Evidence Brief: Widening Participation

Contents

Produced by the Knowledge Management team Evidence Briefs offer an overview of the published reports, research, and evidence on a workforce-related topic.

Date of publication: July 2024

There may have been an update to this Evidence Brief - to check you are reading the most current version please see the links below:

- [Complete Evidence Brief list – link for Workforce, Training and Education staff](#)
- [Complete Evidence Brief list – link for External staff](#)

Key publications – the big picture

Widening participation in medicine
Source: BMA
Publication date: 20th December 2023
The widening participation initiative seeks to give the opportunity to anyone who has the ability and desire, to enter into a medical career.

NHS Long Term Workforce Plan
Source: NHS England
Publication date: June 2023
The first comprehensive workforce plan for the NHS, putting staffing on a sustainable footing and improving patient care. It focuses on retaining existing talent and making the best use of new technology alongside the biggest recruitment drive in health service history.

Male participation in nursing and allied health higher education courses
Source: Office for Students and Research Works
Publication date: January 2020
Nursing and allied health professions are typically dominated by women in the UK and elsewhere, although the extent to which this is the case varies by different disciplines. For example, 90% of nursing students in England are female, but the figure is slightly lower for particular areas of nursing such as mental health nursing where men make up more than 20%. There has been a growing recognition of the importance of reversing these trends and reducing the gender gap in these subjects and careers. The drivers behind this are diverse as increasing male participation in nursing and allied health could bring a number of benefits: helping to grow the pool of home graduates in these subjects; ensuring both men and women have the same opportunities to pursue these careers; ensuring the workforce reflects the population it serves better; and helping to reduce the current skills shortage in these fields. This research was commissioned by the Office for Students (OfS) to provide an evidence based strategic direction as well as practical recommendations to raise awareness of the study and career opportunities that nursing and allied health offer men for higher education providers, health sector bodies and policy makers.

Recruitment of Mature Students to Nursing, Midwifery and Allied Health Courses – Research
Source: Office for Students and Marketwise Strategies Limited
Publication date: February 2019
The Office for Students (OfS) is working with other governmental and arms-length bodies (ALBs) to ensure an effective transition to the new Nursing, Midwifery and Allied Health (NMAH) funding regime. This effort includes the Strategic Interventions in Health Education Disciplines (SIHED) programme. As part of that programme, Marketwise Strategies was appointed to conduct research that would: Gain a better overall understanding of the mature segment of the student market entering healthcare courses, in order to support continued recruitment of mature students to higher education (HE) courses.

Supported from the start; ready for the future; The Postgraduate Medical Foundation Programme Review
Source: Health Education England
Publication date: 2019
This report details the findings of a review into the delivery of the UK Foundation Programme, which prepares graduates from medical school for specialty training. The report and its recommendations have been developed by HEE and as such, its focus is the delivery of the foundation programme in England. The findings and recommendations have been developed in

partnership with, and are relevant to, all the four nations of the UK.

Widening participation strategy in higher education in England
Source: House of Commons Library
Publication date: January 2018
This House of Commons briefing paper gives an overview of the Government's policy on widening participation in higher education. It also outlines widening participation strategies and statistics, discusses evaluation of activities and raises current issues.

Indicators of good practice in contextual admissions
Source: Medical Schools Council
Publication date: 2018
The aim of this document is to provide indicators of what might work best when a medical school considers its approach to contextual admissions. This is not definitive guidance and the Selection Alliance acknowledges there is more research needed in this area. However, this document sets out an approach based on our understanding of what works well at this time.

The CNO commission on widening participation in nursing and midwifery education and careers
Source: CNOD
Publication date: December 2017
Efforts on widening participation to education and careers have been relatively successful in nursing and, perhaps to a slightly lesser extent, midwifery in recent years. However, in common with the rest of the UK and internationally. Scotland nevertheless faces challenges in recruiting to the professions at a time when we are rich in people, both young and experienced, who want to become nurses and midwives. The most sensible and productive way to address this issue was to bring together a wide-ranging Commission, comprising representatives from all interested

stakeholders, to review the current situation in Scotland and elsewhere, evaluate the evidence on what approaches to widening participation in the nursing and midwifery professions work (and which do not), and come up with some recommendations for us to consider as we move this agenda forward.

Widening Participation in UK Outward Student Mobility: A picture of participation
Source: Universities UK International
Publication date: 2017
Across the European Higher Education Area (EHEA), governments and higher education institutions are striving towards a collective ambition of 20% of graduates in the EHEA to have undertaken a study or training period abroad by 2020. To meet this goal, many countries have already begun to shift their focus from the numbers of students participating in mobility to the accessibility of these opportunities, exploring who participates and how students from underrepresented groups can be supported.

NHS funded healthcare education programmes: Building the evidence for supporting widening participation: Final Report
Author(s): Thomas et al.
Source: Edge Hill University and CFE Research
Publication date: July 2016
This research was commissioned by Health Education England (HEE) to inform their emerging widening participation (WP strategy). Widening participation in health education is vitally important to both the NHS and to society as a whole. A more representative workforce enables the NHS to work towards greater equality, diversity and social mobility and to provide health services that better meet the needs of the communities it serves, both as a provider of health care and as a major employer (HEE 2014)[1] . Widening access to NHS-funded higher

education programmes for students from lower socio-economic and equality groups are not sufficient – the outcomes for these groups must also be taken into consideration.

Literature Review on approaches and impact of interventions to facilitate Widening Participation in Healthcare Programmes
Source: Edge Hill University
Publication date: May 2014
Widening participation has become an important issue for health education in the UK as the NHS aims to ensure that its workforce reflects the increasing diversity of its patient population. Recruiting from disadvantaged population groups is also motivated by the need for improved equality in access to health professions. Training and educational requirements for nursing and allied health professions have changed considerably and continue to be subject to changes (Glasper, 2010). Most recent changes in terms of affecting widening participation relate to access requirements and access pathways into the professions. This literature review gathers and synthesizes information on widening participation for healthcare professionals, social workers working in the health service, dentists and allied health professionals. It also reviews issues of retention in these professional groups insofar as they are related to disadvantaged or under-represented groups.

Case Studies

Community anchor case study: Widening participation education programme, NHS Grampian
Source: Public Health Scotland
Publication date: 2nd August 2023
This case study demonstrates NHS Grampian working with various partners, such as schools, universities and the local council, to encourage young people from deprived backgrounds

to think about careers in healthcare, while thinking about their own health. As an anchor, this board demonstrates it's role in making a positive impact for the next generation of young people going into employment in healthcare.

Widening access to good employment
Source: NHS Providers
Publication date: February 2023
Scroll down for a Case Study from Leeds Teaching Hospitals NHS Trust

Halo Mid Essex – Fully funded training for careers in health and social care
Source: Mid and South Essex Integrated Care System
Start your new career with Halo Mid Essex:
Courses available in Southend, Basildon, Chelmsford, Thurrock and Brentwood. Working with leading healthcare providers around these areas, we provide fully-funded training to those looking for an exciting and fulfilling career. From working with those who have learning disabilities and providing essential mental health support, through to supported community living opportunities – who knows where a career in healthcare will take you?

Supported Internships
Source: South Essex Colleges Group
What is a supported internship?
Supported Internships are structured, work-based study programmes for 16–24-year-olds with SEND, who have an education, health, and care (EHC) plan.
The aim of a supported Internship is a substantial work placement, facilitated by the support of a job coach. Internships, provide the opportunity for young people to achieve sustained, paid employment by equipping them with the skills needed for work, through learning in the workplace.

Widening participation as a strategic approach
Source: NHS Employers
Publication date: 30th March 2021
Find out how the trust used widening participation initiatives to help the local refugee and migrant population return to a career in healthcare.

Widening access to nursing
Source: The Queen's Nursing Institute Scotland
Publication date: December 2020
Richard Mckinney is a learning disability nursing student studying through the Open University. With a busy schedule and long-held ambition to get into learning disability nursing Richard jumped at the chance to study with the OU, although he could never have expected that his first year would take place during a global pandemic

Widening access to medical and dental sciences
Author(s): Clare Ray
Source: University of Birmingham
Publication date: August 2020
This guest blog is written by Anam Chaudhry, a recent alumna of the School of Dentistry at the University of Birmingham. Anam participated in the nationwide widening participation programme Realising Opportunities before starting university and shares her story to support the next generation of students realise their ambition of studying to be come a dentist.

Bitesize Case Study: Widening Participation in Action at Salford Royal
Source: Health Education England
Publication date: June 2017
This case study is one in a series of studies curated to capture best practice, and highlight innovations, from the joint Health Education England (HEE) working across the North West and

Voluntary Sector North West 'Learning Matters' awards 2017. The awards are part of a cross sector adult learning campaign delivered for the health and care sector through a number of key regional partnerships and collaborations. The overarching theme of the awards is simple: lifelong learning is good for people, organisations and health.

