

Dissertation - BMSS6007 - A study on the potential barriers and opportunities that women who are employed within the OAI face

by Elin Jones

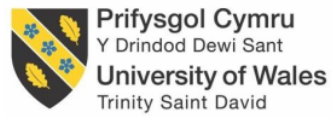
Submission date: 26-Apr-2024 12:37AM (UTC+0100)

Submission ID: 230902141

File name: 33799_Elin_Jones_Dissertation_-_BMSS6007_-_A_study_on_the_potential_barriers_and_opportunities_that_women_who_are_empl_1318298657.docx (565.93K)

Word count: 14775

Character count: 79263



A study on the potential barriers and opportunities that women who
are employed within the Outdoor Adventure Industry face.



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2103945

Outdoor Adventure Education

Word count: 7,601

Undergraduate Dissertation Certificate

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Name of the Programme of Study: Outdoor Adventure Education

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DECLARATION

I certify that the whole of this work is the result of my individual effort, and that all sources have been acknowledged.

Signed *E. Jones*(Student)

Date 25/04/24.....

DECLARATION

I am satisfied that this work is the result of the student's effort.

Signed (Lecturer)

Date

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ABSTRACT

The aim of this study is to discuss the potential barriers and opportunities that women who are employed within the outdoor adventure industry (OAI) face. Gender-studies has become a growing area of research within outdoor studies, therefore, this study will continue to offer new perspectives and narratives of said studies. Based on an existing theoretical framework, I have considered both sides of the spectrum regarding the female perspective of the current state of the OAI. This spectrum consists of the barriers and opportunities, thus the challenges and progression in women's career-ship. The growing body of literature within this area of research creates a holistic foundation for this study, ensuring both components are considered. Qualitative research was carried out in the form of interviews and thematical analysis to gain diverse perspectives from various stakeholders within the OAI industry (Patton, 2014, p. 425). Using purposive sampling, four female participants of different ages, experience, roles, and career longevity were interviewed: all of which offering insightful experiences and perspectives of the OAI. Upon analysis, findings were established and discussed to provide an in-depth discussion on 'the woman's experience' and how it may affect perspectives within the industry, differences in both genders and how this may affect leadership and addressing the importance of representation. The concluding remarks aims to provide an overall summary of the discussion, factoring in limitations and a framework for future study.

Repetition

Evidence

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This current field of study recognises that there are issues in gender inclusivity and diversity (Guinea and Palmer, 2020; Gray and Mitten, 2018; Gray, Allen-Craig, and Carpenter, 2017, p. 28), thus this study will continue to provide additional perspectives of women who are impacted by the current state of the OAI. Moreover, further exploration of this field of study will highlight positive progression and areas that still require attention within the industry.

2

Evidence

Current literature often focuses on the barriers and challenges that women encounter, which are undoubtedly important to address. However, it's equally crucial to recognise and celebrate the progress that has been made and the opportunities that have emerged for women over time. Acknowledging progress doesn't mean ignoring ongoing challenges but rather highlighting advancements and positive developments. For instance, in recent years, there has

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Evidence

been an increase in initiatives aimed at promoting gender diversity and mentoring schemes for women. Additionally, there's been a rise in women occupying leadership positions and breaking into this traditionally male-dominated field (Kailus, 2018). Although, there has been concerns with female-only schemes due to it potentially being a 'regressive step' as it conforms to gender stereotypes (Henderson and Lynch in accordance with Wurdinger and Potter, 1999, p. 247-259). I argue that the successful outcomes of said schemes shared by the participants of this study, proves otherwise. Conversely, I do share Lynch's (1999, p. 255) perspective that women-only schemes do have the capability of diminishing important relations between men and women that allows the space to identify and address differences in both genders. Therefore, to explore this concept, I will discuss the differences between men and women which will identify barriers and opportunities for women. Furthermore, there is evidence of female underrepresentation within the OAI, with 28% of full-time seasonal staff being female (Senior, 2022). Therefore, by acknowledging both challenges and the progress, we can gain a more comprehensive understanding of both sides of the spectrum and thus the current state of OAI workplace; enabling us to create a more inclusive environment where everyone, regardless of gender, can thrive.

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I base the decision of exploring this study on personal relevancy. Like Wall (2017, p. 46), I have developed a sense of what it means to be a feminist within the OAI which encouraged me to question all aspects of my life and how I might perceive my identity within this industry. As a young woman beginning a career in the OAI I hope to enter with the appropriate foundations that will allow me to progress and address issues in gender diversity

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and inclusivity. Not only will this ensure positive prospects for myself, but also other women

in the field that will continue to shape the OAI into a space that considers all genders. I use diverse representation within the sample to present past, current, and future perspectives. This will aid in painting an accurate picture of how women's position within the OAI have fluctuated within the past 2 decades. Additionally, the literature referred to within this Good considers perspectives from established researchers within this field of study, including Humberstone, Gray, and Allin, to name but a few.

Poorly Worded There will be three main areas that this study covers including female perspectives and how they may highlight the barriers and opportunities women face. Firstly, the female perspective

5 on 'feminism' within the OAI will offer conceptualisation of why women face barriers and how 6 increased awareness of the term may foster opportunities. The term 'feminism' is described as "respecting diverse women's experiences, identities, knowledge, and strengths, and striving to empower all women to realise their full rights. It's about levelling the playing field between genders and ensuring that diverse women and girls have the same opportunities in life available to boys and men." (IWDA, 2023). Having been suggested by Gray (2016, p. 35), women may feel disconnected from the term 'feminism' in relation to resonating with it to advance within their careers. Resonating with the term 'feminism' may look like women who are "professionally driven who have a clear sense of what they want to achieve – such as career advancement." However, concerns that they are being perceived as being "aggressive, assertive and even forceful" may deter women from identifying with this ideology. Gray (2016, p. 35) expresses that the on-going dilemma of "not wanting to de-prioritise being a wife, mother, or daughter – but also wanting to challenge the status quo of implicit gender biases" feels like an ongoing battle that we're 'condemned to lose'. In the same respect, Wall (2017, p. 45) suggested that the feminist theory is a crucial step in re-establishing the notion that the 'light at the end of the tunnel' is unattainable. Where I agree that the dilemma Gray Good offers feels like a losing battle, I argue that the experiences of the women interviewed for this study implies differently. With clear acknowledgement that the industry has improved it allows for a holistic discussion, thus highlighting the framework of this study. Furthermore, it is believed that when external barriers are broken down women excel and demonstrate their capabilities, such external barriers are addressed within this study as well as examples of women's experience to showcase said capabilities. As a result, internal barriers of self-doubt will be addressed to demonstrate the importance of why it is a necessity "for women to truly believe that they are strong, that they are competent, and that their identity is within their own control." (Kopp, 2013, p. 26).

CHAPTER 2: Literature Review

Within this literature review I will highlight the barriers that women have historically and currently face whilst participating within the OAI. Additionally, I will explore the opportunities that have since developed because of said studies, creating a framework for this study.

It should be noted that the reason this topic has come into discussion is due to a wider perspective on women's position within society and the supposed inequality that they face in all fields, especially the workplace (Burr, 1996, p. 12). In a 'Roadmap to Change' by HM Government, certain factors such as earning less pay per hour, taking unpaid work, and working part-time jobs applies when considering why there is inequality in the workplace (Mordaunt, 2019). Gendered division of labour explains the perception that there are specific job roles divided between men and women, leading to women in high positions being rare (Holmes, 2007, p. 13-14). Historically, it is thought that the OAI is as a male-dominated industry based on the foundations of which it is built on (Gray and Mitten, 2018; Evans *et al.*, 2023). For example, on the account of Brown and Blume (2002, p. 10), women were deemed unfit - physically and psychologically to climb the world's highest mountains in the earliest decades of outdoor recreation. Later, when outdoor adventure education (OAE) centres such as Outward Bound developed, a similar lack of gender diversity and consideration persisted towards women (Humberstone, 2000, p. 30-31). It can be argued that the leadership style promoted within Outward Bound was born from a war-like mentality and thus "leadership methods strongly reflect its traditions of service, self-resilience, craftsmanship, and compassion" (Raynolds, Chatfield and Bound, 2007, p. 12). All of which are important qualities of leadership, however, built from a 'traditional' perspective that may not affiliate with both genders as women may find it difficult to relate with such quantities. The perception that men should assume job roles within the OAI is high due to the masculine association with the outdoors (Kennedy, 2023, p. 456). Whilst it is important to recognise the historical context of women's position within the OAI, it is also important to acknowledge the progression that has been made regarding women's employment in the OAI. Outward Bound, a centre that was once heavily influenced by masculine roots, now actively promotes gender diversity within their workplace (Outward Bound, 2024).

Regarding the reasons women choose to work in the OAI, the element of enjoyment is considered, factoring in the concept of adventure. With reference to Mortlock (2009, p. 5), his

personal experience of adventure “became both work and recreation”, the reality for many others working within the OAI. Within Little and Wilson’s (2005, p. 193) study on adventure and the gender gap, women interviewed perceived adventure in several ways, including a challenge and opportunity to learn and surprise oneself. This is a common perception discovered amongst many other studies (Boniface, 2006, p. 6; Mortlock, 2000), thus assuming it is a perception experienced by both genders. However, revisiting Little and Wilsons (2005, p. 194) research, the women interviewed expressed that they could not reconcile with the terms ‘adventure’ and ‘adventurer’. Meaning, the belief that they weren’t capable of ‘real adventure’ overpowered their desire to participate in outdoor adventure. It can be assumed that this belief is based off of the masculine foundation that manifests the OAI and culture, leading to women feeling the need to strive for acceptance and recognition of such male-defined attitudes and practices (Carter, 2000, p. 164). Furthermore, the overpowering feeling of acceptance and recognition that women within the OAI face may be a result of societal norms, suggested by Blaine and Akhurst (2023, p. 246): “females are conditioned by society to anticipate low expectations of their abilities until being revealed otherwise.”. This is evident within Little and Wilson’s study (2005, p. 194) as several participants reported “a lack of expectation of their ability to perform or be accepted” to avoid social rejection.

It is evident within Burr’s (1998, p. 45) study that the concept of ‘gender roles’ impacts society in a way that categorises expectations regarding “appropriate duties, behaviours, manner of dress, speech and so on” to both genders. Suggesting that within the context of this study, the roles each gender assumes as a result of complying with society’s norms impacts their experiences within the OAI (Henderson, 1996, p. 111). Arguably, Burr’s study can be considered dated and thus the concept of ‘gender roles’, yet there is still evidence of women assuming their gender role, for example, being expected to prioritise childcare and reduce hours of paid work (Andrew *et al.*, 2021, p. 10). Evidence suggests that a women’s role within society and more specifically motherhood effects women’s ability to progress as well as achieve longevity within the OAI and the workplace (Whittington, 2019; Burr, 1998, p. 76-77). It is suggested within Whittington’s (2019, p. 91) study that the nature of the OAI doesn’t favour the work and family dynamic that most women are faced with during their lifetime, stating: “Too many and inflexible work hours remains a major problem in the Adventure education AE/OE/EE [adventure education/outdoor education/experiential education] this is even more significant given the long hours and time commitment of

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extended trips.”. It must be considered whether men experience similar obligations regarding the nuanced roles of gender within society or whether this is an experience unique to women. Evidence suggests that women do tend to “spend more time on parenting and housework than men” (Jolly *et al.*, 2014, p. 2) further supporting Whittington’s findings that motherhood and family obligations may serve as a barrier for women who are employed within the OAI. Additionally, having already established a career in the OAI, the decision to become a mother and in most cases becoming pregnant, considerably effects women’s ability to progress in the workplace in comparison to men (Allin, 2004). Revisiting Whittington’s (2019, p. 94) study of women’s experience in the OAI workplace, it is evident that the assumption that women would leave their current position to stay at home and raise a family was higher, whereas the assumption that family obligations lied in the woman’s responsibility was a common perception of male colleagues and thus did not feel obliged to leave their position within the workplace. Additionally, Allin (2004, p. 69) recognises that women who do choose to prioritise outdoor adventure activity (OAA) participation exhibit feelings of selfishness and ruthlessness. Furthermore, it can be assumed that a result of attending to such obligations may be the experience of ‘burnout’ and fatigue leading to difficulties with achieving longevity in the industry. Wright and Gray (2013, p. 19) explore the concept of burnout and fatigue within the OAI and how it may affect women greater than men due to certain pressures of feeling the need to “outdo [her] male co-leaders to be accepted as equal.”. This feeling may manifest into the perception that women are unsuitable for careers within the OAI, leading to further barriers of navigating the industry and feelings of career dissatisfaction (Carter, 2000, p. 164-167; Allin and Humberstone, 2006).

