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**Also included  
in this pack:**

**Poster** – The 12 types of roles in STEM

**Flyer** for Parents/Carers

# INTRODUCTION

Welcome to **PEOPLE LIKE ME** – the revolutionary approach that uses the natural tendency of women and girls to create and articulate their self-identity with adjectives to help them see themselves working happily and successfully in science, technology, engineering or maths (STEM).

👂 If you want to open girls' eyes to who they are and how their science and maths can help them access a HUGE variety of roles in the workplace, then this resource is for you! 🗣️

Kate Bellingham,  
Engineer and Broadcaster

This pack is focussed on STEM apprenticeships. The main resource pack is available online and refers to general careers in STEM. This can be found here: [www.wisecampaign.org.uk/peoplelikeme](http://www.wisecampaign.org.uk/peoplelikeme). This pack aims to equip teachers, college lecturers and STEM Ambassadors with materials that can show girls and women from a diverse range of backgrounds that, if they continue with at least one STEM subject post-16, they are likely to have better career prospects and more career choice. It aims to show girls and women that a STEM apprenticeship opens doors to a choice of careers with great prospects.

The pack is targeted at girls and women aged 14-19. WISE recommends using the pack in an all-girl setting, where girls and women have been found to feel more comfortable sharing their strengths and aspirations. The activity can work equally well in a science, maths, PSHE or careers session.

Schools often ask if boys can be included. Research shows that the vast majority of boys use verbs rather than adjectives to articulate their self-identity and therefore this approach is unlikely to offer boys any useful insight. In fact, trialling has shown that verb-based people often struggle with the exercise and become uncomfortable. For more details, see the Facts section of this booklet.

↓ To download a digital version of this pack and to find further supporting material, see: [www.wisecampaign.org.uk/peoplelikeme](http://www.wisecampaign.org.uk/peoplelikeme)

## This resource pack consists of:

- > an **explanation** of the facts behind this approach and how it works
- > a set of **top tips** for teachers, to support with advising students on identifying their strengths and applying them to apprenticeships, and with applying the People Like Me approach to everyday teaching
- > **session guidance** with a lesson plan and suggestions for how the materials can be used
- > a **quiz** for girls and women to choose adjectives and define their 'self-identity'
- > a **glossary** to help girls and women choose the adjectives that best describe them
- > an **analysis** showing girls and women how their self-identity maps onto roles where their personality would fit well and introducing them to careers where science or maths qualifications are an advantage
- > **apprenticeship choices sheets** that provide a list of apprenticeships within each of the apprenticeship types (standards).
- > a **poster** showing the 12 types of roles in STEM
- > a **flyer** to use with parents/carers that can be photocopied and sent home

# THE FACTS

**36,500**

apprentices completed qualifications in key STEM frameworks in 2014/15 (WISE)

Women make up just

**21%**

of the core STEM workforce in the UK (WISE)

In engineering alone, it is predicted the UK will need

**157,830**

people qualified at Level 3 or above per year until 2024

(EngineeringUK, State of Engineering report 2017)

only **0.4%** of girls who take a science GCSE go on to take an Advanced apprenticeship in STEM (WISE)

Just **0.1%** of girls who gain a level 3 core STEM qualification go on to take a Higher apprenticeship in STEM (WISE)

Women represent **55%** of starts across all apprenticeships but just **5.5%** of starts in STEM apprenticeships (WISE)

## The problem

A recent survey conducted by YouGov found that just **7% of 13-18 year olds in the UK are planning to take an apprenticeship**, compared to **72% who plan to go to university or college**<sup>1</sup>.

Apprenticeships generally fail to attract young people despite offering excellent career prospects and the opportunity to earn whilst studying.

52% of secondary school teachers said they were 'not at all confident' about advising young people on apprenticeships<sup>2</sup> and 31% of young people have never received careers advice about apprenticeships.<sup>3</sup>

The lack of uptake is likely due to a combination of factors; particularly the lack of understanding about apprenticeships and the common misheld belief that apprenticeships are limiting in terms of prospects.

## The solution

**WISE wants to inspire young people from a diverse range of backgrounds to enter STEM apprenticeships, which offer good opportunities for them, and are good for business and for the UK economy.**

Girls often perceive a conflict between their self-identity and the stereotype identity of an apprentice. The WISE report '**Not for People Like Me**' showed how to resolve this difference.

➔ To read the full report, see:  
[www.wisecampaign.org.uk/uploads/wise/files/not\\_for\\_people\\_like\\_me.pdf](http://www.wisecampaign.org.uk/uploads/wise/files/not_for_people_like_me.pdf)

<sup>1</sup> Research commissioned by Interserve [www.interserve.com/docs/default-source/Document-List/research/apprenticeships-the-path-to-success.pdf](http://www.interserve.com/docs/default-source/Document-List/research/apprenticeships-the-path-to-success.pdf) / <sup>2</sup> Website dedicated to research and content [www.educationandemployers.org](http://www.educationandemployers.org) / <sup>3</sup> Research by Acca Apprenticeships – Apprenticeships, what do young people really think? [www.accaglobal.com/content/dam/ACCA\\_Global/Students/apprenticeships-report-acca-web.pdf](http://www.accaglobal.com/content/dam/ACCA_Global/Students/apprenticeships-report-acca-web.pdf)

## The myths

## Busting the myths

**Certain groups are under-represented in STEM because they are not as good at the subjects.**

Girls outperform boys across all academic and vocational STEM subjects at all levels in the UK. Black, Asian and minority ethnic (BAME) students outnumber white students in many STEM disciplines.

**Girls don't want to study STEM subjects.**

Overall, girls outnumber boys in studying sciences, making up 50% in chemistry, 65% in biology and medicine and 75% in veterinary studies.

**Women don't want to work in STEM.**

There are more women in STEM job roles in other parts of the world than there are in the UK.

**People are stronger at either arts or science but not both.**

Many employers look for creative, artistic STEM people for design work, and good communicators for training or technical writing. Many actively seek people with science, maths or technology alongside language skills.

## The Eureka bit!



WISE has developed a revolutionary approach based on research showing that girls are more likely to consider studying a subject beyond age 16 if:

- > they see that the subject keeps their options open
- > they can envisage themselves working in that area
- > they consider that they will 'fit in' and be working with people like them

The conflict between girls' emerging self-identity and their perception of the STEM identity starts at around age 10. The WISE report 'Not for People Like Me' shows how organisational psychology research has found that half the population (mainly males) construct and articulate their self-identity using verbs, and the other half (mainly females) use adjectives. The problem is that science and maths careers are articulated entirely using verbs – what scientist and engineers 'do' – and rarely using adjectives to describe the attributes and personalities of those in STEM occupations. This automatically excludes half of the population who naturally identify themselves using adjectives.

This People Like Me resource allows girls to articulate their self-identity by translating their self-identifying adjectives into 12 roles in STEM where people like them are happy and successful.

## The evidence

Over **2000 people** have been trained on the People Like Me approach since the resource pack was launched in September 2015. Sector specific packs are available, including Electronics, Physics, digital, Natural Gas and Oil. Please see: [www.wisecampaign.org.uk/peoplelikeme](http://www.wisecampaign.org.uk/peoplelikeme) for the current list.

STEM ambassadors trained in the People Like Me approach have commented on how accurate the resource was at predicting their current job.

Girls from Cams Hill School reported the following:

I found the activity fun and would recommend it

I think it was very accurate, I enjoyed it

I enjoyed the lesson, I think it helped me look at different jobs too

I think the main message of keeping options open by studying a STEM subject rather than pushing specific subjects or study paths was perfect - I wish my school had run an event like this when I was there, it would have made me far more confident to pursue a career in a science related subject!

A mum after a mums and daughters session

I thought it was really useful and interesting listening to the role models. The personality test was very good and accurate! I really enjoyed talking to the role models and it was good that they came from many different fields. It was amazing to be able to talk to people in the profession I want to go into when I'm older.

Girl who attended a session at the University of Warwick 8 March 2017

## The conclusion

Using this resource alongside high quality teaching and a consistent programme of enhancement opportunities can help to maximise the number of young people who see the potential to be happy and successful working in a wide range of businesses and organisations.

# TOP TIPS

To encourage girls to consider careers in science, technology, engineering and maths, a sense of 'fitting-in' can be reinforced by the careful choice of vocabulary and messages during lessons.

Certain words can reinforce the 'Self-identity' vs. 'STEM-identity' conflict and put girls off studying STEM subjects, while other words can attract far more positive attention.

This **PEOPLE LIKE ME** resource allows girls to articulate their self-identity, using adjectives, and to map themselves onto roles that use science, technology or maths where people like them are happy and successful. Consistent use of effective vocabulary during teaching will reinforce the positive messages.

## Girl-friendly STEM teaching

### Do

Do emphasise that there are huge numbers of diverse jobs that rely on science qualifications, not just teaching, research or lab-based; so science keeps options open and gives more choice.

