

ROUTES INTO STEM

2025/2026



Bronze

BACKGROUND

EDT's vision is a society where all young people can develop the STEM skills, knowledge and experience they need to take control of their futures and change the world around them.

EDT have been running the Routes into STEM programme since 2015, in locations all across the UK, from Edinburgh to Plymouth, and everywhere in between.

The aim of the programme is to introduce Year 9 & 10, S3 & S4 (age 13 to 15) students to the different pathways they can take into a STEM career, inspiring the future generation of STEM professionals to think about their next steps.

The programme runs over three days showcasing STEM education and industry pathways. The programme is accredited at Industrial Cadets Bronze Level. Industrial Cadets is an industry led accreditation scheme whose patron is His Royal Highness King Charles III.

We also ran three 16+ courses for year 11/ 12, S4-S6 (age 15-18) students over 4 days with Silver level Industrial Cadets accreditation.

In the 25/26 academic year we ran the following courses:

October 25 - Liverpool, London and Oxford

February 26 - Birmingham, Coventry, Edinburgh and Newcastle

July 26 - Edinburgh 16+, London 16+, London and Newcastle 16+

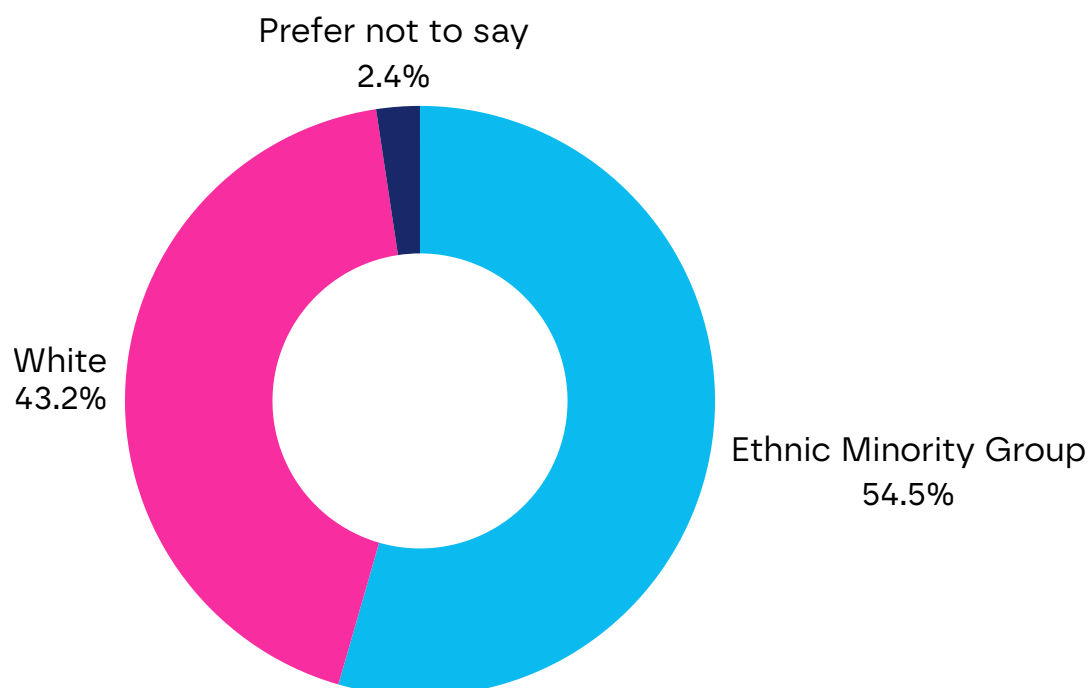
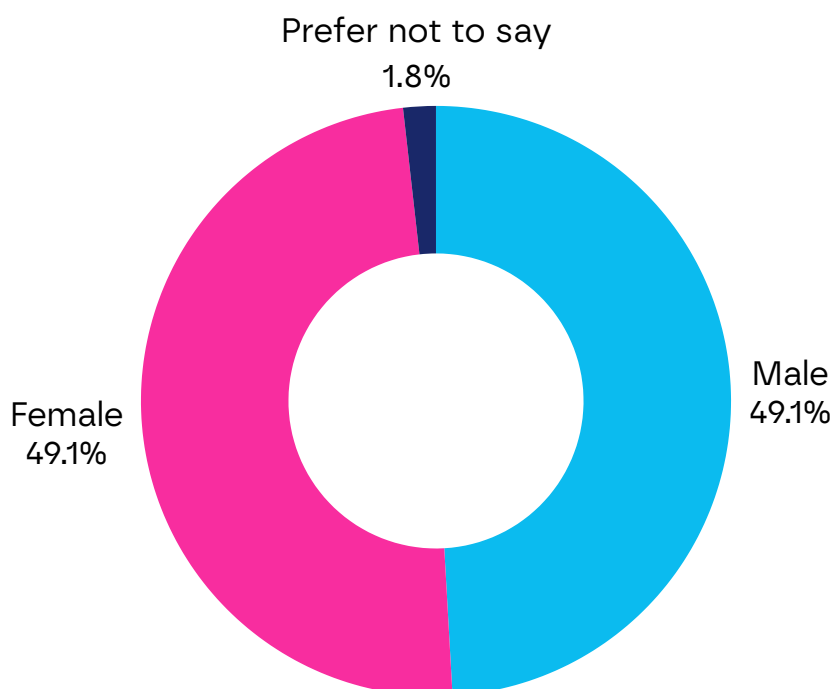
We received full funding for six of those courses making them free to all those participating and bursary funding for the other five making them accessible to all.



