

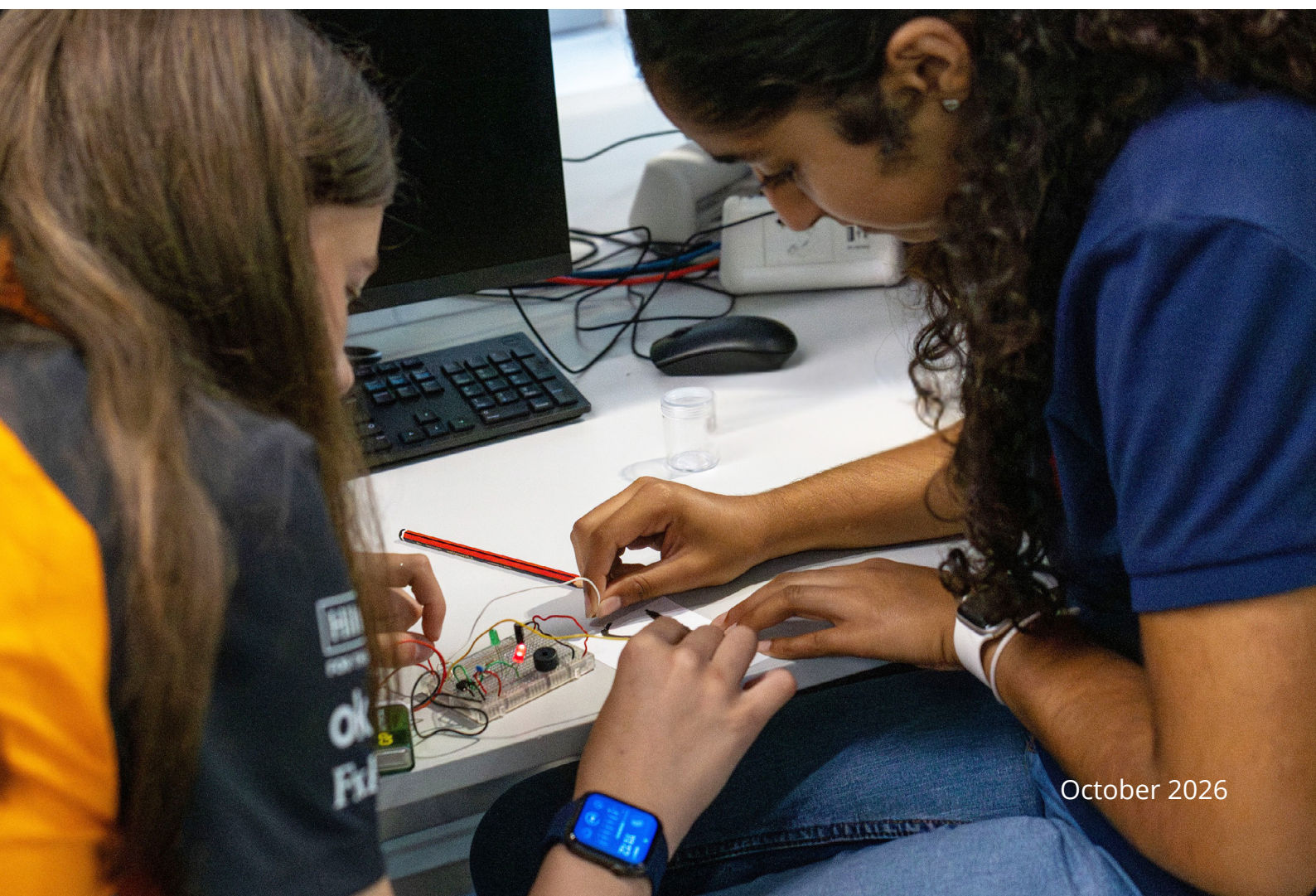


**UK Electronics
Skills Foundation**

Pathways into Electronics: Women EEE Students

**What they told us about Choice,
Confidence and Belonging**

A report from the UKESF



October 2026



“Understanding what inspires and motivates young women to choose Electronics is crucial to building a more diverse workforce for the UK. I am proud to introduce this report, which brings their experiences and voices to the forefront.”

Mahdieh Ghoddusi UKESF

Foreword



Gender balance on undergraduate engineering courses at UK universities is improving ... slowly. The percentage of students embarking on a BEng who are

female has now broken the 20% barrier. However Electronic and Electrical Engineering (EEE) lags behind at only 14%. As these are national percentage figures covering all students from all universities, we can assume that while some institutions will have a higher proportion of female EEE students, in others it will be even lower - probably much lower.

That context reminds us why this new report from the UK Electronics Skills Foundation is such a valuable addition to ongoing research into gender diversity in engineering and, more broadly, in STEM. The added granularity of focussing on ‘home’ students of EEE ensures that the experiences of these young women, which could be quite different from those in other fields of engineering or from different educational systems, are not subsumed in less nuanced data.