The Star for workforce redesign

More resources and tools are available in the Star

Statistics

You can find relevant statistics on the Health and Care Statistics Landscape under **"Health and Care"**

Widening participation in higher education
Source: GovUK
Publication date: July 2023 (Academic year 2021/22)
Annual statistics on young peoples' participation in higher education by student characteristics, including eligibility for free school meals, gender, ethnicity, special educational need status, first language and region.
The publication focuses on progression rates to higher education by age 19 for state-funded pupils by personal characteristics at age 15 and for A level students at age 17, by school or college type with breakdowns for high tariff higher education providers.

Widening participation summary: UK Performance Indicators
Source: HESA
Publication date: February 2022
The purpose of the indicators is to provide an objective measure of how the UK higher education (HE) sector is performing.

Two key areas are covered, with the first of these being widening participation. This is the focus of this summary, which explores the proportion of entrants from disadvantaged backgrounds or in receipt of Disabled Students' Allowance (DSA). Future publications this year will look at student retention, UK domiciled undergraduate entrants to HE providers.

National Data Programme

Workforce, Training and Education staff can look at the National Data Warehouse (NDL) SharePoint site to find out more about datasets and Tableau products.

Published Peer Reviewed Research

Allied Health Professionals

Learner perceptions of completing a BSc Degree Apprenticeship in Physiotherapy Abstract only*
Item Type: Journal Article
Authors: France, A.;Collins, M.;Rose, J. and Shaw, T.
Publication Date: // ,2024
Journal: Physiotherapy (United Kingdom) 123, pp. e149
Abstract: Purpose: The development of degree apprenticeship provision within allied health has gained momentum over recent years, particularly since the introduction of the Apprenticeship Levy in 2017. The Apprenticeship levy incentivised employers to tackle strategic workforce planning and challenges (Department for Education, 2016). Sheffield Hallam University (SHU) was part of the trailblazer group for the physiotherapy degree apprenticeship which was first validated in 2018 and started in April 2019. This study sought to explore perceptions of the learners on completion of the first iteration of the course. This insight will help our understanding and help to shape future curriculum development for further iterations and to share and raise awareness of apprenticeships as a route for completing a degree in physiotherapy and highlighting potential benefits to employers through developing a strong and capable support workforce. Method(s): A qualitative design using thematic analysis was used. Semi-structured interviews were conducted with a group of apprentice learners (n=5). The interview transcripts were analysed using Thematic Analysis using the five-step process proposed by Braun & Clarke (2022) Results: Five participants agreed to take part in the study. The age of the participants ranged from 26 to 53 (median 27). Three were female and two male, with two being employed by the private sector and three the NHS. Six themes emerged from the data: Block teaching, 2) Transfer of learning to the work place, 3) Unclear expectations, 4) Importance of support mechanisms, 5) Impact of being the first cohort and 6) Impact of Covid Conclusion(s): Understanding learner perceptions in completing an apprenticeship is essential to ensuring and maximising learner experience. As with all courses, early planning and organisation are instrumental, but this is particularly important in apprenticeships where all learning opportunities need to be maximised across academia and the workplace. As such, collaboration is vital to success, with clear expectations and transparent roles and responsibilities needed (Sevens, Nightingale and Ali, 2022 and Powell and Walsh, 2017). Further research is needed to explore employer and mentor experiences and to consider strategies for enhancing partnership working. It is clear to see, however, that if learners feel there is joined up thinking and learning is seamless, then there are huge benefits to the transfer of learning. All participants in this study valued the apprenticeship as a hugely successful route for learning and career progression. Although there will be difficulties along the way, learners feel this more than prepares them for the

challenges of working as a qualified practitioner. As such, learners are likely to have a hugely positive impact on the health and social care workforce of the future. Impact: There are lots of key learning points that are useful for all Higher Education Institutions developing physiotherapy apprenticeships and that will contribute to making specific course improvements to maximise learner experience.Furthermore, raising awareness of the benefits of apprenticeships will aid upskilling of staff, widening participation and social mobility, alongside supporting wider strategic workforce planning. Keywords: Apprenticeships, Physiotherapy, Perceptions Funding acknowledgements: Funding was used to support the project as part of the Sheffield Hallam University SETL/STEER Course Evaluation Bursary.Copyright © 2024

Selection and recruitment of pre-registration occupational therapy students in the United Kingdom: exploring entry criteria across education providers
Item Type: Journal Article
Authors: McGinley, Sarah Louise;Hamilton, Sukhbinder and Bradley, Alexander
Publication Date: // ,2023
Journal: British Journal of Occupational Therapy 86(5), pp. 385-393
Abstract: INTRODUCTION: Since widening access to higher education became a United Kingdom (UK) governmental priority in the 1990's, occupational therapy has made little progress in diversifying student and workforce populations that mirror increasingly diverse service user populations. This research aims to, for the first time, map entry criteria across UK pre-registration programmes, while considering fair access and exploring who might be missing at the point of enquiry and entry. METHOD: A cross-sectional quantitative content analysis was conducted of all UK university websites, identifying programme type, academic, professional and alternative entry criteria for

2021/2022. FINDINGS: Five entry routes via undergraduate and post-graduate programmes (n=73) offer limited part-time opportunities (n=11). Visible academic entry criteria appear weighted towards 'traditional' qualifications, while assessment of professional skills at application and selection is explicit for over 75 per cent of programmes. 86 per cent (n=63) utilise interviews at selection, with 33 per cent (n=24) not publicly acknowledging alternative access routes into the profession. CONCLUSION: If the profession is to avoid continued stagnation in diversity amongst student populations and successfully reflect service user diversity in the workforce, it is essential UK universities increase parity across academic entry criteria, ensure the visibility of acceptable skills for alternative access and substantially improve flexibility for part-time study. Abstract]

Trailblazers: Stakeholder motivations for developing degree apprenticeships for the radiography profession
Author(s): Sevens and Nightingale
Source: Radiography
Publication date: February 2020
Introduction: Employer led apprenticeship trailblazer groups develop the occupational standard and end point assessment associated with a particular job or occupation. All degree apprenticeship programmes within England must align to these and for allied health professions, this is a new concept. Exploring stakeholder motivations for being part of the trailblazer groups is essential to inform subsequent curriculum design and implementation for this new model of education. Methods: Eighteen semi-structured interviews were undertaken across the three radiography related (diagnostic, therapeutic and sonography) trailblazer groups using a pragmatic constructivist approach. Results: Strong themes emerged around professional recognition, and conflicts between being 'educated' or 'trained', and between vocational and academic components of radiography training. Even within these pioneer groups there was

a lack of understanding around degree apprenticeship programmes and their potential impact upon the workforce. Whilst the benefits on recruitment and retention of staff through widening participation were acknowledged, there were concerns around apprentice pay and mentorship. Evidence of professional protectionism was uncovered, balanced by professional pride and a strong desire for team working within and between institutions. Conclusion: The study highlighted an urgent need for further research and awareness raising for employers and practitioners, prior to implementation of radiography-related degree apprenticeships. Implications for practice: This is the first evaluation of stakeholder motivations related to the development of degree apprenticeships within the allied health professions. The results and recommendations for practice will inform the imminent implementation of degree apprenticeships for the three radiography related professions, facilitating a smooth transition to apprenticeships for clinical and education departments.

Conference abstract: Interactive patient pathway days for prospective therapeutic radiography students Abstract all available
Author(s): Walker et al.
Source: Radiography
Publication date: January 2020
Student recruitment; retention; therapeutic radiography; widening participation; NHS, staffing provisions Introduction: Currently there is a significant national shortfall in the number of potential students applying to Therapeutic Radiography courses. This project will create an 'Introduction to the Profession Experience' for schools/colleges and the wider local community to raise awareness of the profession, as a potential career pathway, and recruit students to the pre-registration courses. Specific Objectives: * To raise awareness of radiotherapy within the local community as a potential career pathway * To explore collaborative working opportunities in relation to recruitment

utilising the clinical department facilities and resources; * To develop interactive pathway days where students will experience clinical settings to show realistic components of the profession prior to enrolment. This presentation will focus on the results from the pilot project that was run as a collaboration between London South Bank University and Guys Cancer Centre. Methods & Materials: Phase 1: A pilot project was conducted using current student applicants. Participants visited the Cancer Centre on a Saturday where they had the opportunity to trial different radiotherapy professional tasks and gain experience and knowledge about the profession as a whole, they were then asked to complete a survey on their experiences. Phase 2: Semi-structured interviews were conducted with participants who attended the interactive patient pathway and subsequently enrolled onto the course. Result(s): Descriptive statistics, frequency tables and content analysis were used. Preliminary results are outlined below (presentation will include tables): * All participants found the interactive pathway session to be very helpful. * The session enabled them to understand the importance of the different processes and knowledge about radiotherapy delivery. * Participants enjoyed the practical aspects of the sessions which are recommended for other potential applicants. * Participants were comfortable being part of a group and valued the opportunity to engage with current students. Conclusion(s): This collaborative project allowed participants to experience practical aspects of the clinical patient pathway in a Radiotherapy centre without the patient presence. It is anticipated that future days will replace individual work experience days, as they are less resource intensive and allowed students to gain a collective experience.

