

Who Cares Now?

Gender and Care Professions

Brunel University London,
14 and 15 July

Programme and abstracts

Day 1, Wednesday 14 July

10:00: Opening and greetings: Prof. Julia Buckingham, Vice-Chancellor, Brunel University London

10:10-10:55: Keynote lecture: Prof. Lynne Segal supported by The Care Collective:

The Language of Care

11:00-12:30: Session 1

Session 1) Does the care professional's gender matter and how do we create a more gender-balanced workforce?

Chairing: Dr. Kwanele Shishane, Division of Social Work, Brunel University London

- a) Dr. Kate Clayton-Hathway and Rachael McIlroy: Gender and nursing: achieving a sustainable profession
- b) Dr. Gary Clapton: The visible barriers to young men's entry to child-care
- d) Kate Simpson: the experiences of male nurses

-----LUNCH-----

13:00-14:30: Session 2

Session 2) Professionals' gendered journeys and perspectives: from entry-level roles to management

Chairing: Dr. Lora Adair, Department of Psychology, Brunel University

London

- a) Paul Michaels: Sign language interpreting as a caring profession: the male interpreter perspective
- b) Dr. Simon Brownhill: Learning lessons! Exploring the efforts of partners to build a mixed gender workforce in the Early Years sector
- c) Lewis Fogarty: Masculine and feminine leadership in Early Childhood Education and Care (ECEC)

Day 2,

Thursday 15 July

11:00-12:30: Session 4

Session 4) New Power, social activism and changing gender relations in care professions

Chairing: Prof. David Schmitt, Department of Psychology, Brunel University London

- a) Vivienne Porritt and Dr Deborah Outhwaite: #WomenEd: a global movement for being 10% braver
- b) Dr. Irtiza Qureshi: Examining the barriers and enablers for British South Asian men in NHS nursing careers in England
- c) Dr. Kate Hoskins: Athena Swan and the implications of gendered differences in Chemistry

-----**LUNCH BREAK**-----

13:00-14:30: Session 5

Session 5) Male students on 'feminine' professions courses: experiences and challenges

Chairing: Dr. Meriel Norris, Division of Physiotherapy, Brunel University London

- a) Dr. Jason Schaub: Making sense of men's experiences and progression through social work programmes in England
- b) Dr Danica Minic (Research Works LTD) Male participation in nursing and allied health higher education courses
- c) Dr. David Galley: Foregrounding the voices of male students entering social work: motivations and experiences

14:30-16:00: Wrap-up

Panel discussion and concluding comments

Participants:

Chairing: Dr. Wendy Martin, Division of Public Health, Brunel University

- Marjory Fish, Lecturer in Specialist Community Public Health Nursing (SCPHN), Brunel University London
- Dr. Kate Hoskins; Reader in Education, Brunel University London
- Niamh Coyle, VP Brunel Student Union, Brunel University London
- Dr. Michael Thomas; Senior Lecturer in Social Work, Brunel University London
- Dr. Laura Hills, Associate Dean for Equality and Diversity, College of Health, Medicine and Life Sciences, Brunel University London

Presenters' affiliations and abstracts:

10:00-10:10: Opening and greetings: Prof. Julia Buckingham, Vice-Chancellor, Brunel University London

10:10-10:55: Keynote lecture: Prof. Lynne Segal, Anniversary Professor, Psychosocial Studies, Birkbeck, University of London, supported by The Care Collective

The Language of Care

Today we are facing a global crisis of care, on every level, from harming the world we inhabit to most people lacking the time or resources to care adequately even for those who most depend upon them. So here I will focus on what I see as the basis for this unsteady fulcrum of our concern for others, and the neglect now so prominent wherever we look. We all lean on others, but how this dependency manifests itself, or manages to stay hidden, is one crucial topic. Whether or not people are likely to receive the care they need, however necessary, is an even more perturbing one. Finally, addressing the ramifications of care in our time, and the disavowals of dependency, always leads us quickly into another terrain, the thorny thickets of gendered and, as often as not, racialized dynamics of power. Feminists have often questioned whether women have any distinct and enduring ties to care, whether for each other or the environment around us, other than those deriving from the particular responsibilities expected of women. These were precisely what second-wave feminists had been eager to see shared by both sexes equally,

and for the sake of all of us, a goal that remains more important than ever today.

Session 1: Does the care professional's gender matter and how do we create a more gender-balanced workforce?