Current literature suggests that the experiences of women who assume leadership roles within the OAE and general workplace environments demonstrate a common theme of being underrepresented and difficult to maintain. Hubbard (2020, p. 3) explains that exposure, experiences, and education are crucial in allowing both women and men to progress in higher levels of leadership. However, these opportunities aren’t equal for both genders and limited for women, reducing the likelihood of progression to leadership roles. When applying Hubbard’s study to the experiences of women employed within the OAE industry, it is important to consider how both genders approach leadership and how it may be affected by the male-defined attitudes and practices that persists within the industry. It is evident within Warren’s (1996, p. 111) study that women approach leadership within the OAI differently to men, suggesting that there are ‘two types of behaviours’ regarding masculine and feminine

qualities. For example, the instrumental approach exhibits focus of the task, production, and outcomes, all of which are associated with masculine traits. Conversely the consideration approach exhibits a focus of relationship building and people-centred, often associated with feminine qualities (Gray, Allen-Craig, and Carpenter, 2017). Exhibiting both behaviours whilst leading is important to achieve success within the workplace, however, there is evidence of masculine qualities being valued above feminine qualities by both participants and supervisors (Humberstone, Prince and Henderson in accordance to Warren, 2016, p. 362). This may be a result of policymakers and OAE programme providers being mostly male, therefore, not considering the effect of gender roles upon society which ultimately affects the OAI (Blaine and Akhurst, 2023, p. 245). Acknowledging feminine approaches to leadership within the OAI may serve as an opportunity for women to progress in the industry, leading to enhanced experiences (Beames, 2019, p. 106). Examples of such enhanced experiences consist of risk perception. It is evident that male's perception of risk is lower and therefore increases risk exposure, whilst females' perception of risk is higher thus lowering the exposure to risk. Feminine qualities such as carefulness and observation factor into women's perception of risk. (Mata, Pereira and Carvalhinho, 2022, p. 10-11). Additionally, these qualities may offer a method of navigating risk regarding identity and relationships within outdoor leadership and education, allowing for "the performances of masculinities and femininities on courses and how gendered roles are enacted and understood by participants and leaders" (Tilstra et al, 2022, p. 165). It is apparent that the identification of such qualities within many women's leaderships approach have allowed for an increase of the opportunities for women employed or participating within the OAI.

Current literature and the general outdoor adventure culture/industry showcase that there is an increase in effort from organisations and workplaces to progress the industry in a direction that provides opportunities for women. For example, organisations and workplaces have taken approaches such as "women-only training courses and expeditions, which were designed to create supportive environments for women." (Beames, 2019, p. 106). Examples of 'women only schemes' include the 'Women's leadership course' facilitated by Outward Bound and 'This Girls Adventure' facilitated by The Outdoor Partnership. Both schemes Good provide women with opportunities to access and progress within the outdoors, enabling them a space to do so within their comfort zone. As discussed, women may feel inferior to men within the OAI workplace and so by offering a 'safe space' in which there is no higher ground, these schemes prove to be successful. Muskett (2019, p. 31). Recognises this

concept, stating: “The success of the ‘This Girl Can’ and ‘Women in Adventure’ campaigns have fuelled a demand for female only events”. It can be assumed that the ‘demand’ for such events and schemes fosters an insight into the current state of the OAI, specifically in Wales. Further proving Muskett’s research, Hall and Boocock (2023, p. 11) recognise an increase in women-only outdoor courses and interventions across Wales. However, both conclude that Welsh women within the OAI, continue to feel a sense of exclusion. It can be deduced from their research that women not only face gender biases within the OAI, but other social biases, leading to a further consideration that the OAI is faced with the debate of inclusivity and diversity (Humberstone, Prince, and Henderson, 2016, p. 351).



CHAPTER 3: Methodology

Rationale

To ensure qualitative research is carried out, I have used semi-structured interviews to collect data. It is evident that conducting interviews rather than a quantitative approach will enable insights directly from those affected as well as explain a bigger picture behind numbers (APEC, 2024); Smilde and Hanson (2018, p. 333) state that qualitative methods “are particularly suited to unpacking the “how” of gender and sexualities—the layers of practices, discourses, histories, and identities that constitute and are constituted by them”.

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Qualitative researchers are seen as self-assessors who reflect on their own social-historical context, which influences their ability to gather detailed data (Choy, 2014, p. 99). The gender of the interviewer may have significant effect on the interviewee’s portrayal of their views and opinions (Coolican, 2019, p. 153). Being a woman with aspirations in the OAI proved to be advantageous for conducting interviews with other women in the field, as it fostered a sense of empathy and relatability. However, I was cautious not to project common biases and prejudices (Kvale, 2012, p. 8). With consideration to current research, many studies use qualitative research, Gray and Wright’s (2013, p. 13) study serves as an example. Gray and Wright sustains that interview’s “were particularly useful at getting to the story behind personal experience, as well as women’s own narrative framing of their career trajectories.”

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Participants

I used purposive sampling to gain participants for this study. According to Wildemuth (2017, p. 128), purposive sampling intends “to recruit a sample that is representative of the population in terms of both central tendency and range on characteristics of interest.”

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Therefore, in relation to this study it is important that the sample represents women in the OAI and can provide a range of characteristics to achieve an accurate representation (Wildemuth, 2017, p. 128). To ensure that women are represented accurately I interviewed four female participants of different ages, career longevity, job roles, and experience within the industry. For example, a female in her 20’s who has worked in the OAI industry for 3 years alongside a female in her 50’s who has worked in the industry for 30 years offered a diverse perspective of the woman’s experience in this industry. I did not interview males as I wanted to focus on the female perspective, however, upon analysis and discussion a male’s perspective could prove useful in offering an insight into comparisons of the different barriers and opportunities they may face within the industry.

Good point

Instrumentations

I used the semi-structured interview method for this study. As defined by Wildemuth (2017, p. 249), “Semi-structured interviews give the interviewer considerable freedom to adjust the questions as the interview goes on and to probe far beyond a particular respondent’s answers to the predetermined questions”. Going beyond the predetermined questions (Appendix 1) enabled me to cover all central topics while creating a safe and informal space for participants. Chapman and McNeill (2005, p. 56) validates informal atmosphere, while Kvale (2012, p. 9) highlights the importance of interviews feeling like meaningful conversations where participants are valued and respected regardless of the personal information they choose to share. This approach encouraged genuine dialogue and authentic responses.

Excellent

Data collection and Procedures

To ensure that the semi-structured interviews were completed efficiently, I followed characteristics of an open interview as a guide. Firstly, each interviewee was granted full anonymity, I requested that each participant completed a consent form that includes confirmation that their identity will remain anonymous (Appendix 2). Additionally, I allocated letters to refer to each participant during analysis. Ensuring confidentiality is vital for creating a safe space in interviews, allowing participants to share experiences and view candidly. (Coolican, 2019, p. 160).

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To ensure that a comfortable and open atmosphere was maintained throughout, it was important that the language used was suitable for the interviewee. Here, limitations were introduced as the interviews were conducted through the medium of English. Each participant prefers to communicate through the medium of Welsh due to it being their first language.

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Additionally, having pre-established relations with each interviewee, we choose to communicate in Welsh. Therefore, conducting the interviews through the medium of English did create awkwardness and unfamiliarity, affecting the flow and atmosphere of the interview initially. To combat this limitation, I stated clearly at the beginning of the interview that each interviewee is free to use any Welsh phrases or words to express certain points that they may find difficult to do so in English with reassurance that it will be translated accurately during analysis (Coolican, 2019, p. 161).

Lastly, interviews were conducted via ‘Teams’ (a video conferencing workspace). Teams has both options of video recording and transcribing and therefore serves as a useful tool in ensuring all data is collected accurately. Additionally, considering that the interviewees have busy schedules, I was able to conduct the interviews remotely, simplifying the process of

establishing a date and time that is suitable for both parties as it eliminates the need to travel to a destination which can be time consuming (Khan and MacEachan, 2022). The length of each interview ranged from 20-40 minutes with each transcription consisting of 20-30 pages. It must be considered that conducting interviews via video conferencing has limitations in capturing the same essence and authenticity whilst interviewing face to face, as well as Good technical disruptions (Khan and MacEachan, 2022, p. 7). Technical issues did arise with one interview; however, it was managed appropriately and did not affect the flow of the interview due to it happening before questioning.

Data Analysis

16 I will be using thematical analysis to analyse the data obtained based on theoretical Clarify framework of this study I have adapted a deductive approach to determine the themes.

Sp. Thematical analysis identifies, analyses and reports patterns within data. These patterns become themes which captures important meanings within the data in relation to the study (Braun and Clarke, 2006, p. 79-82). I followed Braune and Clarke (2006, p. 87) phases of thematical analysis to ensure the data was analysed efficiently. This consisted of familiarisation, coding, searching, reviewing, defining themes, and finally reporting upon the themes within the findings and discussion section. Limitations of using thematic analysis are issues in interpretation as the data is Sp. purely descriptive, however, this did not affect the study as it is based on an “existing theatrical framework that anchors the analytic claims that are made” (Braun and Clarke, 2006, p. 95).

Repetition 

Based on a thematic data analysis of the study on the opportunities and potential barriers that women who are employed in the OAI face, three themes have been established using a deductive approach; these themes include 'Female perspectives', 'Barriers' and 'Opportunities'.

Findings

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- 1) 'The woman experience' summarised as societal norms and gender biases for women, fosters an insight into the current state of the OAI and how women navigate through barriers and opportunities throughout their careers.
- 2) Increased female representation and recognition within policymaking and provider roles has the potential to offer solutions in increasing women in leadership positions.
- 3) Leadership is approached differently by both men and women; however, the female's approach does not correspond with traditional leadership model that favours masculine attributes.
- 4) A lack of consideration towards other minority groups within the study of women's position within the OAI narrows relatability for women from all diverse backgrounds.
- 5) There is evidence of external and internal barriers being broken through awareness and progressive schemes, thus allowing for increased opportunities in career advancements and longevity.