Students with specific learning disabilities experiences of pre-registration physiotherapy education: a qualitative study
 Author(s): Norris et al.
Source: BMC Medical Education 20(2)

Publication date: 2020

Background: Attainment gaps for students with disabilities have been noted in pre-registration physiotherapy courses in the UK. Previous research suggests disclosure, lack of staff knowledge and poor communication between University and placement sites may be relevant, but these are limited to small case studies with students with visual or physical disabilities. The purpose of this study was to explore disabled physiotherapy students' experiences of their education in order to elucidate factors that may influence success. Methods: Qualitative study drawing on phenomenological traditions. Four focus groups including 15 students with disabilities were conducted. Transcripts were analysed thematically. Procedures for transparency and rigour such as member checking and peer debriefing were implemented. Results: Three major themes were derived from data. "It was quite a relief" explores the personal and social implications of diagnosis. "They're not natural" focuses on academic assessment and the specifics of adjustments made and not made within that context. "My dyslexia doesn't switch off" explores the inaccessibility of the learning environment and dissects the contrast between the 24-h nature of having a specific learning condition and the somewhat piecemeal nature of adjustments during their education. Conclusions: This study indicates that having a specific learning disability or anxiety creates a number of hurdles to success in physiotherapy education. Most were within the University setting and were perceived to result from staff ignorance or piecemeal approaches to inclusion. A lack of consistency alongside facilitated dialogue and acknowledgement of enhancements results in frustration, ambiguity towards disclosure and reinforcement of a deficit model. Such an approach belies the intention of the profession and the NHS and does not maximise the potential of widening participation.

Dental

[Demographic disparities in dental school selection: An analysis of current UK practices](#)
Item Type: Journal Article
Authors: Cunningham, C.;Kiezebrink, K.;Greatrix, R.;Patterson, F. and Vieira, R.
Publication Date: // ,2024
Journal: European Journal of Dental Education : Official Journal of the Association for Dental Education in Europe 28(1), pp. 56-70

Abstract: INTRODUCTION: Specific social groups remain under-represented within dentistry. While the University Clinical Aptitude Test (UCAT) aims to widen participation in under-represented social groups, there is no evidence in dental education that this aim is being met. MATERIALS AND METHODS: Data over two admission cycles (2012 and 2013), including 3246 applicants to 10 UK dental schools, were analysed. Applicant and selected pools were compared to the UK population. Multiple logistic regression was used to investigate the association between demographic variables and UCAT and receiving an offer of a place at dental school. RESULT(S): Over-representation of Female, Asian, least deprived and grammar school groups were found in applicant and selected pools compared with the UK population. White ethnic applicants were significantly more selected than Black (OR 0.25), Asian (OR 0.57) and Mixed (OR 0.80) ethnicities, while least deprived applicants were significantly more selected than most deprived (OR 0.59). Grammar school education increased odds of selection by 1.8 when compared to state school. The addition of UCAT to the model for applicants reduced ethnic disparities but led to disparities between other groups. CONCLUSION(S): Current widening participation practices focus on attracting applicants from lower socio-economic groups. However, this study showed that ethnicity, sex

and educational background biases also affect demographic diversity in dentistry. The UCAT shows promise in levelling the playing field; however, widening access measures will only succeed if selection committees radically change selection processes to address the systemic biases, enabling the dentists of tomorrow to represent the society they serve.

Widening Access: what do dental school websites signal to prospective students?
Item Type: Journal Article
Authors: Kawecki, M. M. and Newton, P. M.
Publication Date: // ,2023
Journal: British Dental Journal 234(2), pp. 106-110
Abstract: Introduction Widening Access (WA) policies aim to ensure that a professional workforce reflects the community that it serves by facilitating the admission of applicants from under-represented demographics. WA has not been extensively studied in UK dental education. Website discourses are an important element in students' higher education choices and have the potential to engage those who might be under-represented. Methods Critical discourse analysis was used to investigate contents of the 16 UK dental school webpages in relation to WA, based on a previous study within medical education. Data were contextualised through identification of drivers and levers, as well as warrants of WA. Results Discourses emphasising social mobility, and the resultant advancement within social hierarchy of an individual, dominated the narrative rationalising WA as an initiative. WA was depicted as a mechanism to support applicants of high academic ability and exhibiting commitment to studying dentistry but who were unable to show their true potential due to their underprivileged backgrounds. This presentation portrayed dental schools as generous establishments, selectively granting career- advancement opportunities to disadvantaged students. Discourses on the benefits of WA for patient care and workforce diversification were largely absent. Conclusions Discourses representing WA on websites of UK dental schools are limited and do not portray applicants from deprived backgrounds or under-represented groups as individuals bringing unique positive benefits to dentistry and patient care. We encourage dental schools to consider alternate messages for attracting applicants from under-represented demographics.

Journey towards a dental career: the career decision-making journey and perceived obstacles to studying dentistry identified by London's secondary school pupils and teachers
Item Type: Journal Article
Authors: Niven, Victoria;Scambler, Sasha;Cabot, Lyndon B. and Gallagher, Jennifer E.
Publication Date: // ,2023
Journal: British Dental Journal
Abstract: Objective To explore the career decision-making journey towards dentistry and identify possible challenges and supports in this process as perceived by academically able, science-minded, London school pupils and their careers teachers. Methods A mixed-methods study was conducted using a purposive sample of London schools. Focus groups (n = 13) with 91 pupils aged 14-18 years and a survey of career teachers (n = 12) were conducted at a range of school-types. A topic guide, informed by the literature and previous research, guided discussions. Ethical approval was obtained from King's College London Research Ethics Committee (BDM/10/11-17 and 14/15-40). School, teacher, parental and pupil written informed consent were obtained. Data were transcribed and analysed thematically using framework methodology. Results Four distinct phases of the career decision-making journey were identified: 1) initiation of aspiration, with wider influences promoting medicine as a

primary aspirational career option; 2) exposure to dentistry as a career, leading to recognition of dentistry as an alternative; 3) exploration of the career; and 4) the application process. Dentistry received little early consideration in this process. Greater representation of dental professionals within the school, access to work experience, and support in the student application process were identified as possible supports. Conclusions The findings suggest a four-phase journey towards a dental career, which may be enhanced by engagement of dental professionals at each stage. This may be particularly helpful in widening participation from under-represented groups. Copyright © 2023. The Author(s).

Flexibility and access to dental postgraduate speciality training
Abstract only*
Item Type: Journal Article
Authors: Tebbutt, Jessie E.;Spencer, R. J. and Balmer, Richard
Publication Date: // ,2023
Journal: British Dental Journal 235(3), pp. 211-214
Abstract: Increasingly, there is a clear emphasis on the need for improved access to flexible training. This reflects changing societal attitudes and expectations towards work-life balance and increasing demand for flexible working. The recently published Advancing dental care review: final report (2021) reflects these same demands within dental postgraduate training. Increasing flexible training options has the potential for far-reaching beneficial effects for dental speciality training. There are barriers to accessing speciality training for specific applicant groups and this risks potentially excluding excellent-quality candidates from pursuing speciality training. There is opportunity in utilising and developing flexible training options to support widening access to dental speciality training. Recruitment and working pattern arrangements should reflect these aspirations, ensuring that the best trainees are successful irrespective of their personal circumstances. Copyright © 2023. The Author(s), under

exclusive licence to the British Dental Association.

UCAT and dental student selection in the UK - what has changed?
Item Type: Journal Article
Authors: Greatrix, R. and McAndrew, R.
Publication Date: // ,2022
Journal: British Dental Journal 232(5), pp. 333-338
Abstract: Introduction The University Clinical Aptitude Test (UCAT) has been used since 2006 by a consortium of UK medical and dental schools to assist in undergraduate selection. In 2019, UCAT was used by 30 universities (14 dental schools). Aim To report how UCAT use has changed in undergraduate student selection in the UK. Methods UCAT use was categorised and trends identified from annual telephone interviews with dental school admission tutors; this process started in 2011. Results Dental schools using UCAT rose from 8 (2006) to 14 (2020). The most significant use of the test to select applicants for interview was as a weighted factor; at offer stage, UCAT was most used to discriminate between applicants at borderlines. A growing number of dental schools are using the Situational Judgement Test (SJT) in selection (2019, n = 6). In 2019, eight schools adjusted selection processes for widening access applicants. Multiple mini interviews are now used by the majority (n = 10) of dental schools. Conclusions UCAT represents a significant factor in selection to UK undergraduate dental programmes and is used by all but two dental schools. In most schools, UCAT contributes in a substantial way to selection outcomes and strength in test use has grown over time. Copyright © 2022, The Author(s), under exclusive licence to the British Dental Association.

