Spotlight

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CTC STEM Clubs (Creative Tuition)

The CTC STEM Clubs provided a supportive space for economically disadvantaged and marginalised youth in Bristol, engaging **335 students**, aged 11 to 16, in exploring science, mental well-being and the arts. The initiative focused on four core components: hands-on STEM experiments, a Diversity in STEM workshop, a mental well-being app challenge and an educational school trip. **Ten STEM Ambassadors** from universities mentored students, inspiring them to explore STEM careers.

Key Activities:

- **Hands-on STEM experiments** – Students engaged in practical experiments, applying scientific concepts to real-world challenges.
- **Diversity in STEM workshop** – Students explored different STEM career paths and discussed the importance of diversity in the field.
- **Mental well-being app challenge** – Students developed apps to support mental well-being, connecting technology with health.
- **Educational school trip** – Students visited a local university, connecting classroom learning with real-world experiences.

Legacy and Impact:

The programme made STEM more inclusive for students from diverse backgrounds, including those with special educational needs and disabilities (SEND). By adapting teaching methods to meet these needs, Creative Tuition has strengthened its ability to deliver accessible, high-quality education. The programme's success has positioned the organisation to expand its reach, build stronger community connections and continue delivering impactful, inclusive initiatives that support marginalised youth in the future.



Photo credit: Creative Tuition Education Team

“As an early-stage non-profit organisation, this project has elevated our skills and aspirations for future work. It has provided a stepping stone towards becoming an established alternative education provider.

– Lara Lalemi, CEO and Co-founder, Creative Tuition

Impact on Primary Pupils

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Positive STEM Attitudes

To assess the impact of targeted interventions on primary pupils' **STEM career awareness and aspiration**, we analysed pre- and post-survey data from 5,254 responses across ten projects.

The four specific outcome areas compared following the targeted interventions were:

- STEM career awareness
- engagement with STEM role models
- STEM career aspirations
- perceived importance of STEM

Pupils were asked to respond with 'Yes', 'No' or 'Don't know' to each survey item (for example, "I have met people that work in science, D&T, maths, engineering or computing").

The evaluation data showed a **positive increase in all outcome areas**, with more primary pupils responding 'Yes' at follow-up compared to pre-surveys.

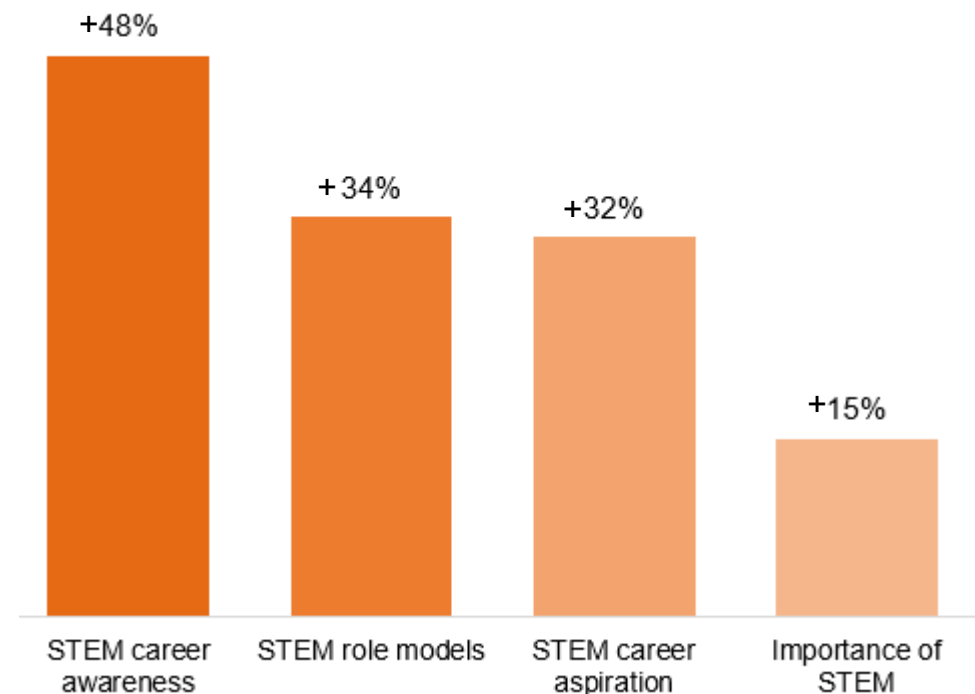
The survey results revealed a particularly high rise in **STEM career awareness** following primary pupils' targeted intervention participation.



I think STEM subjects are needed in everyday life and think it will help me become a pilot.

– Primary pupil engaged in the Vulcan Research and Innovation Challenge

Figure 1: Change in primary pupils' career awareness and aspiration following engagement



Impact on Primary Pupils

14

STEM Subject Enjoyment

To assess the impact of targeted interventions on primary pupils' **STEM subject enjoyment**, we analysed pre- and post-survey data from 3,270 responses across ten projects.

The five STEM subject enjoyment areas compared following the targeted interventions were:

- engineering
- computing
- design and technology
- science
- maths

Pupils were asked to respond with 'Yes', 'No' or 'Don't know' to each survey item (for example, "I enjoy learning about engineering").

The evaluation data indicated a **positive increase in enjoyment across four of the five STEM subject areas** (pupils responding 'Yes').