Discussion

1. Implications of 'The woman experience'

Firstly, to establish and validate women's experiences in the OAI we must attempt to look through their lens to form an understanding of their perspectives and how they shape the

current state of the OAI. The term 'the woman experience' offers an insight into certain gender biases that exist in the OAI and how it may women's experience in the workplace and thus, career progression. Lerner (1992, p. 19) states that the woman experience "encompasses all that is human; they share – and always have shared – the world equally with men.". Within her book she explains that in the context of humanities history, documentation of women's experiences has become 'disoriented' and 'alienated' because of men's documentation and observation overriding those of women based on their values and characteristics. Undoubtedly, this concept affects the long-lasting debate on gender inequality in the OAI workforce (Gray and Mitten, 2018; Humberstone, Prince, and Henderson, 2016; Warren, 1996; Humberstone, 1996). In the context of this study, 'the woman's experience' proves to be significantly relevant in providing an insight into female perspectives of the OAI and how it may affect their position within it. Revisiting the discussion on gender roles within society and how they may affect career ship for women (Whittington, 2019; Andrew *et al.*, 2021, p. 10), there is a correlation with biases of 'the woman experience'. For example, the expectation that women are to prioritise motherhood and the lack of consideration for working mothers on the behalf of the OAI serves as a common shared female perspective and in fact a barrier for career progression and longevity (Allin, 2004, p. 64; Maher and Saugeres, 2007). Person B and D reflect on this barrier:

So, I think it's and also maybe it's about understanding. Like, I don't have children yet, but a lot of my friends are starting to have children, this understanding that, like the barriers for the women in the group so.

If they have children and I think that's becoming more forward, you know, I know that women are, you know, I know you can split maternity now or paternity with your partner, whatever. But I think women still have to take time off work. And that time of work might be that they don't get to attend these amazing meetings and conferences and events. So then they are going to be behind their male counterpart like they're always going to be.

Person B, Activities Development Officer

There's lots of reasons why there are barriers. I mean, you know, women often start a family as well, the HR process in the outdoor sector have not been very supportive of women.

And another huge barrier as well. I think for women as well as having children, the childcare issues.

Person D, Chief Executive Officer (CEO)

Here, both participants express that motherhood and family obligations have become barriers for women within their workplace with or women within the industry in general, suggesting that the overall human resources (HR) processes to ensure women receive appropriate career adjustments are poor within the OAI (Humberstone, Prince, and Henderson, 2016, p. 162).

Whittington (2019, p. 84) explores this concept within her research, stating: “Challenges included time away and feelings of guilt, stereotypical assumptions of motherhood, childcare and poor salary compensation and breastfeeding.” A correlation can be made between the experiences of the women within her study and this study. For example, findings of Whittington’s study demonstrated the issues in flexibility and finances whilst managing child-care – “working outside the home while paying for childcare remains a reason why women leave their current positions and opt for more flexible work hours.”, validating Person’s D statement: “the HR process in the outdoor sector have not been very supportive of women.” Conversely, Whittington (2019, p. 88) reports that by having a supportive spouse/partner it enables “equal childcare responsibilities, structure—the ability to plan and juggle duties and responsibilities and that partner supported their career choice”, offering a solution to mothers and aspiring mothers working in the OAI. Land and Wave (2022) further validate that support from others prove to be a solution in managing motherhood and family obligations. Person B expresses the support within her relationship, further validating Whittington’s solution.

I’ve always been supported as a female, and I know that’s not the case for everyone, in my relationship my partner supports me. You know, he doesn’t think of it as my job to cook and clean or whatever.

Person B, Activities Development Officer

The ability to further evaluate this concept from the data collected is limited as none of the participants in the sample identify as mothers, thus did not gain a first-hand experience of a working mother in the OAI.

2. Issues in female underrepresentation and unrecognition in leadership roles

Other biases that derive from female perspective include lack of recognition and representation due to male standards to which women are measuring themselves against (Tavris, 1993, p. 149). It is important that the differences in both genders are considered here, as both components serve a purpose in understanding why lack of recognition and

representation act as barriers. Mosse (1993, p. 7) recognises that the term 'gender' covers "the social roles of both women and men. The relationship between men and women is often crucial in determining the position of both." Therefore, consideration for the relationship between men and women will allow for a better insight into the current female perspectives of the OAI. Upon revisiting the discussion on women's approach to leadership and feeling unrepresented and unrecognised within these roles, it can be deduced that the reason behind this perspective derives from the policymakers, providers and the overall OAI culture favouring male-leadership attributes, evident on the account of Person A, B, C and D:

The providers are still male dominant, so that would be my area of like something I'd love to work on is that. But it's difficult to find a female provider to run the sessions.

you know, I'd happily go on a course with them with a male, with a male provider, but it's that like, well, no one else [other women] is running for outdoor first aid. So, then I can't run the outdoor first aid. So why haven't I ever thought that, like, well, I could be. I'm competent enough to run the outdoor first aid qualification. So why aren't I? Is it because that I've never seen any?

If I had a male on my session, if I was a provider for the course and I had you on my course. I know that it would be lovely. But if I had a male that was like 50 on it, would there be respect?

Person B, Activities Development Officer

People like myself or even sort of my boss, we've noticed straight away, actually we need more representation and it's not all about, obviously, the male instructors. We definitely needed to diversify.

For instance, with I'm being the only female, so I've kind of got used to it and learnt how to deal with 4, 5, 6 of the males on the same course and sometimes it is hard because the fitness is different or like expectations are different.

Person C, Outdoor development officer

Yeah. So, so when we first started very, very few women were doing national governing body qualifications opposed to the male. 500 people a year with different national governing body qualifications as volunteers, and I would say 20% of them were female.

So, to be, to be honest with you, the first five years are very intimidating. If it wasn't for my character, I think I probably wouldn't have hung around and often I would. I would be looking for other jobs because I would often turn up to meetings of 20 or 30 people and they were all male. I was the only female in the room.

Person D, CEO

I think it comes down to like leadership style, like the way they lead and probably like they like to take charge and I like to tell you what to do. Yeah, I think that's absolutely just style and I think.

Yes, I know in the past especially going on here, there's been issues with girls going higher up.

Person A, Outdoor Adventure Instructor

Blaine and Akurst (2023, p. 245) offer insight into why women are underrepresented and unrecognised within the OAI, suggesting that policymakers and providers are ineffective in representing women due to the majority being male. Within the data collected, there is re-occurring evidence that confirms this hypothesis, on the account of Person B and D, stating – “the providers are still male dominant... it’s difficult to find female providers.” and “500 people a year with different national governing body qualifications as volunteers, and I say 20% of them were female.” With clear evidence of why women are underrepresented and unrecognised within the OAI, an explanation of why women experience feelings of self-doubt can be explored and how it may justify women’s reasoning for not attempting to progress their careers or strive for higher positions. Davies, Potter, and Gray (2019, p. 218) explores this concept stating: “Although innately talented, female leaders may at times have difficulty pushing themselves towards career advancement because they underreport their competency levels, even if they possess the ability to lead well.” This female perspective manifests women’s approach to leadership within the OAI and deters them from attempting higher roles, evident in Person B’s account – “I’m competent enough to run the outdoor first aid qualification. So why aren’t I? Is it because that I’ve never seen any?”. Here, the question arises again whether this is an issue of lack of representation. Both person C and D state that they are amongst the few women in their job position, however, both express that they either feel supported and respected or creates that environment within the workplace. It is evident that due to this factor and their position within the industry that their opinions and perspectives are valued, enabling significant impact on women’s ability to progress within the OAI:

We were trying to get more females and it was pointed out by some external sort of people who are going for jobs, that it was very male dominated and all the jobs that had come up, a male person was nominated. So, then we had a chat and discussion and obviously I’m in this part of the field. So, they’ve asked me to be on sort of the panel and stuff like that. So that was quite nice. Because sometimes if you go for an interview and there are just males sitting around the table and it’s just you it is quite intimidating, so it’s nice to be involved in that. So, then it makes a participant feel more at ease and it shows inclusivity.

Person C, Outdoor development officer

I guess I wouldn’t have been supportive because I was the boss in a way. But with subconscious bias, if you look at our staff profile within the charity now and also the trustees, more than 50% of girls for more than 50% of our trustees are women and more than 50% of our staff team are actually women.

Person D, Chief Executive Officer (CEO)

Having such representation may encourage women to apply for leadership roles and offer a solution to concerns of respect and expectations expressed by Person B and C above. Warr Good et al (2018, p. 255), further validates this hypothesis, offering strategies that support women in outdoor leadership positions. In summary, these strategies include 'creating an organisational climate that supports women employees', 'actively recruit and encourage women to apply for outdoor leadership positions' and 'offer skills and training in both single-gender and mixed-gender environments.' These strategies foster solutions to lack of representation and recognition, therefore, to ensure that they do take effect, actions of women such as person C and D showcase the possibility of success in achieving opportunities for women employed within the OAI. However, it must be considered that age and experience, in addition to gender, are factors that may affect whether respect and support is given and Good received. For example, Person B and A express that age and experience became a barrier in their career progression:

So just because I've been one of the longest there like but also, I'm still quite young but then they favour the ones that have been there way less because they're older, they just give them more stuff and favour them more, that's my age as well more than anything.

Yeah, I think, yeah, it mostly comes down to age because I'm one of the youngest there but then obviously I've worked there the longest.

Person A, Outdoor Adventure Instructor

You know, I'd be competent enough to run the outdoor first aid, but how do I know that I'm not doing it because I'm not seeing anyone else and I'm not even saying, like, oh, can I shadow this course? And it's like, oh, but like, you're a young female. Is that going to go down very well? I don't know.

Person B, Activities Development Officer

Therefore, it must be considered that the nature of the OAI requires for a significant amount of experience to progress and thus may add an additional amount of pressure on women (Kailus, 2018).

3. Female experiences and attitudes highlighting the differences in leadership approaches and models.

To continue to ensure opportunities, consideration for 'The woman experience' will demonstrate how female representation will allow for a better understanding of how particular gender-experience to women may affect their ability to lead appropriately and sustain a career in the OAI. It is evident that hormonal factors have significant impact on women within the OAI, with menstruation/premenstrual syndrome (PMS) and 'burn out' acting as barriers for women. It is evident in Prince and Annison's (2022, p. 820) study that women face issues in embarrassment, frustration, and enjoyment regarding the lack of awareness around managing menstruation/PMS in the outdoors (Botta and Fitzgerald, 2020, p. 29). Therefore, due to lack of awareness women are expected to continue with little regards to how menstruation/PMS symptoms are affecting them mentally and physically or cause them to not participate at all, it is suggested these expectations lie in men's poor attempt at understanding menstruation/PMS (Prince and Annison, 2022, p. 821). Additionally, experiences of 'burn out' can be related to lack of awareness and understanding within the industry, thus enhancing the affects of hormonal changes (Wright and Gray, 2013). It is suggested that experiencing 'burn out' has the capability to affect a women's decision-making process in relation to her career-ship (Allin and Humberstone, 2006, p. 150). Person C and D expresses that without female representation, lack of understanding and awareness for menstruation/PMS and hormonal changes within the OAI workplace will persist:

And it's good to have female representation anyway, because obviously females understand how each other goes through stuff that may be the men don't experience. Especially things like menstruation, maybe or like how your body changes hormonally and stuff like that. So that is a big thing because sometimes if its very male dominated, people don't understand that side of things.

Person C, Outdoor Development Officer

And you know, there are issues for women, whether it's periods or whether they've got, you know, childcare issues, that they're not going to be as understanding as a female CEO. And that's where you know that, that could be a barrier.

Person D, Chief Executive Officer (CEO)

Prince and Annison (2022, p. 821) report that from the data obtained, women working within the OAI felt the need to become role models to encourage women to participate in OAA despite managing menstruation/PMS, offering advice and guidance that would "dis-mantle the barrier of menstruation for women in outdoor leadership." This finding correlates with

Person C and D's account and suggests the importance of female representation in addressing this barrier.