The findings in this report resonate strongly with my own doctoral research into women’s journeys to university engineering courses, encouraging us to question our assumptions about the timing of decision-

making and to recognise how these young women have responded to the challenge of being in the minority and of feeling they don’t really belong in their chosen field. These observations are, of course, not unique to female students of EEE, and I encourage you to share the report with those interested in other contexts where inclusion and belonging are an ongoing challenge.

I particularly welcome the clarity of the six core takeaways and the actionable recommendations for stakeholders. For example, finding that decisions are being made later than we might expect is balanced by findings that the confidence and familiarity behind these decisions still seems to come from earlier engagement and ongoing reinforcement. All of us engaged in school outreach will benefit from the message that we shouldn’t dismiss those who have not yet expressed a strong interest in EEE (and perhaps taken a less traditional route to engineering with their post-16 subject choices) along with understanding how we can make even more impact by broadening our focus beyond basic awareness and inspiration.

These are just the kinds of insights we need to further improve opportunities for young women in EEE and to increase the gender diversity in this vital branch of engineering.

Kate Bellingham

Contents

Foreword	2
Executive summary	4
SIX CORE TAKEAWAYS	
There is still time to influence degree choice	6
Interest is strong, but belonging is separate	7
Getting into EEE is not the finish line	9
Hands-on learning may be central to confidence and belonging	11
The decision is personal, but not made in isolation	13
Exposure helps build the pathway. The next challenge is making it accessible at scale	15
What this means for stakeholders	17
Appendix	19
About the UKESF	19
About the author	19

Executive summary

This report explores the pathways that led women students to choose Electronic and Electrical Engineering (EEE) and related undergraduate degree subjects. It draws on survey responses in 2026 from women studying EEE, or related degrees, across 28 UK universities. This report reflects responses from 149 students with Home fee status in order to understand their influences, experiences and supporting factors shaping UK pathways into Electronics.

Overall, the findings show that women are entering EEE through a combination of subject interest, accumulated exposure, self-direction and encouragement from people around them. Many respondents were motivated by enjoyment of relevant subjects and attracted by the opportunity to solve

real-world problems. Many had also built-up experience through university taster days and open days, work experience, online courses, girls-in-STEM activities, clubs or personal projects.

However, the data shows that interest and belonging are not the same thing.

Nearly half of respondents said that EEE had, at some point, felt “not for someone like me”. Importantly, these were not students who had rejected the pathway. They were students who had entered it. That makes the finding particularly significant. It suggests that many women progress into EEE while still carrying uncertainty, self-doubt, or a sense that the field may not fully include people like them.

The report is presented around six core takeaways:

- 1. There is still time to influence degree choice.**
- 2. Interest is strong, but belonging is separate.**
- 3. Getting into EEE is not the finish line.**
- 4. Hands-on learning may be central to confidence and belonging.**
- 5. The decision is personal, but not made in isolation.**
- 6. Exposure helps build the pathway. The next challenge is making it accessible at scale.**

Together, these findings point to a clear opportunity.

Our sector should not focus only on inspiring girls once, or only solely on getting women into university.

Support needs to build over time: through earlier exposure, better visibility of EEE, relatable role models, practical and enjoyable experiences, trusted encouragement, and continued belonging support once students arrive at university.

About the analysis

The Pathways into EEE survey was completed by women studying Electronic and Electrical Engineering or related degree subjects in Summer 2026. The dataset includes responses from women across 28 universities in all nations of the UK. This report focuses on the 149 respondents with Home fee status because the aim is to understand UK-context influences: the role of schools, families, teachers, outreach, subject choices, extracurricular opportunities and the broader cultural environment around girls and engineering.

The survey asked respondents about when they decided to study their degree subject, what motivated them, what attracted them to the subject, who influenced their decision, whether schools or teachers encouraged them, and whether EEE had ever felt “not for someone like me”.

Where respondents said it had felt that way, they were asked what changed between having that feeling and pursuing their studies.

The report uses both quantitative survey findings and free-text responses. Percentages from multi-select questions represent the proportion of respondents who selected that option, so they do not add to 100%. Quotations are reproduced verbatim from the survey responses and are anonymised.



1. There is still time to influence degree choice

A central finding from the survey is that three quarters of women students did not decide to study EEE or a related degree subject very early. In the UK-focused sample, 76.5% said they decided during or after A-Levels / Highers.

76.5%
of women students

said they didn't decide until during or after A-Levels / Highers to study EEE or a related degree subject

81%
of women students

reported taking part in at least one related extracurricular or exposure activity before starting their studies

However, this later formal decision point should not be read as meaning that earlier experiences do not matter. The survey suggests that many students had already built up exposure to engineering, technology or related activities before beginning their studies. 81% reported taking part in at least one extracurricular or exposure activity, including engineering taster days or university open days, work experience placements, online engineering or coding courses, girls-in-STEM events, school robotics, electronics or coding clubs, and personal electronics projects at home.