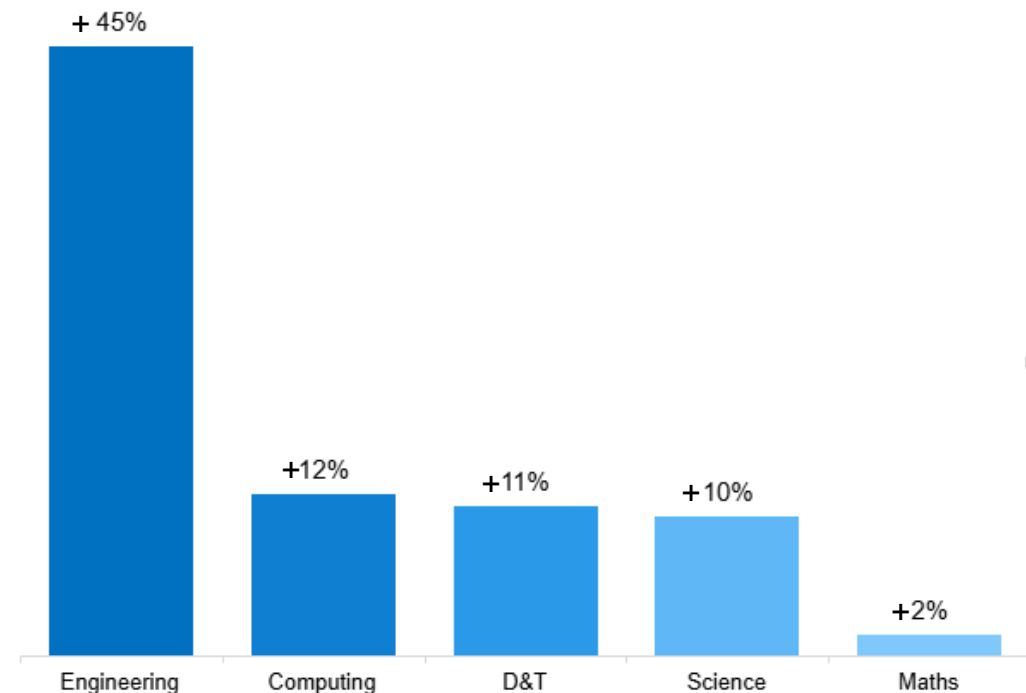
The survey results highlight a particularly strong rise in **primary pupils' enjoyment of engineering**.



What I liked was the science because it was very creative, and I liked making things.

– Primary pupil engaged in the HeART-Plus project

Figure 2: Change in primary pupils' STEM subject enjoyment following engagement



Impact on Secondary Students

15

Positive STEM Attitudes

To assess the impact of targeted interventions on secondary students' **positive STEM attitudes**, we analysed pre- and post-survey data from 6,218 responses across 15 projects. The five specific outcome areas of interest were:

- STEM importance
- STEM training awareness
- STEM career awareness
- STEM further study aspiration
- engagement with STEM role models

Following the engagement with the projects, there was a **significant increase in positive STEM attitudes** across **four of the five** outcome areas, with a particularly high rise in **STEM importance and role models**.



It was really empowering to see the STEM Ambassador. I will be making a speech in an assembly about representation of Black women in STEM.

– Secondary student engaged in Green STEM Futures project

Figure 3: Students' STEM attitudes pre-and post-intervention

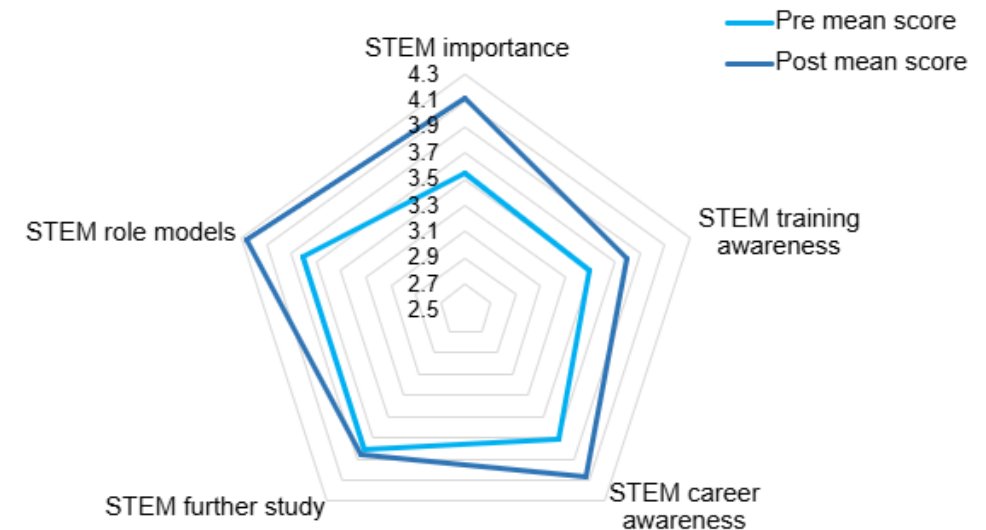
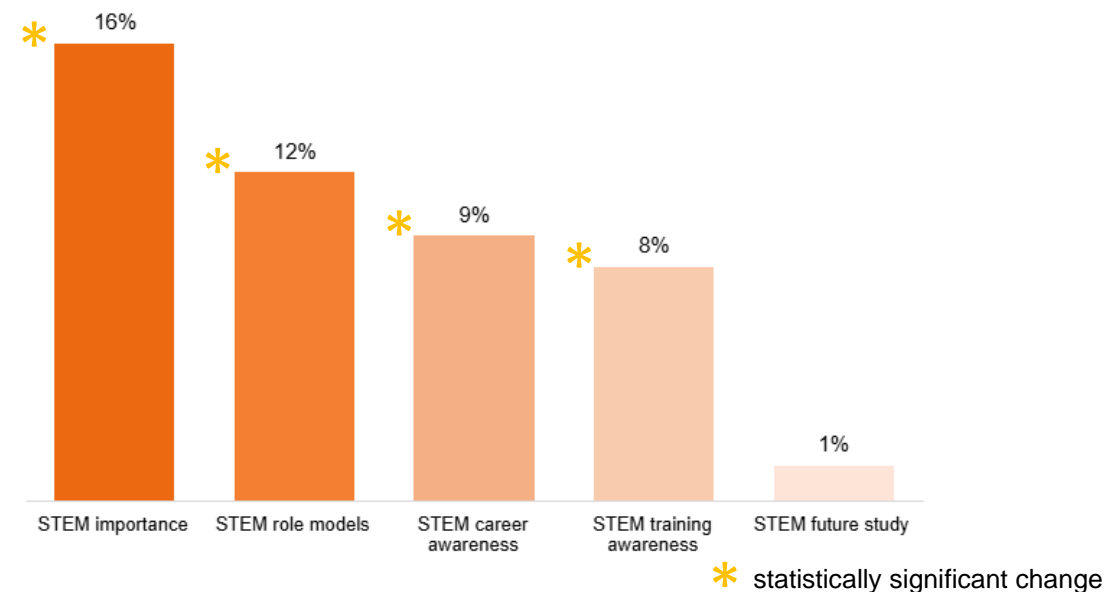