Such barriers may also be addressed through the acknowledgment of the differences in both genders. As mentioned previously, recognising that each gender has different characteristics and perspectives will allow for a better understanding of the relationship between men and women and why both components must be addressed to continue to remove barriers and provide opportunities. The experiences of feeling underrepresented and unrecognised and thus expressing feelings of self-doubt within each account and current literature may be a result of lack of recognition towards leadership style and approach. Re-visiting Gray, Allen-Craig, and Carpenter's (2017, p. 28) study, they refer to the 'traditional leadership model' that has been "fashioned by a white, middle class, male history" in which does not correlate with the leadership model that many women choose to adopt. A 'relational model of leadership' considers "relationship building between self, others, and the environment", evidently resonating with women – "Seeing people flourishing in the outdoors gives women an inordinate sense of innate gratification, both professionally and personally." Person B, C and D validates this statement:

But I think in a team it is really nice to recognise someone's skills and go, oh, actually they are really good at making children feel calm and that if a child cries, they're really good at dealing with that.

Like so I think being relatable, listening and just, you know, they don't care that you've just been rafting out in, like, like, Nepal or they don't care that you have had to go in your head to toe because they don't. They don't value those things. And actually, I wish we didn't value those things. Like, I get that outdoor kit is important. But yeah, I think listening to what people are saying to you.

Person B, Activities Development Officer

I love just working with young people. And the first time they've been camping or the first time they ever read a map and you can see in their face that they've learned something and now they're like, Oh my God, are you so easy or I'd love to do this again or, you know, in six months' time or a year's time, they've come back to do something out the next level or they've asked to improve or even come and volunteer.

Person C, Outdoor development officer

But in terms of the professional side of it, it's just lovely to see all the case studies of, you know, of people who have been involved in different projects and seen the differences made to them, you know, and a social return on the investment that we put in, you know, and just it just addressing that barrier for women to engage in our activities has been for me, you know, it just makes my boring, tedious, difficult days.

Person D, Chief Executive Officer (CEO)

It can be deduced from the account of Person B and C that the element of relatability and nurture that they exhibit is a recognised strength of their leadership approach. However, as discussed, this leadership approach may not be favoured within the industry and this may be a result of feminine qualities being overlooked due to the perception that leaders should exhibit traits that are more commonly associated with masculine qualities (Feldheim, 2024, p. 19). As a result, women who attempt to exhibit these masculine leadership styles may believe that are having to overcompensate to compete with the unattainable expectations of expertise and competence of a male outdoor leader (Rogers and Rose, 2019, p. 46). Rather, by adhering to the 'relational leadership model' it allows women to meet realistic expectations and create a space that fosters significant benefits (Gray and Mitten, 2018, p. 331).

It is important not to invalidate the experiences of men and assume that they do not also experience similar outcomes from their leadership styles. However, based on the data collected we can form an understanding as to why women may perceive a man's approach to

leadership to be different and thus find it difficult to resonate with a woman's approach; an evaluation of Person A's experience offers an insight. She shares her experience of a male's autocratic leadership style when asked whether her leadership approach was affected when a male was running an activities session alongside hers, stating: "they like to lead charge and then you'll just be standing, waiting to be told if they want us to do anything." It can be assumed that if Person A felt represented and recognised for her leadership style it would be equally valued within the workplace and thus enable her to 'take charge' and adopt her own sense of leadership (Gray and Mitten, 2018, p 103). However, Gray, Allen-Craig, and Carpenter (2017, p. 28) recognises that women may face the dilemma of feeling as though they may not be welcomed to voice their concerns regarding lack of leadership style recognition – "dammed if we don't, damned if we do."; suggesting an explanation of the cycle of why women continue to lack representation and recognition. Additionally, feelings of self-doubt and the perception that they are less competent seems to continue to discourage women from pursuing leadership roles, resulting in a widely accepted perception that men dominate leadership positions within the OAI (Baker, Carr, and Stewart, 2021, p. 91). It is suggested that this acceptance lies in the possibility that these issues go unnoticed by men due to "men's sense of privilege and entitlement" (Kennedy, 2023, p. 456). Kennedy's (2023, p. 468) study offers an insight into the male's perspective of gender-biases within the OAI. His concluding remarks recognises that men do exhibit the desire to act as allies with women but to ensure their perspectives are valued and understood, "embracing discomfort and rejecting the impulse for defensiveness, we may produce alternative masculinities that help foster greater gender equity." I base the male's perspective of leadership within the OAI on current literature, however, obtaining my own data to further validate said literature would offer an insight on whether a woman's approach to leadership resonates with them or not, thus highlighting a limitation of this study.

Whilst the discussion above maintains that the differences in men and women may act as a barrier for women's approach to leadership, it is important to recognise how the differences may also foster opportunities for women within the OAI. Person B and C acknowledge the differences in a male's approach to leadership but also recognises how these differences can advance on their approach to leadership:

I'm really lucky to have a really lovely team of colleagues and you know, they are way better at me at like, climbing mountains. They can read a map better at me. They're way fitter than me when I go out with them. I don't think that we can say that some men aren't good at that because I think some men are really good at listening and I think in a team it is really nice to recognise someone's skills.

But I do think males and females can be different in that like right is way.

Person B, Activities Development Officer

I had a colleague who was male and we were like chalk and cheese like he was all about like, power and doing like crazy things and like, he could just turn up and do stuff, tot the most organised. Maybe that's a trait I don't know, but I was a bit more organised but I was a bit more methodical so I wasn't really depending too much on maybe power strength and stuff like that. But actually it was really good because we were sort of strength and weaknesses kind of combined to make a really good team.

That's always helps as well. And because people bring different strengths and be able to achieve different things.

Person C, Outdoor development officer

In coherence to Gray, Allen-Craig, and Carpenter's (2017, p. 30) concluding remarks within their study, the belief that male and female's approach to leadership should be recognised for their differences and thus valued for "different ways of being, leading, and contributing Good outdoor profession. Behaviour is a direct result of motivation; the challenge that lies ahead for the profession is how to motivate one another (both genders) to address the existing bias." There is clear evidence of person B and C experiencing motivation to address the gender-biases from their male colleagues, allowing for a positive perception that the OAI is steering towards an inclusive and diverse direction. Furthermore, Davies, Potter, and Gray (2019 p. 232) validates the notion that for the OAI to maintain an equal and inclusive representation, all leadership styles must be valued and leaders themselves must perform tasks according to Excellent □uals' strengths rather than adhering to gender-roles. Person C's account further validates this perception, stating: "It's kind of open to everyone and whoever's the best qualified or the best person for the job gets it, not necessarily male or female."

4. Acknowledgement of groups of minorities resulting in limitations of the study

Regarding the term 'groups of minorities', it is long put into question whether women fit into this category (Hacker, 1951, p. 60). Having been described as male-dominant, white-

privileged and classist, the OAI makes it difficult for anyone seen as a minority to progress within the industry and acts as a potential barrier (Beams, 2019). Whilst it is important to recognise that the nature and culture of the OAI affects the participants of this study, it should also be accounted that groups of minorities were not included within this study and thus may highlight limitations in obtaining diverse data that represent women of different ethnicity, race, nation, class, etc. However, Person B, C and D does demonstrate clear awareness of said groups and recognises the importance of including all groups of minorities for an inclusive and diverse industry:

We're not so diverse in ethnic minorities. So that's something we'd love to work on. And that's something I think the outdoors as a whole needs to work on. I think they've been working on women and girls for the last maybe like five or six years or 10 years maybe and then, yeah, and then the ethnic minority needs to come close behind it.

So for example, we've got a programme with young carers at the moment, so we did some training to do with young carers rights and you know the barriers that faced young carers and things like that.

Person B, Activities Development Officer

We're trying to get everyone involved and it's not, it's not certain people who are allowed to come and join or come and work. It's kind of open to everyone and whoever's the best qualified or the best person for the job gets it.

Person C, Outdoor development officer

I think going back to the intimidation, I think people like to be around people that look like them or like them themselves. It's like I think minority communities, it's like and any other and underrepresented group. So, women are no different in a way.

Lots of pockets of poverty within Snowdonia as a good example. There's a big cultural vicious circle going on. Hopefully this cultural vicious circle has been broken where local youngsters are now taken out, there are outdoor clubs now set up for families that are affordable

Person D, Chief Executive Officer (CEO)

Humberstone, Prince, and Henderson (2016, p. 341-348) recognises that there is a lack of concern for race and ethnicity within the OAI and how access is limited due to outdoor resources predominantly managed by a white person. Additionally, Rogers and Rose (2019, p. 47) claims "limited research addresses how women in outdoor leadership perceive their white privilege and how this may influence their experiences" suggesting there are further barriers that influence women of colour and other diverse groups that must be addressed

Excellent 

further validates this notion – “We're not so diverse in ethnic minorities. So that's something we'd love to work on. And that's something I think the outdoors as a whole needs to work on.” Furthermore, Person D addresses issues of accessibility to the outdoors because of the OAI culture. It is suggested that this culture is based on white-privilege and class privilege and so financial resources play a significant role in accessibility to the outdoors (Beams, 2019, p. 60-75; Dashper and King, 2022). Therefore, with consideration to previous discussions of women’s career-ship within the OAI, a correlation can be made regarding women finding it difficult to access the outdoors due to barriers in maintaining career longevity and progression.

5. Opportunities in career advancements and longevity

The opportunities women have received within the OAI is an important aspect of this study as they attempt to demonstrate the progression of gender inclusivity and equality as well as the positive direction that the industry is steering towards. Each participant reflects on the opportunities they’ve given and received during their careers as well as acknowledgment of progression:

They [bosses] gave us the opportunities, opportunities to do more change.

I think it's quite even at the moment. It has been quite male heavy. But I think at the moment how we are is quite even.

Person A, Outdoor Adventure Instructor

There's more women coming on the courses and there are definitely more women attending courses 100%.

Sometimes you feel like you want to say that you don't. But like, I do feel really supported and I feel like, you know my boss and the kind of the higher staff have done a really, really good job, like putting a really good, I don't know how they've done it, but they've almost put a really good team together that like balance out really well within the team, regardless of gender

Person B, Activities Development Officer

Oh, yeah, yeah, there's definitely more females and it's a bit more open inclusive and you can see that from when we do sort of strategies and stuff like that. It's a lot more inclusive and for the workforce as well as sort of participants.

Any job is open to everyone, but we are female heavy as well, just mad to think in such a big workforce. Usually it's the other way around, especially with outdoor centres.

Yeah, sometimes it's very male dominated industry but it has definitely got better over the last 10 years.

Person C, Outdoor development officer

I think people are just really grateful that there are opportunities there for them that they can afford and there are people there to improve their confidence, their knowledge, their skills.

Now, I think there's more females taking part in outdoor activity qualifications than they were, but it's taken almost 2 decades to get there.

Person D, Chief Executive Officer (CEO)

Here, each account serves as examples Gray, Allen-Craig, and Carpenter's (2017, p. 30) aspirations becoming reality – “we want to constructively change this gendered space to be more equitable and inclusive, to value difference, and to provide more opportunities for women's work to be respected.”

Good

This study draws upon the experiences of four female participants with varying roles within the OAI. Each interview offers an insightful perspective of the barriers and opportunities for women to maintain career progression and longevity within this industry. Additionally, each interview served as a lens into the female perspective allowing for correlation between current literature within this field of study, which in turn allows us to conceptualise the barriers and opportunities identified.

