

STEM Club Quality Mark Criteria – Secondary

The STEM Club Quality Mark is designed to allow all STEM related clubs to work towards achieving recognition for STEM club excellence. The criteria identify key aspects of successful and thriving clubs. When applying for a STEM Club Quality Mark, choose the appropriate level for your club, note which aspects your club meets and identify those you can work towards. Clubs can achieve a higher award level in subsequent years. STEM Club Quality Marks are valid for 36 months.

- **Bronze Award** – for new and aspiring clubs (minimum 6 months old)
- **Silver Award** – for experienced and aspiring clubs (minimum 12 months old)
- **Gold Award** – for very experienced and thriving clubs (minimum 24 months old)



STEM Club Quality Marks are available to UK schools, Sixth and FE college based clubs run by school / college staff or volunteers on a not-for-profit and unpaid basis. They are not available to club schemes or professional deliverers on a paid for basis. Applicants should select the appropriate level, aiming to achieve a minimum 95% of the relevant criteria.

Strand	Bronze Criteria	Silver Criteria	Gold Criteria
Leadership and Organisation	<ol style="list-style-type: none"> 1. Is coordinated by a named individual working in or for the school (excludes STEM club providers) 2. Is supported by school senior management and school colleagues 3. Runs consistently each academic year: minimum 1 term per year 4. Meets regularly each month: minimum 2 times a month & minimum total hours: 1.5 5. Is visible in the school – good awareness of the STEM Club, what it is, what it does, where and when it takes place, events etc. 	<ol style="list-style-type: none"> 1. Is coordinated by a named individual working in or for the school (excludes STEM club providers) 2. Is supported by school senior management and school colleagues 3. Runs consistently each academic year: minimum 2 terms per year 4. Meets regularly each month: minimum 2 times a month & minimum total hours: 2 5. Is visible in the school – good awareness of the STEM Club, what it is, what it does, where and when it takes place, events etc. 6. Involves staff from other subjects (can include non-STEM related staff) in the running of the club or with club activities 	<ol style="list-style-type: none"> 1. Is coordinated by a named individual working in or for the school (excludes STEM club providers) 2. Is supported by school senior management and school colleagues 3. Runs consistently each academic year: minimum 2 terms per year 4. Runs consistently each academic year: minimum 3 times a month & minimum total hours: 3 5. Is visible in the school – good awareness of the STEM Club, what it is, what it does, where and when it takes place, events etc. 6. Involves staff from other subjects (can include non-STEM related staff) in the running of the club or with club activities 7. At least one member of club staff has taken part in STEM Learning STEM clubs CPD
Activities, Projects, and Resources	<ol style="list-style-type: none"> 1. The STEM club engages with practical activities / projects that are fun, enjoyable and engaging for club members 2. The STEM club actively seeks to broaden STEM awareness, interest and abilities beyond the main club focus by occasionally including activities or projects different to the regular club focus 3. Includes some activities that link to real world problems, real world 	<ol style="list-style-type: none"> 1. The STEM club engages with practical activities / projects that are fun, enjoyable and engaging for club members 2. The STEM club actively seeks to broaden STEM awareness, interest and abilities beyond the main club focus by occasionally including activities or projects different to the regular club focus 3. Includes some activities that link to real world problems, real world context or current STEM topics 	<ol style="list-style-type: none"> 1. The STEM club engages with practical activities / projects that are fun, enjoyable and engaging for club members 2. The STEM club actively seeks to broaden STEM awareness, interest and abilities beyond the main club focus by occasionally including activities or projects different to the regular club focus 3. Includes some activities that link to real world problems, real world context or current STEM topics 4. Makes use of high-quality resources, such as those available through the STEM Clubs Programme or other recognised sources