Chairing: Dr. Kwanele Shishane, Division of Social Work, Brunel University

- a) Dr Kate Clayton-Hathway, Centre for Diversity Policy Research and Practice, Oxford Brookes Business School; Rachael McIlroy, Royal College of Nursing

Gender and nursing – achieving a sustainable profession?

The nursing workforce is not only a highly female-dominated profession, but it also represents one of the largest female-dominated occupations in the UK economy. Nursing is a crucial part of the health and social care sector, yet the profession has long been subject to cyclical shortages, with demand often outstripping supply. A boom-bust approach to workforce planning has led to a current crisis with the NHS in England alone facing over 43,000 vacancies. A recent report commissioned by the Royal College of Nursing and undertaken in a collaboration between Oxford Brookes University and the RCN, examines issues at the nexus of gender, pay and nursing to better understand the barriers the profession has encountered. The report examines the value of nursing in terms of pay levels, scope for progression, working conditions, and the image of nursing held by society, other health care professionals and nurses themselves. This paper ascribes the undervaluing of nursing to long-established views associated with nursing as women's work. Perceptions that care is a naturally feminine skill or characteristic overlook and devalue the high levels of expertise and professionalism deployed in contemporary nursing across a range of clinical, educational, academic, advocacy and managerial roles. The paper explores some of the shifts and developments needed to tackle the problems facing nursing in terms of recruitment, retention, reward and representation. These include institutional and employment policies that encompass fair pay, better working conditions, training and development and a professional voice. Moreover, these must meet the needs of the

nursing workforce through differing contemporary career paths and life course stages to achieve a sustainable profession.

- b) Dr. Gary Clapton, School of Social and Political Science, The University of Edinburgh

The Visible Barriers to Young Men's Entry to Child Care

This presentation has its roots in my work for Fathers Network Scotland on images (or the lack of them) of fathers in the publicity for children and family services. This work drew attention to the absence of fathers in a range of central government, NHS, local government and third sector agencies and has been successful in raising awareness of the power of images to signal and encourage inclusion (or discourage). For example, after publicising the research, the Scottish Government's Child Protection 2012 Guidelines were changed in 2014 after the visual message on the cover was highlighted as both missing a male/father and signalling that women / mothers were wholly responsible for children's welfare.

This presentation will elaborate a little more on this work and its successes, however its main content will be a report from research using the same methods of concentrating on images, this time the focus is the visuals that attend efforts used to interest and recruit young people to childcare.

Material from Scottish government and government-sponsored websites will be shown, as will advertising for Further Education training college courses and associated training agencies. The presentation will include examples of how not to interest young men and how to engage them.

- c) Kate Simpson, School of Health Sciences, University of Nottingham

The experiences of male nurses

An international shortage of qualified nurses is causing significant concern (WHO, 2018) When there are inadequate numbers of nurses, there are proven negative consequences for patient care (Shin et al 2018). In 2019 England had 43600 nursing vacancies (Mitchell, 2019). Nursing continues to be one of the most steadfastly gendered professions. Within the UK just 11% of nurses are men (NMC, 2019). A decline in 'traditional' male jobs

over recent decades has not led to men identifying nursing as an alternative despite its job security and comparatively generous employment rights. International literature about men who work as nurses finds that regardless of contextual differences there are commonalities in their experiences. Their embodied status significantly impacts on their work lives and experience of providing care, perpetuating an otherness. Evidence suggests that men working as nurses negotiate these issues using a range of strategies, most notably choice of speciality and reframing the role. (Inoue et al, 2006, Pitt, V. et al. 2012, Kellett, Gregory and Evans 2014,). Men face challenges in the nursing profession and the perceptions that come with it from society, family, peers, patients and other healthcare workers; however, they can do very well out of a nursing career and often comparatively better than women (Punshon et al, 2019). Research around gender and nursing is timely amid workforce concerns. By conducting research with men working as nurses I will add to the knowledge about how men experience working in non-traditional occupations. Notions of masculinity, and sociological approaches to work and care will be used to interrogate the lived experiences of men in the contemporary healthcare system to discover more about what attracts them to and retains them in the nursing profession.

-----LUNCH BREAK-----

13:00-14:30: Session 2

Session 2) Professionals' gendered journeys and perspectives: from entry-level roles to management

Chairing: Dr. Lora Adair, Department of Psychology, Brunel University London

a) Paul Michaels, Department of Sociology, Durham University

Sign language interpreting as a caring profession: the male interpreter perspective

The sign language interpreting profession has only recently been formally researched and this led to a number of models of interpreting. The first such model was widely recognised as the Helper Model. This is where family members, friends or neighbours would help a deaf person communicate with

others. (Frishberg, 1986; Roy and Napier, 2015). Although there have been a number of models of interpreting developed since re-defining interpreting as a profession, there is still a hangover from the helper days that interpreters are 'helping' deaf people and sign language interpreting is widely perceived as a caring profession.