A Critical Analysis of Underrepresentation of Racialised Minorities in the UK Dental Workforce [Special issue of Community Dental Health, to be disseminated at the 'Racism and oral health inequities' International Association for Dental Research
Author(s): Lala et al.
Source: Community Dental Health
Publication date: May 2021
This article analyses the underrepresentation of racialised minorities across the three stages of the dental workforce pipeline through the critical lens of power. The reformist view of power was used, which focuses on concealment caused by systemic biases. We observed adequate representation of racialised minorities in the first two stages of the pipeline; entry to dental schools and completion of dental education. However, the categorisation of diverse groups into a single 'BAME' category conceals the underrepresentation of Black people and those who experience intersectional forms of discrimination rooted in race, gender and class. We observed all racialised minorities to be underrepresented in the third stage of the pipeline; career development and progression. The data suggest that institutional processes are more likely to recruit and promote White1 people, and racialised minorities are more likely to be exposed to bullying and inequitable disciplinary processes. Consistently across dental institutions, as the level of seniority increases, the representation of racialised minorities decreases. Thus, senior decision-making and agenda-setting spaces in UK dentistry are overwhelmingly White. Multiple actions are suggested; including collation of comprehensive, inclusive data, widening participation and representation initiatives to help re-distribute the power dynamics towards racialised minorities and ensure equality of representation across the dental pipeline, including in senior spaces. We hope this will work towards putting some of the systemic problems that we see in dentistry; such as differential staff and student experiences, inequitable

recruitment, promotions and disciplinary proceedings, and colonial dental curricula and research on the institutional agenda.

Higher Education

An investigation into the self-efficacy of year one undergraduate students at a widening participation university
Item Type: Journal Article
Authors: Reilly, Dawn;Warren, Liz;Kristandl, Gerhard and Lin, Yong
Publication Date: 2024
Journal: Teaching in Higher Education 29(2), pp. 639-656
Abstract: Retention and progression issues are complex problems that need to be addressed by the Higher Education sector. This paper views the academic self-efficacy of students as an important matter which is linked to retention and progression. The study employs online student surveys to analyse the differences in self-efficacy among year one students on accounting and finance, and business undergraduate programmes at a United Kingdom university with a widening participation agenda. The study references student discussion forums to share the voices of year one students, exploring how confident they feel about their ability to progress. It finds no association between performance and ethnicity, but that student performance is associated with gender and type of entry qualification. The social aspect of learning, and its value in supporting sources of academic self-efficacy, is a theme which emerged strongly in the forums. (PsycInfo Database Record (c) 2024 APA, all rights reserved) (Source: journal abstract)

Low-income students thriving in postsecondary educational environments Full text available with NHS OpenAthens account*
Item Type: Journal Article
Authors: Nguyen, David J.
Publication Date: 2023

Abstract: All students should have the ability to thrive within collegiate environments. Despite widening access for postsecondary education participation, low-income students often do not experience the collegiate environment in the same ways as their well-resourced peers. Previous research highlights obstacles low-income students face; yet, these results frame low-income students from a deficit perspective as though they lack in specific ways and contribute to further marginalizing this underserved student population. More research must focus on what contributes, enables, or facilitates academic, personal, and social success for low-income students during their enrollment. Understanding individual and organizational features promoting thriving for low-income students can help institutional leaders cultivate campus environments that respond to student's intellectual, personal, and social development. This study contributes to reframing the conversation about low-income students through an exploration of how low-income students thrived in collegiate environments. Framed using Schreiner's concept of thriving, this study illuminated how 30 low-income students successfully navigated college expectations. Findings illustrate thriving occurred in three ways: asking for help, taking advantage of opportunities, and integrating financial implications and knowledge. The article concludes with a discussion and implications for student affairs practice, theory, and future research. (PsycInfo Database Record (c) 2023 APA, all rights reserved) (Source: journal abstract)

Recognising the barriers to postgraduate study for students who identify as working-class

Abstract: Whilst the widening participation programme aims to increase the accessibility of undergraduate study for students with a lower socio-economic status, much less support is available for students wishing to progress to postgraduate study. Postgraduate study risks becoming a discipline exclusive to those from upper-middle class and upper-class backgrounds, with too few role models from lower socioeconomic backgrounds encouraging uptake. To explore class-related inequalities in academia reported by existing data through the lens of access to postgraduate study, we developed, and piloted, the CLASS (championing lower-class academic and social success) programme within our university. The programme aims to harness the lived experience of working-class individuals to uncover the barriers to postgraduate study and to develop strategies at an institutional level. An initial understanding of the barriers and challenges current students experience have been captured in our pilot programme. Future CLASS initiatives include assessment of these barriers at a national level to harness findings through the development of strategies with universities. (PsycInfo Database Record (c) 2023 APA, all rights reserved) (Source: journal abstract)

What student support practitioners know about non-traditional students: A practice-based approach Abstract only*
Abstract: Student support practitioners, who provide personal counseling and academic advising to non-traditional students, play a key role in widening participation efforts, but their perspectives are rarely researched. To address this gap, this study draws on the practice perspective on knowledge and

learning, and explores the practice-based knowledge shared by support practitioners working in Israeli higher education institutions. The study is based on interviews with 43 practitioners who work in 17 higher education institutions, and addresses their expertise, insights and practices. The discussion focuses on practitionersâ€™ collectively developed understandings of the student lifecycle and their situated knowledge and support practice in the organizational context of academic faculties. Practitioners suggest that support at the stages of enrollment and withdrawal are missing elements in the student lifecycle approach. Advice at the enrollment stage could significantly reduce studentsâ€™ difficulties, as well as the likelihood that they will change their course of study or withdraw. Support for students who withdraw requires a nuanced and contextual understanding of withdrawal—one that includes â€˜healthy withdrawalâ€™. Finally, practitioners suggest that it is more useful to consider the faculty or department as the relevant organizational level for student support, and call for a distributive structure of support services. This would strengthen relations with students and staff and generate faculty-situated support knowledge and practice. The study calls for taking into consideration the practice-based expertise of support practitioners to improve understanding of the experiences, needs and challenges of widening participation. (PsycInfo Database Record (c) 2023 APA, all rights reserved) (Source: journal abstract)

Under-represented students' university trajectories: Building alternative identities and forms of capital through digital improvisations
Item Type: Journal Article
Authors: Timmis, Sue and Muñoz-Chereau, Bernardita
Publication Date: 2022
Journal: Teaching in Higher Education 27(1), pp. 1-17
Abstract: This paper focuses on widening participation in relation to under-represented student negotiations of and trajectories through university by drawing attention to studentsâ€™ informal digital practices for studying and social interactions associated with undergraduate student life. Drawing on a two-year UK study and Holland et al.â€™s [1998. Identity and Agency in Cultural Worlds. Cambridge, Massachusetts: Harvard University Press] framing of agency, culture and identity making across â€˜figured worldsâ€™, we consider the importance of informal studying and socio-academic practices and the role of digital technologies in fostering agency and identity making. The significance of this study lies in revealing the particular importance of improvisation and collective agency for under-represented students participating in university. Whilst acknowledging that the technologies can also reproduce social inequalities, we conclude that, through the increasing interconnectedness of academic and social interactions, the digital improvisations offer creative opportunities for students to negotiate spatial, social and academic inequalities and lead to new/alternative identities and develop stronger social, cultural and educational capital. (PsycInfo Database Record (c) 2022 APA, all rights reserved) (Source: journal abstract)

Paying the widening participation penalty: Racial and ethnic minority students and mental health in British universities
Item Type: Journal Article
Authors: Olaniyan, Funmi-Victoria
Publication Date: 2021
Journal: Analyses of Social Issues and Public Policy (ASAP) 21(1), pp. 761-783
Abstract: Racial and ethnic minority (REM) students are more likely to experience poor mental health than their White peers yet are less likely to seek help from university counseling services. In attempting to explain this puzzle, the role of environmental factors are rarely explored, despite evidence which suggests that the university environment is itself a major factor. Here, I take a

qualitative paired comparison approach to examine the influence of the university environment on the mental health and help-seeking attitudes of REM undergraduate students, evaluating their experiences at a Russell Group university (RGU) with low REM participation and a neighboring non-Russell Group university with high REM participation. While both universities declared a commitment to widen participation and promote inclusion for REM individuals, semi-structured interviews with 48 REM students reveal that feelings of isolation and the experience of discrimination were heightened at the RGU. However, students at both universities described having to navigate a â€œminefieldâ€• of racial microaggressions and â€œothering.â€• Further, these environmental pressures are compounded by personal factors (i.e., prior help-seeking experiences, cultural norms, and family pressures). Together, these factors largely influence both their mental health and their help-seeking attitudes. I argue that these factors create a widening participation penalty for REM students and suggest that support for these students must go beyond initial acts of increasing diversity on campus (for example, through Widening Participation schemes). Rather, efforts should focus on addressing and reforming the institutional environments and behaviors that hinder university campuses from becoming truly inclusive and mentally healthy environments. (PsycInfo Database Record (c) 2023 APA, all rights reserved) (Source: journal abstract)