This suggests that while many students may identify their formal decision point as during or after A-Levels / Highers, the confidence, familiarity and reference points that support that decision are built through earlier and repeated exposure.

Therefore, the finding should not be taken as "we can wait until A-Levels to start talking about EEE". Rather, a better interpretation is that students may still be making the final decision at post-16,

but the confidence, familiarity and reference points that support that decision need to be built earlier and reinforced over time.

This is particularly important for Electronics and semiconductors, because the industry does not have high visibility among young people. Young people use technology every day, but they may not appreciate or understand the hardware, systems, design and engineering behind it. If EEE remains invisible until the point of university choice, then students are unlikely to commit their futures to something that is only partially known and insufficiently visible.

The opportunity we need to seize is to build a pathway of repeated exposure: early awareness, hands-on experience, relatable role models, clearer subject-to-career links, and more specific support during the A-Level / Highers decision window.



In short: many women EEE students made their formal decision to study the subject post-16, but there is strong evidence that the confidence and rationale to make that decision are built through earlier and repeated engagement.

2. Interest is strong, but belonging is separate

The survey does not support a simple story that girls and young women are uninterested in EEE.

Among respondents, a remarkably high number (81%) selected enjoyment of subjects such as Physics, Maths, Electronics or Design & Technology as a motivation for seriously considering their degree subject. Real-world problem-solving was also cited as a major attraction.

This is important. It suggests that many women who enter EEE do so because they genuinely enjoy the underpinning academic subjects and are attracted by the intellectual and practical nature of engineering. The issue is not simply a lack of interest.

81%
of women students
 selected enjoyment of subjects such as Physics, Maths, Electronics or Design & Technology as a motivation for seriously considering their degree subject

At the same time, almost half (46%) said that EEE or a related degree subject had, at some point, felt “not for someone like me”. The students who reported this feeling were not obviously less interested in the subject than those who did not. Subject enjoyment was high across both groups. Real-world problem-solving was also similarly attractive across both groups.

This is one of the most important findings in the report: **interest and belonging are not the same thing.**

46%
of women students
 said that EEE or a related degree subject had, at some point, felt “not for someone like me”

A student can enjoy Maths, Physics, coding, Electronics, problem-solving or practical projects and still wonder whether EEE is a space where she will fit. She can be academically capable and still experience imposter syndrome. She can be drawn to the work and still feel uncertain about the culture, the demographics, the level of support or whether people like her are expected to be there.

One respondent captured this overlap between doubt and enjoyment particularly clearly:

“I did not feel smart enough for it. Also, coming from an all girls school since year 7, I was a bit worried that most of the cohort would be men. I attended many free summer schools which were fairly balanced and just fell in love with robotics and practical work.”

Her response brings together uncertainty about ability, concern about being one of very few women, and the role of practical experience in making the subject feel possible. She was not describing a lack of interest. She was describing how hands-on exposure helped shift her perception of engineering.

For outreach and schools’ engagement, that distinction matters: the aim should not simply be to spark interest, but to give students enough real experience of the subject, to challenge assumptions about what engineering is, who it is for, and what it feels like to take part.

For schools, universities, employers and funders, this distinction matters. If the problem is framed only as “how can we get more girls interested”, interventions may focus too narrowly on awareness or inspiration.

The data suggests the outreach task is more complex and nuanced. Students need to understand the subject, enjoy the work, see its relevance, meet relatable people and feel that their interest belongs in the field.



In short: many women students are drawn to the subjects, skills and real-world problem-solving that underpin EEE, but that does not automatically translate into belonging. The challenge is to turn interest into confidence, connection and a sense that EEE is a place where they can belong.



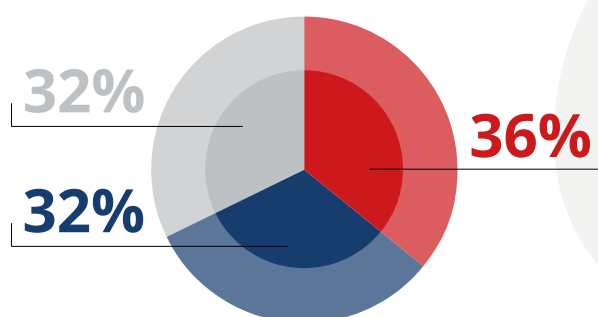
3. Getting into EEE is not the finish line

Among the women students who said EEE had felt “not for someone like me”, the free-text responses reveal three broad experiences. For some, something helped change the feeling. For others, they continued through personal resolve. For another group of more than a quarter, the feeling was still present.

