



advancing gender  
equality in science,  
engineering and technology

# Get into GEAR: Gender Equality Action Research

Participant Pack



## **Introduction:**

The UKRC is the Government's lead organisation for the provision of advice, services and policy consultation regarding the under-representation of women in science, engineering, technology and the built environment (SET). We work with employers; professional bodies; education institutions; women's organisations and networks; policy institutes; sector skills councils; the government and many others to promote gender equality in SET. We offer tailored services and support for women at all career stages

The project was supported by the West Yorkshire Life Long Learning Network (WYLLN). The WYLLN aims to “ improve the coherence, clarity and certainty of progression opportunities for all vocational learners into and through higher education. Vocational and work-based learners do not always enjoy the same opportunities as students taking more ‘traditional’ academic routes into and through higher education”<sup>1</sup>

## **Section 1: Purpose of the pack**

This pack forms part of the UKRC training resources. It uses an ‘Action Research’ model to address gender equality in Science, Engineering, Technology and the Built Environment. Whilst the focus is on areas where women are under represented it can however, be adapted for under represented groups in other fields.

- Use as part of UKRC Gender Equality Training for Further Education and Higher Education
- Participants of Training

## **Section 2: Background**

2.1 Women are significantly under represented in Science, Engineering and Technology. As demonstrated by the following statistics:

- In 2008, nearly 13 million women were working in the UK, of these 5.3% were working in SET whereas almost one third of the 15.4 million men in employment were working in SET<sup>2</sup>
- Of almost 5.5 million people in SET occupations (including skilled trades) in the UK in 2008, only 12.3 were women.<sup>3</sup>
- 70% of apprentices at advanced level were male and they received twice as much training time per week as females<sup>4</sup>
- In 2007-08 women made up 33.4% of all higher education students in SET disciplines<sup>5</sup>
- Only 1.3% of Construction Apprentices and 2.5% Engineering Apprentices were women in 2006/7.<sup>6</sup>
- By 2020, only 20% of the workforce will be white, able-bodied men, under the age of 45.<sup>7</sup>

**2.2** The importance to organisations of effective equality and diversity policy and practice is under lined in a substantial body of legislation that now exists on discrimination. The Equality Act 2010 became law in April 2010 and is expected to come into force in the Autumn of 2010 strengthens the enforcement of discrimination.

**2.3** The Gender Equality Duty places a duty on all public sector organisations to actively promote equality of opportunity between men and women. This training will provide evidence of addressing gender within project delivery organisations.

**2.4** Equality and Diversity is now a self limiting grade under OFSTED inspection and thus evidence of addressing inequality and under representation is needed in order to attain high grades.

### **Section 3: Action Research**

Historically action research began in the 1940's with the work of Kurt Lewin. Since then it has gone in and out of fashion and at the present time it is very popular and used in a variety of settings. It is clear when reviewing the literature on action research there is no agreement as to one definitive description.

For this reason we have taken a simple definition of action research to include carrying out a systematic investigation of a piece of practice in order to improve that practice. This provides evidence to make informed rather than intuitive judgements about improving practice.

At the end of a piece of research the practitioner should be able to say:

'I now understand the subject of my research, I have evidence which backs this up and I can explain how I came to this understanding'

## **Section 4: The Activities in the pack:**

The activities provided in this pack are split into two areas. Firstly some exercises to help you to think about the experience of women on courses where they have traditionally been under represented and secondly resources to help you develop and run your action research programme

We know from statistics that women:

- Are under represented in many of the careers in SET for example in Apprenticeships, construction, built environment, IT courses
- Already have successful careers in SET and are progressing well.
- Are there relatively small numbers in some particular areas and at some levels e.g. fewer at craft and technical level than at professional levels in engineering
- Are often in the minority on courses in FE and HE courses

The activities include:

Exercise 1: How women feel at the start of training

Exercise 2: What are the barriers to women entering and remaining in SET

Exercise 3: Action Research: Finding a starting point

Exercise 4: Action Research: Checking out your choices

Exercise 5: Action Research: Summary Plan

Exercise 6: Action Research: Checking out your action strategies

Exercise 7: Action Research: A focus group or individual interviews?