[Optimising the impact of a multi-intervention outreach programme on progression to higher education: recommendations for future practice and research](#)
Author(s): Burgess et al.
Source: Heliyon 7(7)
Publication date: July 2021
Despite substantial financial commitment to widening participation activities internationally, robust evidence

demonstrating 'what works' in facilitating disadvantaged learners to access Higher Education (HE) is remarkably sparse. Much effort has been directed at measuring immediate post-intervention changes in the aspirations, attitudes and behaviours thought to drive access to HE, rather than actual access itself. Here, we present an innovative quasi-experimental study of a multi-intervention outreach programme (UniConnect) consisting of 1,386 learners from the Aimhigher West Midlands database whose HE application results were known, while controlling for multiple variables, including estimates of deprivation. The results showed that any engagement with UniConnect, no matter how limited, was associated with an improved chance of achieving a place in HE, but the type of engagement, the extent of engagement and the combination of types of engagement all mattered. The more learners engaged with UniConnect, the greater were their chances of HE acceptance, but the benefit of each additional engagement beyond five or six engagements was small. To our knowledge, these findings are the first to indicate the number, type and combinations of interventions that are most effective in supporting progression to HE. These results therefore have important implications for future practice, enabling funding for such work to be used for optimal impact. Furthermore, we found large differences in success between schools, even when controlling for several other variables; a finding which has important implications for future evaluation research.

['So we beat on, boats against the current, borne back ceaselessly into the past': legacy, care leavers and university study](#) Abstract only*
Author(s): Simpson and Murphy
Source: Journal of Youth Studies 25(2)
Publication date: 2022
International research reveals underrepresentation and problems of retention, amongst care leavers in higher education, are

universal. Drawing upon qualitative research in England, we highlight legacy as an under-explored and double-edged feature of care leavers' motivations to enter and persist in university study. While restricting access to the propulsive power of material resources, in the context of a widening participation policy mandate, our interviewees' care experiences also shaped an 'orientation framework' providing a strong desire to 'prove people wrong' through study. Supporting this orientation were examples of significant other relations; but interviewees' linked lives also meant the past could resurface in the present, resulting in strong emotional reactions. These could threaten orientation to university study by undermining self-reliance and fragile mental health. As the problem of care leavers' retention occurs across different higher education systems with varied structural and cultural specifics, it appears to transcend such issues. We conclude further study of the nuanced issue of legacy may help better elucidate the problem of retention and we advocate for 'corporate parenting' moving beyond an objective list approach to well-being.

[The effectiveness of learning analytics for identifying at-risk students in higher education](#) Abstract only*
Author(s): Foster and Siddle
Source: Assessment & Evaluation in Higher Education 45(6)
Publication date: 2020
In this article we investigate the effectiveness of learning analytics for identifying at-risk students in higher education institutions using data output from an in-situ learning analytics platform. Amongst other things, the platform generates 'no-engagement' alerts if students have not engaged with any of the data sources measured for 14 consecutive days. We tested the relationship between these alerts and student outcomes for two cohorts of first-year undergraduate students. We also compared the efficiency of using these alerts to identify students at risk of poorer outcomes with the efficiency of using demographic data,

using widening participation status as a case study example. The no-engagement alerts were found to be more efficient at spotting students not progressing and not attaining than demographic data. In order to investigate the efficacy of learning analytics for addressing differential student outcomes for disadvantaged groups, the team also analysed the likelihood of students with widening participation status generating alerts compared with their non-widening participation counterparts. The odds of students with widening participation status generating an alert were on average 43% higher, demonstrating the potential of such a system to preferentially target support at disadvantaged groups without needing to target directly based on immutable factors such as their socio-economic background.

[Socioeconomic Disparities in Unmet Need for Student Mental Health Services in Higher Education](#) Full text available with NHS OpenAthens account*
Author(s): Cullinan et al.
Source: Applied Health Economics and Health Policy 18(2)
Publication date: April 2020
Background Mental health problems are highly prevalent among college students in many countries. However, evidence suggests that many at-risk students do not receive professional help. Objective We aimed to understand which students are most likely to have unmet need for mental health services. Given increasing and widening participation in higher education, we focused attention on disparities by socioeconomic background. Methods We analysed data from a recent survey of over 6000 students enrolled in higher education in Ireland. Using three separate measures of mental health problems, namely stress, anxiety, and depression, we developed and modelled an indicator of unmet need. Results We found that students from the lowest social class and students with the greatest difficulty in making ends meet have higher rates of unmet need overall, but that these disparities disappear once we control for mental ill-

health. For those with mental health problems, unmet need is shown to be independently higher for students who are younger, male, heterosexual, and studying for a Ph.D. We also found a strong independent association between unmet need and self-stigma, as well as considerable differences in unmet need across institutions. Conclusion Socioeconomic disparities in unmet need are driven by higher rates of mental ill-health among those from lower socioeconomic backgrounds. Our findings have implications for the targeting of services, as well as the provision of information about mental health and associated services.

Mature students' journey into higher education in the UK. An interpretative phenomenological analysis
Author(s): Saddler and Sundin
Source: Higher Education Research & Development
Publication date: March 2020
This article reports on issues of diversity in the context of widening participation in global higher education (HE). Mature students represent a third of the HE student population in Australia, Canada, UK and USA. More research is needed to understand factors that can facilitate or hinder access to HE for this group. The aim of this study was to examine factors that a small group of mature students perceived influenced them as they made the decision to take up HE. Six undergraduate students at a British university who were on track to finish their studies took part in semi-structured interviews. All participants were white and from families with no previous experience of HE. Mean age was 42.7 years (range 35 - 51), 50% were female. The interviews were analysed using Interpretative Phenomenological Analysis. Through using phenomenological analysis to analyse perceptions of changing motivation and goals during the decision-making process to take up HE, a detailed understanding of the complexity of these change processes was obtained. The analysis offers evidence that mature students experience far-reaching personal and social changes related to

their decision to enter HE and adds a novel understanding of these identity-changes. This new insight is of fundamental importance to the field because the novel understanding of mature students' meaning-making could be used to tailor interventions to facilitate access to HE for mature students.

Accelerated two-year degrees in the UK: potential impact on student mental health Abstract only*
Author(s): Hack-Polay and Read
Source: Journal of Public Mental Health
Publication date: March 2020
Purpose: The purpose of this paper is to examine the ramifications of accelerated two-year degrees for student mental health. Since it was legislated in early 2019 in the UK, there has been limited debate in academia and among policymakers about the potential viability and risks of the compressed degree programmes. Design/methodology/approach: The paper is based on an analysis of various academic and practitioner viewpoints as well as theoretical perspectives. Findings: The paper found a mixed reception of the compressed degree programme among the academic and practitioner communities. In addition to apprehensions about the quality of education, there are concerns raised about the impact of the pressure deriving from the workload of the accelerated degree. The authors' assessment considers a potential increase in stress and other more acute state of mental health degradation among students, especially international students, as well as students with families. Originality/value: This policy analysis paper makes a significant contribution to the debate on the issue of two-year degrees that has not attracted academic scrutiny commensurate with its importance. The authors conclude that two-year degrees will have far-reaching ramifications, locally and internationally as the UK continues to push for its widening participation agenda as well as maintain its position as one of the top three destinations for international students. The authors suggest that wider

discussions with stakeholder and some impact studies are needed before the accelerated degrees are further popularised in universities.

University–school mentoring to support transition into and out of higher education
Author(s): Alana I. James
Source: Psychology Teaching Review
Publication date: 2019
Mentoring between psychology undergraduate students and A-level psychology pupils, from widening participation (WP) backgrounds, was run as action research over four academic years. • The key aims were to support potential new university students' transition into higher education (HE) and current students' transition out of HE into work or further study.
• Benefits included significant increases in mentors' employability skills and careerrelated goal achievement, reported gains for mentees in insight into going to university, knowledge of psychology, and academic skills, and links between the university and local schools.
• Challenges included difficulties in scheduling, the time demands involved, keeping the opportunity accessible, and working effectively with student mentors and RAs.
• University-school mentoring can effectively support undergraduates' employability whilst benefitting potential new students, but having more than one coordinator is recommended

Evaluating the impact of the Academic Enrichment Programme on widening access to selective universities: Application of the Theory of Change framework Full text available with NHS OpenAthens account*
Author(s): Shaheen Barkat
Source: British Educational Research Journal 45(6) pp. 1160-1185
Publication date: December 2019

Evaluating the impact of widening participation interventions can be challenging. This article discusses some of the difficulties in attributing change to complex widening participation interventions and suggests that the Theory of Change (ToC) approach can address some of these challenges by evidencing the contribution interventions have made to observed outcomes and longer-term impact. This article sets out the application of a ToC approach as a framework to plan and design the evaluation of the Academic Enrichment Programme (AEP) at the University of Birmingham, which aims to support under-represented students secure places at selective universities. The evaluation sought to explore the extent to which the programme impacted on students' academic aspirations, motivation, attainment and progression to selective universities. It presents the findings of the evaluation, which combined the ToC with a mixed methods longitudinal design spanning six cohorts of students. Qualitative and quantitative data were collected to track students' progress across their engagement with the programme and into higher education. The results suggest that the ToC programme was largely verified. The AEP seems to promote academic attainment, with AEP students outperforming national and regional benchmarks. The AEP also appears to increase entry rates to Russell Group universities for disadvantaged students, however, the effect seems to be greater when combined with alternative offers. This article demonstrates the value of the ToC approach in strengthening both the evaluation design and the contribution claims of the observed results to the widening participation intervention.