 
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Young Person Demographics

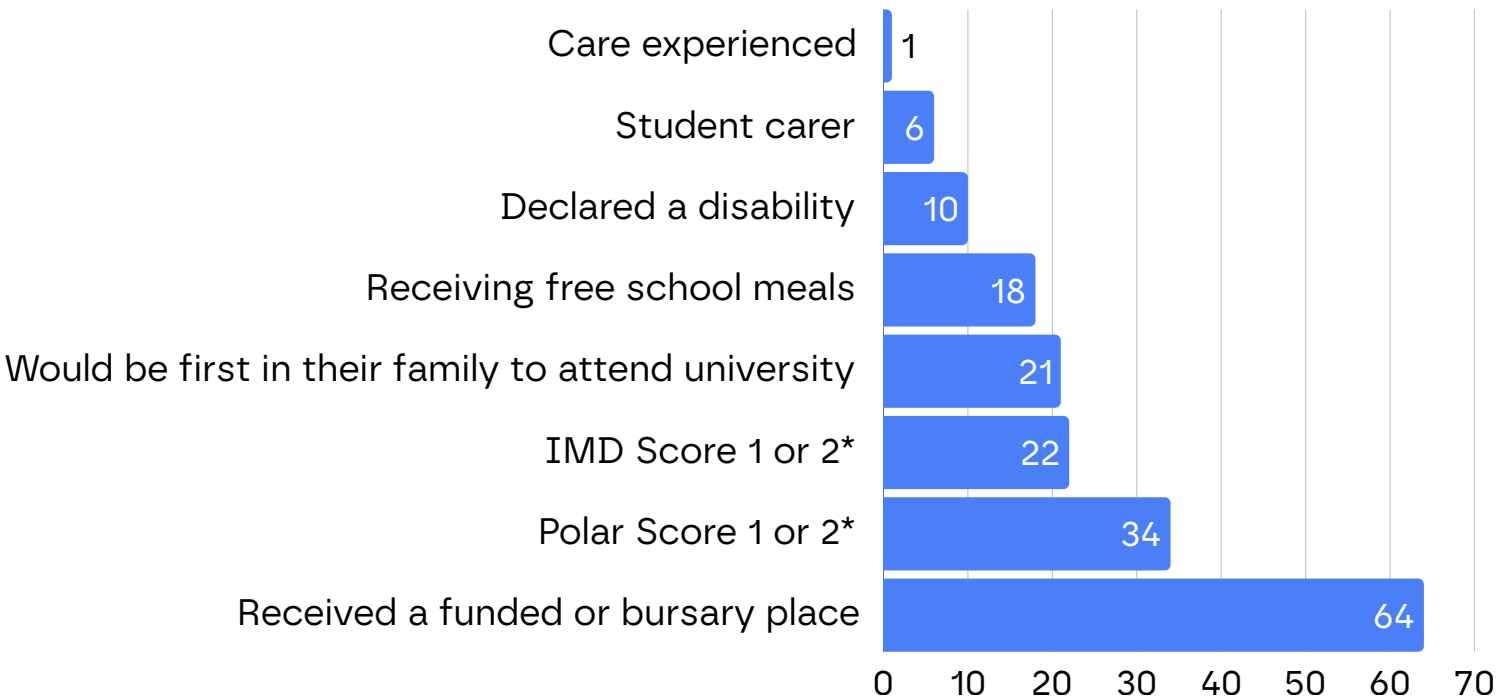
336 young people participated in the Routes into STEM courses