There has been research published on men who 'serve and care' (Simpson, 2005 p3) in predominantly female professions such as nursing, primary school teaching, within airline cabin crew and librarianship. Sign language interpreting in the UK is a service which is provided predominantly by females (ASLI, 2011; NUBSLI, 2017) and this has led to my current PhD research, which is examining the motivations for men to become sign language interpreters and their experience in the profession.

As part of my research, I have conducted 25 semi-structured interviews with male sign language interpreters and a further 12 took part in a group discussion on Facebook. The fact that sign language interpreting is widely viewed as a caring profession was raised numerous times. Discussions identified some important questions: Is sign language interpreting a caring or linguistic profession? Are sign language interpreters caring? Are male sign language interpreters perceived as less caring than female sign language interpreters?

The men interviewed answered such questions within the interviews and it is from their perspective that I will present to you. In summary, the context and the clients involve determine what level the male interpreters perceive themselves as caring without actually adopting the role of carer.

b) Dr. Simon Brownhill, School of Education, University of Bristol

Learning lessons! Exploring the efforts or partners to build a mixed gender workforce in the Early Years sector

The aim of this research set out to explore the lessons that can be learned from practicing professionals, educational settings, training institutions, support groups and policy makers in their efforts to build a mixed gender workforce in the Early Years sector (0-5). Research by Peeters et al. (2015) and Brody (2015) recognise various endeavours undertaken in international contexts to increase the number of men who 'dare to care' in sector

equivalents in the Early Years but acknowledge the limited success that these have had. This research considers practical ways in which different partners can effectively help to improve male representation in the Early Years workforce. Underpinning this research are the works of Erikson (1963), Vygotsky (1978) and Bronfenbrenner (1979) which collectively provide a theoretical foundation for understanding the role of males in childhood development, thus emphasising their importance in Early Years settings. With a strong subscription to the interpretivist paradigm, the research embraced a qualitative approach to data collection, conducting semi-structured individual telephone interviews (approx. 35 minutes each) with four active male professionals in the Early Years sector, and analysing contributions (n9) made to an online Special Interest Group post. Of the ethical considerations applicable to this research, informed consent and participant anonymity were carefully managed through the use of detailed written consent forms and gender-appropriate pseudonyms (BERA, 2018). Analysis of the findings stress the importance of positive collaborations, the sustained investment of both time and available funding, and the need for 'creativity and ingenuity to enlist men into participation in early childhood settings' (Honig, 2006, p.686). The positive implications of this research are recognised for both policy makers and professionals, along with a 'guarding' against the increased recruitment of men in the Early Years sector (quantity) to the detriment of quality provision and practice for young children.

c) Lewis Fogarty, Department of Education, Brunel University London

Masculine and feminine leadership in Early Childhood Education and Care (ECEC)

There are challenges in the Early Childhood Education and Care (ECEC) profession that are common, for example the 'terrors of performativity' faced by the workforce (Ball, 2003) and the 'schoolification' movement limiting the curriculum (Bradbury, 2013). Consequently, leaders in ECEC have a complex role with further gendered issues that need to be considered in order to avoid the perils of parochialism (Campbell-Barr and Leeson, 2016).

The ECEC workforce is around 96% female and unsurprisingly there is a high percentage of women in leadership positions. Despite this dominance, Curtis (2017) raises issues of intersectionality for black, female leaders in ECEC and

refers to this as a 'double bubble'. Despite social justice developments of understanding of women in leadership more and movements such as MITEY (Men in the Early Years) promoting males' involvement in the sector, it will take considerable time and a shift in societal perception for the numbers of men to increase in ECEC and to overcome the entrenched patriarchal history associated with leadership.

Day 2, Thursday 15 July

11:00-12:30: Session 3

New Power, social activism and changing gender relations in care professions

Chairing: Prof. David Schmitt, Department of Psychology, Brunel University London

a) Vivienne Porritt, Co-founder and Strategic Leader of @WomenEd, Vice President of the Chartered College of Teaching and a Leadership Consultant.

Dr Deborah Outhwaite is a network leader for @WomenEd in the East Midlands where she is Director of the Derby Teaching Schools Alliance (DTSA), and an EdD supervisor for the University of Liverpool Online.