Figure 4: Change in students' STEM attitudes



Impact on Secondary Students

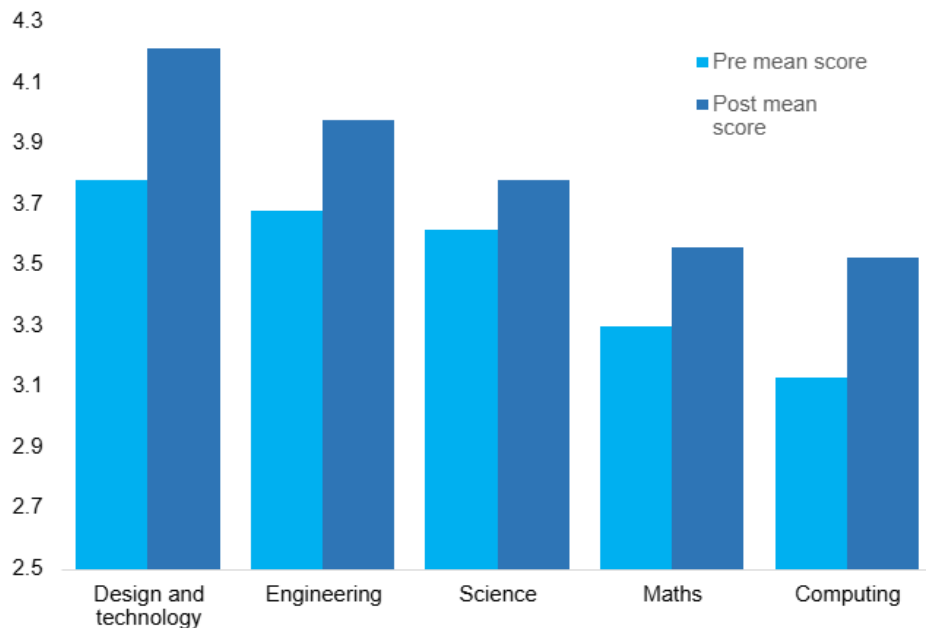
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STEM Subject Enjoyment

To assess the impact of targeted interventions on secondary students' **STEM subject enjoyment**, we analysed pre- and post-survey data from 3,616 responses across 15 projects.

The evaluation data demonstrated that **all five STEM subject areas saw a significant positive improvement in enjoyment**. There was a particularly high rise in secondary students' **enjoyment of computing** and **design and technology**.

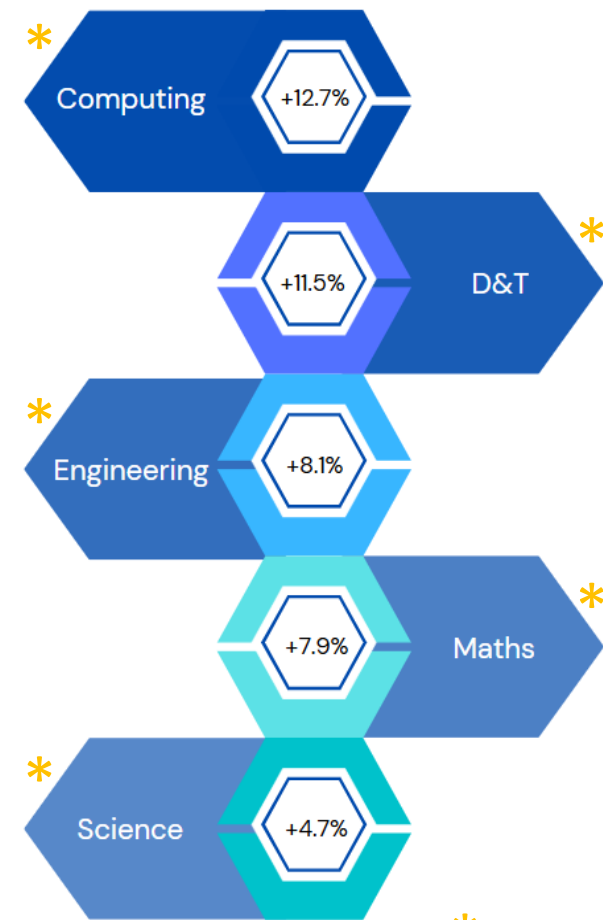
Figure 6: Students' STEM subject enjoyment pre-and post-



I am proud to say it has changed my mind about not taking a career in STEM.

