Sex

1. Challenging gender stereotypes in STEM apprenticeships

Aims

The project aimed to positively promote opportunities for all students and actively challenge gender stereotypes for traditionally male dominated sectors such as science, technology, engineering and mathematics (STEM). The long-term project target is to increase female participation in advanced and higher level apprenticeships by 30 per cent over a three-year period, addressing the current gender imbalance.

Outcomes

Working with local employers Halesowen College celebrated the success of women in STEM industries and promoted strong role models to inspire and support future students. Inclusion was key, and the project centred around the careers function with advisers challenging stereotyping, and offering advice and practical support to students with a range of different protected characteristics with an emphasis on gender.

As part of the project the college has registered with the STEM Alliance's 'STEM Exchange Programme' and implemented a STEM Equality^{definition} Project Steering Group which includes senior management.

The project enabled the college to expand its annual careers and volunteering event, which took place in May 2015. This created a valuable opportunity for organisations to promote and highlight the opportunities within their businesses to all college students and for us to spread good practice.

We have built on existing good practice within the careers and apprenticeship teams to promote higher apprenticeships and challenge gender stereotypes by integrating images and testimonials from positive role model in all promotional materials. We continue to offer targeted support to female students and those from underrepresented groups to ensure they have the support needed to progress.

Resource

- Media coverage - the article contains links to three case studies
- Social media coverage

2. Challenging Stereotypical Career Choices Through Apprenticeships

https://www.youtube.com/watch?v=XoST9GQbbf0

Aims

This project aimed to challenge the social and cultural barriers preventing young males/females from accessing traditionally gender-biased industries, aiming to

encourage increased apprenticeship representation of males into traditionally perceived female industries.

Outcomes

The project has given future apprentices the role models to aspire to. It has also given young people access to materials for self-supported career planning and development

A short video "Go For It!" that challenges Gender^{definition} Stereotypes^{definition} through experiences of young apprentices and their employers was produced as well as an interactive apprenticeship presentation for use in schools and colleges.

Challenging gender stereotypes has also been embedded within career planning processes.

Resources

To view our "Go For IT" video please see the following web link:

https://www.youtube.com/watch?v=XoST9GQbbf0

You can download resources which support the video below. These include:

- PowerPoint Resource "Apprenticeships Go For It 2015" - this resource has been uploaded to our college web site within our CEIAG resources. When used in 'display' view users can access a range of hyperlinked resources.
- Five Case Studies supporting the video and tutorial work sheets - these include profiles of people on the video as well as additional profiles that can be used within tutorials.
    - Profile - Callum
    - Profile - Chloe
    - Profile - Emily
    - Profile - Jane Yeadon
    - Profile - Diane
- Tutorial Work sheets
    - Activity 1 - I Want to be a Hairdresser
    - Activity 2 - What's My Job?
    - Activity 3 - Stereotypes and Toys
    - Activity 4 - Using Careers Information to Challenge Stereotypes
- Blank Tutorial Worksheet - this can be used to write new tutorial plans incorporating the available resources from the project i.e. video, PowerPoint, Profiles and Resources linked to PowerPoint.

3. **Supporting female apprentices**

Miriam, aged 18, from Heap Bridge near Bury works as an Apprentice in Agriculture for M&M Fish, Spout Beck Farm. Miriam works as part of the family business with her mother, father and three sisters. Miriam left school in 2013 and decided that she did not want to continue in traditional full time education, but admits she was a little unsure of which path to take:

'I knew full time education wasn't for me and also that I wanted to stay within Agriculture and learn the skills needed to carry on within the family business. Having visited a Myerscough College open day I came across Apprenticeships.'

'The great thing about the Apprenticeship is earning a wage, and getting a proper qualification at the same time. I really love the industry days the college organises, as I get to meet the other Apprentices across the region, share our stories and ideas. Sometimes I would love things to happen quicker but understand that there is a lot to learn and as I work through my qualification my knowledge increases. I hope to soon go onto my Level 3 programme and further enhance my range of skills.'

'My advice to other female school-leavers would be to not be frightened that its all boys, get involved and give it a go. If you have the support of your friends and family, and a placement with a supportive employer then you will be fine and will like me really enjoy it.'

Aims

Myerscough College's project aimed to improve the participation, retention and achievement of female apprentices by devolving and extending student-support mechanisms for remote learners. Women were identified as a target as college data consistently shows gaps in achievement and success rates between male and female apprentices across all levels.

Outcomes

The current support structure for FE^{definition}students provides those at risk of withdrawing with a timely and personalised intervention. This often removes individual barriers to learning for students as well as alleviating pressure on teaching staff, enabling them to focus on teaching and learning. The project created a support structure for female apprentices, as remote learners, that provides specific and targeted interventions for students with additional support needs. In addition, the

project explored the role that peer support may play in supporting remote learners and the impact of practical and emotional support.