The coded responses fall broadly into the following categories:

Response pattern

- Something helped change the feeling
- Personal resolve
- The feeling is still present



These categories help move the discussion beyond a binary idea of “belonging” versus “not belonging”. Some students do describe a change. They mention open days, female lecturers, meeting other girls, seeing women in engineering, practical experiences, summer schools, friends, teachers, gaining confidence, or realising that the subject matched their interests. These comments show that support, exposure and representation are all valuable and can make a difference.

For instance, one respondent wrote:

“Coming to an open day and having a female lecturer run a session made me feel a lot more welcome and included”

Another said:

“I hadn’t studied coding before, but a Bath uni open day rep told me she hadn’t either before university, so I felt more confident.”

These comments demonstrate the value of experiences that make EEE feel more human, visible and relatable. They also show the importance of who delivers outreach and how it is framed. A taster session, open day or event is not just a channel for the transmission of information. It can become a moment where a student sees someone like herself in the field and starts to believe that following the same path is possible.

Nevertheless, a second group of comments shows a different pattern. Some students did not describe the feeling disappearing due to external factor. Instead, they described continuing through determination, self-belief, stubbornness or a refusal to be limited by stereotypes.

One respondent wrote:

“I decided I wasn’t going to let any social stigmas dictate what career path I choose.”

Another wrote:

“I enjoyed challenging myself to do things I ‘wasn’t supposed to’ ”

These responses are powerful, but they should not be read simply as success stories. They show agency and resilience, but they also raise a concern that the pathway may currently favour students who have enough self-direction and personal resolve to continue despite doubt.

If that is true, then some students who are interested but less confident, less encouraged, or less supported may be lost before they ever enter the Electronics pathway.

A third group of comments is even more direct. For some students, the feeling is still present.

One respondent wrote:

"I wouldn't say anything changed, it still sometimes feels like it's not for women like me during my course. I just generally try not to let other people's opinions and prejudices get in my way"

Another wrote:

"It hasn't changed much really, I still feel very much out of place."

This is why getting women onto EEE and university cannot be treated as the end of

the journey. The data suggests that some women arrive at university still carrying the feeling that the field may not be for them. Others find the feeling becomes manageable because of peers, role models or personal resolve, but it does not fully disappear. This matters because women remain very much a minority in EEE and across Engineering generally.

It is why support should continue throughout the pathway: before university, during decision-making, during transition into university, and while students are studying. Peer networks, visible role models, inclusive teaching environments, mentoring, practical confidence-building and clear belonging signals all matter after entry as well as before it.



In short: entry is not the same as belonging. Students get in and still need support to feel that they belong there.



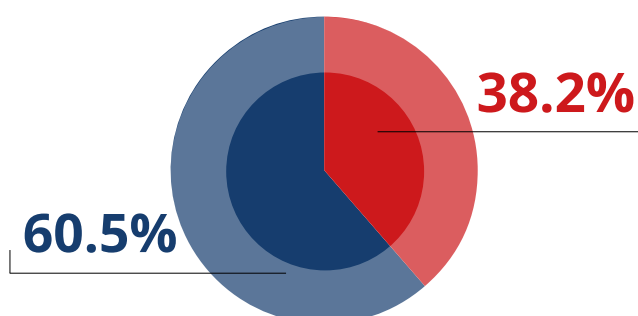
4. Hands-on learning may be central to confidence and belonging

One of the most interesting differences in the data relates to the mix of theory and practical work. Students who did not report a belonging barrier were more likely to select “the mix of theory and practical work” as an attraction to their degree subject than those who did report a belonging barrier.

In the responses:

Attraction: mix of theory and practical work

- Reported a belonging barrier
- Did not report a belonging barrier



Therefore, we can hypothesise that hands on learning builds confidence and creates belonging. The survey did not directly ask whether students felt confident in practical work, labs, hardware, coding, debugging or building systems. It also does not tell us whether practical confidence came before belonging, or whether students who already felt they belonged were more likely to see the theory-practical mix as attractive.

However, the difference is large. It suggests that comfort with the applied nature of EEE may be linked to whether the subject feels accessible. Students who can imagine themselves doing both the theoretical and practical parts of the subject may be more likely to see Electronics as a place where they fit.

When respondents who had felt EEE was “not for someone like me” were asked what changed, some pointed to the enjoyment of practical work.

For instance:

“I get genuine enjoyment from seeing projects work.”

Another wrote:

“The enjoyment of the content I am learning, the excitement of creating something of my own in electronics and the ability to create.”

And, as quoted earlier, one student described how summer schools helped her:

“Fall in love with robotics and practical work.”

These responses suggest that practical learning is not only about skill development. It can also have an emotional dimension and be identity-forming. Building something, making a circuit work, programming a device, testing a system, or seeing a project come alive can help a student move from “this is something I study” to “this is something I can do”.

That distinction matters for outreach.