- Student engaged in Leicestershire & Nottinghamshire Future Transport Hub

Figure 5: Change in students' STEM subject enjoyment



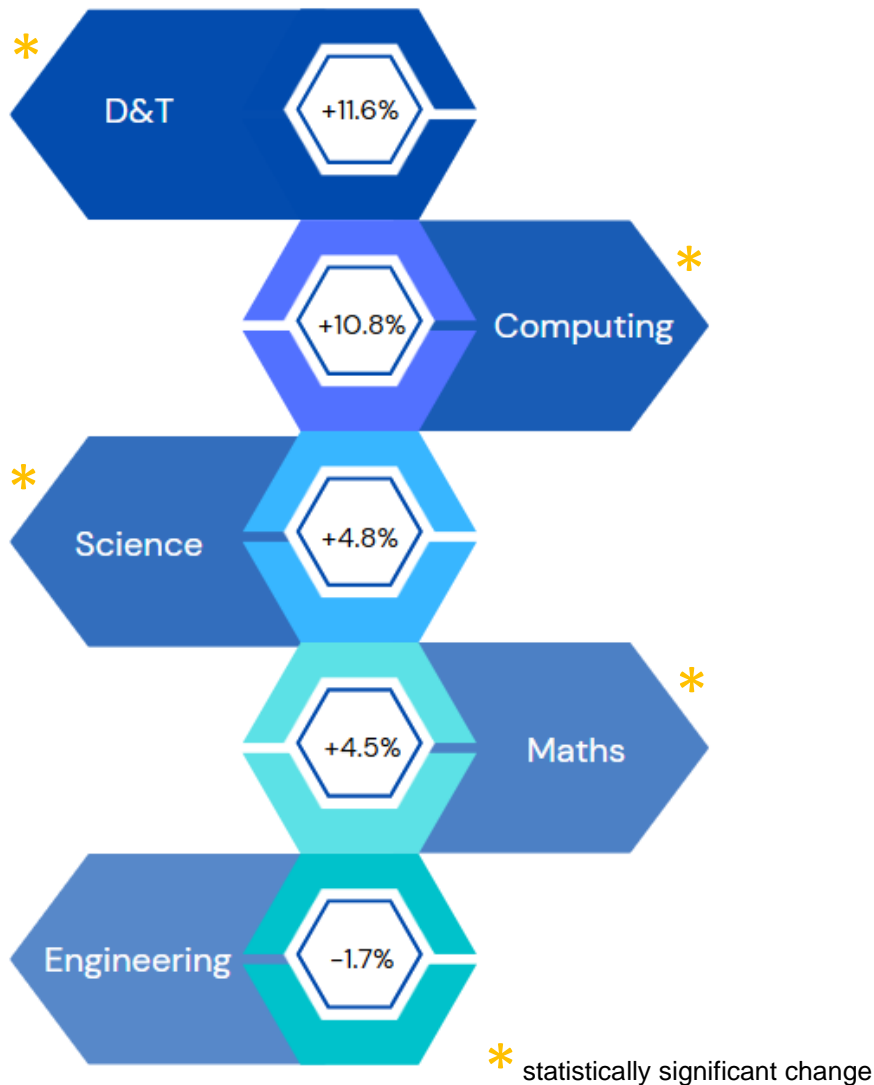
* statistically significant change

Impact on Secondary Students

17

STEM Subject Capability

Figure 8: Change in students' perceived STEM capability

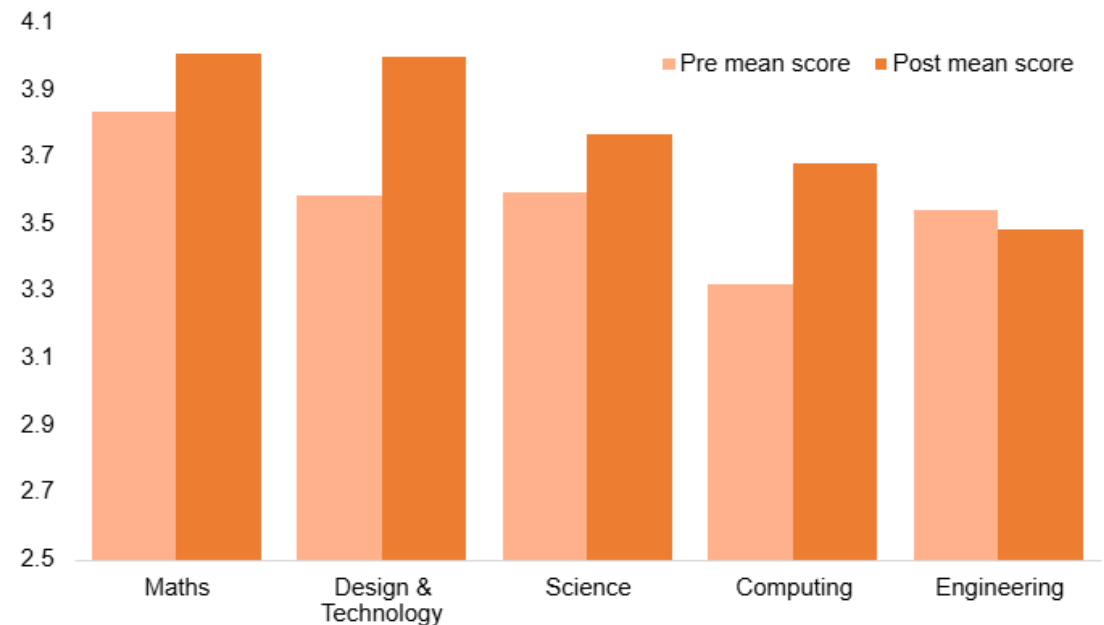


To assess the impact of targeted interventions on secondary students' **STEM subject capability**, we analysed pre- and post-survey data from 2,878 responses across 13 projects.

The evaluation data demonstrated that **four of the five** STEM subject areas saw a **significant positive improvement in perceived capability**.

There was a particularly high rise in secondary students' perceived capability in **design and technology** and **computing**.