Interactive statistics for a diverse student population Abstract only*
Author(s): Hilliam and Calvert
Source: Open Learning: The Journal pf Open, Distance and eLearning 34(2)
Publication date: 2019

Students from many different subject areas are required to study statistics as part of their qualification. The Open University developed a statistics module which could simultaneously be studied by students from a variety of different disciplines, by engaging them with topics which are of interest to everyone, namely money, education and health, rather than being based in the student's own discipline. The module attracts students from a wide variety of backgrounds and has one of the highest retention and pass rates of any OU module at level one. In addition, it has succeeded in successfully teaching a highly visual subject, which includes a wide range of online resources, to all students, including widening participation priority groups. It is hoped this can provide a model for other large service teaching courses, together with providing career and professional development for professional bodies.

[Academic identity, confidence and belonging: The role of contextualised admissions and foundation years in higher education](#) Full text available with NHS OpenAthens account*
Author(s): O'Sullivan et al.
Source: British Educational Research Journal 45(3) pp. 554-575
Publication date: 2019
This article presents a cross-national exploration of responses to widening participation (WP), with a specific focus on the provision of foundation year (FY) programmes and the use of contextualised admissions (CA) in selective Irish and UK institutions. There remains a dearth of research on these routes, with little understanding of the characteristics of students who utilise them, of why students use these routes and little knowledge of their effect on students' experiences in university and their overall sense of belonging. A year-long longitudinal comparative case study design examined three alternative entry routes in two selective higher education institutions (HEIs) in England and Ireland: a well-established FY; a newly formed FY; and a CA pathway. Data were collected through a mixed-method

approach. Questionnaires and in-depth focus groups were employed at fixed points with participating students in each route. Results indicated that FY students had lower levels of familial educational history and parental occupation. FY students' sense of belonging significantly increased over the year, with students reporting increased confidence and sense of belonging due to the relationships established during the FY. CA students' sense of belonging remained the same, with students reporting feeling different and isolated. Results indicate that while students utilising FYs may be 'more disadvantaged' than CA students, their experiences helped establish a sense of belonging; illustrating the need for diverse WP routes catering to a wide range of needs. Results highlight the importance of providing opportunities to develop social and bridging social capital for all non-traditional students.

[eBook: Transforming the Higher Education Experience of Students with Disabilities Through Innovative System Design and Accessible Data Visualisation](#) Abstract only*
Author(s): Bairbe and Tonge
Source: Studies in Health Technology and Informatics 256
Publication date: 2018
This paper will outline the systematic approach taken in University College Dublin to ensure that students with a disability are adequately supported and have full and equal access to their chosen college course. UCD were early adopters of the mainstreaming model recognising that specialist services could not adequately support the increasing numbers of students declaring a disability and that a whole college approach was required. This paper describes the opportunistic changes to a student support structure that have consolidated mainstreaming and enhanced supports for students with disabilities in a large Irish university Giving responsibility to specific roles throughout the college and sharing information in a systematic way ensures that consideration is given to all students with disabilities and not

just those who have a visible disability or have the confidence to make themselves known to faculty and other staff. Knowledge of the diversity in the classroom has encouraged faculty to consider Universal Design in the construction and delivery of their courses and pockets of good practice have led to widespread recognition that this approach is not only beneficial to students with disabilities, but the entire student population which is becoming increasingly diverse. The systems we will describe include an integrated student record and Needs Assessment, the use of class lists to share information to target groups and a sophisticated exam reporting system, all of which have led to a streamlined service with minimal administrative requirements. We will also describe the business intelligence tools used to provide a visual representation of Widening Participation data for individual programme areas which ensures that College Principles are cognisant of their progress relative to national targets and where resources should be focused.

The effect of schools on school leavers' university participation
Author(s): Taylor et al.
Source: School Effectiveness and School Improvement 29:4 pp. 590-613
Publication date: 2018
This paper considers the role that schools have in determining whether school leavers participate in higher education or not. It examines the association between schools and university participation using a unique dataset of 3 cohorts of all young people leaving maintained schools in Wales. School "effects" are identified, even after controlling for individual-level factors, such as their prior attainment, socioeconomic circumstances, ethnicity, and special educational needs. Schools appear to have a particular "effect" on the likelihood that a young person enters an elite university. However, the findings suggest the concept of a school "effect" on higher education participation is not straightforward – schools appear to have different levels of effectiveness depending on the gender of the young people and the nature of their higher education participation. These findings are considered within the policy contexts of school effectiveness and widening access to higher education.

All PhDs are equal but some are more equal than others: institutional and social stratification in access to the doctorate
Author(s): Pásztor and Paul Wakeling
Source: British Journal of Sociology of Education
Publication date: October 2018
Based on in-depth interviews with doctoral students across different types of English higher education institutions, this study explores existing and perceived barriers to entering doctoral study. Previous research in widening participation and higher education access has neglected this level. Although the PhD is the highest educational qualification, there appear to be quite distinct, classed pathways in access to and through the doctorate corresponding to patterns of institutional stratification. PhD students do not comprise a homogenous elite; rather we detect at least three ideal-typical pathways to the doctorate. These pathways illustrate disparities among the community of PhD students, both between and within universities. Marked differences in funding, facilities and support carry consequences for individual chances of completion and the doctoral experience. Social and institutional stratification appear to work hand-in-hand in determining one's chances for achieving the 'promise' of the PhD, such as secure university employment and similar highly-skilled work. These findings are considered with reference to sociological theories of higher education choice. While we find some support for rational choice and chooser typologies, we also detect considerable differences in outcome for similar choice strategies by institutional location.

Challenging discourses of aspiration: the role of expectations and attainment in access to higher education Full text available with NHS OpenAthens account*
Author(s): Harrison and Waller
Source: British Educational Research Journal 44(5) pp. 914-938
Publication date: 2018
Raising the proportion of young people from disadvantaged backgrounds progressing to higher education has been a key policy objective for successive governments in the UK since the late 1990s. Often this has been conceptualised as a problem with their 'aspirations', with the solution being seen as the provision of 'aspiration-raising' activities to promote higher education to those thought to have the potential to progress. Recent large-scale studies cast strong doubt on this hypothesis by demonstrating that aspirations are not generally low, that different social groups have similar levels of aspiration and that school attainment accounts for nearly all the differences in participation rates between social groups.This article draws on data from a national project exploring efforts to widen participation across two generations of practitioner-managers in England, focusing on their conceptualisations of the field and their constructions of 'successful' activities. It uses the lens of 'possible selves' (Markus & Nurius, 1986) to argue that too much policy emphasis has been placed on the aspirations of young people, rather than either their academic attainment or their expectations, which are shaped by the normative expectations of the adults surrounding them. In addition, the more expansive concepts of widening participation that were present a decade ago have become less common, with a shift towards activities with a clear role in institutional recruitment rather than social transformation. The article concludes with alternative suggestions for policy and practice.

Perceptions, prejudices and possibilities: young people narrating apprenticeship experiences
Author(s): Ryan and Lőrinc
Source: British Journal of Sociology of Education 39:6 pp. 762-777
Publication date: 2018
There is growing international interest in young people's postcompulsory education pathways. In contexts of 'widening participation' as university is increasingly 'normalised', how do young people choose alternative routes into training and employment? While in Britain apprenticeships are a key aspect of government strategy, there are many challenges still associated with these schemes including low pay and inconsistent training. Drawing on longitudinal data from our qualitative research with young people on apprenticeship schemes in London, we use narrative analysis, informed by Goffman's theory of stigma, to explore how young people narrate and navigate the tensions between apprenticeships as opportunities to 'learn while they earn' and university degrees as the prevailing 'gold standard' of achievement and future success. Our findings show that while these young people were aware of the challenges associated with apprenticeships, they used specific rhetorical devices to reclaim the normalcy of their training pathways as 'sensible' and 'mature' choices.

