



Ambassador delivery pack for digital events

ICE 16-18s careers campaign

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Aims and objectives

We're trying to interest young people in careers in civil engineering and deliver the following positive messages:

- **Civil engineering is relevant to you**, whoever you are i.e. that it is about transforming people's lives and safeguarding our futures
- Civil engineering qualifications lead to **well paid, interesting and worthwhile careers**
- Although maths and science are core to studying civil engineering at college or university; **creativity and innovation** are also highly valued
- If you do come into civil engineering you will **change the world**
- You can study civil engineering both at university and on vocational courses including apprenticeships

We're also trying to overcome potential negative stereotypes about the industry including:

- Civil engineers work on muddy, dangerous building sites all day long
- Civil engineering isn't creative – it's just building things following an architect's plans
- It's a better career for men than women, and women might be made to feel uncomfortable in the work environment

We launched this special campaign to target 16-18 year old students because there has recently been a period of decline in applications for civil engineering courses at university. We hope that by concentrating our efforts on students who are interested in maths and sciences at the time when they are making important further study and career decisions, that we can increase the numbers choosing civil engineering degrees, apprenticeships and further learning courses.

Engaging 16-18 year olds

Since 2018 we've been asking our ICE STEM ambassadors to give talks in-person to groups of 16-18 year olds, but due to the Covid-19 crisis this has necessarily moved to online engagements. We are still aiming primarily to engage with students studying the 'right' subjects (maths, physics, geography and design technology especially) however with online engagements there may be larger cohorts of students or quite varied mixes of ages and interest levels.

At present we are not able to make arrangements to match ICE STEM ambassadors with 16-18s schools events but we are trying to increase the opportunities available to ICE STEM ambassadors. There are a huge range of digital platforms and there is no 'one size fits all' solution for planning an engagement but we hope you'll find this document useful and that it might give you ideas for how to continue your involvement with our 16-18s campaign.

Most importantly, before you run/join any digital event with young people we strongly recommend to read our '[Guidance for working with children and young people](#)' document and our [Guidance for Virtual Engagements for STEM Ambassadors](#) (both available in the training section of the [STEM Ambassador Resource Sharing Centre](#), (you might need to email us to get access to this careers@ice.org.uk) to get tips on safeguarding and make it a smooth and fun experience.

Tips for all types of engagements

We've produced a PowerPoint presentation which you can use either whole or useful parts taken or edited to suit the type of engagement you're doing. You can also download digital career guides to share with your audience at the end of your event. You might also want to point the audience to our [new library of 'do-at-home' civil engineering activities](#) and definitely thank them for listening/taking part.

Our delivery materials can be found on the [STEM Ambassador Resource Sharing Centre](#). You might need to email us to get access to this: careers@ice.org.uk

Delivery formats

Session type	How to get involved	Tips
I'm an engineer – get me out of here chats	Sign up here: imanengineer.org.uk/stayathome/engineer-signup/te/	Make sure your profile stands out so that the participants start with an interest in talking to you. The sessions can be very busy with a lot of different questions flying around to all the engineers on the session and you won't be able to answer them all. Try to respond to all of those which are asked specifically of you – using your 'handle'. You can post links to specific pages of the ICE inspiration mini-site to help the participants continue their research – whether that's careers advice, interesting projects or people to look at (you might want to bookmark some of these before beginning the session).

ICE 16-18s panel webinars / careers fair webinar with other organisations	Contact your local ICE office and keep an eye on STEM Learning's opportunity postings	These might follow a structure more like a traditional careers 'talk' with a presentation and then questions at the end. If interaction with the audience is low during the questions then try answering the questions you think the audience would like to ask (but might be too shy to!) or try asking them a question to help dispel any 'myths' about the profession. Asking the audience to send in questions in advance of the session (or at the beginning) can be a good way to keep the pace of the event moving and give you time to prepare great answers.
Podcast Q&A or assembly/chat with school by request	Keep looped into STEM Learning communications and follow ICE schools on Twitter . If you have links with a school you could try to set one up on a platform like Zoom*	This type of engagement could be quite informal and fun feeling so you might get the opportunity to tell more stories about your working life - but don't forget the important safeguarding rules regarding not giving any personal details out about yourself or anyone else, and make sure you cover those key messages about the profession.

*Always ensure you are following our digital engagement safeguarding advice.

Other ways you might get involved with inspiring young people:

- Virtual project help – assisting a class or STEM club with a project
- Mentoring a young person or providing virtual work placement
- Posting inspirational videos or images on social media

If you have any questions or would like to talk to us about the best way to make the most of these engagements then please get in touch at careers@ice.org.uk

Safeguarding

ICE is committed to promoting and safeguarding the welfare of any young person we engage with, be that in-person or online.

All volunteers involved in ICE public engagement activities involving children or vulnerable adults must be able to demonstrate they have satisfactorily completed the relevant security checks. This should be current at the date of the event. In the event that the security check discloses a relevant offence or safeguarding concern, ICE reserve the right, at their absolute discretion, to refuse to allow a volunteer to attend the event or take part in the activity.

All volunteers representing ICE must ensure that they are never on their own with a young person or group of young people. A responsible adult must also be present. This adult should be a teacher where the activity involves school or college students; in other settings it should be a representative of the organisation running the event. This is necessary whether the event takes place online or in-person. For online events involving interactions with a live audience, a moderator is also required to be present. This should be an ICE representative or a representative of the organising body. The role of the moderator is to oversee the running of the event in such a way that protects all participants. Please contact your ICE regional office for more information and to arrange for a moderator to take part in your event.

After your digital event

If you're taking part in an engagement with 16-18s we'd like to know about it please as it helps us plan future activities. With the exception of 'I'm an Engineer' engagements we'd be grateful if you complete a short online evaluation for us please.

You can find the survey at surveymonkey.co.uk/r/ICEambassador

If you are arranging your own engagement with a school then do ask your organisation contact (teacher, careers advisor or other) to complete a short survey evaluation too please. This evaluation will help us to improve the resources we've given to you (like the PowerPoint, careers guides etc), gauge interest in a future visit and to add them to our growing email list to help us build interest. You can download the survey from the 16-18s section of the [STEM Ambassador Resource Sharing Centre](#). You might need to email us to get access to this: careers@ice.org.uk

More resources on civil engineering for teachers/students

After the session has finished we hope that you'll find the teacher(s) / students are keen to know more about civil engineering. Here is a handy list of resources to direct them to:

Careers advice for becoming a civil engineer: ice.org.uk/beacivilengineer

Careers and activity resources on our website: ice.org.uk/educationresources

Civil engineering project case studies: ice.org.uk/what-is-civil-engineering/what-do-civil-engineers-do

Civil engineer (people) case studies: ice.org.uk/what-is-civil-engineering/who-are-civil-engineers

Info about all types of engineering careers (not just civil): Tomorrow's Engineers
tomorrowsengineers.org.uk

A civil engineering reading list for young people:

ice.org.uk/ICEDevelopmentWebPortal/media/Documents/what-is-civil-engineering/ICE-pre-college-or-university-civil-engineering-reading-list.pdf?ext=.pdf