Limitations of this study must be addressed to ensure future research of this topic considers important elements that this study failed to do so. Such elements consist of male representation and perspectives, direct experiences from mothers, women who identify as a minority and personal gender-biases. Similar to Guinea and Palmer's (2020, p. 114) concluding remarks, my personal gender-biases made it difficult to overcome pre-established opinions and perspectives of the current state of the OAI during analysis and discussion. However, re-visiting Choy's (2014, p. 99) statement it must be considered that 'qualitative researchers are seen as self-assessors who reflect on their own social-historical context', thus conducting research within my own social-historical context will inevitably lead to judgments based on my perception of gender-biases.

The growing body of literature within this field of study often emphasises on the barriers and challenges that women face within the industry, with less consideration to the progress and opportunities that have since developed. To address this imbalance, I have discussed and explored both components. A framework is established that considers which barriers continue to affect women and how might these barriers be counteracted to foster opportunities that in turn creates an inclusive, diverse, and equal workplace for women. Each participant expressed their want for change and demonstrated their roles in this change to ensure they continue to receive and provide opportunities. Davies, Potter, and Gray (2019 p. 232) recognises that this is an important factor to receive gender-balance within the outdoors – “we see outdoor leaders as influential facilitators toward gender-balanced outdoor leadership. It is up to us to promote this important journey of change.” Therefore, I intend on promoting the important journey of change with this study whilst contributing to future research.



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APPENDICES

Appendix 1**Interview Questions:**

1. **What is your position within the OAI?** / Beth yw eich rôl yn y Diwydiant Antur Awyr Agored
2. **How many years have you been working in the OAI?** / Faint o flynyddoedd ydych chi wedi bod yn gweithio yn y DAA?
3. **Which outdoor qualifications do you possess?** / Pa gymhwysterau awyr agored sydd gennych chi?
4. **How did you discover the job that you are currently undertaking?** / Sut wnaethoch chi ddarganfod y swydd rydych chi'n ei gwneud ar hyn o bryd?
5. **Have you received any opportunities CPD whilst working in the OAI?** / Ydych chi wei cael unrhyw gyfleoedd ar gyfer datblygiad proffesiynol parhaus wrth weithio yn y Diwydiant Antur Awyr Agored?
 - **Have you experienced or have you felt as though your gender has influenced your opportunities?** / Ydych chi wedi cael profiad neu'n teimlo bod eich rhyw wedi dylanwadu ar eich cyfleoedd?
6. **Do you feel supported in your work environment? Do you feel equal in your work environment? Could you expand and provide an example? (is there a policy)** / Ydych chi'n teimlo eich bod yn cael cefnogaeth yn eich gweithle? Ydych chi'n teimlo eich bod [yn cael eich trin] yn gyfartal yn eich gweithle? Allwch chi ymhelaethu a chynnig esiampl?
7. **Have you faced any barriers that have made it difficult for you to progress in your career?** / Ydych chi wedi wynebu unrhyw rwystrau sydd wedi ei gwneud hi'n anodd i chi symud ymlaen yn eich gyrfa?
 - **Have you experienced or have you felt as though your gender has influenced these barriers?** / Ydych chi wedi cael profiad neu'n teimlo bod eich rhyw wedi dylanwadu ar y rhwystrau?
8. **What do you enjoy most about working in the OAI?** / Beth ydych chi'n ei fwynhau fwyaf am weithio yn yr DAA?
 - **Are there any factors that may have influenced your enjoyment?** / A oes unrhyw ffactorau a allai fod wedi dylanwadu ar eich mwynhad?

Notes:

State interview will be done in English but can dip into Welsh.

State interview will be recorded and transcribed.

State that they will be referred to by letter to ensure anonymity.

Appendix 2

(English)



A study on the opportunities and potential barriers for women employed in the Outdoor Adventure Industry (OAI).

Background information of the study

- Current literature suggests that women in outdoor adventure leadership roles are underrepresented due to the foundation of which the OAI is built on. This suggests that there may be an imbalance in the opportunities women face in the OAI.
- It is evident that a woman's decision-making process within a career in OAI has been influenced by gendered disposition. It is suggested that limited opportunities to develop experiences, exposure and education is reducing the likelihood of women being promoted as outdoor facilitators and pursuing a career in the OAI.
- It is also evident that there has been a steady increase in female participation within past decades. Seemingly, this is due to organisations within the OAI adapting the workplace to a flexible, challenging, and purposeful environment that caters to both women and men.

Why do the study?

- I hope to confirm current literature as well discover the trends that cause barriers and opportunities to women employed in the OAI. From this research I hope to be able to highlight the importance of gender diversity within this area of employment and to signify/ highlight good practice in some organisations in reducing barriers for women. This may help to inform future research.

How are we going to research?

- 1:1 Interviews with four female OAI practitioners.

Confidentiality and withdrawal

- **Anonymity:** a letter will be used to code all data.
- **Security:** All data (interview recordings and observation notes) are protected by digital password and authentication processes, following data protection protocols.
- **Withdrawal:** you may choose to withdraw any or all of the data relating to you, no reference will be made to you in this study or future published work.

If you have any further questions, please feel free to contact me:

Lead Researcher: Miss Elin Fflur Jones
Email: 2103945@student.uwtsd.ac.uk



A study on the opportunities and potential barriers for women employed in the Outdoor Adventure Industry (OAI).

Consent form

After receiving information about the study, I wish to continue to participate in the research please fill in the below consent form:

I, _____ consent to participating, as requested, in the research, led by Miss Elin Fflur Jones.

1. I agree to audio recording of the interviews and participation or to be quoted by the researcher during event observations.
2. I understand that:
 - a. I will not benefit financially, or otherwise, from taking part in this research.
 - b. I am free to withdraw from the project at any time and free to decline to answer particular questions.
 - c. I will not be identified, and individual information will remain confidential.
 - d. I may ask that the recording be stopped at any time and may withdraw at any time from the session or the research completely.

Signature:

Date

(Welsh)



Astudiaeth ar y cyfleoedd a'r rhwystrau posibl i fenywod a gyflogir yn y Diwydiant Antur Awyr Agored (DAAA).

Gwybodaeth gefndir yr astudiaeth

- Mae llenyddiaeth gyfredol yn awgrymu bod menywod mewn rolau arwain antur awyr agored yn cael eu tangynrychioli oherwydd y sylfaen yr adeiladwyd yr DAAA arni. Mae hyn yn awgrymu y gallai fod anghydbwysedd yn y cyfleoedd y mae menywod yn eu hwynebu yn yr DAAA.
- Mae'n amlwg bod natur rhyw wedi dylanwadu ar broses gwneud penderfyniadau menyw o fewn gyrfa mewn DAAA. Awgrymir bod cyfleoedd cyfyngedig i ddatblygu profiadau, amlygiad ac addysg yn lleihau'r tebygolrwydd y bydd menywod yn cael eu dyrchafu fel hwyluswyr awyr agored ac yn dilyn gyrfa yn yr DAAA.
- Mae hefyd yn amlwg y bu cynnydd cyson mewn cyfranogiad merched yn y degawdau diwethaf. Mae'n debyg bod hyn oherwydd bod sefydliadau o fewn yr DAAA wedi addasu'r gweithle i amgylchedd hyblyg, heriol a phwrpasol sy'n darparu ar gyfer menywod a dynion.

Pam astudio?

- Rwy'n gobeithio cadarnhau'r llenyddiaeth gyfredol yn ogystal â darganfod y tueddiadau sy'n achosi rhwystrau a chyfleoedd i fenywod a gyflogir yn yr DAAA. O'r ymchwil hwn, rwy'n gobeithio gallu amlygu pwysigrwydd amrywiaeth rhyw o fewn y maes cyflogaeth hwn a dynodi/ amlygu arfer da mewn rhai sefydliadau wrth leihau rhwystrau i fenywod. Gallai hyn helpu i lywio ymchwil yn y dyfodol.

Sut ydym ni'n mynd i ymchwilio?

- Cyfweiliadau 1:1 gyda phedair ymarferydd DAAA benywaidd.

Cyfrinachedd a thynnu'n ôl

- **Anhysbys:** defnyddir llythyren i godio'r holl ddata.
- **Diogelwch:** Mae'r holl ddata (recordiadau cyfweiliad a nodiadau arsylwi) yn cael eu diogelu gan gyfrinair digidol a phrosesau dilysu, gan ddilyn protocolau diogelu data.
- **Tynnu'n ôl:** gallwch ddewis tynnu unrhyw un neu'r cyfan o'r data sy'n ymwneud â chi yn ôl, ni chyfeirir atoch yn yr astudiaeth hon na gwaith cyhoeddus yn y dyfodol.

Os oes gennych unrhyw gwestiynau pellach, mae croeso i chi gysylltu â mi:

Ymchwilydd Arweiniol: Miss Elin Fflur Jones
E-bost: 2103945@student.uwtsd.ac.uk



Astudiaeth ar y cyfleoedd a'r rhwystrau posibl i fenywod a gyflogir yn y Diwydiant Antur Awyr Agored (DAAA).

Ffurflen ganiatâd

Ar ôl derbyn gwybodaeth am yr astudiaeth, hoffwn barhau i gymryd rhan yn yr ymchwil llenwch y ffurflen ganiatâd isod:

Yr wyf, _____ yn cydsynio i gyfranogi, yn ol y gofyn, yn yr ymchwil, dan arweiniad Miss Elin Fflur Jones.

1. Rwy'n cytuno i recordiad sain o'r cyfweiliadau a chyfranogiad neu i gael ei ddyfynnu gan yr ymchwilydd yn ystod arsylwadau digwyddiadau.
2. Rwy'n deall bod:
 - a. Ni fyddaf yn elwa'n ariannol, nac fel arall, o gymryd rhan yn yr ymchwil hwn.
 - b. Rwy'n rhydd i dynnu'n ôl o'r prosiect ar unrhyw adeg ac yn rhydd i wrthod ateb cwestiynau penodol.
 - c. Ni fyddaf yn cael fy adnabod, a bydd gwybodaeth unigol yn aros yn gyfrinachol.
 - d. Gallaf ofyn i'r recordiad gael ei atal ar unrhyw adeg a gallaf dynnu'n ôl ar unrhyw adeg o'r sesiwn neu'r ymchwil yn gyfan gwbl.

Llofnod:

Dyddiad:

Appendix 3 – Example of transcription (Person D)

Female perspectives

- The woman experiences.

- **Acknowledging differences and similarities in both genders –**

Barriers

- **Doubts**
- **Acknowledging that they are a minority group and other minority groups**

Opportunities

- **Relatability / understanding**
- **Working with children**

Transcript

5 April 2024, 01:02pm

● **Elin Jones (2103945)** started transcription

EJ **Elin Jones (2103945)** 0:10

Is this working? There we go.
Cool. So ballot.

TE **Person D** 0:16

You.

EJ **Elin Jones (2103945)** 0:18

First question, what is your position within the outdoor adventure industry?

TE **Person D** 0:23

So I'm this chief executive officer for a charity called the Outdoor Partnership.

EJ **Elin Jones (2103945)** 0:29

Yeah.

TE **Person D** 0:30

Which tries to enhance people's lives through outdoor activities.

EJ Elin Jones (2103945) 0:35

Oh, and then how many years have you been working overall in the outdoor industry, including this current job?

TE Person D 0:43

About 20 years.

EJ Elin Jones (2103945) 0:44

20 years ago.

TE Person D 0:46

Yeah.

EJ Elin Jones (2103945) 0:46

And then.

Well, I guess when did you start working for or when did you start the outdoor partnership?

TE Person D 0:56

In October 2005, S.

EJ Elin Jones (2103945) 0:58

Come.