Do emphasise that people working in STEM routinely earn far more than people in other industries.

Do use the descriptions on the '12 types of scientist' poster:

- |                     |                 |                  |
|---------------------|-----------------|------------------|
| 1) Explorer         | 5) Regulator    | 9) Persuader     |
| 2) Investigator     | 6) Entrepreneur | 10) Supporter    |
| 3) Developer        | 7) Communicator | 11) Manager      |
| 4) Service Provider | 8) Trainer      | 12) Policy Maker |

Do emphasise that there are large numbers of companies and organisations in the UK that need people with science and maths qualifications for business-focused roles and that there are many opportunities to earn while you work with apprenticeships.

Do describe (using adjectives) the aptitudes that STEM employers are looking for so that girls can recognise themselves in the description.

### Don't

Don't talk about 'being a scientist' or 'being an engineer' as this implies a very narrow range of options – instead talk about, for example, careers FROM science, and maths qualifications.

Don't talk about what scientists 'do' using only verbs – instead talk about the aptitudes needed using adjectives.

Don't focus only on stereotypically masculine (alpha male) traits such as being 'assertive' or 'bold' – include also stereotypically feminine words like 'friendly', 'empathic' and 'supportive'.

Don't imply that STEM careers are only for 'the brightest' or for those who will get top grades at GCSE or A-Level (or country equivalents). Instead, also talk about opportunities from apprenticeships, vocational qualifications and earning while you learn.

Don't talk about companies particularly seeking applications from women as some will feel that this implies girls will be looked on by colleagues as being appointed not because they were the best but because they are female.

**Do**

Do explain that many organisations have family-friendly policies and the opportunity for part-time and flexible working so they can look forward to a career break and/or flexible working without losing out on promotion opportunities.

**Don't**

Don't talk only about 'high-powered' careers as if there are no roles other than these. Instead include supportive roles – there's a real need for good technicians, for example.

Do realise that many girls will be out of their comfort zone and will need to express their feelings. They should be reassured that they can be successful in science, technology, engineering and maths without losing their femininity.

Don't make comments suggesting that it's unusual for girls to be interested in science and maths or that boys are naturally better than girls at these subjects.

Do make the lesson as collaborative and interactive as possible, engaging all students in activities and discussion.

Don't plan lessons in which students only look and listen and are not allowed to touch or talk.

Do use age-relevant, gender-neutral metaphors and examples such as a bus or the school building.

Don't use metaphors or examples which some girls might not think are relevant to them.

Do use everyday language until students are comfortable with it, then define scientific terms meaningfully.

Don't use scientific language too early in the introduction of a concept. To help, encourage students to keep a vocabulary section at the back of their book to remind them of new words.

Do put things into context and give examples from everyday life for both applications and careers.

Don't assume students automatically understand 'the big picture'.

**Useful links** ➔

<b>STEM Apprenticeship Toolkit</b>	<a href="http://www.wisecampaign.org.uk/apprenticeship-toolkit">www.wisecampaign.org.uk/apprenticeship-toolkit</a>
<b>Guide to apprenticeships</b>	<a href="http://www.getingofar.gov.uk">www.getingofar.gov.uk</a>
<b>WISE statistics</b>	<a href="http://www.wisecampaign.org.uk/resources/2016/11/from-classroom-to-boardroom-the-stem-pipeline">www.wisecampaign.org.uk/resources/2016/11/from-classroom-to-boardroom-the-stem-pipeline</a>
<b>Girl friendly physics</b>	<a href="http://www.girlfriendlyphysics.co.uk">www.girlfriendlyphysics.co.uk</a>
<b>WISE resources</b>	<a href="http://www.wisecampaign.org.uk/resources">www.wisecampaign.org.uk/resources</a>
<b>Report - Not For People Like Me</b>	<a href="http://www.wisecampaign.org.uk/resources/2014/11/not-for-people-like-me">www.wisecampaign.org.uk/resources/2014/11/not-for-people-like-me</a>
<b>10 types of scientist</b>	<a href="http://www.sciencecouncil.org/10-types-scientist">www.sciencecouncil.org/10-types-scientist</a>
<b>Report - It's Different for Girls</b>	<a href="http://www.iop.org/publications/iop/2012/page_58292.html">www.iop.org/publications/iop/2012/page_58292.html</a>
<b>Pilot project - opening doors</b>	<a href="http://www.iop.org/education/teacher/support/girls_physics/opening-doors/page_63803.html">www.iop.org/education/teacher/support/girls_physics/opening-doors/page_63803.html</a>

# SESSION GUIDANCE FOR TEACHERS AND AMBASSADORS

## During this session, students will learn that:

- > people are happier and more successful in job roles which match their aptitudes and characteristics
- > everyone has their own preferred way of working, and having to work another way can be stressful, frustrating and less successful
- > if students understand their own aptitudes and characteristics it will help them find job roles in the future in which they can be happy and successful
- > if students keep a science subject in their portfolio it can give them more job options

## Explain that:

- > If you get an apprenticeship it is a real job – an apprentice is employed full time by an employer and is paid a salary
- > If you are an apprentice, your employer pays the fees for you to attend college part time, and tells the college exactly what you will study
- > You can do an Advanced Apprenticeship (sometimes called Level 3) which lasts a minimum of 2 years and is the same standard as A-levels. You can start this at age 16, 17 or 18.
- > You can do a Higher Apprenticeship (sometimes called Level 4) which lasts 2 or 3 years and is the same standard as the first half of a university degree. You can start this aged 18 or above. You might move up to this when you have completed an Advanced Apprenticeship or after A-levels or T-levels.
- > You can do a Degree Apprenticeship where you study part time at university alongside your paid job. You can start this at age 18 or above and you might move up from a Higher Apprenticeship or after A-levels or T-levels.
- > There are 15 different Apprenticeship ‘Standards’ (these are the subject areas). There are many different apprenticeships under each Standard:
 

<ol style="list-style-type: none"> <li>1. Agriculture, Environmental and Animal Care</li> <li>2. Business and Administration</li> <li>3. Catering and Hospitality</li> <li>4. Childcare and Education</li> </ol>	<ol style="list-style-type: none"> <li>5. Construction</li> <li>6. Creative and Design</li> <li>7. Digital</li> <li>8. Engineering and Manufacturing</li> <li>9. Hair and Beauty</li> <li>10. Health and Science</li> </ol>	<ol style="list-style-type: none"> <li>11. Legal, Finance and Accounting</li> <li>12. Protective Services</li> <li>13. Sales, Marketing and Procurement</li> <li>14. Social Care</li> <li>15. Transport and Logistics</li> </ol>
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In this pack there are Apprenticeship Choices sheets which provide examples of the apprenticeships available under each Standard (type) – although we have included only the 12 Standards that are enabled by a STEM qualification.

➡ [The best link to find out more is www.getingofar.gov.uk](http://www.getingofar.gov.uk) ⬅

## LESSON PLAN – AT A GLANCE

<b>Short session</b> 30 minutes	<b>Introductory Activity</b>	5 minutes
	<b>People Like Me Quiz</b>	15 minutes
	<b>Apprenticeship Types Analysis</b>	10 minutes
<b>Long session</b> 50 minutes	<b>Introductory Activity</b>	5 minutes
	<b>People Like Me Quiz</b>	15 minutes
	<b>Apprenticeship Types Analysis</b>	10 minutes
	<b>Case Studies or Role Models</b>	20 minutes
<b>Additional sessions</b>	<b>Keeping Doors Open Presentation</b>	15 minutes
	<b>Mothers and Daughters Evening Session</b>	1 – 1.5 hours
	<b>Homework</b>	

## LESSON PLAN – IN DETAIL

### Short Session 30 minutes

#### You will need:

- > tables set out for small groups of four to six people
- > A5 paper and a pen per person
- > one People Like Me Quiz per person
- > one People Like Me Adjectives Glossary sheet per two or three people
- > one People Like Me Apprenticeship Roles Analysis sheet per two or three people
- > copies of the Apprenticeship Choices sheets for each table showing the range of apprenticeships under each type.
- > one flyer per person, to be taken away after the session

#### The aim of this session is to:

introduce students to a wide range of roles beyond the small groups of STEM jobs that most people recognise, for example doctor, vet, forensic scientist, or psychologist. This is particularly true for girls who are not 'out and out' scientists and would welcome the message that with a science or maths qualification, there are well-paid roles in all kinds of businesses. It is not about just persuading girls to become scientists or engineers.

## Introductory Activity

(5 minutes)

Demonstrate that everybody has a preferred way of working and encourage girls to focus their mind on who they are and what they prefer by asking them to:

1. Write their name and address on an A5 sheet of paper.
2. Hold their pen in the 'wrong' hand and write their name and address again, underneath the first attempt.