Exercise 8: Action Research: Sharing Action research

Additional Information

Research Case Study 1

Research Case Study 2

Research Case Study 3

Research Case Study 4



## HOW WOMEN FEEL AT THE START OF TRAINING

### Exercise 1

Imagine yourself as a young woman returning to education/training/employment in a non-traditional area.

- If it helps, choose one of the following areas: electrical/electronic or auto engineering, technology.
- She may be 16 and just left school or she could be older and have children.
- She may have been out of the education system for a number of years and may be making a huge step.
- She may have religious or cultural concerns about participating e.g. worried about being the only Asian girl
- She will have to overcome considerable barriers at the moment of entry.
- What sort of things do you think she will be feeling/concerned about coming into a non traditional area of training and work for women?

Write down a list of all the questions and areas of concern which come into your thoughts. (There is no 'wrong' answer). Do not discuss these yet with anyone else.

When you have completed the list, find another participant and compare your lists. Do you have the same points? Does your partner have many points you have not considered?



**WHAT ARE THE BARRIERS TO  
WOMEN ENTERING AND REMAINING  
IN SECT**  
Exercise 2

Take five minutes to try and identify as many barriers as you can, that might prevent women from entering, achieving in or remaining in Science, Engineering, Construction and Technology training, education and careers.

A large, empty rectangular box with a thin black border, intended for writing the identified barriers.



## FINDING A STARTING POINT

### Exercise 3

There are a number of ways you can start to get ideas for your gender equality action research. If you have an open mind and no particular focus try brainstorming ideas. Let your thoughts flow freely and write down anything that comes to mind. The questions at the bottom could stimulate some thoughts.

Think of your own practical experience in relation to gender in your work place:

Is there any question you have wanted to investigate for a long time already?

Which of your strengths would you like to develop?

Are there any aspects of your work you find puzzling and which have already been a focus for your reflection?

Are there any situations which cause difficulties and which you would like to cope with more effectively?

Adapted from *Action Research in Workplace Education a Handbook for Literacy Instructors* by Maurice Taylor at <http://www.nald.ca/CLR/action/contents.htm>



## FINDING A STARTING POINT

### Exercise 3a

Once you have recorded your initial ideas, you may be able to stimulate further ideas for starting points by using these incomplete sentences.

*I would like to improve the .....*  
e.g. *I would like to improve the way I handle banter in the classroom*

*I am perplexed by .....*  
e.g. *I am perplexed why females tend to drop of some courses*

*I have an idea I would like to try out .....*

Now choose your strongest starting point and use these questions to identify the most important characteristics:

*What happens in this situation?*

*Who does what?*

*What is my part in it?*

*Which contextual factors are especially important in understanding this situation?*

Adapted from *Action Research in Workplace Education a Handbook for Literacy Instructors* by Maurice Taylor at <http://www.nald.ca/CLR/action/contents.htm>



## CHECKING OUT YOUR CHOICE

### Exercise 4

Look at the starting points that you have formulated so far and write brief notes to record the (+)'s and (-)'s of adopting it as your main research focus. Lot's of yes's suggests a good fit. Lot's of no's suggest a poor fit.

#### a) Scope for action

- Does the situation come from my own field of experience?
- Can I really do something about this?
- Do I have any possibility of influencing this situation and/or taking action?
- Or am I too dependent on other people and institutional structures?
- Would an improvement in this situation depend primarily on changing the behaviour of other people?

#### b) Relevance

- How important is this situation to me and to my professional concerns?
- Is this issue worth the effort in an educational or training sense — is it concerned with important educational or training values?
- Is it likely that this situation will still interest me in a few weeks' time?
- Am I willing to invest a certain amount of energy in dealing with this situation?
- Am I interested in this situation in order to change and improve something?