TE Person D 1:00

1818 1/2 years.

EJ Elin Jones (2103945) 1:02

Well, amazing.

TE Person D 1:03

Yeah, yeah, yeah. So over that over that period we've been trying to address the inequalities of women within the outdoor sector.

EJ Elin Jones (2103945) 1:14

Amazing. OK, cool. And then, umm, if you don't mind sharing which outdoor qualifications do you possess currently possess?

TE Person D 1:22

I have an ML training.

And paddle sport level one training. But I'm not an outdoor instructor. My background has never been instructing.

EJ Elin Jones (2103945) 1:32

Yeah.

Hmm. OK, OK, that's.

TE Person D 1:36

That they they were just through personal.

EJ Elin Jones (2103945) 1:39

Yeah.

TE Person D 1:40

Personal interests in the outdoors.

EJ Elin Jones (2103945) 1:41

Yeah. Yeah. And I guess that would lead to what has asked you to start the outdoor adventure outdoor adventure.

TE **Person D** 1:50

On the ship.

Well, I I guess it was. I think it was by chance really.

My background.

Well, my, my.

Korea, my qualifications, the secondary school PE teacher. But my career background is mainly in community and sports development.

And my background has always been in until this job. Now, with the Elder partnership, my background has always, ever been in traditional sports.

And trying to fly the flag and breakdown barriers for women in the traditional sports like football and rugby and you know, and all the other sports I used to participate in because it was very male dominated.

And then this job came up and it was a bit of a risk really, because I was quite comfortable within the local authority.

But it was a risk which is worth it was worth taking looking back now.

EJ **Elin Jones (2103945)** 2:53

Yeah, yeah.

TE **Person D** 2:54

So yeah, I think.

Taking on this role.

It wasn't about being an instructor and taking people out on the hills or taking people paddling, my role was really about managing other people to facilitate those types of activities. So yeah, it's very different to being an instructor.

EJ **Elin Jones (2103945)** 3:04

Yeah.

Hmm.

Yeah, definitely. And do you feel like throughout giving other people options and women opportunities, do you feel like you've received opportunities then as a woman in the outdoors compared to maybe?

TE **Person D** 3:30

So I'd always been an outdoor enthusiast.

EJ **Elin Jones (2103945)** 3:32

Yeah.

TE **Person D** 3:33

Even before I met my partner, for gosh, I don't know, almost 20 years, he was a mountain guide and he was actually one of very, very few. I think you could count on one hand how many, well speaking mountain guides they were at the time, and we did, we did a lot of ski touring, ski mountaineering. So personal interest in the outdoors. But as a career opportunity, they were never there. I didn't realise leaving school that I could work in the outdoor sector, and I never.

You know, that was never told we we were never given guidance and support from our careers.

EJ **Elin Jones (2103945)** 4:03

Yeah, yeah.

Yeah.

TE **Person D** 4:10

In school, because of my sporting background, my only options were.

To join the armed forces or become a PE teacher, they were the real really. The two options that we were given. So growing up I never realised that there was actually a career in the outdoors.

EJ **Elin Jones (2103945)** 4:27

No.

And then.

I guess in your work environment, do you you say you wanna address that equality?

Do you feel like you've been supported from the beginning in your workplace and then has that translated then to providing that support within your workplace?

TE **Person D** 4:51

I I guess I wouldn't have been supportive because I was. I was the boss in a way.

EJ **Elin Jones (2103945)** 4:55

Hmm.

Yeah, I guess so.

TE **Person D** 4:57

But but if you, if you look at.

With subconscious bias, if you look at the our staff profile within the charity now and also the trustees, more than 50% of girls for more than 50% of our trustees are women and more than 50% of our staff team are actually women.

EJ **Elin Jones (2103945)** 5:05

Yeah.

Mm hmm. Mm hmm. Mm hmm. Mason.

TE **Person D** 5:18

Yeah. So, so when we first started very, very few women were doing national governing body qualifications opposed to the male. I think of, I don't know, we were providing.

EJ **Elin Jones (2103945)** 5:23

Hmm.

Hmm.

TE **Person D** 5:32

500 people a year with different national governing body qualifications as volunteers, and I would say 20% of them were female.

Now, I think females there's more females taking part in outdoor activity

qualifications than they were than there are men, but it's taken, it's taken almost 2 decades to get there.

EJ **Elin Jones (2103945)** 5:49

Yeah.

And then.

TE **Person D** 5:55

Yeah. So I I guess in terms of.

Supporting people in the workplace and absolutely, you know, we were the outdoor chap. The outdoor partnership are very much about embedding equality, diversity and inclusion within the charity and within the outdoor sector.

EJ **Elin Jones (2103945)** 6:08

Hmm.

Yeah, no special. And then you at so when you started, when you took on this job?

How did you feel knowing that you're entering a male dominated industry and you're now becoming the CEO as a woman? Did it raise any worries?

TE **Person D** 6:28

So to be, to be honest with you, the first five years are very intimidating. If it wasn't for my character, I think I probably wouldn't have hung around and often I would. I would be looking for other jobs because because I would often turn up to meetings of 20 or 30 people and they were all male. I was the only female in the room.

EJ **Elin Jones (2103945)** 6:36

Hmm.

TE **Person D** 6:51

And there was a lot of testosterone bouncing around and.

EJ **Elin Jones (2103945)** 6:54
Yeah.

TE **Person D** 6:56
It was quite intimidating to begin with.

EJ **Elin Jones (2103945)** 6:58
Yeah, yeah.

TE **Person D** 6:58
I have to say.
But things have improved gradually. I mean, there's more, you know, a lot of people don't really understand that there's actually more career opportunities in the outdoors than just being an instructor.

EJ **Elin Jones (2103945)** 7:04
Yeah.
Yeah, yeah, that's OK.

TE **Person D** 7:14
You know the the opportunities to work in the outdoor sector are huge.

EJ **Elin Jones (2103945)** 7:18
Hmm.

TE **Person D** 7:19
From from you know, being your own.
Boss or be being an entrepreneur and setting up your own businesses to photography to, you know, adventure tourism sector.
Yeah, environmental sector, etcetera, there's a lot of, you know, being being

managers and CE OS like myself or you know working in HR, working in, there's there's.

EJ **Elin Jones (2103945)** 7:33
Mm hmm.

TE **Person D** 7:44
You know, there's a there's an array of careers in the outdoors, but but actually being an instructor in the outdoors and being female can be quite intimidating.

EJ **Elin Jones (2103945)** 7:46
Yeah, yeah.
Hmm.
Hmm, definitely.

TE **Person D** 7:55
And what we found through our work is that a lot of women prefer to have dedicated women, only sessions, so they don't feel intimidated when it when it comes to any activity. Mountain biking, climbing, whichever activity they're taking part in, it's not a competition they're in. They're surrounded by, you know, women.

EJ **Elin Jones (2103945)** 8:02
Mm hmm.
And then.

TE **Person D** 8:17
That are in the same boat as them, but on the pun. So yeah, so there's still a huge imbalance in the sector. There is still inequality, women in the sector, but.

EJ **Elin Jones (2103945)** 8:17
Mm hmm.
Yeah, yeah.

TE **Person D** 8:29

I think a lot of the national governing bodies now have been that they've been basically directed by the the Sports Councils who fund them to try and do something about it.

EJ **Elin Jones (2103945)** 8:38

Yeah.

Amazing. And then you mentioned, you know, intimidation and being intimidated. Intimidated is like a a very big barrier for a lot of women. Do you feel like you've experienced any other barriers maybe that have?

TE **Person D** 8:55

I I think going back to the intimidation, I think people like to be around people that look like them or like them themselves. It's like I think minority communities, it's like and any other and underrepresented group. So women are no different in a way.

EJ **Elin Jones (2103945)** 9:03

Mm hmm.

Yeah.

TE **Person D** 9:10

I'll never forget the first meeting I attended in 2005 as part of this job. It was.

An A York meeting, which was associations of heads of outdoor education centres in North Wales and there was 50 odd people.

In the old library in Plaster Brennan, there was a massive crate of beer in the middle of the room, and I remember sitting there and I looked around the room and I was the only woman in the room. So every head of outdoor centre in North Wales were men.

EJ **Elin Jones (2103945)** 9:41

Wow.

TE **Person D** 9:42

There were often middle-aged, I would say, middle class white Englishman sitting around the room and then it kicked off with them saying.

*Note – mention of Englishman relates to the study of welsh women in the outdoors in lit review

I was saying an inappropriate joke. I mean, I found it funny, but I think a lot of other women possibly might not have.

EJ **Elin Jones (2103945)** 10:11

Yeah.

TE **Person D** 10:12

Regardless of their character, so that that was my introduction to this job. So.

EJ **Elin Jones (2103945)** 10:17

Wow.

TE **Person D** 10:18

So in terms of barriers for women, I mean, we've done a lot of research on this and we, you know, we we have a dedicated.

This girls adventure programme now and you know there's a lot, there's lots of.

Reasons why there are barriers. I mean, you know, women often start a family as well, so you've got, you know, you've got those if you know you've got.

EJ **Elin Jones (2103945)** 10:36

And.

TE **Person D** 10:41

I the the the HR process has been in the outdoor sector and that not very supportive of women.

If that makes sense. So it's kind of, you know, making sure that your recruitment and your retention of staff.

EJ **Elin Jones (2103945)** 10:49

Yeah, yeah.

Hmm.

TE **Person D** 10:58

Suits everybody in the workforce, you know and.

EJ **Elin Jones (2103945)** 11:00

Mm hmm.

TE **Person D** 11:02

Yeah. So that that is definitely something and and you know.

Yeah, and that's another another reason, sorry. And there's there's also the the lack of awareness of a career in the outdoors and then and then often in areas where outdoor adventure is thriving, it's often in places like national parks where there's huge areas of poverty because it's tourists that come in there was, you know, it's a lot of at local attitudes that only tourists climb more.

EJ **Elin Jones (2103945)** 11:09

Yeah.

No, it's.

Yeah.

Mm hmm.

TE **Person D** 11:39

Only tourists take part in outdoor adventure, and you've got lots of pockets of poverty within just using here in Snowdonia and around Snowdonia as a good

example. So you've got the cost. Barrier is huge. Talking to any underrepresented group, including women, you know that the cost involved in, in engaging in outdoor activities and then all all the kit that's involved, you know all the all the things you need. So sailing is, you know, unless you're middle class and your parents loaded.

EJ **Elin Jones (2103945)** 11:39

Hmm.

Mm hmm. Mm hmm mm hmm.

Mm hmm.

Mm hmm.

TE **Person D** 12:11

You can kiss goodbye to.

You know, becoming a dinghy instructor or being a being a sailor, so you've got lots of, you know, growing up, we were never given the opportunity. That's a massive.

There's a big cultural vicious circle going on because we were. I grew up in the heart of the National Park. We were went to a school in Harlech and we were never taken on the mountains. We were never taken paddling on the rivers or we were never taken, you know, cycling, even. We were never taken outdoors. We played hockey.

EJ **Elin Jones (2103945)** 12:29

Mm hmm.

TE **Person D** 12:43

Founders athletics, cross country and Despite that telling you had hundreds of thousands of youngsters taking part in outdoor activities that would bust in from England, who stayed in the outdoor centres by English local authorities. So so here in North Wales.

EJ **Elin Jones (2103945)** 12:52

Hmm.

TE **Person D** 13:05

Unless you were taken out and exposed to outdoor activities and saw the benefits of it grew up, had families had children and took that so that that's never happened for the last 4050 years, so.

EJ **Elin Jones (2103945)** 13:13

Mm hmm.