Young Person Demographics

336 young people participated in the Routes into STEM course

● Percentage



IMD Score: young people come from the 20% most deprived areas as measured by the Indices of Multiple Deprivation (IMD)

Polar Score: young people live in areas with low progression rates of 18 year olds into higher education



Student comments:



"I enjoyed getting to know more people and making friends but also the same time getting to have a look into STEM career and the life of university."

"I enjoyed hands on projects that allowed us a chance to communicate with others."

"I enjoyed talking to everyone and meeting new and similar people who have the same interests and I enjoyed learning a lot more about the different courses and routes to get into STEM and presenting new ideas was cool and it was nice to be interactive."

"The course made me more confident in my future career choices and different available paths."

"I have a better understanding about the jobs i can get and how to reach them after school."

"I have improved teamwork, collaboration, and communication skills. A lot of the work we did throughout the experience was in groups, this meant we had to speak to each other, and make compromises. The experience has impacted my STEM journey as it has opened my mind to how vast STEM really is."

"I enjoyed getting insight on different STEM careers and routes by different people. And getting to meet new people."

"The thing I most enjoyed is the access to practical activities that relate to the topics we cover in school yet give us practical applications this highlights how practical skills are as important as knowledge and that even simple lessons can be made into a demonstration. I also really like being able to have a hands on experience."

"The course has shown me the variety of jobs and the large amount of applications."

"I really liked how we visited so many different places which are all relevant to what I want for my future and gave me more understanding towards the work environment for the future."

"It was really good I met very nice people and made friends as well as got support."

Parent/ Guardian comments:



“All members of staff were very helpful and friendly and made the experience fun and interesting.”

“It benefited them through various factors such as, it informed them of different routes they could take through stem, or what position or job factor they would like.”

“It has helped them to think about career paths, and attending the working environment of these companies has given them a taste of what they want for their own career.”

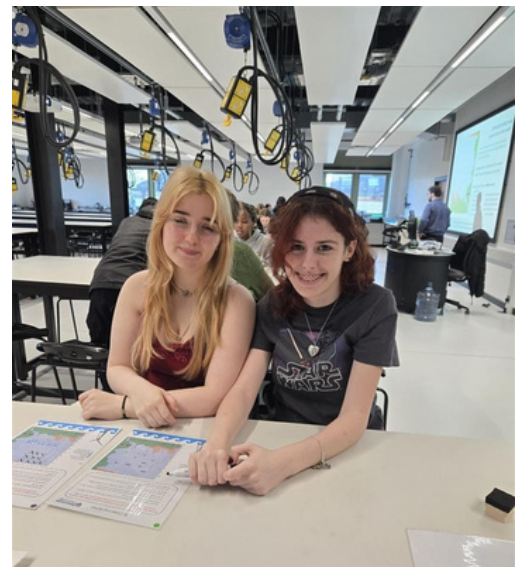
“They really enjoyed the experience, they were excited to tell me everything they had learnt and done at the end of each day, which was fantastic to see.”

“They really enjoyed the whole thing.”

“The course has helped them with their confidence and independence.”

“The course helped build confidence and engagement”

“It helped them by building confidence and understanding different routes into STEM careers”



CASE STUDY - HAMZA

"I found the programme interesting because it combined practical activities with information about university, apprenticeships and STEM careers."

"The soldering, electronics, robotics and computer-engineering activities strengthened my interest in STEM by showing me how engineering principles are used to design and build working systems. The built-environment workshop also demonstrated how different engineering disciplines work together on real projects."