#### c) Manageability

- Do I have the time to cope with this?
- Are there too many tasks to be coped with before I can start this project?
- Will it make too many demands of me?
- Is the question 'too big'?
- Can I build on successes, even if they are small, in working with this question?

#### d) Compatibility

- How compatible would this question be with the rest of my activities if I select it?
- Would it involve things that I have to do anyway?
- How well does this intended research fit in with my planning?
- Would I be able to build some research activities directly into my present work?



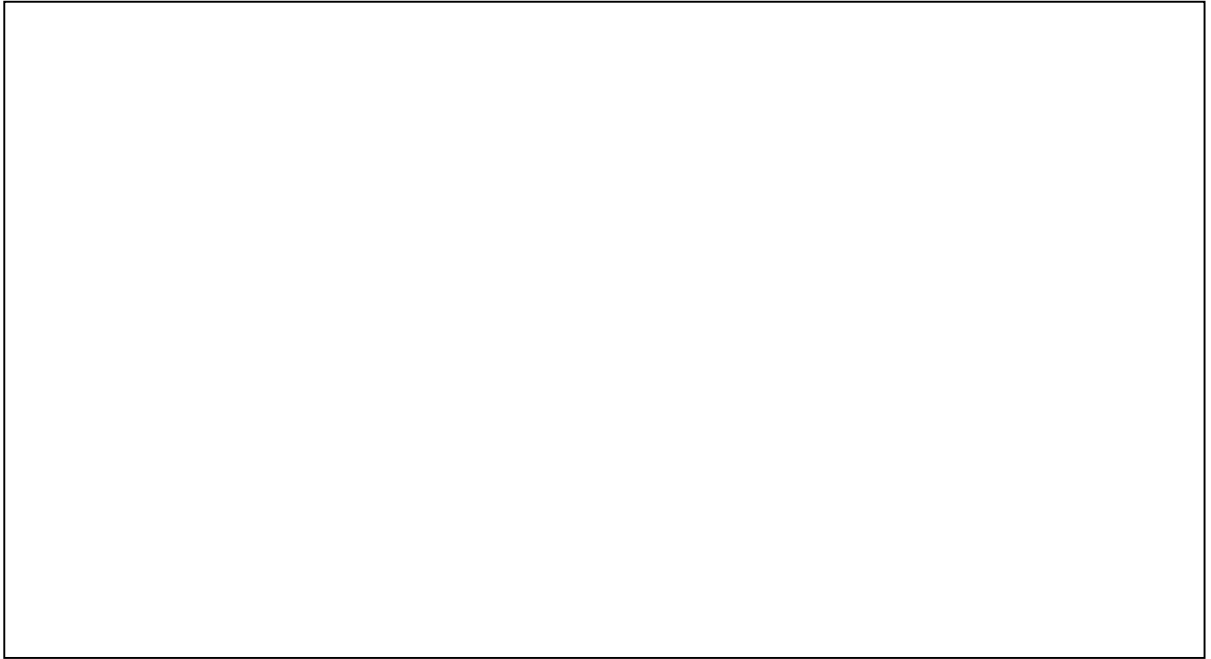
## **ACTION RESEARCH SUMMARY PLAN**

### **Exercise 5**

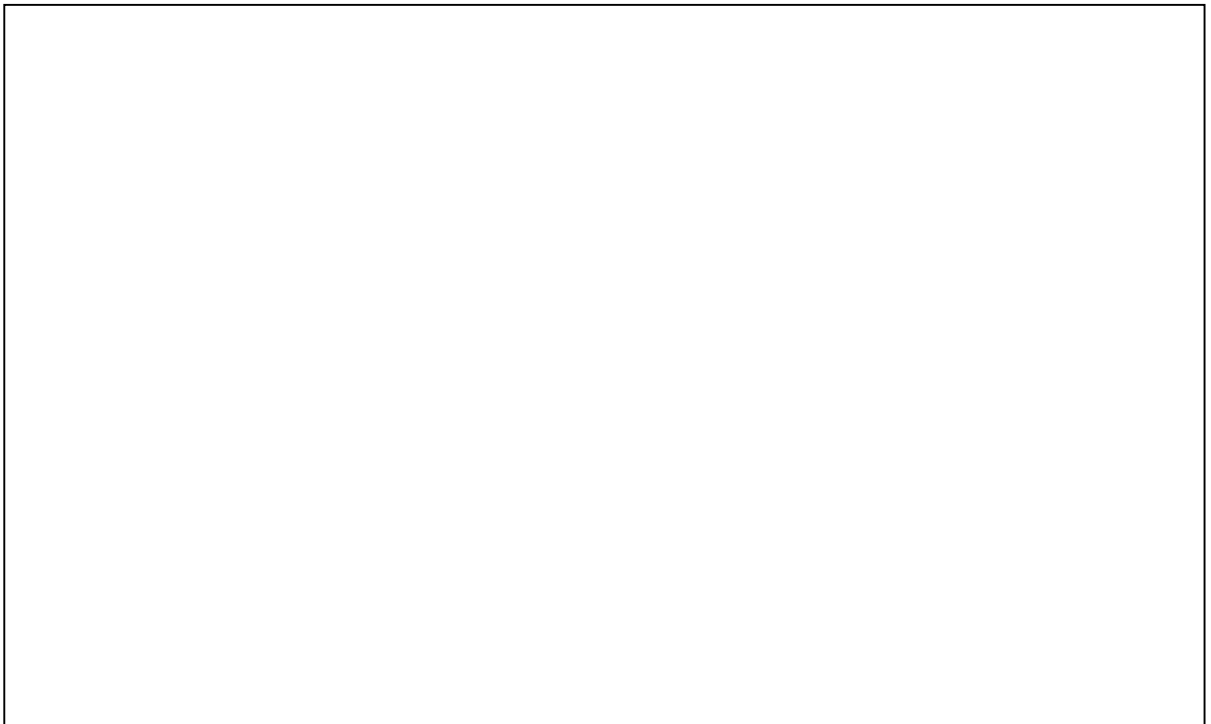
What is the Research Question?

Describe the context of the problem or area you are working on.





Anticipated Action Strategy, Implementation and Evaluation and Time Frames.



Adapted from *Action Research In Workplace Education a Handbook For Literacy Instructors* by Maurice Taylor at <http://www.nald.ca/CLR/action/contents.htm>



## CHECKING ACTION STRATEGIES

### Exercise 6

Deciding on an action strategy is a very individual process tailored to the specific circumstances of a situation.

#### Usefulness

How useful is this action strategy? Will it solve the problem? For how long?

What additional positive effects might there be?

Might there be any negative side effects?

#### Practicality

How practical and feasible is this action strategy?

What room for manoeuvre will there be when implementing this strategy?

Can this be done alone or does it require the goodwill, support and co-operation of others?

#### Acceptability

Will this action strategy be acceptable to the instructor, students and others concerned?

Adapted from *ActionResearch in Workplace Education a Handbook for Literacy Instructors* by Maurice Taylor at <http://www.nald.ca/CLR/action/contents.htm>



**RUNNING A FOCUS GROUP OR  
INDIVIDUAL INTERVIEWS**  
Exercise 7

A focus group is usually 8-12 people selected for particular criteria. Think about your research question and consider what information you might get from a focus group that would help your research?

How would use record the information gathered?

What information you might get from individual interviews?

How would you record the information gathered?



NB There is plenty of information on the web which explores this further.



## SHARING ACTION RESEARCH

### Exercise 8

What were my concerns?

What was my research question?

What did I do?

What claims have I made to knowledge and can they be backed up?


What are the outcomes?

What are my conclusions?

How have I taken care to check that any conclusions I come to are reasonable fair and accurate. Can you explain this to others?

What could be improved?

Where do I go from here?

A large, empty rectangular box with a thin black border, intended for a drawing or response to the question above.