Mm hmm.

TE **Person D** 13:19

So now, hopefully this cultural vicious circle has been broken where where local youngsters now are taken out, there are outdoor clubs now set up for families that are affordable. You know, all the kids is there for them. They don't need to spend out on buying kids. And another huge barrier as well. I think for women as well as having children, the childcare issues.

EJ **Elin Jones (2103945)** 13:22

Yeah, that's fine.

Yeah.

TE **Person D** 13:43

Is transport you know, because again, a lot of outdoor adventure.

It is in rural areas and the transport links are really, really poor, so we've seen that down in South Wales when we're running.

Women only sessions with ethnic minority communities, getting them to places as a real problem.

EJ **Elin Jones (2103945)** 14:03

Mm hmm mm hmm.

TE **Person D** 14:04

And family cultures as well, you know.

So they they've been some barriers that we've we've highlighted over the years but but with the outdoors, it's definitely the cost and you know and the awareness.

EJ **Elin Jones (2103945)** 14:12

Yeah, yeah.

Yeah, yeah.

TE **Person D** 14:19

Wing where to go? Knowing what to do and you know so. So just having interventions like the outdoor partnership is a massive help.

EJ **Elin Jones (2103945)** 14:28

Yeah, definitely. Amazing.

And then do you mention you've been working in this industry for 20 years or something like that?

So working with young, sorry.

TE **Person D** 14:40

During my age, Ellen showing my age.

EJ **Elin Jones (2103945)** 14:44

Working with younger women, have you noticed a change in their attitudes compared to maybe your attitude when you began your career in this industry?

TE **Person D** 14:55

Forgive me to answer that because I'm not really on the grounds delivering, but I think I I I don't think there is, to be honest with the other. I think people are just really.

Grateful that there are opportunities there for them that that they can afford and and there are people there to improve their, their confidence, their knowledge, their skills.

EJ **Elin Jones (2103945)** 15:07

Mm hmm mm hmm.

Yeah.

Mm hmm mm hmm.

TE **Person D** 15:16

You know, we've seen the number or the percentage of women volunteering clubs now.

Overtake the men.

And that's just, you know, giving them the skills confidence, you know, the prerequisite training some training, some mentoring and just giving them that kind of support to.

EJ **Elin Jones (2103945)** 15:30

Yeah.

Yeah.

Yeah. Yeah. Accessibility. Yeah. Cool. And then yes. So the last question would be what do you enjoy most about working in this industry and not just being in the outdoors in general?

TE **Person D** 15:39

You know, to allow them to do it.

Yeah.

You know, on a personal level, I think the outdoors keeps me sane. I think it's getting out and just being out outdoors, just whether it's running or whether it's walking or whether it's skiing. Whatever you're doing in the outdoors, it just gives you that huge sense of well-being.

EJ **Elin Jones (2103945)** 16:01

Yeah, yeah.

Hmm mm hmm.

TE **Person D** 16:14

And you know, and I think there's, gosh, Ellen, there's there's an array of studies. There's a ray of studies and research, you know, to say, you know what, what the outdoors is. But yeah. For on a personal level, it's just it's a special place for me. Definitely.

EJ **Elin Jones (2103945)** 16:17

Too much?
If you can, yeah.

TE **Person D** 16:30

But in terms of the professional side of it, it's just lovely to see all the case studies of, you know, of people who have been involved in different projects and seen the differences made to them, you know, and and a social return on the investment that we put in, you know, and just it just addressing that barrier for women to engage in our activities has been for me, you know, it just makes makes my my boring, tedious, difficult days.

EJ **Elin Jones (2103945)** 16:37

Hmm.
Yeah.
Yeah.
Yeah.

TE **Person D** 17:03

Better when you know all the work that's been done, you know, so.

EJ **Elin Jones (2103945)** 17:03

What's that? Yeah.
Oh my, I appreciate it. As a young working girl in the other industry is definitely appreciated.

TE **Person D** 17:08

So.

Yeah, yeah, yeah. So you need to be flying the flag now, Ellen, for the next 30-40 years.

EJ **Elin Jones (2103945)** 17:19

I do. Yep. So that's yeah. Yeah. Gonna be signing out the the waves on the plan. Yeah, definitely.

TE **Person D** 17:23

Yeah. Yeah, absolutely. Yeah, yeah.

EJ **Elin Jones (2103945)** 17:28

And then have you got any other questions, anything you'd like to raise and kind of conclude any topics we spoke about?

TE **Person D** 17:38

No, I I think in terms of research and so the recommendations would be, you know to to address that lack of knowledge and awareness at a young age of the opportunities that people have on their doorstep. You know, that's one thing that we were never given and.

EJ **Elin Jones (2103945)** 17:50

Hmm. Mm hmm definitely.

TE **Person D** 17:55

Yeah. In terms of policy and change, that would be a big, you know, working with Korea's Wales, that working with education working you know across sector. So but I think I think things are happening slowly.

EJ **Elin Jones (2103945)** 18:08

Not definitely, yeah, definitely.

TE **Person D** 18:09

You know, there are opportunities there now. So it's not as bad as it was 20 years ago.

EJ **Elin Jones (2103945)** 18:15

Hmm, that's what.

TE **Person D** 18:16

I haven't been to a meeting at again where I've had to walk into a room with fifty men.

EJ **Elin Jones (2103945)** 18:22

Yeah.

TE **Person D** 18:23

With a crate of beer in the middle of the room. So.

EJ **Elin Jones (2103945)** 18:27

So now when you do go to meetings, is there, you know, more, what's the word? Oh, yeah, diversity more.

TE **Person D** 18:27

Oh.

Yeah, I I would say this. Yeah, I I would say that there was more diversity in the wider outdoor sector. So you know, we work with third sector organisations for, you know, thing organisations working with underrepresented or disadvantaged groups who use the outdoors as a tool to engage with them. And it's very much, you know, addressed there. There's equal balance, if not more women than than men. You

know, we work in health with the health sectors and that that, you know, there's a balance there.

EJ **Elin Jones (2103945)** 18:36
Ratio.

TE **Person D** 19:06
But if we work directly with the outdoor sector, then there's you can still see the the imbalance in you know you go to outdoor centres and stuff national centres and you compare the management team.

EJ **Elin Jones (2103945)** 19:14
Mm hmm mm hmm.

TE **Person D** 19:23
And I bet you the percentage of women sitting on those managerial roles making decisions, Ellen are very, very few. So you know, I think I think it's a generational change we're looking at and I think maybe in 20 years time potentially wouldn't, wouldn't it be great if Ellen Jones was head of centre at last? Men I you know, we've never had a female. So if you look if you look back historically at the two national centres in North Wales, they've never had a woman CEO.

EJ **Elin Jones (2103945)** 19:24
Yeah.
Yeah.
Be amazing. Yeah, yeah.
Hmm.

TE **Person D** 19:53
In the centres, so that says it all really. You know, I mean the app you can you can argue that the National Park is too an outdoor organisation and they're exactly the

same. They've never had a female CEO and all the directors underneath the CEO on really well paid jobs and men.

EJ **Elin Jones (2103945)** 19:54

It.

It does, yeah.

Yeah, yeah.

TE **Person D** 20:14

Very, very, very few females are in those kind of middle management roles. So yeah, there's still a lot of work to be done, you know, Ellen. But I think we're getting there slowly. Yeah, we probably won't see a big difference for another ten, 1520 years.

EJ **Elin Jones (2103945)** 20:15

Mm hmm.

Hmm.

It's not enough, definitely, definitely.

Yeah, yeah. And that might be just society and just how it is. But yeah, like you said, we are in the right action, which is promising and hopefully to me.

TE **Person D** 20:37

Yeah.

Yeah. And, you know, research like this as well, the work that you're doing will all help to see. Yeah. Yeah.

EJ **Elin Jones (2103945)** 20:43

And that's yeah, that's the aim. So excited.

TE **Person D** 20:48

Yeah, yeah, doing happy, happy stuff. And true of all, see, shall we say.

Person D 20:48

Yeah, yeah, doing happy, happy stuff. And true of all, see, shall we say.

EJ **Elin Jones (2103945)** 20:49

Oh.

Yes, I'm live. It's and yeah, actually, I'm driving, checking out just 'cause obviously team called the interview. I don't know how that would work with all the ethics and stuff.

TE **Person D** 20:54

We, proof reader. Yeah, yeah.

I I won't. I won't read that bit.

EJ **Elin Jones (2103945)** 21:04

OK. OK. Yeah, that makes sense. Just the literary maybe.

TE **Person D** 21:05

Ha ha ha ha ha.

EJ **Elin Jones (2103945)** 21:09

And the idea is going on, obviously, and I got a draught just.

TE **Person D** 21:09

Yeah.

EJ **Elin Jones (2103945)** 21:15

From my bad.

TE **Person D** 21:15

It meant a lot. It meant a lot of gifting women and girls in sports in general. They defined your lot in our Sport, England website Sport Wales website. I'm on a lot of stuff for going pass swimming and girls I see statistically.

EJ **Elin Jones (2103945)** 21:24

Yeah.

Yeah, yeah.

Massively.

Yeah, 'cause, we had to struggle. I think the statistics actually lots of research, but rather sports.

TE **Person D** 21:35

Malla, vipin.

Do we do we actually alternate business case of am I on? Unless you know didn't? 2019 are.

Mana chunk, women and girls.

EJ **Elin Jones (2103945)** 21:50

Wow. Amazing.

TE **Person D** 21:51

Hang on, project background.

People living in poverty, women and girls. Family.

Lack of women and girls specific engagement projects to inspire more females, lack of women and girls. Specific opportunity. There's no affordable, accessible female specific to disall.

EJ **Elin Jones (2103945)** 22:03

Oh yeah.

Yeah.

TE **Person D** 22:12

Few women and girls engage in volunteering small percentage of females. Their national governing body qualifications, lack of women, lack lack, lack, lack, lack of women role models and Beth modesty velny day people like to see people that look like them.

EJ **Elin Jones (2103945)** 22:14

Yeah.

Oh, good for act.

And the well, yeah, definitely, definitely.

TE **Person D** 22:28

So also definitely more, more ambassadors more, you know, role models in the in the definitely interventions that get people engaged, women engaged in a women only kind of setting and smaller than that, mentoring that mentorship to get them through their qualifications.

EJ **Elin Jones (2103945)** 22:32

Hmm.

Mm hmm.

Mm hmm.

TE **Person D** 22:47

Duty solved or no affordable, accessible female specific, formally recognised training programmes or or models to allow women to develop through the continuum to.

EJ **Elin Jones (2103945)** 22:51

Mm hmm.

Yeah.

Mm hmm.

TE **Person D** 23:00

Yeah, I'm gonna one of the people so far.

EJ **Elin Jones (2103945)** 23:02

OK, to be then we'll have Saturday.

TE **Person D** 23:06

Oh, just quite few. Wouldn't. I'm just being right. Yeah, yeah, yeah. Man of stats, man. A lot of stats in Sports England. If you look at the Sport England website, our Sport Wales have had steely man a dipping away tickle in aid.

EJ **Elin Jones (2103945)** 23:08

Obviously I know.
Summer starts now.
Well.
England.
Both cool.

TE **Person D** 23:23

We can get generic cause the reasons behind it is pretty generic, so that's. You know, you know, childcare issues is a classic, isn't it? If all the men, or if all the bosses and the management and middle management and men?

EJ **Elin Jones (2103945)** 23:33

No.

TE **Person D** 23:40

And you know, there are issues for women, whether it's periods or whether they've got, you know, child care issues, that they're not going to be as understanding as a female CEO. And that's where the you know that, that could be a barrier to. So yeah.