Ask what this was like and point out that the second attempt was:

-----> **more difficult**                      -----> **slower**                      -----> **poorer quality**                      -----> **frustrating**

Explain that everyone has a preferred way of working – there's no right and wrong. This exercise demonstrates how, if someone found themselves in a job role that didn't match their preferred way of working, they would find that they:

**were slower**    |    **produced lower quality work**    |    **became frustrated**    |    **became stressed**    |    **weren't really happy in their job**

Point out that:

**everyone is different**                      **it's natural to get along well with people like themselves**                      **it makes sense to find out where people like them are happy and successful in their work**

## People Like Me Quiz

(15 minutes)

Introduce the quiz as a way for girls to identify their preferred way of working based upon their personality and aptitudes. We call this their 'self-identity'.

1. Hand out one People Like Me Quiz per person.
2. Ask girls to read through all the adjectives on the People Like Me Quiz.
3. Make sure that they use the People Like Me Adjectives Glossary sheet to check the meaning of each word, even if they know the word, so that they are using it in the same way as the People Like Me Quiz.
4. Ask them to tick the five adjectives on their People Like Me Quiz that best describe them.
5. Then ask them to tick five more adjectives that describe them well.
6. Then ask them to tick up to five more adjectives that describe them quite well.

7. When each girl has ticked 12 to 15 adjectives that describe them they should then:
  - > tick all the empty boxes on the same row as each adjective they have ticked,
  - > count up the number of ticks in each column and write each total in the box at the bottom,
  - > find their top three, four or five scores and make a note of the letter code for each one.
8. Explain that the letter code corresponds to a preferred way of working based on their personal aptitudes and can indicate which apprenticeship types they are suited to and where other people like them are already happy and successful.

**Note:** 12 is considered a high score and 6 is a very low score. Some students will have a few higher scores which indicate strong preferred ways of working. Others might have several similar scores (usually lots of 8s and 9s) which indicate flexibility and adaptability. This means that they have more choice and could fit happily into a range of apprenticeship roles.

## People Like Me Apprenticeships Types Analysis

(10 minutes)

Introduce the analysis by saying that each girl's score indicates their preferred ways of working and their personal aptitudes, and reflect the apprenticeships that people like them are happy and successful in.

1. Hand out the People Like Me Apprenticeships Types Analysis sheets – one set per two or three people.
2. Girls read the personality types that correspond with the letter code for their highest scores and consider the apprenticeships that people like them are doing.
3. Most will find that they recognise themselves in at least one of the descriptions, though there may be elements of some descriptions that do not quite match. This isn't a problem as the resource is intended to open up opportunities and not to predict or direct what a student should do.
4. If some students don't really recognise themselves as described by the letter codes from their quiz, they can read the others and find some that seem more like them.
5. Hand out the Apprenticeship Choices sheets so that the students can see the wide range of apprenticeships that they can choose in each type. Explain this is so that they can find out the range of choices open to them where people like them are happy and successful.
6. Remember that this activity is not about pigeon-holing to a specific apprenticeship. If a girl finds a description on the People Like Me Apprenticeship Types Analysis sheet that sounds more like her then encourage her to explore these ideas.
7. Some girls can find choosing adjectives very difficult because they prefer to construct their self-identity using verbs. Support them in finding suitable corresponding adjectives to describe themselves but ensure they understand that there is no right or wrong answers.
8. At the end of the session, hand out flyers for girls to take away and read at home. Encourage them to discuss the session with their relatives or carers and family friends, particularly other women.
9. Encourage them to go online to [www.getingofar.gov.uk](http://www.getingofar.gov.uk) to find out more details within each type of apprenticeship (apprenticeship standards).

## Long session 50 minutes

### You will need:

- > tables set out for small groups of four to six people
- > A5 paper and a pen per person
- > one People Like Me Quiz per person
- > one People Like Me Adjectives Glossary sheet per two or three people
- > one People Like Me Apprenticeship Roles Analysis sheet per two or three people
- > copies of the Apprenticeship Choices sheets for each table showing the range of apprenticeships under each type
- > one flyer per person, to be taken away after the session

### and either

- > copies of the twelve Case Studies to share out amongst all the tables.

### or

- > five or six role models, who have used the People Like Me Quiz to generate their self-identity in advance
- > a table and chairs for each role model, or a chair for each role model laid out as a panel
- > A4 cards or badges for role models to print their role type letters on.

### The aim of this session is to:

introduce students to a wide range of roles beyond the STEM jobs that most people recognise and to show them that, for people with a science or maths qualification, there are enjoyable and well-paid roles in all kinds of businesses.

## First, work through the Short session ←

(30 minutes)

This is detailed in the previous section and should take about 30 minutes. Then lead in to exploring case studies, or meeting with real STEM role models.

## Case Studies or Role Models

(20 minutes)

The aim is for girls to experience or meet people like them and to recognise that they are happy and successful working in STEM businesses in a diverse range of roles.

### If you are using case studies:

1. select and hand out case studies that most closely resemble the personalities of the girls who are present
2. ask girls to discuss in what ways they are like the people in the case studies, if they are interested in any of the apprenticeships that people like them are doing, and what steps they might take to get an apprenticeship like that one day

### If you are meeting with role models:

1. make sure they have already used the People Like Me Quiz to identify their role types
2. there are two ways in which you could carry out the activity:

#### one

1. ask your role models to each sit at a table with cards or badges identifying their role types laid out in front of them
2. ask students to sit at a table with a role model who shares their personality type(s): the ones that they identified from the People Like Me Quiz or ones they found suited them from reading the People Like Me Apprenticeship Types Analysis
3. encourage the girls at each table to hold a Q & A session about how their role model's aptitudes and personality suit them for their role
4. if there's time, ask students to move to a new table with a new role model who shares their personality type(s) and repeat

#### two

1. play a guessing game where the role models sit on a panel but don't reveal their personality type or apprenticeship
2. encourage girls to ask questions and then guess which type each role model is and what apprenticeship they have

# ADDITIONAL SESSIONS

## Mothers and Daughters Evening Session 1–1.5 hours

**You will need some or all of the following:**

- > tables set out for small groups of four to six people
  - > A5 paper and a pen per person
  - > one People Like Me Quiz per person
  - > one People Like Me Adjectives Glossary sheet per two or three people
  - > one People Like Me Apprenticeship Roles Analysis sheet per two or three people
  - > copies of the Apprenticeship Choices sheets for each table showing the range of apprenticeships under each type
  - > one flyer per person, to be taken away after the session
- and either**
- > copies of the twelve Case Studies to share out amongst all the tables
- or**
- > five or six role models, who have used the People Like Me Quiz to generate their self-identity in advance
  - > a table and chairs for each role model, or a chair for each role model laid out as a panel
  - > A4 cards or badges for role models to print their role type letters on

**This session lasts 1–1.5 hours, depending which activities you choose to include.**

Consider inviting girls and their relatives or carers to an informal evening session. The session aims to support girls in talking to influential women in their lives about their findings, so if possible it will be best for girls to be accompanied by a woman.

**This could be:** > [through the school](#) > [at a careers event](#) > [at your place of work](#)

**There are several possible activities that can be combined to form this session, for example:**

1. Introduce the idea behind the People Like Me Quiz and People Like Me apprenticeship types analysis exercise that the girls have done or work through the People Like Me Quiz activity together if girls haven't already done it.
2. Go through the People Like Me Apprenticeship Types Analysis and ask each girl to discuss their results with their parents or carers.
3. Introduce five or six role models (STEM Apprentices in your place of work) so that girls and their parents or carers can meet people like them and hear what they do.
4. Hand out the twelve Case Studies to show and discuss examples of people like them working happily and successfully in STEM-related roles.
5. If the session is located in your place of work, offer girls and their families a tour of the facilities.
6. Hand out a flyer for each family to read together at home.

## Homework

1. Find a woman who started her STEM career as an apprentice.
2. Think of a letter in the alphabet, and find a STEM apprenticeship job that starts with that letter. Research the job, what the job involves, what kind of people do that job.

You can use the '101 jobs from science and maths' poster from the WISE website for inspiration:  
[WISE website](#) ➡ [Resources](#) ➡ [Resources for schools](#) ➡ [WISE and WiSET schools poster](#)

# TEACHING MATERIALS

## PEOPLE LIKE ME IN APPRENTICESHIPS

### Quiz

1. Choose the five adjectives that best describe you and put a tick against them in the first column. (Use the People Like Me Adjectives Glossary to make sure you choose the best ones).
2. Choose five more adjectives that describe you well and put a tick against them in the first column.
3. Choose up to five more adjectives that describe you quite well and put a tick against them in the first column. (You can ask your friends for their opinions).
4. For each of your chosen adjectives, tick all the empty boxes on the same row.
5. Count up the number of ticks in each column and write each total in the box at the bottom.
6. Circle your top three, four or five totals and note each letter that corresponds to your personality types.
7. Look at the People Like Me Apprenticeship Types Analysis sheet to see where people like you are happy and successful in their work and see if these ideas appeal to you.
8. Look at 'Apprenticeship Choices sheets' to see the range of actual apprenticeships that fit into each apprenticeship type to see what your choices are.