## CASE STUDY 1

### Action Research in HE Environment

#### Introducing the researcher

The researcher works in a HE Institute on a project funded by Higher Education Funding Council for England (HEFCE) to provide the means for both FE and HE providers to address the need for re-skilling and up-skilling of individuals and businesses to mitigate against the effects of recession.

#### Driving Force

'As a non-research practitioner I welcomed the opportunity to be part of a supported research process through the Get into GEAR project. I was aware that the ECIF project was bringing forward new situations and clients and that emerging new practices needed to be captured and learnt from. The opportunity to be part of this research activity gave me a practical, supported method to analyse and affect my own practice. My journey through this process has been one of discovery, from realising that I needed to narrow my focus to capture meaningful data through to realising that Action Research could be a valuable process for improving my own practice as much as a process for gathering information and data.'

#### The Research

My first question was:

*"If we adopted a strategic approach to engaging with unemployed / redundant females through the Economic Challenge Investment could we increase the number of women taking up engineering course opportunities?"*

Whilst the funding did have the potential to affect change there wasn't time within the current funding time scales to introduce this. This led me to reformulate the research question to:

*"What effect can the availability of funding have on access to HE Engineering opportunities for women?"*

To explore this question I chose to focus the research on the two female students who had accessed funding to complete the Engineering Foundation year. Both these enquirers had recently been made redundant, needed a pathway into engineering, didn't have the required qualifications and needed support with payment of fees and were able to access the funding for entry qualifications into a degree programme.

A valuable element would be to understand the processes and the thoughts that had steered both of these women towards taking up the opportunity and to explore if future policy or research could be guided by these principles.

Video interviewing was used to allow a more in-depth understanding of the thought processes and the effect of the funding on these two women and provide a reference point for future research. It was integral to the process that the style of interview captured the personalities and the experience of both the funding and academic process.

<http://www.youtube.com/watch?v=Qkq1a9oqkKA>

The end result is a piece of film which clearly expresses the difference the availability of funding made. Both students were clearly committed to the course and to their future career path and both express being on the course as fulfilment of either a “dream” or “putting right where I went wrong in the past”. In this respect the funding has achieved far more than HEFCE intended; it was implemented as a tool to enable rapid response from Higher Education Institutes to the current economic downturn, but in this case it has also met the HE STEM agenda, provided two future engineers and opened up a new avenue for addressing the gender imbalance in SET subjects.

### **Informing Practice:**

Discovering that practicalities such as time, confidence and money have a pronounced effect on an individual’s ability and likelihood of taking up a place at University is not new knowledge. However, the knowledge that targeted funding applied as a rapid response to redundancy can bridge these problems is. Going forward, this knowledge can be applied as funding becomes available to enable multiple outcomes from funding streams.

Whilst time prevented further cycles of this action research being carried out it does provide a template for future research or action planning. For example:

- As a consequence of researching the effect of the funding on the two Engineering Foundation Year students I now have evidence to inform practice as and when future funding streams become available and to look at how ‘generic ‘ funding can be targeted on particular areas i.e. the HE STEM agenda.
- It provides a basis for discussion in terms of marketing Engineering course opportunities and the new audiences which could be explored or new partnerships to be set up. For example, working with statutory agencies such as Jobcentre Plus could be explored to investigate whether there are sufficient numbers of potential students presenting to warrant a plan of action.
- Working collaboratively across funding streams and agencies would facilitate the joined up approach needed to trial further cycles of this action research. Only by repeating the exercise and evaluating the effect of funding on the participants will it be possible to assert definite correlations



## **CASE STUDY 2**

### **FE Construction**

#### **Introducing the researcher:**

The researcher is employed as a vocational lecturer in the Mechanical and Electrical Services Faculty of a large construction college and has over 30 years experience in his field. His specialist area is gas installation and maintenance and domestic heating.

#### **Driving Force:**

Out of the 6816 students only 490 are female which equates to 7% of the student population, however the percentages of female students on a work based learning apprenticeship equates to only 2% of the total number of work based learning apprentices.