#WomenEd: a global movement for being 10% braver

There are substantial obstacles faced by female, senior leaders in the education sector where the number of male leaders is greater and disproportional to their percentage across our sector. Research published by Fuller and Harford (2016) showed that if the current rate of progress was maintained it would take another 30 years to reach equal numbers of male and female head teachers in secondary schools, let alone a female figure of 64% that reflects the education workforce.

This oral presentation will discuss the @WomenEd global movement (with nearly 30,000 followers on Twitter) analysing how contemporary gender related challenges and disadvantages for women leaders are being addressed through a positive grassroots movement that has enacted change from a base on social media. Female empowerment is being achieved through 28 global networks and Saturday and twilight events which operate regionally across the UK, and in 15 countries worldwide. Our anecdotal evidence collected from such events demonstrates the significant impact of gender on promotion and retention of female teachers, the large gender pay gap, the lack of flexible working opportunities in the school system, and the lack of professional development – for all groups –in an under-funded education system. We will explore why leaders who are women are treated inequitably in our schools and share how this can be changed.

The presenters are particularly interested in the intersectional impact of class, gender, race, ethnicity, disability, age, and sexuality on the education workforce, and recently contributed to the third annual Diverse Educators Conference, that brings these groups of teachers and teacher educators together. Part of this presentation will cover the new wave of diverse grassroots education movements and explain who they are; how and when they come together, and how they are changing education for the better.

b) Dr. Irtiza Qureshi, Institute of Health Research, University of Bedfordshire

Examining the barriers and enablers for British South Asian men in NHS nursing careers in England

Background

There is an urgent need to increase and diversify the nursing workforce as evidence suggests that it can lead to increased patient satisfaction, improved health outcomes and better cost management. Groups such as British South Asians (BSAs) and men, are underrepresented within the NHS nursing workforce. Existing evidence highlights some barriers for underrepresented groups in nursing careers. There is, however, little evidence exploring the experiences of BSA men.

Method

This study used an intersectional conceptual framework utilising a convergent parallel mixed methods approach. Secondary descriptive analysis was conducted on national data on applications (n=150,445 applicants), attrition rates (n=416,457 enrolled students) regarding nursing pre-registration courses and NHS nursing workforce (n=1,254,368 full time equivalent staff posts).

Focus groups were conducted to explore community views (n=22 young men, 35 parents). One to one interviews were conducted with professionals (n=5 nurses, 5 other professionals)

Findings

The review of national data showed these men are less likely to be accepted on nursing pre-registration courses, more likely to leave their course without award and they are also underrepresented in senior roles within the workforce.

Identified barriers included: poor pay and conditions, negative family views, and less favourable comparison of nursing with medical doctors as a profession.

Enablers included: personal circumstances, role models (including friends and family), ethnicity (including religion and masculinity) and nursing as a noble profession.

Conclusion

Converged results and findings suggest that: unconscious bias in nursing education may be a barrier for BSA men; male relatives' views were a barrier for BSA men entering into nursing careers; there is a 'glass ceiling' in place for BSA male nurses' career progression and certain aspects of BSA masculinities and BSA religions were seen as enablers for these men.

b) Dr. Kate Hoskins, Department of Education, Brunel University London

Athena Swan and the implications of gendered differences in Chemistry

In this paper, I present findings from a case study, informed by semi-structured interviews with 11 chemistry students and eight of their lecturers, at a best practice, high performing chemistry department in an English University. The aim of the research was to explore the distinct gender differences in student aspirations and achievement and the resultant inequalities. I begin by

acknowledging the gender equality progress made in the case study department, highlighting the institutional policies recently implemented as part of the Athena Swan award, including, for example, shared parental maternity/paternity leave. However, the data reveals that, even in a high performing department with extensive institutional support, chemistry is not woman friendly and remains a subject overwhelmingly studied by privileged men. Indeed, as one lecturer noted what needs to change are the wider cultures surrounding being a female academic working in chemistry. At conferences, she still regularly observes male colleagues 'boasting in the bar about how many hours they've been working and how many papers they've been writing, and how many grants they've done, and how many conferences they've been to', a factor that puts off many female undergraduates from a career in chemistry within the academy and industry.