Activities that give girls joy from hands-on learning may do more than raise awareness. They may help build confidence, agency and a sense of ownership. They may also demystify engineering by making it more tangible and attainable.

This is particularly relevant for Electronics and semiconductors, where the subject can otherwise feel hidden inside devices,

abstract, or difficult to explain. Hands-on activities can make the invisible visible. It can show students that EEE is not only equations, but also design, creativity, testing, problem-solving and making things work.

The implication is not that every outreach activity must be technically complex. In fact, the opposite may be true.

The most effective early activities may be those that are accessible, well-supported and enjoyable, allowing students to experience success and curiosity before they are asked to see themselves as “Engineers”.

» ***In short: practical confidence may be one of the mechanisms through which EEE becomes more accessible and more imaginable.***



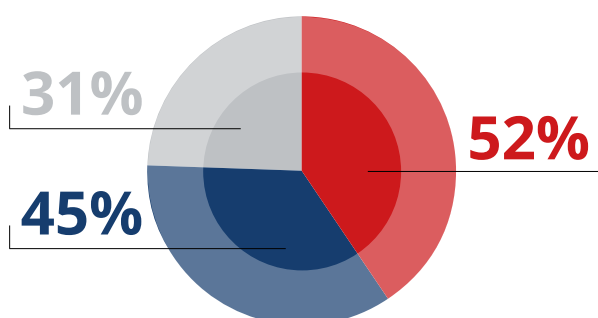
5. The decision is personal, but not made in isolation

The survey asked two different questions about influence. First, respondents were asked who influenced their decision to choose their degree subject, with the option to select all that applied. Second, they were asked which of those people was the most influential.

The first question shows that there is a wider influence ecosystem around the student. The second shows who the student personally thought was the most important influence.

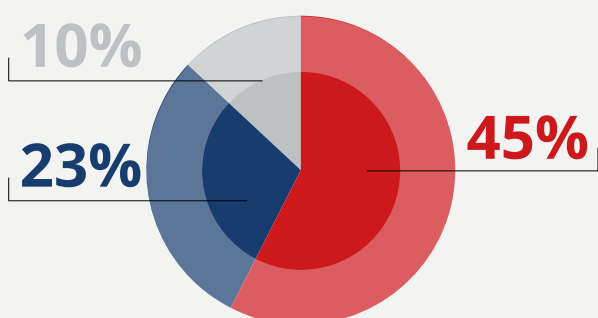
Selected as an influence

- Mainly my own decision
- Parent / family member
- Teacher



Selected as most influential

- Mainly my own decision
- Parent / family member
- Teacher



From these responses, we can see that students did not make the decision entirely alone. Nor that they were simply directed by others. Rather, the more nuanced conclusion is: The decision is personal, but not made in isolation.

Many women students interpreted the final decision as their own. This matters. It suggests agency, self-direction and personal commitment. But the decision still sits within a wider environment and context of influence from: parents, family, teachers, engineers, university open days, outreach, work experience, peers and online content.

There is a particularly important pattern when comparing students who reported a belonging barrier with those who did not. Students who did not report a belonging barrier were more likely to say the decision was mainly their own. Students who did report a belonging barrier were more likely to identify parents, family or teachers as the most influential. This suggests that where belonging is less secure, trusted encouragement may matter more.

This points to a possible difference between students who already feel that EEE is for them and students who are interested but less certain that they belong.

For the latter group, encouragement from a trusted person may carry particular weight.

One respondent wrote:

“Got more faith in myself because of my computer science teacher and friends”

Another described the role of a teacher:

“My technology teacher encouraged me to do engineering as Bernie Collins went to my school and he said I could be like her.”

This illustrates an important point: teacher encouragement can help make Engineering feel possible, particularly when it connects the student to a relatable example.

This finding has practical implications. If the current pathway favours students with strong self-direction and personal resolve, then the sector needs to consider who is missing. Some girls may have the interest and ability, but not the confidence, encouragement or exposure needed to make the leap. For them, parents, teachers, relatable role models and trusted advisers may be especially important.



In short: we should support the student's own agency, while strengthening the ecosystem around them.

That means helping schools understand EEE, giving teachers better examples and resources, showing parents and families what the field leads to, creating opportunities to meet engineers, and making university and employer pathways easier to understand.



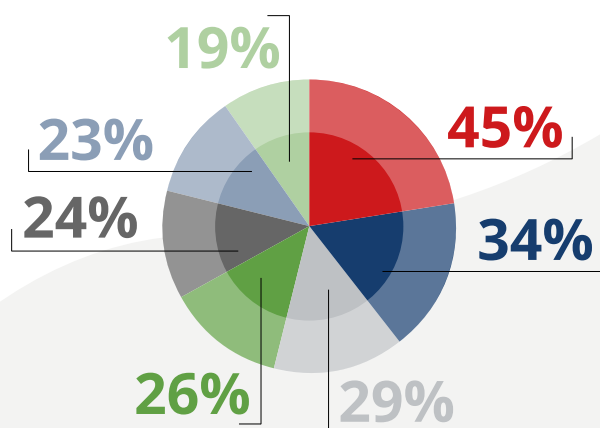
6. Exposure helps build the pathway. The next challenge is making it accessible at scale

Many women students who entered EEE had built up exposure through a range of activities before choosing their degree course. These experiences included Engineering taster days, university open days, work experience placements, online courses, girls-in-STEM events, school clubs and personal Electronics projects.