"The experience improved my practical, problem-solving, teamwork and communication skills. Activities such as soldering the electronic components and completing the robotics workshops required accuracy, patience and logical thinking. Speaking with university staff, students and industry professionals also increased my confidence and helped me understand the differences between university, apprenticeship and employment routes into STEM."

"The programme confirmed my decision to pursue engineering and gave me relevant experience for future university and graduate-apprenticeship applications."

CASE STUDY - ANKHAN



"I attended the EDT Bronze Industrial Cadet Routes into STEM Course in London. Over the course of three days, we learnt about different careers in STEM: computer science, railway engineering and programming. We completed a range of different interesting activities and heard from many qualified professionals about their careers. I found the experience enriching and deeply informative. Being given the opportunity to talk to industry professionals and ask them questions which I wanted to know the answer to was also amazing. It was like being able to actually see in action what I read about online."

"Engineering, has caught my eye after this course. Seeing the engineers working at the railway was eye-opening and a surreal experience. That has given me motivation to now go and independently find out more about different engineering careers available."

"I have gained many skills, both related to STEM and not. I have learned about cryptography, engineering and colour coding, to name a few. However, almost the bigger takeaway for me were the skills for our future we learnt. From teamwork to presentation skills and a sprinkling of university life and apprenticeships in between, I left the course feeling empowered with knowledge about my future."

"This experience has given me a taste of many different careers. Before this course, I only knew about broad, generalised industries: engineering, computer science, etc. However, after it, I now feel that I can name specific jobs, e.g. railway engineer, and name what they do on a daily basis. This information has helped me be able to specify exactly what I want to do in my future."

"I enjoyed most the Ozobots activity we completed on the last day. This was all about colour coding. The Ozobot (a small robot) could read colours and responded differently based on what colours were drawn on a page. We had to draw a 'course' for the Ozobot to follow, incorporating different colours based on what action we wanted it to do. This activity was both fun and informative."

HOW WE MET OUR OBJECTIVES

We aimed to increase students awareness in the careers opportunities available to them.

Average score out of 5.

Prior to the course:



At the end of the course:



We aimed to increase their skills and knowledge.

Average score out of 5.

Felt they had increased their skills and knowledge at the end of the course:



We aimed to create a high value course.

Average score out of 10.



Would recommend the course to younger pupils at their school for the future.

Average score out of 5.



Likely to study STEM subjects after leaving school.

Average score out of 5.



SKILLS

We aimed to increase their skills and knowledge.

Average score out of 5 for increasing these skills on the programme.

Communication skills



Teamworking skills



Confidence



Resilience



Leadership skills



Problem-Solving skills



Presentation skills



Other Education or work related skills



Average score out of 5 for the following statements:

It helped me feel more connected to employers:



I am confident that I, or anyone, can have a career in STEM if they want to:



It brought me into contact with people I wouldn't usually meet or spend time with:







THANK YOU

Thank you to our partners:

We would like to thank our supporters for 2025/26:

The Ironmongers' Company, The Platten Family Fund at the Community Foundation Tyne & Wear and Northumberland, The General Charities of The City of Coventry, The Eveson Trust, The Manly Trust and The Reece Foundation.

And Partners:

October

- Liverpool: Mott MacDonald, Arup and MTC
- London: QA, The University of Westminster and Ramboll.
- Oxford: Vertex Pharmaceuticals, The University of Oxford, Materials Science and UK Atomic Energy Authority (UKAEA)

February

- Birmingham: UCB (University College Birmingham), Aston University and Midland Metro Alliance.
- Coventry: JLR, Coventry College and Severn Trent
- Edinburgh: Heriot Watt University, Edinburgh Napier University and Analog Devices
- Newcastle: Newcastle University, Northumbria University and Equans

July

- Edinburgh 16+: Heriot Watt University, Edinburgh Napier University, Leonardo and Analog Devices
- London: University of Westminster, Hitachi Rail and UCL
- London 16+: Royal Holloway, University College London, University of Westminster, Bechtel and QA
- Newcastle 16+: Newcastle University, Northumbria University, Alt Labs and Meldrum Construction

Without your support we wouldn't have been able to inspire so many young people into STEM careers and education.