**Silver and Gold**

The [**Silver**](https://www.crestawards.org/crest-silver) and [**Gold**](https://www.crestawards.org/crest-gold) levels are designed to stretch your students. They are long-term, in-depth projects that are run by the students themselves. Students choose the topic and [type of project](https://help.crestawards.org/portal/kb/articles/the-different-types-of-crest-project) they want to run. Silver projects are typically completed by students aged 14+ years and Gold by students aged 16+.

At this level, students are encouraged to [collaborate with a CREST mentor](https://help.crestawards.org/portal/kb/articles/how-can-i-get-a-mentor-for-my-crest-award) – an academic or person from industry with expertise in their project’s theme. CREST Silver and Gold Awards are highly sought after, and are a good way to enhance a student’s UCAS personal statement or CV.

All Silver and Gold level projects are assessed externally via [our online platform](https://bsa.fluidreview.com/). The CREST assessors are trained experts across all areas of STEM and assess the projects online against the [CREST assessment criteria](https://help.crestawards.org/portal/kb/articles/criteria-for-bronze-silver-and-gold-crest-awards).

Once the project has been submitted, paid for and passed by our assessors, we will send out the personalised CREST certificates. In total, assessment and processing can take up to six weeks.

**Design and Make projects**

These projects aim to design and create a product that meets a specific aim. Design and Make projects can start with a broad scope, which is then narrowed down to something more specific.

Design and Make projects should include:

* A brief
* Project aims
* Designing of a solution to a specific problem
* Testing, analysis, improvement and retesting of solution (multiple cycles)
* Analysis of final solution
* Conclusion

*Example: Past topics have included designing and making a skateboard and designing and building a model catamaran.*

**How can I get a mentor for my CREST Award?**

We encourage students to access support from a mentor who works in a STEM field related to their CREST project topic. Mentors can play an important role in CREST projects by offering their experience, knowledge and enthusiasm to help inspire students. They can open a window into what working in STEM can be like.

Mentors are strongly recommended at Gold level, preferred at Silver, and optional at Bronze and Discovery levels. To find a mentor for your project, you can:

* Request support through the [STEM Ambassadors Scheme](https://www.stem.org.uk/stem-ambassadors/local-stem-ambassador-hubs)
* Contact local universities they often have a public outreach department

[**https://www.stem.org.uk/stem-ambassadors/local-stem-ambassador-hubs**](https://www.stem.org.uk/stem-ambassadors/local-stem-ambassador-hubs)

**STEM Ambassador Hub South East England**

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| --- | --- | --- | --- |
| **areas covered** | **lead organisation** | **Address** | **website and EMAIL ADDRESS** |
| Brighton and Hove, East Sussex, Essex, Kent, Medway, Southend-on-Sea, Surrey, Thurrock, West Sussex | Canterbury Christ Church University | Canterbury Christ Church University North Holmes Road Canterbury Kent CT1 1QU 01227 782708 | [ambassadors@canterbury.ac.uk](mailto:ambassadors@canterbury.ac.uk) <http://www.thestemhub.org.uk/> |

<https://help.crestawards.org/portal/kb/articles/criteria-for-bronze-silver-and-gold-crest-awards>

**CREST criteria**

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| --- |
| **1 – Planning the project** |
| 1.1 The student set a clear aim for the project and broke it down into smaller objectives |
| 1.2 The student explained a wider purpose for the project |
| 1.3 The student identified a range of approaches to the project |
| 1.4 The student described their plan for the project and why they chose that approach |
| 1.5 The student planned and organised their time well |
| **2 – Throughout the project** |
| 2.1 The student made good use of the materials and people available |
| 2.2 The student researched the background to the project and acknowledged their sources appropriately |
| **3 – Finalising the project** |
| 3.1 The student made logical conclusions and explained the implications for the wider world |
| 3.2 The student explained how their actions and decisions affected the project’s outcome |
| 3.3 The student explained what they have learnt and reflected on what they could improve |
| **4 – Project-wide criteria** |
| 4.1 The student showed understanding of the science behind their project, appropriate to their level |
| 4.2 The student made decisions to direct the project, taking account of ethical and safety issues |
| 4.3 The student showed creative thinking |
| 4.4 The student identified and overcame problems successfully |
| 4.5 The student explained their project clearly, in writing or conversation |