In the UK-focused sample:

Exposure activity

- Engineering taster days / university open days
- Engineering work experience placement
- Online engineering or coding courses
- Other girls-in-STEM events
- Personal electronics projects at home
- School robotics, electronics or coding club
- No extracurricular activity



This suggests that exposure helps build the pathway. It gives students reference points. It helps them understand what EEE is, what Engineers do, what university courses might feel like, and where the subject could lead. It can also help make the field feel less abstract.

One respondent wrote:

"I partook in the Scottish Space School Program where I met female undergraduate electrical engineers as well as women who worked for NASA. These people made it seem like an Engineering degree would be something possible for me to do."

Another wrote:

"Girls into Electronics event was the highlight of my decision to pursue a degree in electronics and seeing women pursue different paths in engineering definitely inspired me."

These quotes show the power of exposure when it combines content, experience and representation. The activity is not only informative. It helps the student imagine herself in the pathway.

However, the data also suggests that exposure alone does not automatically remove belonging barriers. Students who reported a belonging barrier and those who did not had broadly similar levels of extracurricular exposure. This points to a more nuanced conclusion: exposure matters, but the quality, accessibility and framing of exposure also matter.

An activity may be most powerful when it helps a student feel several things at once:

- I understand what this field is
- I can try it for myself
- I can see people like me here
- I know where it could lead
- I feel encouraged to take the next step

The next challenge is scale. Access to high-quality experiences should not depend on geography, chance, school provision, family knowledge or a student already having the confidence to seek opportunities out. Some students will find a summer school, an open day, a work placement or an online course. Others may never hear about them, live too far away, lack support to apply, or attend schools where engineering is rarely discussed.

The below comments came from the open-ended final question, where respondents were invited to add any further comments about the topics covered in the survey.

In this context, some respondents reflected on the availability of outreach, clubs and activities, and pointed to access as a barrier:

"Accessible code clubs! I tried to join one as a kid and there wasn't one within an hour and a half drive of where I lived and it held me back from learning to program for about 10 years as I didn't know how to get

started and was stuck on scratch programming."

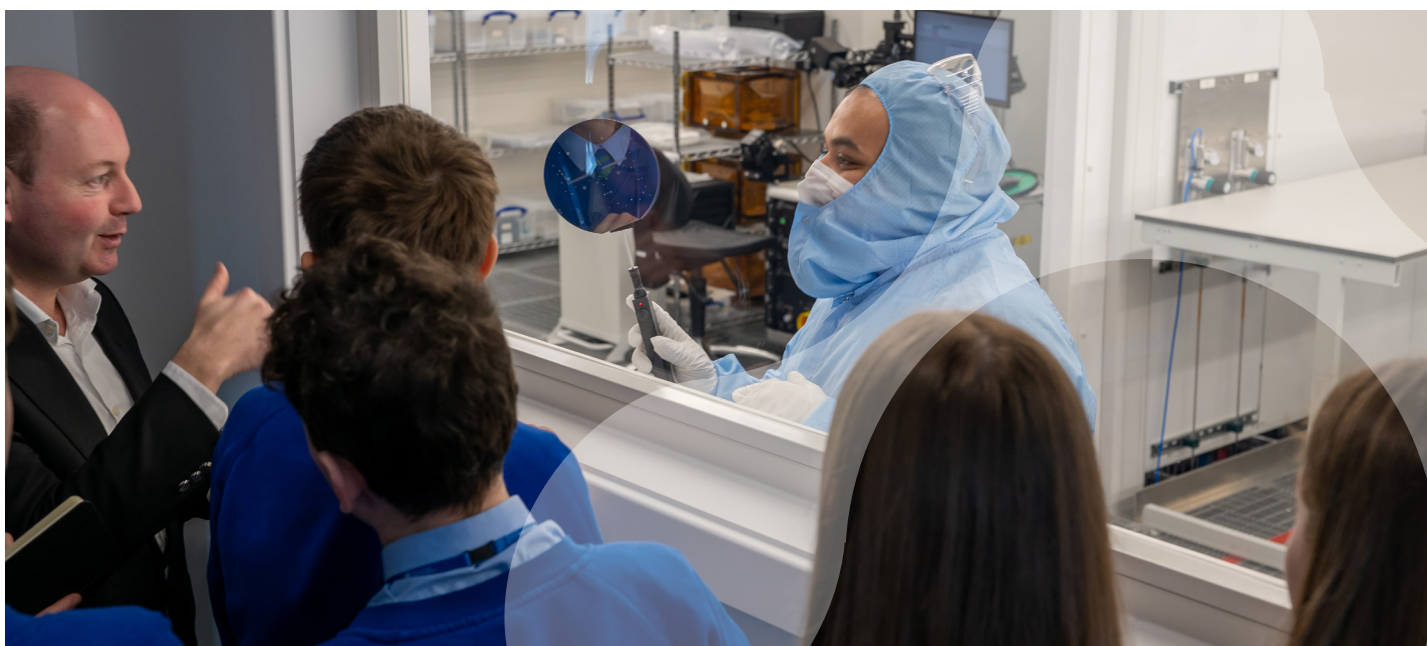
"My school provided VEX but did not have girls teams and I didn't fit in with the boys even though I did have an interest."