I AM:	TICK	E	I	D	S	R	En	C	T	P	SU	M	PO
friendly													
inventive													
persistent													
methodical													
imaginative													
empathic													
collaborative													
self-motivated													
considerate													
self-reliant													
co-operative													
organised													
neat													
careful													
practical													
conscientious													
fair-minded													
honest													
logical													
cautious													
good with money													
diplomatic													
resourceful													
creative													
artistic													
eloquent													
outgoing													
helpful													
curious													
humorous													
patient													
supportive													
witty													
sympathetic													
intuitive													
persuasive													
understanding													
agreeable													
polite													
efficient													
sensible													
impartial													
reliable													
<b>TOTAL TICKS</b>													
		E	I	D	S	R	En	C	T	P	SU	M	PO

# PEOPLE LIKE ME IN APPRENTICESHIPS

## Adjectives Glossary

<b>friendly</b>	Easily makes new friends and can get on with new people.
<b>inventive</b>	Comes up with new ideas to solve puzzles or design new things.
<b>persistent</b>	Concentrates and keeps going on a task, overcoming barriers, not giving up.
<b>methodical</b>	Follows a systematic or established procedure carefully.
<b>imaginative</b>	Makes up new and exciting ideas - can be also be artistic.
<b>empathic</b>	Understands other people's feelings and point of view.
<b>collaborative</b>	Works well with other people and likes contributing to a team.
<b>self-motivated</b>	Works to achieve something without being watched over or told what to do.
<b>considerate</b>	Careful not to harm others, thinks of others' needs and helps them.
<b>self-reliant</b>	Finds out how to do things for themselves without much help from others.
<b>co-operative</b>	Likes to work with others towards a common goal.
<b>organised</b>	Good at making plans and working logically and efficiently.
<b>neat</b>	Tidy, good at writing, painting or making things without a mess.
<b>careful</b>	Cautious, avoids danger, follows instructions exactly as they are indicated.
<b>practical</b>	Good with hands, good at doing practical tasks like experiments.
<b>conscientious</b>	Makes sure to finish a task thoroughly and to the best of their ability.
<b>fair-minded</b>	Looks at the big picture so that everyone gets a fair share.
<b>honest</b>	Likes everything to be truthful and open, not secretive.
<b>logical</b>	Able to think clearly and analyse facts and information.
<b>cautious</b>	Is careful to understand consequences of actions before making a decision.
<b>good with money</b>	Likes to work out money and understands how to organise budgets.
<b>diplomatic</b>	Deals with people in a sensitive and tactful way so as not to annoy.

resourceful	Finds quick, clever ways to get things done or materials to make things easier.
creative	Has original ideas on how to present things or make something new.
artistic	Good at producing beautiful items – painted, designed or made.
eloquent	Fluent or persuasive at speaking or writing, clearly expresses ideas.
outgoing	Can talk to people they don't know without being introduced.
helpful	Keen to give help.
curious	Keen to know or learn something new or find out why things happen.
humorous	Can cause amusement or entertain.
patient	Takes time to complete something without rushing or being stressed.
supportive	Provides encouragement or emotional help to people.
witty	Quick and inventive, uses verbal humour to entertain or amuse.
sympathetic	Good at seeing that someone needs help and providing that help.
intuitive	Makes decisions based on what they feel to be true without reasoning.
persuasive	Persuades people to do or believe something through words or images.
understanding	Able to see someone's perspective - tolerant of others.
agreeable	A pleasant person to be with.
polite	Respectful and considerate of other people.
efficient	Well-organised so as not to waste time or resources.
sensible	Makes good judgements based on reason and experience, not on emotion.
impartial	Treats everyone equally, with no favouritism.
reliable	Always does what they have promised to a high standard, can be trusted.

# PEOPLE LIKE ME IN APPRENTICESHIPS

## Apprenticeship Types Analysis

1. Fill in the People Like Me Quiz to find out your top three, four or five preferred roles and make a note of the letter for each one.
2. Find the corresponding letter on this analysis sheet and read the description to check it describes you – if not then look for others that are better descriptions of you.
3. Then read what people like you do and where they are happy and successful in their work, and see if there are any good ideas for you.

**People like you** choose apprenticeships so that they can use their personal characteristics and their science qualifications to work in lots of different organisations in every town in the UK.

### Personality Type

### Description

### Where people like this are happy and successful



## EXPLORER

- > Inquisitive and practical, often quite competitive
- > Likes to be the first to know something and to understand why and how things happen
- > Good at reading, searching out information and experimenting
- > Likes to work alone but good at listening to other people's ideas
- > Likes to concentrate on a particular topic and to solve puzzles

### PEOPLE LIKE THIS DO APPRENTICESHIPS IN...

- > Health and Science
- > Agricultural, Environmental & Animal Care

### ALSO CONSIDER...

- > Engineering and Manufacturing
- > Construction



## INVESTIGATOR

- > Logical and cooperative
- > Likes to work with others to collect ideas and information
- > Good at remembering lots of facts and piecing them together to find the answer
- > Good at understanding a range of subjects
- > Often works in a team so needs to get on well with other people

### PEOPLE LIKE THIS DO APPRENTICESHIPS IN...

- > Digital
- > Engineering and Manufacturing
- > Transport and Logistics

### ALSO CONSIDER...

- > Agricultural, Environmental & Animal Care
- > Construction
- > Health and Science



## SUPPORTER

- > Creative and understanding
- > Likes helping people get what they need
- > Naturally good at making friends and getting on with a wide range of people
- > Able to listen and understand what people want
- > Takes pride in exceeding people's expectations

### PEOPLE LIKE THIS DO APPRENTICESHIPS IN...

- > Sales Marketing and Procurement
- > Business and Administration
- > Child Care and Education

### ALSO CONSIDER...

- > Agricultural, Environmental & Animal Care
- > Construction
- > Engineering and Manufacturing
- > Health and Science
- > Digital
- > Transport and Logistics
- > Protective Services



## PERSUADER

- > Imaginative and persuasive
- > Understands what people want
- > Has lots of creative ideas
- > Good with words and/or design
- > organised and able to meet deadlines

### PEOPLE LIKE THIS DO APPRENTICESHIPS IN...

- > Creative and Design
- > Sales, Marketing and Procurement
- > Business and Administration

### ALSO CONSIDER...

- > Agricultural, Environmental & Animal Care
- > Construction
- > Engineering and Manufacturing
- > Health and Science
- > Digital
- > Transport and Logistics
- > Protective Services



## POLICY MAKER

- > Polite and conscientious
- > Good at explaining things to non-specialists such as politicians
- > Has a good eye for detail
- > Enjoys writing reports
- > Diplomatic and conscientious
- > Likes to find out and review information in order to improve public services and make sure laws are based on evidence

### PEOPLE LIKE THIS DO APPRENTICESHIPS IN...

- > Legal Financial and Accounting
- > Business and Administration
- > Protective Services

### ALSO CONSIDER...

- > Agricultural, Environmental & Animal Care
- > Construction
- > Engineering and Manufacturing
- > Health and Science
- > Digital
- > Transport and Logistics



## REGULATOR

- > Honest with a sense of fairness
- > Likes things to be fair, legal, honest and safe
- > Likes to check that details are correct
- > Good at spotting errors and unforeseen consequences and deciding if something conforms to regulations, so that the public is not put at risk
- > Has a natural sense of justice and is willing to challenge the status quo

### PEOPLE LIKE THIS DO APPRENTICESHIPS IN...

- > Agricultural, Environmental & Animal Care
- > Construction
- > Legal, Financial and Accounting

### ALSO CONSIDER...

- > Engineering and Manufacturing
- > Health and Science
- > Digital
- > Transport and Logistics
- > Protective Services



## TRAINER

- > Understanding and helpful
- > Good at finding ways to keep people's attention
- > Passionate about sharing knowledge
- > Likes to help people improve their skills and confidence
- > Good at explaining ideas

### PEOPLE LIKE THIS DO APPRENTICESHIPS IN...

- > Health and Science
- > Engineering and Manufacturing
- > Child Care and Education

### ALSO CONSIDER...

- > Agricultural, Environmental & Animal Care
- > Construction
- > Engineering and Manufacturing
- > Health and Science
- > Digital
- > Creative and Design
- > Transport and Logistics
- > Protective Services
- > Legal Financial and Accounting
- > Sales Marketing and Procurement
- > Business and Administration



## ENTREPRENEUR

- > Confident and creative
- > An ideas person
- > Likes to make things happen
- > Combines empathy, teamwork and financial awareness
- > Good at thinking laterally
- > Understands what customers want
- > A natural leader