In relation to equality and diversity at the college he wanted to explore why when women make up 7% of the whole college intake are the numbers even lower on the work based learning options. He surmised that one reason might be that in order to obtain a place on work based learning apprenticeship scheme the student must be employed and receiving work-based training. So he chose to explore women's experience of finding employment on an apprenticeship.

#### **The Research**

Four short informal interviews with two employers and two female apprentices were carried out from which four case studies were produced. Then some wider research was done with a larger group of students and employers.

The case studies for the two apprentices showed two contrasting experiences. The first apprentice described a good experience of finding employment, which she attributed to having a close relative working in the sector who gave her really helpful pointers and advice prior to her application and interview. The second described a more challenging journey to the apprenticeship. Despite having good GCSE's, school reports, glowing references and making many enquiries and applications she was unable to secure her apprenticeship in her chosen field and so had to enrol on a fulltime plumbing course to prove she was serious and committed. On more than one occasion she reported

that she had been told on the phone there were no vacancies. Other male classmates contacting the same were told otherwise and one was subsequently employed.

The interviews with the two employers also provided some useful information. An employer with just 6 employees who was not recruiting at that moment but had in the past said he would have some personal concerns around strength, stamina, lone working, maternity rights and child care. The second, a public sector employer with 35 operatives including 4 women actively encourages female applicants and had a robust equality and diversity policy.

The wider research went on to reveal that female students on work based apprenticeship schemes on the whole leave secondary education with better and more qualifications than their male counterparts and the age profile is higher. They have to apply for a lot more vacancies before being successful. It would also seem that larger public companies and public sector organisations offer women the best chance of getting a job in mechanical and electrical services sector. Evidence from the research suggests that female applicants are being discriminated against.

### **Informing Practice:**

'I now appreciate why in the main women on the course are more mature, have better qualifications and perform better than their male counterparts. I was really surprised to find that women were being blatantly discriminated against when applying for jobs/apprenticeships within my sector'

As a result of this research Simon took the following actions:

Make both the Equality and Diversity Officer and the Work Based Learning Section in the college to identify what they could do when contacting employers' e.g. encourage them to trial and ultimately employ female tradespersons and apprentices.



## **CASE STUDY 3**

### **A large FE College**

#### **Introducing:**

The researcher is employed as the Curriculum, Equality & Diversity Officer in a large FE College. Her main task is to ensure inclusion and fairness for all students within all areas of teaching and learning. This involves liaising with learners and lecturers to identify the key areas of development within the curriculum and then making recommendations to the Equality & Diversity Operational Committee.

#### **Driving Force:**

Under the Equality Act 2006, public authorities have a duty to promote gender equality and eliminate sex discrimination and are required to have in place a Gender Equality Scheme. One of the targets under the Gender Equality Plan at Bradford College, is to identify the under representation of male and female students on courses and have targeted campaigns and tasters courses to challenge gender stereotyping and occupational segregation.

Although the numbers of females on SET (Science, Engineering and Technology) courses have increased over the past few years, they are still heavily under represented. In the college 2008 / 2009 Equality & Diversity Performance Report, females on SET courses accounted for less than 10%. This was not due to lack of ability because in the same report, it is also highlighted that females outperform males in SET. This therefore became the focus of the research.

#### **The Research**

One group session on gender stereotypes was carried out with female ESOL students who had SET related qualifications from their country of origin. In addition a second group of students on year 1 of the Higher National Certificate in IT completed a gender equality questionnaire.

The aim of delivering this session and doing the questionnaire was to look at developing strategies to achieve a gender balance within IT by addressing stereotypes. The feedback from both the session and the questionnaire led on to some recommendations and to consider the implications in facilitating these recommendations within the SET curriculum.

The group session was delivered as a tutorial and consisted of a warm-up and three activities all based on how certain tasks are often linked to specific

genders. The aim of the session was to find ways of looking beyond stereotyping and thus avoid limiting the development of own interests and abilities. The outcome of the session was

The questionnaires given to group who were covering computer gaming: 8 males and 1 female and was focussed on four questions. The questions would elicit information about the reasons for doing the course, the expected gender balance, why they thought this was the case and suggestions for how the balance could be improved.