These types of experiences are resource-intensive, but the survey suggests they play an important role in helping students understand and choose EEE.



In short: the next step is not simply to run more events, but to make exposure more coherent, accessible and repeatable, with clear links between hands-on learning, role models and future pathways.

Students cannot choose a pathway they cannot see. Exposure helps build the confidence and context to choose EEE; the challenge is making that exposure meaningful and available at scale.



What this means for stakeholders

The evidence that we have gathered and our analysis have implications for different stakeholders

For schools and teachers

The findings show that schools and teachers can play an important role, particularly where students are less secure in their sense of belonging. Teacher encouragement may not be universal, but when it is present, it can matter.

One respondent described the impact of having a teacher who actively encouraged girls to enter spaces where they were underrepresented:

“My computer science teacher was a woman who made putting girls into spaces where they are underrepresented a priority.”

Schools can support girls by making EEE more visible through subject teaching, careers guidance, practical examples and role models. Physics, Maths, Computer Science, Electronics, Design & Technology and related subjects should be connected more clearly to engineering pathways. Students should be able to see how the subjects they enjoy can lead to creative, practical and socially relevant careers.

For universities

Universities have a significant role in making EEE feel accessible and welcoming. Open days, taster sessions, summer schools, female lecturers, student ambassadors and practical activities can all shape whether students see themselves in the field.

One respondent highlighted that support is still needed once students are already studying EEE:

“It’s amazing the opportunities that are available for young girls who are interested in engineering but

I’m finding my studies now the most challenging with motivation due to my gender so wish there was more support for EEE students”

The findings suggest that support needs to continue after enrolment. Some women students still experience imposter syndrome, encounter male-dominated environments or have a sense of being out of place. Peer networks, mentoring, inclusive teaching practices and visible representation can help address this.

For employers

Employers can make EEE real. Work experience, workplace visits, mentoring, employer talks and opportunities to meet Engineers can help students understand what the field looks like beyond the classroom.

For respondents who had felt they did not belong in EEE, industry exposure helped change that feeling.

One respondent wrote:

“Confidence and meeting people in the sector encouraged me to research and have an interest”.

Another pointed to the importance of

“seeing how diverse the job market can be for you after studying a degree like EEE”.

Employers also have an important role in showing the inclusivity of the sector. Electronics and semiconductors are connected to healthcare, sustainability, transport, communications, entertainment, robotics, AI, energy, defence, space and consumer technology.

Making those applications visible can help students connect their interests to real-world impact.

For the Government and other funders

Our findings show the value of continued investment in exposure, outreach and belonging-building activity. We know that high-quality experiences are not cost-free, and access is uneven across the UK. However, if opportunities are limited and depend on geography, school networks or chance, then students with less existing science capital may be less likely to discover the pathway.

One respondent highlighted how uneven access can be in practice:

“Most of the outreach programs do not reach the west, and particularly in Northern Ireland. I think there is a very Belfast-centric approach for a lot of the programs and these students already have a lot more support from teachers and parents, so I think there is a lack of presence for these events in other counties.”

Therefore, funding should support repeated and scalable touchpoints: hands-on learning, role models, teacher engagement, university tasters, work experience, online resources and support through transition into university.

For STEM Outreach Delivery Organisations

The findings reinforce the importance of activity that does more than raise awareness. Effective outreach should build joy, confidence, belonging and understanding. It should help girls try Electronics, meet relatable people, understand the industry and see clear routes forward.

The three existing programme principles most remain highly relevant are:

1. Help girls gain joy from hands-on learning.
2. Show female role models and relatable pathways.
3. Demystify semiconductors, electronics and the wider EEE industry.

The data suggests these principles are not only good practice; they are aligned with what women students say helped them enter the pathway.