### PEOPLE LIKE THIS DO APPRENTICESHIPS IN...

- > Business and Administration
- > Sales, Marketing and Procurement
- > Legal, Financial and Accounting

#### ALSO CONSIDER...

- > Agricultural, Environmental & Animal Care
- > Construction
- > Engineering and Manufacturing
- > Health and Science
- > Digital
- > Creative and Design
- > Transport and Logistics
- > Protective Services
- > Creative and Design



## SERVICE PROVIDER

- > Very organised with good attention to detail
- > Likes to help people by providing a service or delivering what they need
- > Good at communicating to understand what the client or customer wants
- > Able to get other people to work together effectively to finish projects on time and within budget

### PEOPLE LIKE THIS DO APPRENTICESHIPS IN...

- > Agricultural, Environmental & Animal Care
- > Protective Services
- > Health and Science
- > Transport and Logistics

#### ALSO CONSIDER...

- > Digital
- > Construction
- > Engineering and Manufacturing



## DEVELOPER

- > Creative and practical
- > Likes to design and develop products for a better tomorrow
- > Good at empathising with others to understand their needs
- > Good at coming up with creative ideas to solve problems
- > Can use practical skills to design and build better things

### PEOPLE LIKE THIS DO APPRENTICESHIPS IN...

- > Digital
- > Construction
- > Engineering and Manufacturing

#### ALSO CONSIDER...

- > Health and Science
- > Transport and Logistics
- > Agricultural, Environmental & Animal Care



## MANAGER

- > Highly organised and good motivator
- > Likes to make clear plans
- > Enjoys working out budgets
- > Likes to find ways to get things done efficiently
- > Good at motivating and persuading others to work as an effective team

### PEOPLE LIKE THIS DO APPRENTICESHIPS IN...

- > Transport and Logistics
- > Sales Marketing and Procurement
- > Business and Administration

#### ALSO CONSIDER...

- > Agricultural, Environmental & Animal Care
- > Construction
- > Engineering and Manufacturing
- > Health and Science
- > Digital
- > Protective Services



## COMMUNICATOR

- > Good with words and people
- > May be good at a foreign language
- > May be good in front of a camera
- > Good at simplifying complex information and explaining technical facts in documents
- > Understands the audience and how to use different media to get a message across

### PEOPLE LIKE THIS DO APPRENTICESHIPS IN...

- > Digital
- > Creative and Design

#### ALSO CONSIDER...

- > Agricultural, Environmental & Animal Care
- > Construction
- > Engineering and Manufacturing
- > Health and Science
- > Transport and Logistics

# PEOPLE LIKE ME IN APPRENTICESHIPS

## Your Apprenticeship Choices

These are a list of many of the actual apprenticeships you can choose with STEM qualifications. For all of these, an apprentice will benefit from learning mathematics and/or STEM skills throughout their apprenticeship. Look at 'www.getingofar.gov.uk' website for more information.

### CONSTRUCTION

#### Top choice for D and R

Advanced carpentry and joinery  
Asbestos analyst / surveyor  
Bricklaying  
Building services engineering design technician  
Building services engineering ventilation hygiene technician  
Carpentry and joinery  
Civil engineering technician  
Construction design and build technician  
Construction surveying technician  
Construction technician  
Digital engineering technician  
Dual fuel smart meter installer  
Electrical, electronic product service and installation engineer  
Fire emergency and security systems technician  
Gas engineering  
Geospatial survey technician  
Highway electrician / service operative  
Highways maintenance skilled operative  
Housing / property management assistant  
Industrial coatings applicator  
Installation electrician / maintenance electrician  
Interiors systems  
Junior energy manager  
Painter and decorator  
Plant hire desk controller  
Plasterer  
Plumbing and domestic heating technician  
Property maintenance operative  
Railway engineering design technician  
Shop fitting  
Smart home technician  
Smart systems information and security  
Structural steelwork fabricator  
Surveying technician  
Thermal insulation operative  
Trade supplier

### DIGITAL

#### Top choice for I, D and C

Business analyst  
Cyber intrusion analyst  
Cyber security technologist  
Data analyst  
Digital and technology solution specialist  
Digital business administrator  
Digital marketer  
Infrastructure technician  
Internet of things and cyber systems engineer  
IT solution technician  
IT technical salesperson  
Network cable installer  
Network engineer  
Software developer  
Software development technician  
Software tester  
Unified communications trouble shooter  
Video games quality assurance technician

### ENGINEERING AND MANUFACTURING

#### Top choice for I, D and T

Accident repair technician  
Aerospace manufacturing fitter  
Aircraft maintenance certifying engineer  
Aircraft maintenance fitter / technician  
Airworthiness planning, quality and safety technician  
Automotive engine test technician  
Automotive glazing technician  
Aviation maintenance mechanic (military)  
Biomass installations engineer  
Boatbuilder

Bus and coach engineering technician  
Business improvement technician  
Community energy specialist  
Composites technician  
Continuous improvement technician  
Decorator [ceramics]  
Electronic systems technician  
Engineering design and draughtsperson  
Engineering technician  
Firing operative [ceramics]  
Food and drink process operator  
Food technologist  
Food and drink maintenance engineer  
Fork lift truck technician  
Furniture manufacturer  
Gas network craftsperson  
Glass manufacturing operator  
Glazing operative [ceramics]  
Heavy vehicle service and maintenance technician  
Land-based service engineering technician  
Lift / escalator electromechanic  
Machinist - advanced manufacturing engineering  
Maintenance and operations engineering technician  
Manufacturing operative  
Marine engineer  
Maritime fabricator  
Maritime mechanical/ electrical fitter  
Maritime pipeworker  
Metal recycling general operative  
Mechatronics maintenance technician  
Military engineer  
Military (Royal Navy) electrical mechanical mechanic  
Mineral extraction drilling and blasting operator  
Mineral processing and static plant engineer

## Engineering and Manufacturing (continued)

### Top choice for I, D and T

Mineral products weighbridge operator

Modeller [ceramics]

Motor vehicle service and maintenance technician

Motorcycle manufacturer and designer

Motorcycle technician (repair and maintenance)

Non-destructive testing engineering technician

Nuclear health physics monitor

Nuclear technician

Power network craftsperson

Process automation engineer

Product design and development technician

Project controls technician

Rail and rail systems engineer

Rail engineering operative

Rail infrastructure operator

Refrigeration air conditioning and heat pump engineering technician

Risk and safety management practitioner

Science manufacturing technician

Slip preparation operative [ceramics]

Specialist tyre technician

Stairlift, platform lift, service lift electromechanic

Survival equipment fitter

Technical support technician

Textile manufacturing operative

Toolmaker & tool and die maintenance technician

Tyre and autocare technician

Utilities engineering technician

Vehicle damage assessor

Vehicle damage panel technician

Water treatment technician

## HEALTH AND SCIENCE

### Top choice for E, S and T

Animal technologist

Associate ambulance practitioner

Community activator coach

Community sport and health officer

Dental hygiene therapist

Dental laboratory assistant

Dental nurse

Dental practice manager

Dental technician

Health and wellbeing leader

Healthcare assistant practitioner

Healthcare science assistant

Healthcare science associate

Healthcare science practitioner

Healthcare support worker

Laboratory scientist

Laboratory technician

Leisure recreation assistant

Metrology technician

Nurse (registered nurse degree)

Nursing associate

Ophthalmic technician

Outdoor sports

Personal trainer

Pharmacy services assistant

Podiatrist

Rehabilitation worker (visual impairment)

Senior healthcare support worker

Senior metrology technician

Senior pharmacy services assistant

## LEGAL, FINANCE AND ACCOUNTING

### Top choice for R, En or Po

Actuarial technician

Actuary

Advanced credit controller and debt collection specialist

Assistant accountant

Bookkeeper

Compliance / risk officer

Conveyancing technician

Credit controller / collector

Financial services administrator

Financial services customer adviser

Insurance practitioner

Investment operations administrator

Investment operations technician

Licensed conveyancer

Mortgage adviser

Motor finance specialist

Paralegal

Paraplanner

Payroll administrator

Probate technician

Professional accounting taxation technician

Regulatory compliance officer

Relationship manager - banking

Small business financial administrator

Workplace pensions consultant or administrator

## TRANSPORT AND LOGISTICS

### Top choice for I, S and M

Airside operator

Aviation ground operative

Aviation operations manager

Express delivery operative

International supply chain manager

Large goods vehicle (LGV) driver

Marine pilot

Maritime operations officer

Network operations

Passenger transport driver - bus, coach and rail

Passenger transport onboard and station team member

Port marine operations officer

Port operative

Supply chain operator

Supply chain warehouse operator

Transport planning technician

Workboat crewmember

## AGRICULTURE, ENVIRONMENTAL AND ANIMAL CARE

### Top choice for E, S and R

Advanced golf greenkeeper  
Animal care and welfare officer  
Animal trainer  
Arborist  
Conservator  
Countryside worker  
Crop technician  
Equine groom  
Farrier  
Forest operative  
Golf course manager  
Golf greenkeeper  
Historic environment practitioner  
Horticulture and landscape operative  
Horticulture and landscape supervisor  
Packhouse team leader  
Pest control technician  
Poultry technician  
Poultry worker  
Senior equine groom  
Sports turf operative  
Veterinary nurse