The project provided support and information, advice and guidance for college work-based tutors and employers to ensure that all involved are proactive in challenging gender stereotypes. The project also explored national good practice in the recruitment of apprentices and the information, advice and guidance provided to applicants as well as apprentices that wish to progress. The project worked with employer networks and sector networks to establish how local knowledge and diversity data can be used to support improved participation and retention while ensuring organisational and local skills demands are met. This informed continuing professional development requirements for staff and became part of the rolling programme of equality, diversity and inclusion training.

Resources

Please note the resources are as supplied by the project and may not be fully accessible.

To celebrate some of their female apprentices, Myerscough College issued a media release for the National Apprenticeship Week, 9th - 13th March 2015: The Apprenticeship revolution at Myerscough College: "Here come the girls"

The document features six female apprentices' case studies in which they share their ambitions, and reasons for choosing the career paths they have taken.

4. Building Bridges: Changing Gender Perceptions

Aims

To effect a positive shift in expressed attitudes towards gender roles, as reflected in formal/informal interpersonal communications and also training/marketing practices in the educational culture of apprenticeships.

The production and implementation of improved practice mapped out for all stakeholders in a good practice guide. This would be collectively produced in association with college staff, current learners, employers and other external

partners. The purpose of the guide is to address gender underrepresentation in the apprenticeship areas identified.

Outcomes

The first stage of the project focussed upon changing the culture manifest in expressed attitudes towards gender roles within hairdressing and beauty therapy, engineering and construction. This resulted in the production of a good practice guide developed using the professional dialogue collaborative change model involving all stakeholders. The good practice guide will be measured through teaching observation data for each vocational area and year-to-year comparison with a focus on gender inclusive approaches.

The second stage looked at the pilot implementation of the guide with staff toolkits, complimentary monitoring and self-auditing. The good practice guide will be measured through teaching observation data for each vocational area and year-to-year comparison with a focus on gender inclusive approaches. Events also took place to launch the guide.

Resources

These resources are no longer available.

5. Embedding equality and diversity in employer training partnerships to impact gender bias.

Aims

South Tyneside College aimed to develop and implement an e-toolkit, which included support and training activities for learners, employers and training staff around gender bias. The toolkit aimed to ensure a consistent, good value and best practice approach to equality and diversity within work-based activities and learning.

In addition, the toolkit aimed to ensure that programme content and opportunities to drive best practice were continually reviewed and improved upon. All elements were to focus on legal requirements, ethics, importance and key benefits of equality and diversity. All were to include impact assessment tools as a core focus for practice improvement.

Outcomes

The e-toolkit was developed and it includes:

- continuing professional development (CPD^{definition}) programmes for trainers and employers on how to embed equality and diversity within information, advice

and guidance, marketing to potential learners, enrolment, work-based activities, learning and assessment
- audit standards for gender equality for both providers and employers to be used in planning, implementing and measuring the impact of equality and diversity interventions, checking that learning resources maximise opportunities for embedding equality and diversity, marketing and recruitment guides
- an online programme for learners to complete at induction, with additional units to reinforce equality and diversity throughout their programme, which, once complete, is recognised by an equality and diversity passport

Resources

Please note the resources are as supplied by the project and may not be fully accessible.

- South Tyneside - Gender Equality in Non-Traditional Apprenticeship Occupations - this 20 page document is a project report and it includes resources used and developed in the course of the project.
- Provider Audit Framework
- Employer Audit Framework
- Learner / Apprentice Audit Questionnaire
- CPD Session: South Tyneside Gender Diversity Personal Development - Powerpoint slides
- Moodle equality and diversity passport course (please log in as a guest)

6. Women in security: Changing pathways, changing perceptions

Aims

Research by Business in the Community in 2010 on the make-up of the security industry reported that the lack of female role models and mentors along with an unconscious bias towards men, contribute to an industry that is 92 per cent male.

Skills for Security ran a project which aimed to encourage more women to consider security as a career and its entry routes via FE^{definition}.

By engaging with both girls and women as potential entrants to the sector as well as teachers and employers, the project aimed to identify the barriers to entry for women into the security sector and work with key institutions to develop a network of female mentors, provide guidance on recruitment to employers and provide engagement with local schools and the community.

skills for security
setting standards, raising skills

Women in Security

Toolkit

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www.skillsforsecurity.org.uk

Outcomes

The project established valuable relationships with schools, careers advisors, employers and mentors.

Survey results show a rise in female students interested in finding out about careers in the industry. Teachers and careers advisors have requested career pathway leaflets highlighting the security career prospects.

The security industry has approached Skills for Security looking to progress projects to attract and include women.

Industry media identified role models for case studies, promoted the initiative and pledged continued support.

The Security Industry Authority is also trying to establish why women have a higher attrition rate for relicensing than men and in future Skills for Security and the Security Industry Authority will collaborate on findings.

Resources

Attachment

Women Q's.docx