13:00-14:30: Session 4

Male students on 'feminine' professions courses: experiences and challenges

Chairing: Dr. Meriel Norris, Division of Physiotherapy, Brunel University London

a) Dr. Jason Schaub, Department of Social Work and Social Care, University of Birmingham

Making sense of men's experiences and progression through social work programmes in England

Background and purpose: This paper presents an in-depth study of men social work students' experiences and how it links to their progress, to understand the underlying reasons for men's poorer progress through social work programmes in England. We know that men have more progression issues than women on English university social work courses but our understanding of how men experience social work education is very limited. Social work education in England has gone through a sustained period of rapid change, and this study updates our knowledge of men's experiences whilst studying to become social workers. Social work is a profession closely associated with caring and

femininity and is often suggested as a non-traditional occupational choice for a man. Men's generally poorer educational experience becomes more prominent when studying a subject associated with femininity.

Methods: Focused interviews were conducted with a sample of twenty-one social work student men purposively recruited from seven English universities. This followed an earlier pilot to refine the interview schedule. They were recruited by email requests sent by their course. Transcribed interviews were analysed using thematic analysis via Nvivo.

Findings: Participants described a complex, layered set of experiential challenges specific to men. Participants felt 'unwanted' by the profession, and that men are: not 'natural' social workers; silenced in class and practice settings; and more disengaged from their cohort and profession. In some men, these impediments combined with other non-gender specific difficulties, thereby increasing the likelihood of failure or withdrawal. Some men are able to manage these issues, but others find them more challenging, suggesting some men experience a cycle of academic struggle and disengagement closely linked to their identity as men training to become social workers.

Conclusions: Men social work students have specific challenges when seeking to become qualified. They experience difficulty with particular settings and situations and their identities as both men and social workers are disturbed by their social work course experience. Men require support that addresses these difficulties, including targeted discussions about gender and social work practice.

b) Danica Minic, Research Director, Research Works Limited

Male participation in nursing and allied health research

This research was commissioned by the Office for Students (OfS) to provide an evidence-based strategic direction and practical recommendations to raise awareness of the study and career opportunities that nursing and allied health offer men for higher education providers, health sector bodies and policy makers. The research was conducted in 2019 by Research Works Limited, an independent research agency, and the final report was published in January 2020.

The research confirmed there were significant barriers to male students considering nursing and allied health. Gender stereotypes about caring work as

feminine were the major factor deterring male students from considering nursing, whereas low awareness was the most significant barrier for allied health. In addition, negative perceptions of pay and workload in, and status of, nursing and allied health careers also posed further barriers.

To address the barriers above, the research explored students' and other key audiences' views on marketing and other interventions to increase male participation. The research highlighted some key requirements in terms of gender-sensitive marketing, including greater visibility of men, balance between emphasising caring and clinical competencies, highlighting links with sciences and technology, as well as opportunities in terms of pay, career progression and specialisation.

The research also identified other measures needed to increase male participation, some gender-specific and others more general but with particular implications for male participation. Gender-specific measures included: 1) supporting male students as a minority gender (e.g. through mentoring, gender-sensitive recruitment practices, providing role models); and 2) adopting a policy framework to drive systematic action in this area. More generic measures but with implications for male participation concerned: 3) raising awareness of allied health, but also nursing specialisms: 4) establishing or strengthening partnerships to promote nursing and allied health subjects and careers; 5) supporting mature students; and 6) improving the workplace offer in these careers.

c) Dr. David Galley, Faculty of Sport, Health & Social Sciences, Solent University

Foregrounding the voices of male students entering social work: motivations and experiences

There has been a renewed interest in the paucity of males entering the social work profession. Men average around 20% of the workforce, a statistic echoed across the western world. Outside of management, some have questioned men's motivations to practice social work, ranging from their suitability to work with vulnerable children to their capacity for emotional intelligence.

This study addressed the research question, 'what are the main factors affecting the experiences and career decisions of male social work students?' This is particularly apt, as many expressions associated with the traditional female role of caring are eyed with suspicion when expressed by males. Many

participants highlight assumptions made concerning their personal characteristics, such as sexual orientation.

The research was grounded in qualitative methodology employing overarching ethnographic principles and methods. Male only participants of the study comprised thirty-four enrolled students and recent alumni of qualifying social work programmes, drawn from across all four nations of the UK. Themes from the study were analysed using intersectional approaches.

Participants reported being treated differently depending on which of their dispositions came under scrutiny at various intersections throughout their academic and training experiences. This study suggests that male social work students vibrate between positions of advantage and discrimination.

This research adds to the literature concerning males in female majority occupations, where the usual advantages of being male, embedded in the socialisation of many is challenged. Conclusions include bespoke support networks for men as a minority and more widely, calls for a shift in perceptions that certain occupations and professions are gendered.