Feedback from the nine questionnaire showed that predominately the students were doing the course because they enjoyed playing computer games. Even before starting the course all 9 students agreed that they had been aware of the under-representation of females in FE Computing. Overwhelmingly the main reason for this under representation was seen as women not being interested in games and computers particularly as a lot of the games were violent.

Only 3 students commented on how the college could encourage more females in non-traditional areas such as FE Computing. 'show people that Computing is not just for males but also for females' 'try and encourage females to understand the skills used in computing.'

### **Informing Practice**

Whilst the research was carried out with a very small cohort of students it has provided some useful insights into how practice can be changed or developed. The challenging Gender Stereotyping workshop has been piloted and can now be used with other SET groups in the College to raise awareness of the effects of stereotyping

The feedback received from the teaching and learning session highlighted that once females are recruited in to SET subject, they can and do progress and achieve. Often there is difficulty in initial recruitment.

The feedback from the questionnaires has highlighted that there is a real need to discourage gender stereotypes amongst the younger students and prior to college which would suggest girls taster days, introducing them to role models from the industry might be useful ways of engaging more females

Other suggestions included, recruitment officers appointed to act as headhunters and identify potential female candidates in SET and ensure that they receive appropriate support and guidance about positions that may interest them.

The officers could also track the progress of the females on SET courses and run workshops on gender bias and gender equality issues for staff and students. Females on courses that have progressed on to employment within SET careers could be asked to act as mentors for other females on the courses.



## **CASE STUDY 4**

### Action research in HE Department of FE College

#### **Exploring the use of role models in computing: how can professionals from industry support the curriculum?**

*“These kinds of seminars are really useful and helpful in making students clear about different topics related to their studies. And also when we meet such people and come to know about their confidence and achievements that really gives us inspiration and motivate us about our study and career.”*  
(Student)

*“I feel inspired to progress into the IT industry, maybe into an area not usually for women.”* (Student)

#### **Introducing the researcher:**

The researcher is the regional coordinator at the UKRC which is part-funded by the Department for Business, Innovation and Skills and is the Government’s lead organisation for the provision of advice, services and policy consultation regarding the participation and position of women in science, engineering and technology (SET).

#### **Driving Force**

Women in the IT industry make up about 1 in 5 of IT professionals. In IT occupations the number of males has increased by 77,000 while the number of females has fallen by 28,000 since 2001. The gender divide starts early in the ICT education system. Low female participation rates exist at GCSE level, the gap increases at A-level, is even more pronounced in Higher Education and continues into the IT professional workforce. Although females taking IT related qualifications in Secondary Education are low in number, they consistently outperform their male counterparts. The supposition is that if females were more inclined to participate in IT careers then the pool of talent available to IT employers might improve noticeably.

(Source - *Women in IT Scorecard - A de Outcomes*)

As a result of this project, the computing department has set up a steering group to look at how activities such as this can be introduced as part of the curriculum. It has been suggested that a half day session each week will be introduced to the timetable and will focus on career planning and development. These sessions will not be an optional activity.

*finitive up to date evidence base for data and commentary on women in IT employment and education, 2008)*

## **Male and female students in HE computing at the College**

In the computing department at Bradford College there are 22 female students and about 200 male students.

Little formal research has been done on the use and effectiveness of role models from industry, within the curriculum, although there has been much discussion on the topic. Through the UKRC's work with women in atypical careers, we have found that role models and mentors can make a significant difference to a woman's career progression.

### **The research:**

This action research project took place in the HE computing department at Bradford College and was facilitated by a member of the UKRC supporting lecturers in demonstrating different career paths. We looked at how role models from industry could be used to enhance the learning environment and bring the curriculum to life increasing students' interest in and commitment to their subject. Particular attention was paid to encouraging female students to continue into a career in IT by demonstrating that women can be successful in IT.