Figure 7: Students' perceived STEM capability pre-and post-



Impact on Young People

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Thematic Analysis of Project Outcomes for Young People

1

Skills Development

Many young people acquired technical and transferable skills, such as digital media, environmental techniques, and STEM practical skills

2

Educational Outcomes

Engagement in projects helped young people achieve measurable educational outcomes, such as understanding STEM concepts, and problem-solving abilities

3

STEM Career Aspirations

Interventions encouraged young people to aspire to STEM careers, build confidence in their abilities, and pursue higher education in STEM fields

4

Personal Growth and Empowerment

Engagement fostered self-confidence, interest, motivation, and a passion for STEM, as well as personal empowerment and curiosity

5

Community and Social Engagement

Interventions promoted community networks, inclusivity, diversity, and access to STEM opportunities for underrepresented groups

6

Environmental Awareness and Sustainability

Projects helped young people understand environmental issues, like climate change and sustainability, and develop skills to help address these challenges

Young People's Reflections on Projects

19

"It was the best thing I have ever done in my life. I wish we could do it again. Amazing."

(Secondary student who engaged in Secret STEM – Building Cyber Skills)

"As I have not had too many chances to engage in a conversation with scientists before, getting to meet professionals and learning about their career journey helped me be less anxious about the future. They have been especially informative and welcoming, which has deeply inspired me. I feel grateful to have this opportunity offered to me." (Secondary student who engaged in RSSL masterclasses)

"This was an interesting project as it boosted my skills to be resilient and get work done to a good level before a tight deadline which are skills I typically struggle with and skills that are essential for life." (Secondary student who engaged in the Sustainable City Hub)

"I thought STEM on the Farm was fun and fascinating. I liked it because of all the experiments we did and drawing and learning about the different jobs linked farming. It would be really interesting to do one day when I am older." (Primary pupil who engaged in STEM on the Farm)

"I aspire to be an architect or optometrist, and this opportunity has enhanced my building skills. Although coding was the most challenging part of this workshop, it was both beneficial and fun."
(Secondary student who engaged in workshops delivered by Robocode)

"The experience was great, and I will consider taking computer science for a future career." (Secondary student who engaged in Farley Big Local's 'Computing for Girls' project)

Impact on Teachers

20

Young People's STEM Enthusiasm and Capability

To assess the impact of targeted interventions on teachers' perceptions of their pupils' **enthusiasm for STEM** and their ability to **excel in STEM subjects** and **future STEM careers**, we analysed pre- and post-survey data from 328 responses across 11 projects.

All three outcome areas saw a **significant positive improvement**, with a particularly high rise in **pupils' enthusiasm for STEM subjects**.

Figure 9: Teachers' perceptions pre- and post-intervention

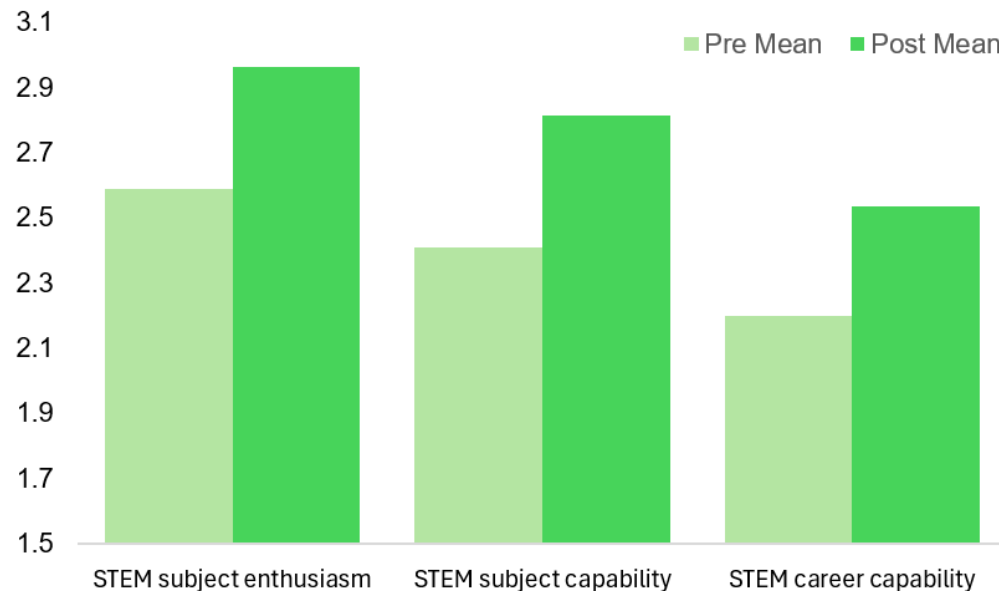
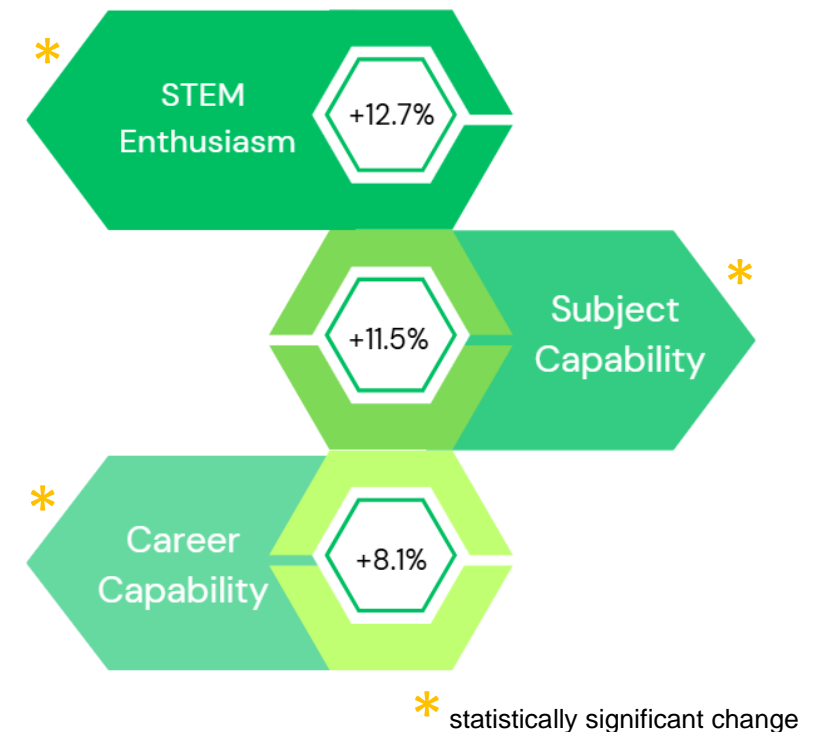


