Evidence Gathering 1
We carried out an initial statistical analysis of application, enrolment, achievement, satisfaction and positive destination data on...

**Childcare**
- Preparations for Working in Childcare and Social Care
- HNC Paediatric and Childcare
- HNC Early Education and Childcare
- HNC Early Childhood Education and Care

**Engineering**
- HNC Engineering (Construction Skills and Technology)
- HNC Engineering (Advanced with Skills for Work (Energy))
- HNC Mechanical Engineering

Our statistics showed
- We have clear evidence of low numbers of applications/enrolments from those in minority gender groups.
- There was no/inconclusive evidence of lower achievement, satisfaction and positive destinations rates from those in minority gender groups.

Evidence Gathering 2
We also held focus groups and interviews with...

**Students, mainly from Engineering courses but also Childcare**
**LDT*s from Engineering and Childcare**
**Lecturers from Engineering and Childcare**

Our interviews suggested
- School engagement needs to be targeted before subject choices are made.
- There was a lack of knowledge in schools about what engineering jobs entailed.
- There is scope for improvement in curriculum design, course titles and descriptions.
- Low wages and stigma prevent males going into childcare.
- Being ‘singly out’ can be embarrassing and unhelpful.

Next Steps
Our initial findings suggest:
- It can be difficult to be the only one on a course.

What more can we find out:
- Interventions with students about the barriers.

How will we do it:
- LDTs will hold focus group sessions with classes on the barriers and how to overcome them.

Our initial findings suggest:
- Interventions must be easy.

What are we doing:
- Engineering Workshops with PT staff.

What can we measure:
- Evaluate one group of pupils with a specific focus on gender.

We would like resources in relation to school outreach projects.

We can share our initial focus group responses and findings.