Conclusion

*This **Pathways** study provides us with a first-hand insight into the motivation and experiences of women currently studying on EEE degree courses at universities. The evidence shows that women students are entering Electronic Engineering through interest, exposure, encouragement and self-direction. They are motivated by subjects they enjoy and attracted by the chance to solve real-world problems. Many have built up experiences through tasters, open days, work experience, online courses, clubs, girls-in-STEM activities and personal projects.*

However, the evidence report also clearly shows that interest does not automatically create belonging. Nearly half of respondents in the UK-focused sample said EEE had felt “not for someone like me”. Some students described experiences that changed that feeling. Others described relying on personal resolve. Others said the feeling was still present.

Therefore, the key message from this research for our sector is getting women onto EEE degree courses is not the finish line. The pathway needs to be visible earlier, reinforced at key decision points, made tangible through hands-on learning, humanised through role models, and supported through university. The aspiration should not only be for more girls and young women to choose EEE. It should be for them to enter, persist and belong in our sector.

Appendix: methodology and interpretation notes

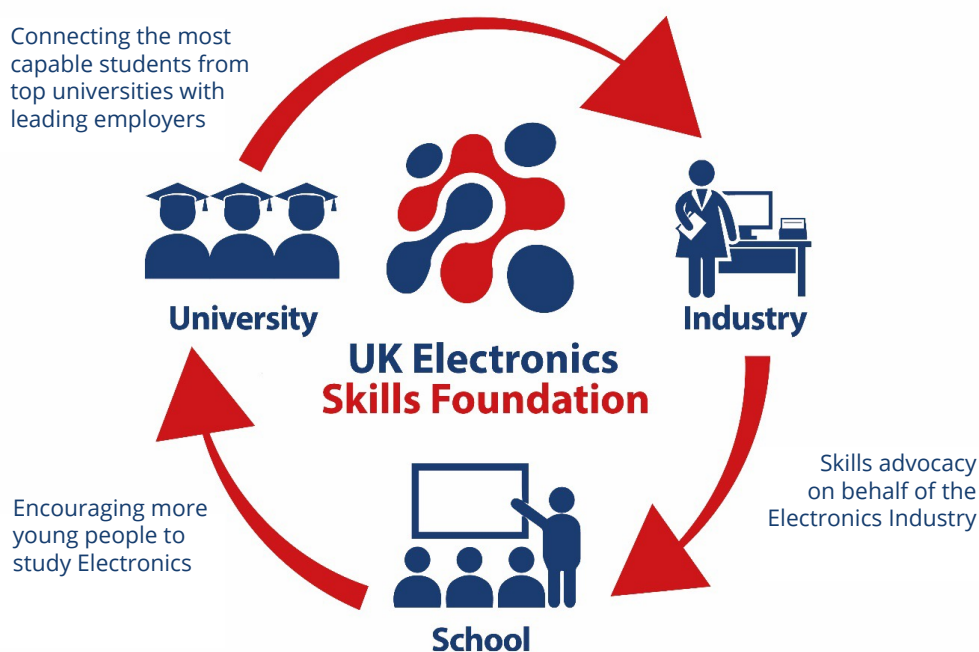
The full Pathways into EEE dataset includes women studying EEE or related degree subjects across 28 universities. The main analysis in this report focuses on 149 respondents with Home fee status in order to understand UK-context influences.

The survey included single-select, multi-select and free-text questions. Multi-select percentages represent the proportion of respondents selecting each option and should not be read as mutually exclusive. Free-text responses were coded into themes, including whether the “not for someone like me” feeling changed, whether respondents relied on personal resolve, or whether the feeling was still present.

The findings are strongest as evidence about women who have entered EEE or related degree pathways. They do not directly capture those who considered EEE and chose not to pursue it, or those who were never exposed to it as an option. Where the report discusses possible mechanisms, such as hands-on learning and belonging, these should be treated as evidence-informed hypotheses for further testing rather than proven causal relationships.

Quotations are drawn from anonymous survey responses. Minor edits have been made to spelling, punctuation or capitalisation where needed for readability, without changing the meaning. Any quotes used externally should be reviewed for anonymity, sensitivity, representativeness and context.

This report has been produced by the UKESF



The purpose of the UKESF is to tackle the Electronics' sector skills shortage in a coherent way. With our partners, we provide opportunities for young people to develop their interest in Electronics, Technology and Engineering, through to university study and/or apprenticeship. At university, we ensure that undergraduates are encouraged to pursue careers in the Electronics sector and they are supported in their professional development so when they graduate they are equipped with work ready skills and experience.

[Visit our website to find out more.](#)



About the author:

Mahdiah Ghoddusi is Director of Delivery at the UK Electronics Skills Foundation and leads the Girls into Electronics programme. She studied Electronic Engineering before spending 17 years in a global electronics company, working across a range of roles in the sector. Her work now focuses on helping more young people understand, access and feel confident in electronics and semiconductor pathways.