Figure 10: Change in teachers' perceptions



“ We most definitely had some of our most challenging pupils engaged in making more positive choices and wanting to go into a career in biomedical science.

- Head of Science of school engaged in the University of Liverpool's research careers event

Impact on Teachers

21

Confidence in STEM Teaching Practices

To assess the impact of targeted interventions on teachers' **STEM teaching practices**, we analysed pre- and post-survey data from 331 responses across 11 projects. The seven specific outcome areas of interest were teachers' confidence in their:

- **STEM career knowledge**
- **ability to link their teaching to STEM careers**
- **employability knowledge**
- **ability to provide students with opportunities to meet employers**
- **knowledge of STEM further study options**
- **technical and practical skills**
- **understanding of research and innovation in STEM**

All seven outcome areas saw a **significant positive improvement in teacher confidence**, with a particularly high rise in teachers' understanding of **research and innovation in STEM** and their ability to provide their students with **opportunities to meet employers**.

Figure 11: Teachers' confidence in STEM practices pre- and post-intervention

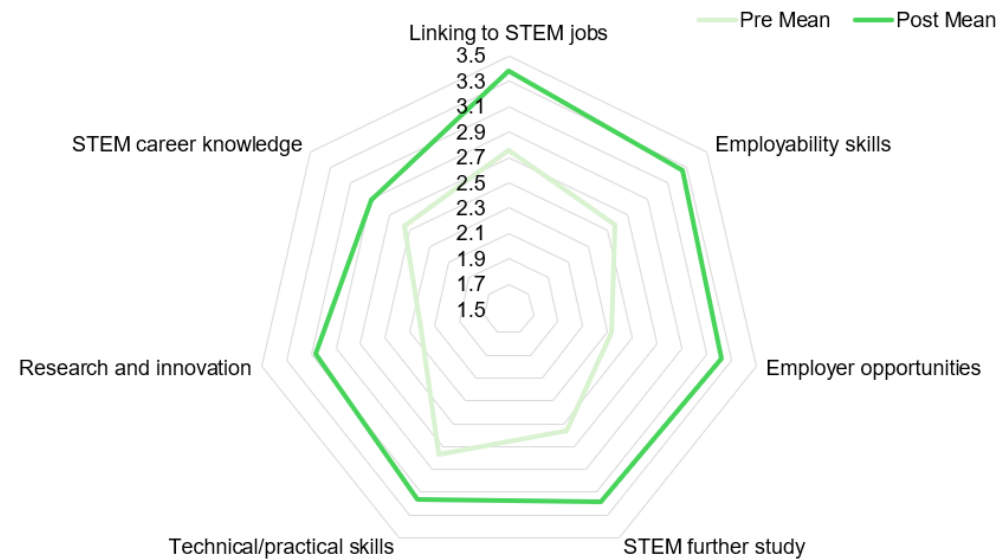
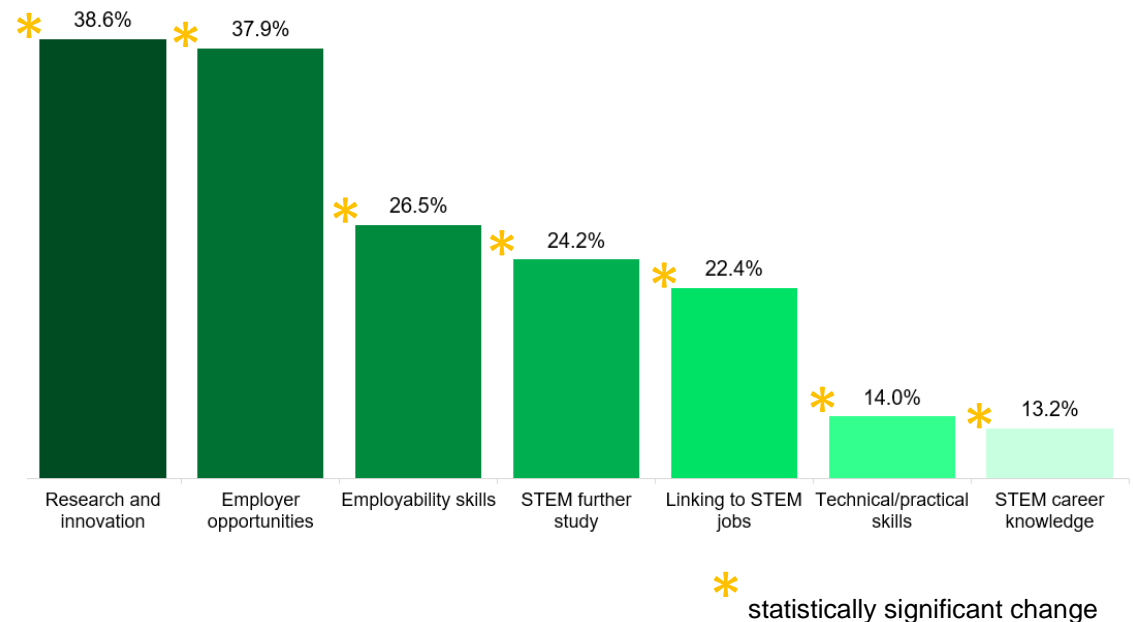