Dissertation - BMSS6007 - A study on the potential barriers and opportunities that women who are employed within the OAI face

GRADEMARK REPORT

FINAL GRADE

74/100

GENERAL COMMENTS

Overall Comments:

Abstract is good in terms of the broad content. There are a number of small errors and inconsistencies in your use of terminology which leave the study lacking in clarity of focus at times.

A good introduction that brings together the key parts of the study and starts to develop a clear rationale for both the research and the research paradigm, well done. Again the aspect that lets this down is the inaccuracies in or vagueness of specific terms and their use.

Your literature review is very good and covers an excellent breadth of research with some criticality. However there does seem to be a mismatch between the research explored and the intention of your work in terms of identifying the opportunities and progressions? Maybe this literature doesn't exist however you should be identifying that gap within your review as this forms the premise of your own study... the 'holistic' picture as you put it and a clear rationale. I really enjoyed your research around societal norms and the link between gender roles and adventure as a gendered space. It is a shame that you have not explored the concept of feminism further in your literature review after giving this some consideration in your introduction.

Your methodology starts a little confused and your writing lacks a depth of knowledge and clarity around 'qualitative reserach', specifically in how

this sits within a bigger picture of research methodologies.

Further detail shows a clearer rationale and generally a good level of understanding for the process of semi-structured interviews and thematic analysis. At times one or two sources are over relied upon, a greater breadth of literature could have been utilised. A number of inaccuracies evident in terminology.

Your discussion is very well structured bringing to gather the themes from your research and the current body of literature. You have identified aspects of research that need further exploration, in particular it is excellent to see you recognise an alternative perspective of white privilege amongst women when considering themselves as a minority within the workforce. There are times within your discussion where assumptions are made or conclusions drawn that are not robustly evidenced however there is a good level of criticality applied to both your own research and that of the wider literature base.

Your conclusion recognises the limitations appropriately however there could have been further recognition on the future implications to practice,. By identifying the purpose and importance of this issue within the OAI, are there opportunities for challenging wider societal perceptions of gender roles and women's own perceptions of their gender differences through a more opportunistic lens.

Second Marker Comments:

I enjoyed reading this! I am pleased that from the outset you chose to focus on both limitations and opportunities for women working in adventure. I see this as adopting a more positive and balanced perspective than the more usual, simple approach of seeking barriers. I agree with the first markers

comments, and see specific areas for development in your methodology and conclusion.

Agreed Mark: 74

PAGE 1

QM

Gr |  5. Transferable Skills

Grammar

Additional Comment

This is not worded very well and grammatically incorrect.

PAGE 2

PAGE 3

PAGE 4

QM

Repetition |  5. Transferable Skills

You have repeated yourself with a short section of work.

Additional Comment

study/studies - worded poorly.

QM

Evidence |  1. Engagement with Literature

You must show evidence that you have carried out appropriate research to support your assertion and reference this accordingly.

QM

Format |  5. Transferable Skills

Format

QM

Expand |  3. Cognitive and Intellectual

Additional Comment

differences in what way, did you consider more than the binary perception of gender and if not why not?

QM

Vague |  2. Knowledge and Understanding

Additional Comment

leadership in what sense? being a leader, sector leadership, the qualities of leadership?

QM

Gr |  5. Transferable Skills

Grammar

Additional Comment

aim

PAGE 5



Comment 1 |  5. Transferable Skills

state exactly what you are talking about for clarity.



Comment 2 |  2. Knowledge and Understanding

Question over whether these are the most appropriate terms to use. Later you refer to equality. These are not the same thing and cannot simply be used interchangeably.

QM

Evidence |  1. Engagement with Literature

You must show evidence that you have carried out appropriate research to support your assertion and reference this accordingly.

QM

Good |  3. Cognitive and Intellectual

Good

QM

Evidence |  1. Engagement with Literature

You must show evidence that you have carried out appropriate research to support your assertion and reference this accordingly.

QM

Vague |  2. Knowledge and Understanding

Additional Comment

Specifically what differences are you looking at? Physicality, mind set? This is too vague.

QM

Good |  2. Knowledge and Understanding

Good



Comment 3 |  5. Transferable Skills

My rationale for



Comment 4 |  2. Knowledge and Understanding

surely it is equity that needs addressing?



Good | 3. Cognitive and Intellectual
Good



Poorly Worded | 5. Transferable Skills
Poorly Worded



Comment 5 | 2. Knowledge and Understanding
awareness or understanding?



Comment 6 | 1. Engagement with Literature

This is a very specific source and refers to feminism in a specific context. It would have been beneficial to use more than one reference point for such an important term in your work.



Good | 3. Cognitive and Intellectual
Good



Comment 7 | 5. Transferable Skills

It is necessary to introduce each section in this way. There is a lot of repetition and simply using up words!



Clarify | 2. Knowledge and Understanding
Clarify
Additional Comment

Now? Ever? In your studies? This statement as it is adds nothing to your debate.



Comment 8 | 1. Engagement with Literature

In your reference list this is dated as 2003. Either way it is an old reference.



Comment 9 | 3. Cognitive and Intellectual

I agree however the reference you have used cites compassion specifically which would be commonly associated with the female gender? This highlights the need to critically reflect on evidence from more than one source for each point made.



Excellent | 3. Cognitive and Intellectual



Good | 2. Knowledge and Understanding
Good



Comment 10 | 3. Cognitive and Intellectual

The research you use to evidence an increase in women focused events and training is very recent in comparison to the literature supporting your point about continued lack of inclusivity. Perhaps an important part of this debate would be to identify whether there has been a change in the workforce evidenced within the literature that might inform your opinion as to the effectiveness of these programmes and therefore the changing picture over time?



Poorly Worded | 5. Transferable Skills
Poorly Worded
Additional Comment

This is a poor way to start your methodology. Maybe beginning with an outline of your rationale for using a qualitative research design would have been better.



Comment 11 | 2. Knowledge and Understanding

Interviews are not the only qualitative method. This sentence implies a lack of depth to your understanding of research methods.



Good | 1. Engagement with Literature
Good



Excellent | 2. Knowledge and Understanding
Additional Comment

suitability of research design



Comment 12 | 1. Engagement with Literature

heavily relied upon source



Good point | 3. Cognitive and Intellectual



Excellent | 2. Knowledge and Understanding



Reference | 1. Engagement with Literature

Substantiate your statements with references



Sp. | 5. Transferable Skills

Spelling error



Good | 2. Knowledge and Understanding

Good



Comment 13 | 1. Engagement with Literature

Heavily relied upon source



Comment 14 | 2. Knowledge and Understanding

Contradiction. If it is important for the interviewee to be comfortable why didn't you conduct your interviews in welsh?



Comment 15 | 2. Knowledge and Understanding

This is the first time you have mentioned you knew them personally and also implied they are all welsh, so can you say your study is representative of the OAI outside of Wales?

PAGE 15



Good | 2. Knowledge and Understanding

Good



Comment 16 | 5. Transferable Skills

Thematic



Clarify | 2. Knowledge and Understanding

Clarify



Sp.

Spelling error



Sp.

Spelling error

PAGE 16

Repetition | 5. Transferable Skills

You have repeated yourself with a short section of work.

Additional Comment

No need to restate the title



Comment 17 | 2. Knowledge and Understanding

Themes



Comment 18 | 3. Cognitive and Intellectual

I am not sure you are going to validate their experiences. Maybe you are looking to understand their experiences.



Comment 19 | 3. Cognitive and Intellectual

How they or their experiences shape the current state? This veers off from your original research aim.



Comment 20 | 1. Engagement with Literature

You shouldn't be bringing in new literature at this stage. the discussion should bring together the research you have identified for your lit review and your own findings.



Comment 21 | 3. Cognitive and Intellectual

This is an unsubstantiated claim. There is undoubtedly a lack of compatibility as there is with other professions where longer or unpredictable hours are worked, but is that the fault of the 'industry' or is that simply a reality of the format of OA delivery?



Comment 22 | 3. Cognitive and Intellectual

Most of what you have identified seems to suggest the issue sits within the support available within a social structure such as families and childcare.... Women are entitled to maternity leave in the OAI as with any other employment but perhaps the wider support systems are not suitable rather than the attitude of the sector itself?



Comment 23 | 1. Engagement with Literature

You have to consider the context of the author and research, in this case the USA not the UK. The whole system around pay and leave is different in the US to the UK and therefore this reference cannot be held as evidence in entirety for a UK based discussion.



Good
Good

2. Knowledge and Understanding

PAGE 19

PAGE 20



Comment 24 | 2. Knowledge and Understanding

who are the policy makers that you are referring to here?



Comment 25 | 2. Knowledge and Understanding

the evidence here simply shows that underrepresentation exists.. not why.



Poorly Worded | 5. Transferable Skills
Poorly Worded



Comment 26 | 3. Cognitive and Intellectual

This is an assumption, where is the evidence that their positions have enabled progression, yes the statistics in their employment have changed but there is not evidence of cause and effect and no evidence that they will progress. It is ok to make assumptions but you must state that rather than presenting this as fact.

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Good | 4. Practical Skills
Good



Good | 3. Cognitive and Intellectual
Good

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Comment 27 | 3. Cognitive and Intellectual

it sounds more as though the challenge is not the difference but the lack of understanding and acceptance of those differences, or even the values placed on different strengths?

PAGE 26



Good |  3. Cognitive and Intellectual
Good



Excellent |  3. Cognitive and Intellectual
Additional Comment

Good, it is important to recognise that gender is a continuum and not a binary construct, therefore the recognition of individuals within that is vital rather than simplifying this as men and women.

PAGE 27



Excellent |  3. Cognitive and Intellectual
Additional Comment

Excellent recognition of a gap in research which also challenges a long held notion of women being a minority group without challenging the 'belonging' they do have within ethnicity.

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Good |  4. Practical Skills
Good

PAGE 30



Comment 28 |  3. Cognitive and Intellectual

This is not a strong finishing sentence!

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ELIN JONES

74

1. ENGAGEMENT WITH LITERATURE

A clear rationale for the project should be presented, with evidence of the literature having been critically reviewed and appropriate literature selected for inclusion. The literature should also be critically reviewed to identify the most suitable and valid methods and data analysis approach. (25 marks available)



Engagement with a wide range of research-informed literature, including sources retrieved independently.

Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.

20

2. KNOWLEDGE AND UNDERSTANDING

The project should display evidence that the chosen research topic is understood at an advanced level, including the suitability of the research design chosen and the methods and data analysis used. (25 marks available)



Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of established views, and the

20

work is, at least in part, well-informed by current research and scholarship.

3. COGNITIVE AND INTELLECTUAL

The project should display evidence of higher level thinking and an ability to evaluate research resources to present and conduct a well thought out piece of research. The selection of a research design, methods, data analysis and selection of results for presentation should be appropriate for this level of study. (30 marks available)



Some critical thinking, analysis, synthesis and evaluation.

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Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance.

An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument.

Mostly valid arguments and logical judgements.

Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.

4. PRACTICAL SKILLS

The project should be informed by any relevant guidelines and standards of best practice. The practical implications of the project should be clearly identified. (10 marks available)



A good and appropriate application of standard methods, materials, tools and/or techniques.

7

Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two

5. TRANSFERABLE SKILLS

You should demonstrate of the ability to communicate clearly through written work which is correctly referenced. The project should be structured and organised appropriately for the discipline selected. (10 marks available)



Can communicate well, confidently and consistently in a suitable format.
Work is coherent, fluent, well-structured and organised.

8