## BUSINESS AND ADMINISTRATION

### Top choice for En, P, Su and M

Associate project manager  
Business administrator  
Entrepreneur  
Human Resources advisor  
Human Resources support  
Innovation and growth associate  
Junior management consultant  
Operational delivery officer  
Operations / departmental manager  
Recruitment resourcer  
Team leader / supervisor  
Voluntary and community sector worker

## CHILDCARE AND EDUCATION

### Top choice for T and Su

Assistant equalities named coordinator  
Children, young people and families practitioner  
Early years centre leader  
Early years educator  
Assistant early years practitioner  
Education learning mentor  
Further education assessor-coach  
Further education learning and skills teacher  
Health and wellbeing leader  
Lead equalities named coordinator  
Quality improvement leader  
Senior early years practitioner  
Services leader  
Teacher  
Teaching assistant

## CREATIVE AND DESIGN

### Top choice for C and P

Animator  
Assistant technical director - visual effects  
Bookbinder  
Broadcast and communications engineer  
Broadcast and communications technical operator  
Broadcast and communications technician  
Broadcast production assistant  
Ceramicist  
Creative venue technician  
Development researcher  
Glass maker  
Journalist  
Junior 2D artist - visual effects  
Junior content producer  
Junior journalist  
Live event technician  
Organ builder  
Outside broadcasting engineer  
Photographer  
Props practitioner  
Spectacle maker

## SALES, MARKETING AND PROCUREMENT

### Top choice for En, P, Su and M

Automotive industry customer service advisor  
Bid and proposal co-ordinator  
Customer service specialist  
Customer service practitioner  
Estate agent / auctioneer  
Event assistant  
Public relations assistant  
Retail manager  
Retail team leader  
Retailer  
Travel consultant  
Vehicle parts operator  
Vehicle sales advisor

## PROTECTIVE SERVICES

### Top choice for S and Po

Business fire safety advisor  
Emergency service contact handling  
HM Forces serviceperson (public services)  
Operational firefighter  
Police community support officer  
Police officer  
Prison officer  
Security first line manager  
Serious and complex crime investigator  
Specialist rescue operative

## CASE STUDIES

These women completed our People Like Me Quiz and have shared some interesting information about who they are.



### AMY HART

Policy Maker, Trainer and Service Provider

“HMRC Digital is truly a great place to learn, develop and shine”

Amy Hart, Project Support Manager, HMRC

#### What kind of person is Amy?

Amy is a friendly person who uses her communication skills to engage with lots of different people in her job. She's also very helpful and reliable when it comes to completing day-to-day tasks. These are really important characteristics in her role because Amy is often asked to make key decisions and has to go above and beyond to get the job done. Finally, it's a good thing that she's an efficient project manager, because she must also meet lots of deadlines!

#### What is Amy's job?

Amy is a Project Support Manager for Her Majesty's Revenue and Customs (HMRC), which is the part of the government that collects tax and money to pay for the UK's public services, like healthcare and education. She works in a team that focuses on digital projects within HMRC. She helps lead these projects and ensure they are delivered on time. Amy spends about half her time on conference calls or in face-to-face meetings, capturing requirements and risks to the projects. She spends the other half reporting her findings, which she makes neat, tidy and aesthetically pleasing! A big aspect of Amy's job is helping people any way she can: she's often the first person that people come to with queries and concerns and it's her job to solve them or escalate them.

#### How did she get that job?

Amy never knew what career she wanted, so she studied subjects that she enjoyed, like English Literature and French. She felt that university wasn't the right path for her, so she applied for an apprenticeship with the Civil Service and got accepted! She started as a software developer before getting interested in project management. She is now studying a particular type of project management called 'Agile' and she hopes to become a 'Scrum Master' soon! As an apprentice with the Civil Service, Amy's starting salary was £23,000—not bad for an 18 year old!

#### Why is Amy the 'Policy Maker', 'Trainer' and 'Service Provider'?

Amy is a 'Policy Maker' because she's good at explaining technical things, like tax software, to non-specialists. She's also good at finding out and reviewing information before writing about it in reports. She matches the 'Trainer' type because she's helpful and understanding—she's always prepared to help a colleague! As a 'Service Provider' Amy gets to show off her organisational skills and attention to detail. Ultimately, as a project manager, she provides a key service: delivering important projects! Amy would have really appreciated the chance to take the 'People like Me' quiz at school because she felt scared not knowing what career or educational path to take. With People Like Me she could have found jobs that matched her personality and skills and started doing research on these options.



## CAITLIN STUART

Communicator, Manager and Supporter

“Not only do I get to be a part of designing high profile buildings, I also have the opportunity and support from my company to continually promote girls in engineering”

Caitlin Stuart, Trainee Engineer, Troup Bywaters + Anders

### What kind of person is Caitlin?

Caitlin is a very friendly person who enjoys communicating with different types of people, which is great since she gets involved at different stages of the engineering projects she works on. Her honesty means she minimises potential risks by being upfront with her team about what she can help with and what she needs help on. Caitlin is naturally curious and that means she's very good at asking difficult but necessary questions!

### What is Caitlin's job?

Caitlin is a Trainee Engineer for Troup Bywaters + Anders (TB+A), an engineering consultancy company that designs and creates unique internal spaces in buildings. They have worked on schools, A&E units in hospitals and even skyscrapers like the Shard in London! As a Trainee, Caitlin is heavily involved in her projects: writing specifications, completing drawings and designs, attending client and design team meetings and then going to building sites to ensure everything is running smoothly. She also gets involved with Outreach activities into schools and runs the mentoring programme at TB+A, helping new trainees to settle in to the company. As part of her apprenticeship Caitlin also attends university one day a week and is working towards her degree while she works.

### How did she get that job?

Growing up, all Caitlin wanted to do was own her own horse stables! However, she realised she was good at design and maths and so studied subjects like Product Design and Engineering at A-Level. While doing A-Levels, she found out about a subset of engineering called building services and decided to give that a go! After her exams, she got accepted on the apprenticeship programme at TB+A. They initially sent Caitlin back to college to do a BTEC in Building Services Engineering. After completing that she started a course at university, which she does one day a week alongside her job. When she started her apprenticeship she earned £13,000.

### Why is Caitlin the 'Communicator', 'Manager' and 'Supporter'?

Caitlin is a great 'Communicator' because she understands how to explain technical information in simple ways to different people in her company. She matches the 'Manager' because she fits in well in a team, helping to motivate others, making clear plans and being efficient. The 'Supporter' in Caitlin means she's naturally good at understanding what people want and helping them to succeed—that's why she runs the trainee mentoring programme at TB+A! Caitlin thinks the 'People Like Me' quiz would have been useful at school because it helps you identify your skills and gives you lots of options to look into—perfect for young people who aren't sure what career paths suit the subjects they're good at.



## CHLOE BRANSTON

Explorer, Regulator and Trainer

“ The best thing about my role is the challenges that I face, there’s always something which needs that little bit of extra thought and skill – that is the fun part, solving the challenges! ”

Chloe Branston, Advanced Apprentice CAD Designer, Cavendish Nuclear

### What kind of person is Chloe?

Chloe is an imaginative person who uses her creativity to turn engineers’ initial ideas into physical, manufactured products or equipment. She’s reliable and organised, two important characteristics that help her meet the tight deadlines set by the engineers! Chloe is also very self-motivated and always seeks ways to improve the designs she receives. She’s also friendly, enjoys working with different types of people and is passionate about getting young people interested in STEM careers.

### What is Chloe’s job?

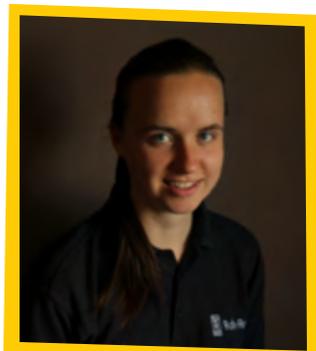
Chloe is an Advanced Apprentice CAD Designer for Cavendish Nuclear, which is the UK’s largest supplier of specialist nuclear services. They help deliver the UK’s daily electricity by designing, maintaining and building elements of nuclear power stations! Cavendish Nuclear is part of a bigger organisation, Babcock International Group, which manages engineering, defence, energy, transport, education and emergency services. Chloe’s job is to take an engineer’s brief for a new concept they want to create (for example some new safety equipment for a power station) and design it using a software package called CAD. CAD is capable of showing technical details and specifications for the item, as well as what it will look like. Chloe has to be able to take the engineer’s vision and take into account the physical and environmental surroundings that the product will be in. A different team then manufactures her design. Without Chloe designing these items, engineers’ ideas might never turn into reality!