Figure 12: Change in teachers' confidence in STEM practices



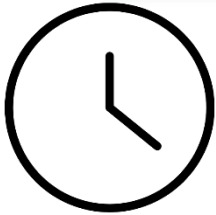
STEM Ambassador Engagement

22



750+

STEM Ambassadors
supported projects



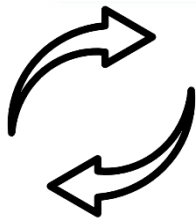
23

hours spent
volunteering on
average



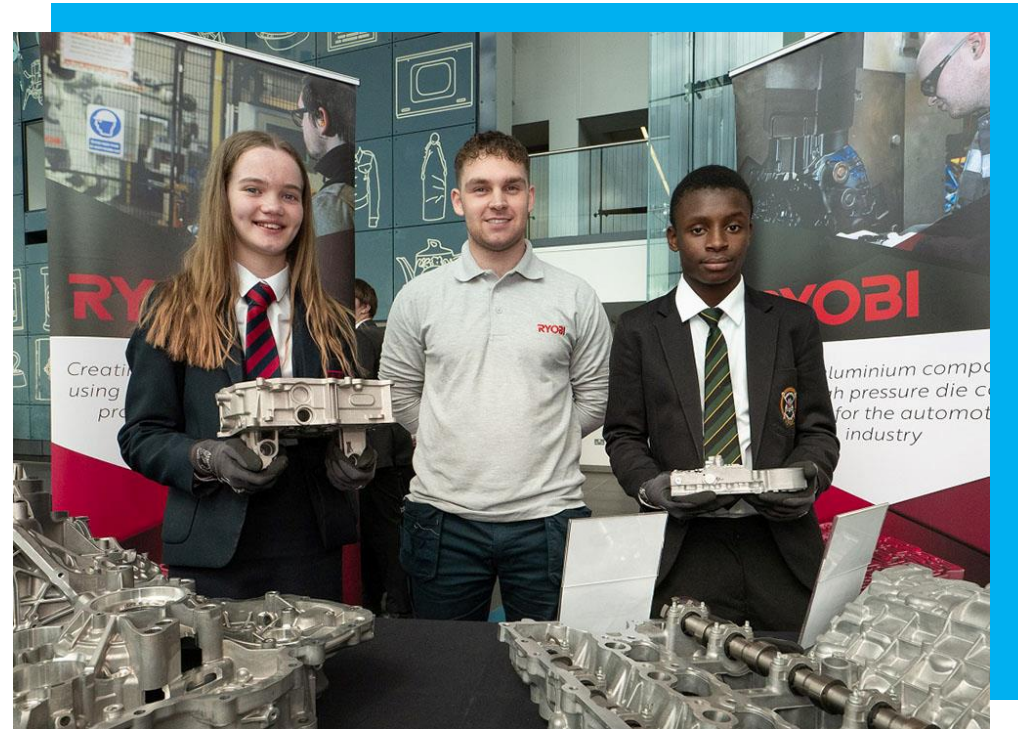
98%

reported an impact
on their organisation



91%

intend to volunteer
again



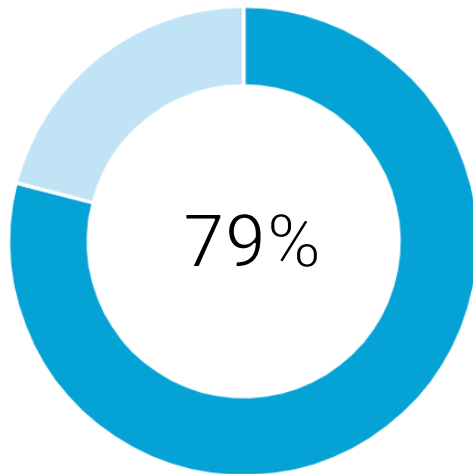
A STEM Ambassador supporting the Mid and East Antrim STEM programme deliver interactive workshops and events for 380 Year 9 students, encouraging STEM subject uptake ahead of GCSE selections.

Impact on STEM Ambassadors

23

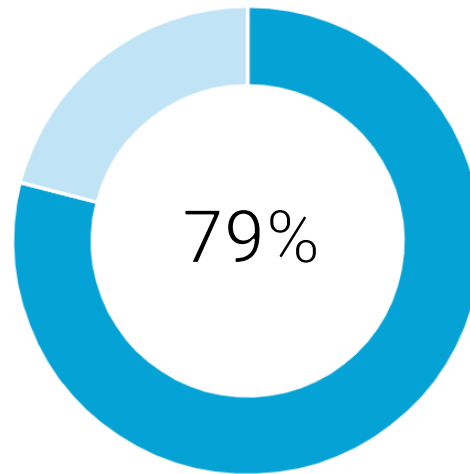
Professional Skills

Ambassadors reporting that engagement enhanced their professional skill set to a great or moderate extent



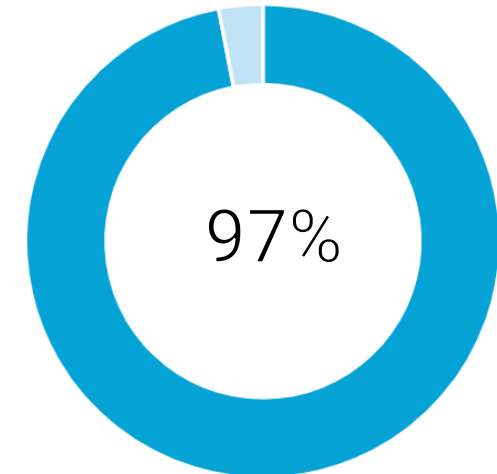
Awareness of Issues

Ambassadors reporting that engagement increased their awareness of issues facing young people in STEM education to a great or moderate extent