A steering group of four computing staff was formed to decide on the nature and timings of these sessions. Three female IT professionals were invited to talk to computing students about their careers and job roles. One female IT professional was invited to take part in the UKRC blog for a two-week period and students were invited to take part in this blog.

The three 'live' presentations were optional and took place on Friday lunchtimes. Only female IT professionals were invited to speak, the intention being to encourage the female students to attend and see that women can be successful in the IT industry.

### **Main Findings**

#### **1. Students learnt what might be useful for planning their career / study progression**

The following has been taken from students' evaluation forms:

- Had a good insight what lies ahead after graduation. (Unknown)
- Careers in the computing industry seem to be quite flexible. (Unknown)
- It is harder for women to get jobs in IT and they need to be twice as good to impress. Planning is important and keeping up to date on your chosen field and not to stagnate in your job. (Unknown)
- Dynamic IT roles are not exclusive to men. (Unknown)

- I learn that people can actually choose to have career and life at the same time. (Male)
- Passion takes you forward in this industry ... definitely. (Female)
- To not give up and persist with passion. Even if you fail pick yourself up and continue. (Female)

## **2. Students received clarification on misconceptions about the computing industry**

The following has been taken from students' evaluation forms:

- The computing industry is really massive. If one role / task doesn't seem to work, the industry offers other opportunities to fall back. (Unknown)
- The stereotypical male IT environment is not true. I'm sure there are a lot of women like Lorna in the industry. (Unknown)
- Follow your gut instincts. (Male)
- Women can be in the IT industry and succeed in it too. (Unknown)
- It's possible to achieve if you put your mind to it. The male dominated industry and having to compete. (Female)
- Tips given were really good. Since the industry is always moving forward, hence people work in IT needs to update themselves with the IT related news, technology. (Female)
- It is not all about technical knowledge. (Male)

## **3. Students wanted to meet more IT professionals as part of their course**

All students who attended the sessions said in their evaluations that they would like to meet more IT professionals. Some of the roles they suggested were: Networking professionals, Business system analyst, Computer programmers, Web graphics designer, women in management IT roles, user support, Project manager, Programmer in artificial intelligence / robotics.

### **Some students' attitudes towards lecturers changed as a result of the sessions**

*"One student's attitude before was 'women can't do much'. Since attending the first session, his attitude has completely changed and he has more respect [for the female lecturers]."*

#### **4. Staff found the sessions beneficial and supported them in their teaching**

Lecturers comments:

*“These sessions have had a positive effect in that students have claimed to appreciate their tutor’s knowledge and experience more, and that the curriculum and what is specifically taught is a pre-requisite for a good position in the specific field of the computing industry.”*

*“In class I referred back a lot to what the speakers had said to reiterate why certain things are important. The students who had attended agreed with me, they nodded their heads and said ‘yeh he’s right’. Their positive attitude filtered down to the students who weren’t there.”*

#### **Informing Practice:**

As a result of this project, the computing department has set up a steering group to look at how activities such as this can be introduced as part of the curriculum. It has been suggested that a half day session each week will be introduced to the timetable and will focus on career planning and development. These sessions will not be an optional activity.

---

<sup>1</sup> [http://www.wylln.ac.uk/about\\_us](http://www.wylln.ac.uk/about_us)

<sup>2</sup> Secondary Analysis by UKRC (2009), “The working age population by gender, economic activity and occupation in the UK, 2008”, Data source: Office for National Statistics, Social and Vital Statistics Division and Northern Ireland Statistics and Research Agency. Central Survey Unit, Labour force Survey January – December 2008, Colchester, Essex: UK Data Archive (distributor)

<sup>3</sup> See i

<sup>4</sup> The Labour Research Department’s Workplace Report 2006

<sup>5</sup> Secondary Analysis by the UKRC (2009) of HESA (2009), “Students in Higher Education Institutions 2007/8” Cheltenham, HESA.

<sup>6</sup> TUC Trades Union Congress, “Still More (Better Paid) Jobs for the Boys” 2008

<sup>7</sup> Department of Work and Pensions