

# BTEC INSPIRATION

## Teacher's sheet

Do you sometimes find that your students doubt the validity of the vocational qualifications they are studying, leading to a lack of motivation? This activity will use an Ambassador role model to inspire and motivate, showing the relevance of alternative pathways of study; you don't always need A levels to have a STEM career! Show how the vocational nature of this study is relevant to real work contexts. Real scientists write lab reports!

### Before

It is important that you have clear objectives for this activity and share these with the Ambassador. What do you want your class to get out of this experience? Do you have a specific unit of study or scenario that will be more appropriate? How long do you want the Ambassador to attend? Do you want them to visit individual classes or a whole exam cohort? Let the STEM Centre team know your requirements as far in advance of your proposed date as possible. Use the checklist to prepare for the day.

### During

STEM Ambassadors are professionals working within, or with an interest in, the fields of STEM; they are not generally teachers. Therefore it is important that the activity is facilitated by at least one teacher and that the classroom management issues are undertaken by that member of staff. Be prepared to prompt discussion.

### After

Consider some follow-up activities in class or a return visit by one of the STEM Ambassadors to take part in another activity. Tell us how the activity went by filling in an evaluation form or sending us an email.

### Enhancement activities

Ask the Ambassador if a workplace visit is possible. Look at [www.futuremorph.org.uk](http://www.futuremorph.org.uk) for videos or case studies.

### CHECKLIST

Please ensure that you take the following steps when arranging your visit from a STEM Ambassador:

- ☐ Contact us to request the visit at least six weeks before the event
- ☐ Correspond directly with the STEM Ambassador(s) to clarify arrangements and requirements
- ☐ Inform and gain approval from senior staff for the visit
- ☐ Ensure that at least one member of staff is available to facilitate the activity (depending on the number of students involved)
- ☐ Book the room and set up (if necessary)
- ☐ Inform school reception that visitors will be arriving and ensure they know where to direct them
- ☐ Register with STEMNetworking to blog about your activity

### NOTES

**Age range:** KS4–KS5

**Duration:** One hour/lesson or lesson start

**Capacity:** Min one class, max – dependent on space available

**Themes:** STEM, Careers, PSHE

**Preparation time:** ⌚

**Resources required:**

Space to hold event



# BTEC INSPIRATION

## Ambassador's sheet

**STEM Ambassadors work to promote diversity including routes to STEM careers. Many school students study qualifications other than GCSE and may question the validity of these qualifications. Help young people value their studies and see the relevance of the more vocational element of these qualifications. Reports, articles and presentations about your work are a part of working life.**

### Before

Ask the teacher about the qualification, research what roles within your profession would have BTEC qualifications. Think and plan out your introduction, presentation or talk to be engaging, relevant and concise. Think about how people progress in your profession through in-service training so that initial qualifications might not be a bar to a successful career. Highlight the transferable skills that will be developed. Let the STEM Centre team know about your activity as far in advance as possible and register it on the STEMNET database. Use the checklist to prepare for the day.

### During

Use practical examples from your experience to illustrate the points you want to make. Be prepared to counter negative attitudes. Think about a practical activity that the students can engage with to illustrate your points. The activity will be supported by at least one teacher who is responsible for room and behaviour management.

### After

Review how it went, including teacher feedback in your assessment, and amend activity as necessary. You will have an activity that can be taken to other schools. Tell us how it went by completing an evaluation form or emailing us. Consider organising a return visit to the school to take part in another activity.

### CHECKLIST

- ☐ Correspond with the teacher directly to clarify arrangements and requirements
- ☐ Take enough materials to complete the activity with the students (if necessary)
- ☐ Check the school address and plan how to get there
- ☐ Have your STEM Ambassador pin badge, ID card and DBS form ready to take with you

### AMBASSADOR TIPS AND IDEAS

- Research where BTEC qualifications might be useful in your profession/organisation
- Remember that these qualifications can be used to lead to further study


### NOTES

**Age range:** 14–18

**Duration:** One hour/lesson or shorter if lesson introduction or assembly

**Capacity:** Min 30 students, max – dependent on space

**Schools:** One

**Preparation time:**  

**You will need:** Your presentation/talk (activity materials if completing one)