Sense of Achievement

Ambassadors reporting that their engagement provided a sense of achievement, reward and satisfaction to a great or moderate extent



"I was truly honoured, inspired and re-energised by participating in this programme. You gave me hope for a future where my daughter will have more opportunities to get into STEM and helped me believe I can be a part of making that happen." (STEM Ambassador who supported TECgirls)

"These engagements also allowed me to learn a lot – how to effectively communicate my ideas, how to transmit enthusiasm, but also to listen to the audience and how to connect with them." (STEM Ambassador who supported the Quantum Leaps project)

"I totally enjoyed the experience...as an emerging professional participating in this type of initiative helps me understand what managing a team could look like." (STEM Ambassador who supported the AECOM)

Challenges and Lessons Learnt

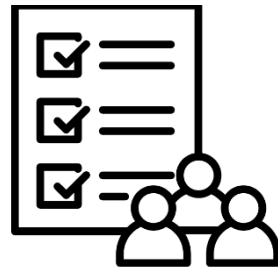
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1. Allow more time



Dedicate time upfront for planning, Ambassador onboarding, communication and scheduling to ensure activities are delivered effectively during key periods of the school year

2. Simplify Ambassador recruitment



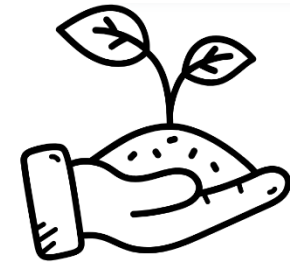
Improve the STEM Ambassador platform by making it more user-friendly, providing schools with a local Ambassador database, and expanding Ambassador training to include areas like food and farming*

3. Strengthen communication



Streamline communication between schools, Ambassadors and project co-ordinators to ensure efficient collaboration across all stakeholders

4. Boost funding



Provide additional funding to support project growth, enabling more activities, broader outreach and greater engagement with young people across key communities

These four categories were identified via thematic analysis of organisations' reflections provided following the completion of their intervention. They are organised numerically in order of the most frequently mentioned reflections.

*Note that the STEM Ambassador platform is being fully redeveloped with learnings and recommendations from this report being considered during this process.

Appendix

Primary Student Survey Items and Response Counts	Pre	Post	Total
Positive STEM Attitudes			
I have met people that work in science, design and technology, engineering, maths or computing	677	344	1021
At school I learn about different jobs linked to science, design and technology, engineering, maths or computing	844	555	1399
When I grow up, I could get a job doing science, design and technology, engineering, maths or computing	847	565	1412
Science, design and technology, engineering, maths and computing are important to everyday life	847	575	1422
STEM Subject Enjoyment			
I enjoy learning science	803	557	1360
I enjoy learning about design and technology	490	188	678
I enjoy learning about engineering	443	55	498
I enjoy learning about maths	449	159	608
I enjoy learning about computing	63	63	126

Secondary Student Survey Items and Response Counts	Pre	Post	Total
Positive STEM Attitudes			
I have met people that work in science, design and technology, engineering, maths or computing	757	1698	2455
I have had the opportunity to learn about different jobs linked to at least one of the following: science, design and technology, engineering, maths or computing	678	1044	1722
I am aware of different ways that I can train to work in science, design and technology, engineering, maths or computing	266	414	700
Science, design and technology, engineering, maths and computing are important to everyday life	70	512	582
I would like to study at least one of the following when I am older: science, design and technology, engineering, maths or computing	805	888	1693
STEM Subject Enjoyment			
I enjoy learning science	887	1775	2662
I enjoy learning about design and technology	135	66	201

I enjoy learning about engineering	171	168	339
I enjoy learning about maths	196	106	302
I enjoy learning about computing	93	19	112
STEM Subject Capability			
I am capable of doing well in science	782	1102	1884
I am capable of doing well in design and technology	135	67	202
I am capable of doing well in engineering	171	178	349
I am capable of doing well in maths	196	108	304
I am capable of doing well in computing	93	20	115

Educator Survey Items and Response Counts	Pre	Post	Total
Perceptions of Young People's Enthusiasm and Capability			
What proportion of your students believe they are capable of doing well in this subject?	107	107	214
What proportion of your students are enthusiastic about learning STEM subjects?	112	109	221
What proportion of your students believe they have the capability to pursue a STEM career?	105	108	213
Confidence in Teaching Practices			
How confident are you in your knowledge of STEM jobs?	125	118	243
How confident are you that you have good, up-to-date knowledge of employability skills?	80	35	115
How confident are you in using technical and practical skills to support the learning and development of your students?	60	31	97
How confident are you in your knowledge of further study options in STEM?	68	28	96
How confident are you that you can provide opportunities for your students to meet employers?	63	32	95
How confident are you in your understanding of research and innovation in STEM?	62	32	94
How confident are you in your ability to make links to a diverse range of jobs in your teaching?	67	29	96

Ambassador Survey Items and Response Counts	Total
Approximately how many hours have you spent volunteering as a STEM Ambassador since January 2024?	56
What level of impact do you believe these STEM Ambassador	101

activities have had on your employer/organisation?	
Do you intend to participate in the STEM Ambassador programme again in the future?	108
To what extent has participating in the STEM Ambassador programme enhanced your professional skill set (eg leadership skills, communication skills, organisational skills, etc)?	108
To what extent has participating in the STEM Ambassador programme increased your awareness of the issues facing young people in STEM education?	120
To what extent has participating in the STEM Ambassador programme provided you a sense of achievement, reward and satisfaction?	111



STEM Learning, National STEM Learning Centre,
University of York, York YO10 5DD

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