Deterred by debt? Young people, schools and the escalating cost of UK higher education
Author(s): Evans and Donnelly
Source: Journal of Youth Studies 21(9)
Publication date: 2018
Popular commentaries lament that reforms to the financing of Higher Education (HE) in the UK will operate as a significant deterrent to HE participation amongst students from less advantaged backgrounds. This view of debt as a deterrent is powerful and exists not only at a societal level, but also, as we

show, is present in schools. Our data reveal, however, that these 'debt commentaries' play out very differently across schools according to the nature of their catchment and the sorts of views staff hold about pupils in relation to their fear of debt. Furthermore, students' views on debt largely contradict these popular 'debt-as-deterrent' narratives and instead are often characterised by acceptance, ambivalence and at times positive orientations towards the prospect of debt. These findings vividly illuminate both the regional and institutional specificity of staff and student decision making in relation to 'debt', hence they have substantial implications for HE funding policy specifically and debates about widening participation in HE more generally, where ensuring greater equity in the scope of choices young people have when it comes to choosing a university is a pressing concern.

Being altruistically motivated: the postgraduate and career motivational orientations of access students at an Irish university
Full text available with NHS OpenAthens account*
Author(s): Elaine Keane
Source: Cambridge Journal of Education 47(4) pp. 567-583
Publication date: 2017
The relative lack of research about postgraduate education, and especially from a widening participation (WP) perspective, is noteworthy in a context of an increasingly expanding and important postgraduate sector internationally. This paper draws on the findings of a study about the 'impact' of WP initiatives at an Irish university, exploring the undergraduate, postgraduate, and employment experiences of two groups of former access students. A mixedmethods research design (employing a self-completion questionnaire sent to all relevant individuals (N=195), and 26 in-depth semistructured interviews) was employed. This paper examines these individuals' postgraduate progression in relation to a number of factors, with a particular focus on their views about progression, the programmes pursued, and their

related motivational orientations. Many of the research participants were altruistically motivated in their selection of postgraduate programmes and related careers, and this motivational orientation is explored in terms of its genesis and implications in a WP context.

'We're as good as anybody else': a comparative study of working-class university students' experiences in England and Ireland
Author(s): Finnegan and Merrill
Source: British Journal of Sociology of Education
Publication date: 2017
This article is based on a comparative study of working-class students' experiences in English and Irish higher education. It highlights the lack of comparative studies on this topic based on qualitative research and why filling this gap is important in understanding access and widening participation. Drawing on biographical interviews with 139 people in a range of elite and non-elite institutions, the article discusses similarities as well as some differences between the data from the two countries in terms of class, identity and how working-class students view and value higher education. It maps out how the research relates to recent debates over social class and outlines the theoretical implications of these findings.

Experience of disadvantage: The influence of identity on engagement in working class students' educational trajectories to an elite university
Author(s): Thiele et al.
Source: British Educational Research Journal 43(1) pp. 49-67
Publication date: December 2016
Pervasive socio-economic differences in relation to participation in higher education in the United Kingdom are particularly prominent in the most prestigious institutions. This study provides insight into why some individuals from disadvantaged

backgrounds are successful in being admitted into one of these institutions. Underpinned by phenomenology, semi-structured interviews were carried out to examine the lived experiences of high-achieving students from socio-economically disadvantaged backgrounds throughout their educational trajectories from primary school to a Russell Group university. Two main themes emerged from the data: identity and educational engagement. Various sources of disadvantage associated with material hardship, socio-cultural and interpersonal factors were strongly linked to identity and students' perceptions of their own social status. In turn, these factors and identity-related constructs associated with peer-group memberships, low expectations and negative group stereotypes affected how individuals engaged with education, contributing, for instance, to their lack of active involvement at school/college and poor attendance. However, identity-related factors were also found to influence individuals' educational engagement positively, including their motivations for overcoming obstacles, achieving high grades and pursuing HE. The barriers and facilitators discussed by these individuals have important implications for widening access to HE and thus require further consideration.

Negotiating the risk of debt-financed higher education: the experience of lone parent students
Author(s): Tamsin Hinton-Smith
Source: British Educational Research Journal
Publication date: 2015
Widening participation has opened higher education (HE) to diverse learners, but in doing so has created challenges negotiating situations of disadvantaged positioning compared with peers con-forming more closely to the ideal 'bachelor boy' student. As one of the most financially vulnerable groups of students, lone parents occupy a doubly precarious position negotiating the challenges,including financial constraints, of both university participation and raising children alone. Their experiences of HE participation are particularly important to understand as increasing financial precariousness of both studentship and lone parenthood squeezes them further through concurrent rising university fees and welfare cuts. This paper draws on insights from longitudinal qualitative research with 77 lone mothers in England to explore the negotiation of social and economic risks and rewards involved in their undertaking of a debt-financed higher education.

Leadership

Conference abstract: Empowering student leadership in healthcare: diversity and inclusion Abstract all available
Item Type: Journal Article
Authors: Tonner, E.;Grocock, R.;Cahill, S.;Maisuria, R.;Gandhi, V.;Lewington-Gower, E. and Yeen Fung, C.
Publication Date: // ,2024
Journal: BMJ Leader 8, pp. A48-A49
Abstract: Introduction ESLIH (Empowering Student Leadership in Healthcare) aims to inspire, empower and celebrate the next generation of student leaders in healthcare. Students are the future healthcare workforce, and current student leaders will be leading the way. ESLIH is committed to providing an accessible opportunity for students to be inspired by clinical leaders, receive practical leadership teaching and celebrate their leadership achievements. ESLIH is committed to fostering Equality, Diversity, and Inclusion (EDI) in every aspect of its leadership and activities, and recognises that diversity is essential for innovation and progress, starting at the undergraduate level. ESLIH's annual national student healthcare conference is co-led by FMLM clinical fellows and healthcare students. It has been intentionally designed to remove barriers to access by providing free registration and travel support to students from underrepresented backgrounds (widening participation). To our knowledge, ESLIH is the only leadership conference in the UK

which supports EDI in this way. Aims and objectives of the research project or activity On the 9th September 2023, students had the opportunity to attend the annual ESLIH conference to be inspired, build their confidence, network with other students and develop their leadership skills. This one-day conference is held each year at a rotating geographical location to improve accessibility. Inspirational diverse speakers are invited, alongside practical leadership development workshops and opportunities to showcase student projects, interests and research. Students from widening participation backgrounds were offered free registration and travel support at the point of registration to improve access to the event. The study aimed to evaluate and assess the breadth and diversity of the attendees to the event, as well as exploring student motivation and attitudes towards leadership. The impact of the ESLIH conference activities on student aspirations for healthcare leadership, development of leadership skills and confidence in utilising these skills in practice was also evaluated. Method or approach Pre-and-post conference evaluation forms were sent to delegates. Demographic information including professional backgrounds and whether students were from a widening participation background were collected. Attendees' motivation for attending the conference was explored and their thoughts towards leadership were captured. Students rated their confidence towards leadership competencies, based on the FMLM Indicative Undergraduate Curriculum, using a likert scale. Specific feedback about sessions and key takeaways were also captured. Findings Based on the initial analysis, a wide range of professions attended the conference from a range of backgrounds, including a significant number that identified as widening participation students. Prior to attending the conference, the majority of students related the words 'empowering', 'inspiring', 'achievable' and 'confident' to leadership. Overall, there was a positive reflection of students' interest and feelings towards leadership. However, a large

number of students also signalled that leadership was 'challenging' and some students felt it was 'complex', 'exclusive' and 'overwhelming'. In the post-conference evaluation, the positive feelings remained and students felt more 'optimistic'. Less of the negative connotations were also identified after attending the ESLIH conference. Why students wanted to attend and where they felt the conference best delivered, largely reflected each other. Full results will be presented at the conference, including the analysis against the FMLM indicative undergraduate curriculum. Key messages*Improving diversity in healthcare leadership must start at the undergraduate level in order to inspire and empower the next generation of healthcare leaders early in their careers.*To do this effectively, leadership activities and events must be led and attended by diverse demographics, alongside practical support such as the removal of financial barriers.*ESLIH has demonstrated this through the multiprofessional co-leading of its event with clinical leadership fellows and undergraduate students.*The conference showcases speakers and workshop leads from diverse backgrounds and healthcare professions to serve as role models and teachers.*By providing free registration and travel support for widening participation students, ESLIH is the first conference, to our knowledge, to remove financial barriers for underrepresented groups.*Initial evaluation has demonstrated the positive impact of the event on undergraduate leadership development, and explores attitudes and motivation around leadership amongst a diverse student population.