### How did she get that job?

At college, Chloe actually first studied Health and Social Care to be a midwife before realising it wasn’t for her—she missed doing maths and physics! So, she decided to pursue engineering and did an apprenticeship with Cavendish Nuclear, which included doing a BTEC in Engineering alongside a year working in an engineering workshop. She learned to make all kinds of items, even a motorised scooter! In addition to earning qualifications, including a Higher National Certificate (HNC) in Mechanical Engineering, Chloe is getting lots of great training, work experience and being paid about £10,000 a year.

### Why is Chloe the ‘Explorer’, ‘Regulator’ and ‘Trainer’?

Chloe fits the ‘Explorer’ type because she enjoys working alone on CAD but is great at listening to engineers’ ideas and figuring out how to best design them. As a ‘Regulator’, Chloe is very mindful of regulations and ensures her designs comply with safety and manufacturing guidelines, which is very important since most of the equipment she works on ends up in nuclear power stations! Chloe’s passion for her subject and willingness to introduce young people to her work, and STEM careers in general, means she’s also a ‘Trainer’. Chloe definitely wishes she had access to the ‘People like Me’ quiz at school because at the time she didn’t know what her best skills were and what jobs suited her best.



## JUDITH MAIR

Service Provider, Trainer and Persuader

“ The thing I love most about my apprenticeship is the variety. You learn lots of new skills and gain lots of knowledge without even realising it and without having to study textbooks! ”

Judith Mair, Specialist Science Apprentice, Rolls Royce

### What kind of person is Judith?

Judith is an honest person with a very sharp eye for detail—perfect for a job involving quality assurance! She really enjoys helping people and working with others. Judith has a strong work ethic and is determined to finish tasks that she starts. She likes to analyse technical information and her ability to write well means she can translate that data into reports that others can understand.

### What is Judith's job?

Judith is a Specialist Science Apprentice for Rolls-Royce, a company with a long history of making luxury cars. However, these days they are famous for designing and manufacturing cutting-edge aerospace and marine engines, as well as power plant equipment. If you have taken a long-haul flight, chances are that plane had Rolls-Royce engines! This is the part of the company that Judith works for. Judith's main role is to carry out testing on those engines, checking for cracks or flaws that may have appeared during production. To do that, she runs several tests, including x-rays and ultrasonic scans! Judith then writes reports on how safe the engines are, which helps ensure that only the safest components get used. It's thanks to people like Judith that flying is such a safe form of transport!

### How did she get that job?

Judith wasn't sure what career to pursue until her last year at school. She studied a range of A-Levels, including Maths, Physics and Chemistry. She enjoyed technical subjects like Chemistry a lot but didn't want to go to university full-time. Instead, she applied to apprenticeships involving Chemistry and got accepted at Rolls-Royce. Her salary as an apprentice started at £12,000 but Rolls-Royce also fund her part-time university degree in Materials Engineering.

### Why is Judith the 'Service Provider', 'Trainer' and 'Persuader'?

Judith is a great example of the 'Service Provider' because of her attention to detail and ability to spot errors, which is ideal for testing engines! As a 'Trainer', Judith is great at explaining the outcomes of tests to others. Finally, she's a 'Persuader' because she's good at convincing others to follow her lead, especially when it comes to analysing the results of tests. Judith thinks the 'People Like Me' quiz is really thought-provoking because it offers so many job possibilities. It can also help you to describe yourself, which is useful for writing your CV or applications.



## GEORGINA BLAIKIE

Supporter, Trainer and Developer

🗨️ The best thing about my role is the constant variation in jobs. one week I could be changing brake blocks or fitting motor brushes, the next week I could be training on the latest train technology 🗨️

Georgina Blaikie, Engineer Apprentice, TfL

### What kind of person is Georgina?

Georgina is a creative person who's always trying to find the best way to fix things! Her methodical and cautious approach to life make her a great fit for maintaining and repairing the underground trains that take the public all over London. If there's a problem, you can rely on Georgina to take the right steps in getting the train running again and keeping everyone safe!

### What is Georgina's job?

Georgina is an Engineer Apprentice for Transport for London (TfL), which is the organisation that oversees all of London's public transport, from the underground, to buses and even riverboats! Georgina looks after the maintenance of underground trains on the Jubilee, Central, Metropolitan and other lines. She also takes part in emergency maintenance that occurs when trains develop faults. As an apprentice, Georgina gets to move to a different part of the company every three months. This means she gets to experience a lot of what TfL does and it helps her to develop a range of skills. Once she finishes her apprenticeship, which lasts three years in total, she'll be in the best position possible to get a full time job either at TfL or elsewhere.

### How did she get that job?

Georgina always had an interest in engineering and tried to develop hobbies around that growing up. She decided part way through her A-Levels to leave school and register for an engineering course at her local college. After researching apprenticeships, she felt TfL was the best fit and applied to their programme. Unfortunately, she didn't get accepted. Rather than letting that deter her, Georgina got a job in customer service with TfL as a way to get experience with the organisation. Eight months later, she re-applied to be an apprentice and got accepted! Her starting salary as an apprentice was £17,500.

### Why is Georgina the 'Supporter', 'Trainer' and 'Developer'?

Georgina is a 'Supporter' because she enjoys helping people get what they need—in this case that means properly maintaining TfL's trains so the public can get where they need to go! She takes pride in making sure her work surpasses people's expectations, whether they're more senior engineers or paying customers. Georgina's passion for all things engineering is a sign of her 'Trainer' type. As a 'Developer', Georgina uses her creative and practical skills to solve problems and fix faults on the trains. Georgina thinks the 'People Like Me' quiz is helpful because it lists potential jobs and encourages young people to think deeply about what the best path is for them.



## KERI LUMSDEN

Investigator, Service Provider and Regulator

“ I enjoy being part of a team to get the job done as it encourages team spirit and improves working relationships. It is also a great feeling when you figure out what is wrong with something or you carry out a repair effectively ”

Keri Lumsden, Electrical Maintenance Apprentice, EDF Energy

### What kind of person is Keri?

Keri is a practical person who loves doing work that is hands-on—perfect for a budding technician! She’s very self-motivated, which makes her well-suited to being an apprentice since she can take on different types of tasks and responsibilities in order to learn as much as possible about her industry and company. Her cooperative nature makes her a great fit for working in a team and solving tricky problems like fixing power plants!

### What is Keri’s job?

Keri is an Electrical Maintenance Apprentice for EDF Energy, the UK’s largest producer of low-carbon electricity. EDF Energy also runs and manages a number of power stations. She is currently training to be a Maintenance Technician at the Hunterston B Nuclear Power Station in Scotland. As an apprentice, Keri assists technicians in overhauling power plant equipment to ensure it is maintained to the correct standard. The majority of the maintenance carried out is routine, but faults are also repaired if discovered, which is crucial in keeping the plant safe! By learning on the job, Keri is constantly building her skills and experience.

### How did she get that job?

When she was young, Keri wanted to join the Police or Military. After discovering she enjoyed Maths and Physics at school, Keri started looking into a career in engineering. After A-Levels, she did a year’s work experience in the maintenance department of a local manufacturing company in order to gain some basic skills. She knew she didn’t want to go to university straight from school, which is why she chose to apply for an apprenticeship and eventually got accepted on EDF’s Energy Maintenance Apprenticeship scheme. In her first year, she earned £10,000 and that amount increases every year. Food and accommodation was also included!

### Why is Keri the ‘Investigator’, ‘Service Provider’ and ‘Regulator’?

Keri is an ‘Investigator’ because she uses her logical and cooperative approach to work with others to collect information and solve problems, like why a particular piece of equipment isn’t working and how to fix it. She matches the ‘Service Provider’ because of her attention to detail and ability to complete specific tasks or services, such as regularly maintaining power plants. As a ‘Regulator’, Keri is great at spotting unforeseen problems that could cause issues in the future—useful to prevent a power station from breaking down! Keri thinks the ‘People Like Me’ quiz is beneficial as it helps you understand what type of person you are and what jobs you could do if you are unsure what to pursue when you leave school.



## KIMBERLY HEPBURN

Service Provider, Policy Maker and Regulator

“ The best part of my role is working with my supervisors and mentors who are real role models, and who make my goals feel reachable ”

Kimberly Hepburn, Junior Quantity Surveyor, TfL

### What kind of person is Kimberly?

Kimberly is an honest person who isn't shy about asking her managers for help or letting them know when something can be improved! Kimberly isn't afraid to identify her weaknesses and to try and improve them. She's also very collaborative and enjoys working with others to meet her goals. Being organised also helps Kimberly keep her projects running smoothly. Finally, she's very self-motivated, which is important because Kimberly does a part-time university degree alongside her job!