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	<p>context or current STEM topics</p> <ol style="list-style-type: none"> Makes use of high-quality resources, such as those available through the STEM Clubs Programme or other recognised sources Supports the curriculum to help maximise academic achievement Includes opportunities to engage in STEM events, STEM fairs, competitions and challenges (in-school / local / regional / national), STEM trips and visits etc. 	<ol style="list-style-type: none"> Makes use of high-quality resources, such as those available through the STEM Clubs Programme or other recognised sources Supports the curriculum to help maximise academic achievement Includes opportunities to engage in STEM events, fairs, competitions and challenges (in-school / local / regional / national), STEM trips etc References diverse role models in STEM and challenges stereotypes Includes activities designed / developed by the club leader or colleagues at the school - minimum 1 activity per year 	<ol style="list-style-type: none"> Supports the curriculum to help maximise academic achievement Includes opportunities to engage in STEM events, fairs, competitions and challenges (in-school / local / regional / national), STEM trips etc. References diverse role models in STEM and challenges stereotypes Includes activities designed / developed by the club leader or colleagues at the school - minimum 2 activities per year Incorporates STEM led careers awareness and knowledge of career pathways. Includes practical and discursive activities e.g. discussions and debates on STEM related topics
<p>Club Members and Learning</p>	<ol style="list-style-type: none"> Enables club members to take on different roles and tasks within a team Develops practical and digital skills Improves knowledge and understanding in one or more 'STEM' subjects Strengthens employability skills and / or essential skills as identified by the Skills Builder Framework Positively impacts club member confidence and enjoyment of STEM, building a 'STEM is for Me' feeling Includes opportunities for club members to develop their knowledge of STEM related jobs, roles, and career paths 	<ol style="list-style-type: none"> Enables club members to take on different roles and tasks within a team Develops practical and digital skills Improves knowledge and understanding in one or more 'STEM' subjects Strengthens employability skills and / or essential skills as identified by the Skills Builder Framework Positively impacts club member confidence and enjoyment of STEM, building a 'STEM is for Me' attitude Includes opportunities for club members to develop their knowledge of STEM related jobs, roles, and career paths Positively impacts club members' attitude towards STEM study and works to increase uptake of STEM at GCSE and A 'level or equivalent and to consider studying STEM at a further or higher level Club members have an input into the choice of club activities and projects and have opportunities to develop their own projects or scientific investigations 	<ol style="list-style-type: none"> Enables club members to take on different roles and tasks within a team Develops practical and digital skills Improves knowledge and understanding in one or more 'STEM' subjects Strengthens employability skills and / or essential skills as identified by the Skills Builder Framework Positively impacts club member confidence and enjoyment of STEM, building a 'STEM is for Me' attitude Includes opportunities for club members to develop their knowledge of STEM related jobs, roles, and career paths Positively impacts club members' attitude towards STEM study and works to increase uptake of STEM at GCSE / A 'level or equivalent and to consider studying STEM at a further or higher level Club members have an input into the choice of club activities and projects and have opportunities to develop their own projects or scientific investigations Club members can get involved in supporting the running of the club and / or take on roles of authority Club members can engage with outreach opportunities helping to develop their personal skills

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Engaging with Others	<ol style="list-style-type: none"> Engages with the wider community to promote STEM subjects, knowledge and learning: families, community / youth groups, scouts etc. Seeks to widen participation by engaging with non-club member students and increase their STEM awareness Invites guests and visitors to club events, promoting the club and offering added value to club member learning 	<ol style="list-style-type: none"> Engages with the wider community to promote STEM subjects, knowledge and learning: families, community / youth groups, scouts etc. Seeks to widen participation by engaging with non-club member students and increase their STEM awareness Invites guests and visitors to club events, promoting the club and offering added value to club member learning Engages with local employers, organisations or STEM Ambassadors 	<ol style="list-style-type: none"> Engages with the wider community to promote STEM subjects, knowledge and learning: families, community / youth groups, scouts etc. Seeks to widen participation by engaging with non-club member students and increase their STEM awareness Invites guests and visitors to club events; promoting the club and offering added value to club member learning Engages with local employers, organisations or STEM Ambassadors Works collaboratively with at least one other school on an activity and / or shares STEM club good practice with other schools
Impact and Evaluation	<ol style="list-style-type: none"> Collects evidence of, and regularly assesses, impact on club members and associated staff Uses impact measurement evidence to support the needs of the club members and school 	<ol style="list-style-type: none"> Collects evidence of, and regularly assesses, impact on club members and associated staff Uses impact measurement evidence to support the needs of the club members and school Has developed and implemented an impact measurement plan which includes aspects to support the development and continued success of the club 	<ol style="list-style-type: none"> Collects evidence of, and regularly assesses, impact on club members and associated staff Uses impact measurement evidence to support the needs of the club members and school Has developed and implemented an impact measurement plan which includes aspects to support the development and continued success of the club Has identified key objectives for the club which include aspects that are supportive of overarching school aims and / or the school careers plan