### What is Kimberly's job?

Kimberly is a Junior Quantity Surveyor for Transport for London (TfL), which is the organisation that oversees all of London's public transport, from the underground, to buses and even riverboats! She's currently working on a major redevelopment project and assists her supervisor in identifying unforeseen changes to the work that contractors do on-site. That means estimating the cost and time implications of those changes and producing accurate assessments of their impact on the project. Without this process, there is a high chance of disagreements taking place between TfL and contractors about how to proceed and what to spend budget on—that could potentially lead to the project's failure!

### How did she get that job?

Kimberly wanted to be a vet growing up—until her pet rabbit died and she realised the reality of caring for animals. She turned her attention to maths since that was her best subject. Kimberly was inspired to get into engineering and construction after seeing her school transformed by redevelopment. After finishing sixth form, she was accepted on TfL's apprenticeship scheme and started earning £16,000 a year. As part of the scheme she completed an NVQ in Surveying, Property and Maintenance and a BTEC in Construction Technology and the Built Environment. Kimberly completed her apprenticeship in 2016 and was promoted to Junior Quantity Surveyor. As part of the role, she gets released a day a week to do her university degree in Quantity Surveying.

### Why is Kimberly the 'Service Provider', 'Policy Maker' and 'Regulator'?

Kimberly fits the 'Service Provider' type because she's great at communicating with contractors to understand how best to meet their needs and keep the project running smoothly. Kimberly is a 'Policy Maker' because she has a good eye for detail, enjoys writing progress reports about her project and is very diplomatic when it comes to resolving disputes between TfL and their contractors! Being a 'Regulator' makes Kimberly great at spotting unforeseen errors and making sure contracts are fair, legal and safe. Kimberly thinks the 'People Like Me' quiz would have been helpful at school because it aligns your personality and interests with the world of work. Since it's hard to know of all the jobs available, doing a quiz like this is a great way to introduce some of them.



## MEGAN DENNISON

Explorer, Regulator and Investigator

“The best thing about being an engineering apprentice is that I get to experience lots of different departments, try lots of different job roles and meet a lot of interesting people”

Megan Dennison, Higher Engineering Apprentice, Rolls Royce

### What kind of person is Megan?

Megan is a resourceful person who's able to quickly come up with solutions to problems. She's methodical in her approach to tasks and likes to make sure she hasn't skipped any steps—that's particularly important when you are involved in manufacturing huge engines! She's also very conscientious of how she comes across to others and is eloquent when she communicates, which helps her to get her point across.

### What is Megan's job?

Megan is in the third year of a Higher Engineering Apprentice for Rolls-Royce, a company with a long history of making luxury cars. However, these days they are famous for designing and manufacturing cutting-edge aerospace and marine engines, as well as power plant equipment. If you have taken a long-haul flight, chances are that plane had Rolls-Royce engines! This is the part of the company that Megan works for. As an apprentice, Megan rotates every three months into a different department. Her main job is to learn as much as possible in each area so that she is prepared for a full-time job once her apprenticeship ends. Megan is mainly involved in engine development and will eventually be in a job that involves problem solving, and designing new engines or making old ones better.

### How did she get that job?

Growing up, Megan loved horses and wanted to be part of the mounted police force! As she went through school, she found out about the different career options in engineering and studied Maths, Physics and Chemistry. She also completed several week-long job placements, including at Rolls-Royce. Since joining the apprenticeship, Rolls-Royce has sponsored Megan's Foundation Degree in Integrated Engineering and they are now funding her Mechanical Engineering degree at the University of Derby. She's also earning a salary, which started at £12,000 in her first year as an apprentice.

### Why is Megan the 'Explorer', 'Regulator' and 'Investigator'?

Megan is an 'Explorer' because as an apprentice she's keen to learn about different parts of Rolls-Royce. She's also good at doing experiments and tests, which is why she'll end up in a job developing engines. Being a 'Regulator' means Megan is great at making sure the engines Rolls-Royce produce are safe and she's not afraid to point out if they are not! As an 'Investigator', Megan can work effectively with others to understand unexpected test results and work out how to make engines safe. Megan thinks the 'People Like Me' quiz is a fun way to discover different career opportunities and analyse roles that suit your personality.



## SARAH DOCKERAY

Investigator, Regulator and Developer

“ Being in a lab means I am on my feet working with my hands. I couldn't sit at a desk all day! ”

Sarah Dockeray, Scientific Apprentice, Cavendish Nuclear

### What kind of person is Sarah?

Sarah is a very practical person who enjoys working in a 'hands-on' way. Her methodical nature makes her a great fit for working in a laboratory (lab) environment because it is really important to follow the right procedures and regulations. Sarah is also friendly and has a cooperative spirit, which means she loves teaming up with others to get the job done—which is essential when working with so many different colleagues in the lab!

### What is Sarah's job?

Sarah is a Scientific Apprentice for Cavendish Nuclear, which is the UK's largest supplier of specialist nuclear services. They help deliver the UK's daily electricity by designing, maintaining and building elements of nuclear power stations! Cavendish is part of a bigger organisation, Babcock International Group, which manages engineering, defence, energy, transport, education and emergency services. Sarah's job is to visit nuclear sites and test their radiation levels. This is a really important job because contaminated sites need to be properly managed so they are not harmful to the public. You could say Sarah is our first line of defence! As a Scientific Apprentice, Sarah gets to move around the company every six months, getting to work in different teams and benefitting from new experiences that will help her later in her career.

### How did she get that job?

Growing up, Sarah dreamed of landing on the Moon! Although she didn't pursue that goal, she realised she loved doing practical tasks, which is why working in a lab suits her so much. She did A-Levels in English Language, Philosophy and Ethics, Biology and Chemistry and did an apprenticeship with Cavendish Nuclear after leaving sixth form. As part of the apprenticeship Sarah gained a Higher National Certificate (HNC) and a Higher National Diploma (HND) in Chemistry. Her apprenticeship will last for three years in total and alongside her training, even pays her almost £10,000 a year!

### Why is Sarah the 'Investigator', 'Regulator' and 'Developer'?

Sarah matches the 'Investigator' type because she's logical, cooperative. She enjoys working in a team environment to collect information and conduct tests to solve problems. As a 'Regulator', Sarah is very good at spotting errors, which is really important when working with dangerous, potentially radioactive, chemicals! This helps her and her team stay safe. She's also a 'Developer' because her creativity and practical nature mean she's great at solving problems. Sarah would have liked the chance to take the 'People like Me' quiz at schools because it helps match jobs with your personality—rather than potentially choosing a career at random!



## SOPHIE DAVISON

Explorer, Investigator and Developer

“ I love asking questions, finding out how things work and how to fix them ”

Sophie Davison, Mechanical Apprentice Technician, EDF Energy

### What kind of person is Sophie?

Sophie is a curious person who loves finding out about the engineering world. Her self-motivation drives her to keep learning about the industry she's in and how to improve people's lives by making power stations reliable and safe. Her reliability means she can be counted on to be diligent in her safety and maintenance inspections.

### What is Sophie's job?

Sophie is a Mechanical Apprentice Technician for EDF Energy, the UK's largest producer of low-carbon electricity. EDF Energy also runs and manages a number of power stations. She is currently training at the Heysham 2 Nuclear Power Station near Lancaster. As an apprentice, Sophie assists more senior technicians in maintaining the power plant. By carrying out repairs and updating equipment and components, Sophie keeps the plant's workers safe and helps it produce reliable electricity for the UK. Sophie also gets involved with EDF Energy's charity events, such as skydiving activities, cake sales and fundraising evenings. She's also involved with the company's Young Engineers Network. There's a lot more than just engineering on offer at EDF Energy!

### How did she get that job?

Sophie studied a range of subjects at GCSE and A-Level, including Maths, Physics, Biology, Chemistry and Italian. After A-Levels she went on to do a BTEC in Engineering Maintenance and then started applying for apprenticeships. Two years, many careers fairs and 24 applications later she was offered apprenticeships by three different companies and chose EDF Energy, proving that perseverance does pay off! In her first year at EDF Energy, Sophie earned £10,000 but by her fourth year she was earning £20,000.

### Why is Sophie the 'Explorer', 'Investigator' and 'Developer'?

Sophie epitomises the 'Explorer' because she loves seeking out and learning new things: engineering is her passion and she's always trying to learn as much as she can! Sophie matches the 'Investigator' type because she works in a team to solve problems and carry out tasks like maintaining and upgrading power plants. As a 'Developer', Sophie taps into her creative and practical nature every day to solve problems at the power plant. Sophie thinks the 'People Like Me' quiz is useful because it lays out possible future paths for young people to research and consider.

# THANKS

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