Medicine

[Translating government policy into practice: How new UK medical schools enact widening](#) participation
Item Type: Journal Article
Authors: Cleland, J.;Buxton, J.;Hughes, E. and Patterson, F.
Publication Date: // ,2024
Journal: Medical Education
Abstract: INTRODUCTION: Increasing the diversity of medical students, or widening participation (WP), is critical for social justice and healthcare delivery, and many governments are setting policies to encourage WP. However, establishing policy is only the first step in an educational change process: we also need to know "how" policy is enacted or how medical schools interpret and put into practice WP policy. Addressing this gap, the aim of this study was to examine policy enactment in six new UK medical schools with an explicit WP mandate. METHOD(S): This qualitative study, underpinned by social constructivism, used semi-structured interviews to explore the experiences of key actors (6 Deans and 14 Admissions staff) of putting policy into practice when setting up a new medical school. Data coding and analysis were initially inductive, using thematic analysis. We then applied Ball's theory of policy enactment to organise the data into four contextual dimensions of 'situation', 'professional', 'material' and 'external'. RESULT(S): On the surface, there were many similarities across the six schools in terms of the four dimensions. However, how these dimensions interacted illuminated tensions and differences. For example, some schools found themselves increasingly subjected to local and extra-local rule systems, including pressure to follow host university norms and hosts struggling to accept that medical schools are heavily regulated. There were also tensions between the new medical schools and the medical education "establishment", including lack of power and being judged by overly narrow outcomes. DISCUSSION: Different contexts seem to influence the enactment of WP to medicine in different places, even in the same country, even in medical schools established at the same time. That policy enactment is a complex, non-linear process of enactment is important to acknowledge: context is critical. Our findings will inform future policies and practices that aim to increase WP in medicine.Copyright © 2024 The Authors. Medical Education published by Association for the Study of Medical Education and John Wiley & Sons Ltd.

[A regional widening access programme in South Devon](#) Abstract only*
Item Type: Journal Article
Authors: Parkinson, M.
Publication Date: // ,2024
Journal: Medical Education 58(5), pp. 602
Widening access to medicine is a current priority within the medical profession. However, there is large variation in the level of support provided to applicants by their colleges. Medical schools demand demonstration of insight into the profession and relevant work experience, both of which are difficult to gain for students in rural areas with no connections to the medical profession. Many widening access initiatives around the United Kingdom are based out of universities in cities, requiring financial commitment for travel and accommodation for those from further afield. There is therefore space for widening access initiatives in more rural areas.

[Follow the policy: An actor network theory study of widening participation to medicine in two countries](#)
Item Type: Journal Article
Authors: Coyle, Maeve;Bullen, Jonathan;Poobalan, Amudha;Sandover, Sally and Cleland, Jennifer
Publication Date: // ,2024
Journal: Medical Education 58(3), pp. 288-298
Abstract: INTRODUCTION: The slow pace of change in respect

of increasing the diversity of medical students suggests powerful actors are reproducing practices to support the status quo. Opening up medicine to embrace diversity thus requires the deconstruction of entrenched processes and practices. The first step in doing so is to understand how the actor-network of widening participation and access to medicine (WP/WA) is constructed. Thus, here we examine how the connections among actors in WP/WA in two different networks are assembled., METHODS: A comparative case study using documents (n = 7) and interviews with staff and students (n = 45) from two medical schools, one United Kingdom and one Australian, was used. We used Callon's moments of translation (problematisation, interessement/operationalisation, enrolment, mobilisation) to map the network of actors as they are assembled in relation to one another. Our main actant was institutional WP to medicine policy (actor-as-policy)., RESULTS: Our actor-as-policy introduced five other actors: the medical school, medical profession, high schools, applicants and medical school staff. In terms of problematisation, academic excellence holds firm as the obligatory passage point and focal challenge for all actors in both countries. The networks are operationalised via activities such as outreach and admissions policy (e.g., affirmative action is apparent in Australia but not the UK). High schools play (at best) a passive role, but directed by the policy, the medical schools and applicants work hard to achieve WP/WA to medicine. In both contexts, staff are key mobilisers of WP/WA, but with little guidance in how to enact policy. In Australia, policy drivers plus associated entry structures mean the medical profession exerts significant influence., CONCLUSIONS: Keeping academic excellence as the obligatory passage point to medical school shapes the whole network of WP/WA and perpetuates inequality. Only by addressing this can the network reconfigure. Copyright © 2023 The Authors. Medical Education published by Association for the Study of Medical Education and John Wiley & Sons Ltd.

[Quantitative Analysis of Challenges Encountered by UK Widening Participation Medical Students in Comparison With Their Non-Widening Participation Peers](#)

Abstract: OBJECTIVES: Few studies have captured the experiences of widening participation (WP) medical students, and none have compared their experiences to their non-WP peers. This study aims to identify which challenges WP students are more likely to face., METHODS: A 22-item questionnaire was distributed to medical students across all UK medical schools. Students were asked yes or no questions on whether they faced challenges in finances, socializing, physical and mental health, academic attainment, and COVID19-related teaching changes., RESULTS: One-hundred seventy-six medical students from all year groups across the UK responded, with 97 students from a WP background. WP students were significantly more likely to have their personal background impacting their mental health (OR = 2.65, WP = 0.002), more than twice as likely to feel that their job impacted their studies (OR = 2.53, P <=.05), more likely to feel limited by their financial situation (OR = 2.29, P<=.05) and to receive support from student finance (OR = 2.08, P < .05)., CONCLUSION: WP students were more likely to face challenges in mental health and finances in medical school compared to their peers. These findings, further informed by qualitative insights can aid in advancing equity in medical training.

[From policy to practice: Measuring success in widening participation](#)
Item Type: Journal Article
Authors: Simpson, Ashley Victoria and Hope, David
Publication Date: // ,2024
Journal: Medical Education
Improving diversity within the medical profession is an international priority.[1] Nevertheless, some backgrounds remain underrepresented in medicine.[2] In this issue of Medical Education, Cleland et al describe the complexities of translating widening participation policy into practice.[3] Recognising that establishing policy is only the first step, they explore the process of policy enactment, describing differences between institutions and tensions between new medical schools and their host universities. Cleland et al conclude that context is critical to enacting widening participation policy in a substantive and sustainable way. However, they note that tensions exist regarding the measurement of success. In this commentary, we will explore the indicators of widening participation, discuss how macrolevel policy might be attached to microlevel stakeholders, and consider how to deal with policy failure.

[Student nurses' experiences of discrimination and racism on work placements: What can higher education institutions do?](#) Full text available with NHS OpenAthens account*
Item Type: Journal Article
Authors: Caffrey, Anna;Botticello, Julie;Quarshie, Philomena Esinam;Ali, Luul;Watts, Paul;Cathala, Xabi and Ferrante, Joshua
Publication Date: // ,2023
Journal: Nurse Education Today 131, pp. 105980
Abstract: BACKGROUND: There is persistent interpersonal, institutional and structural racism within the health sector and higher education. Such anti-Black and anti-Brown racisms are experienced by nursing students, nursing apprentices and fully qualified nurses. This discrimination intersects with other characteristics, namely gender and student status, which can make the nursing profession an unsafe environment for many., OBJECTIVES: To understand student nurses' experiences of racism and intersecting oppressions, at university and on work placement., DESIGN: A qualitative descriptive study with individual interviews and focus groups., SETTINGS: A widening participation higher education institution in London, UK., PARTICIPANTS: Twenty-four student nurses and nurse apprentices studying on an adult nursing programme., METHODS: Students were recruited through purposive sampling. In-depth data relating to student nurses' perspectives and experiences were gathered through two focus groups and three individual interviews conducted by student nurse peers. Interviews were transcribed verbatim and open coding was used to analyse transcripts using comparison and thematic analysis., RESULTS: Three key themes arose: safety and support in the university space; hierarchical treatment in work placements due to intersecting race and 'student' identities, and; direct racism by patients and staff in work placements., CONCLUSIONS: Student nurses expressed their vulnerability to discrimination and racism whilst on placement in the National Health Service. More opportunities within university curricula are needed for student nurses to learn about, reflect on, and gain support for managing experiences of discrimination in the health system.

[Equity with equality? Contextualising everyone can widen participation in medical school admissions](#)
Item Type: Journal Article
Authors: Chan, P.;Anthony, A.;Quinlan, K.;Smith, S. and Holland, C.
Publication Date: // ,2023
Journal: Medical Teacher , pp. 1-8
Abstract: Widening participation outcomes in admissions to UK

medical schools have not changed 2007-2018, partly due to inequity in selection. This study models the effects of changing selection, using a novel method of contextualising applicants, on widening participation. We studied 1084 English school leaver applicants to a single medical school over two years, using data from their public exams taken 2years pre-application (GCSE) and recent admissions test (UCAT). Widening participation was defined by postcode.We modelled two shortlists for a pre-determined number of 500; one ranked on UCAT total score, and the other on a metric that contextualised applicants' GCSE grades against their schools' average GCSE performance. There was a significant difference in the postcode-defined widening participation characteristics of the two shortlists; 46% by contextualisation and 32.2% by UCAT (Chisquare $p<0.00001$). As widening participation covers 42% of postcodes, the "contextualise everyone" method achieves equity.Conventionally, contextual admissions identify individuals belonging to under-represented groups and gives them preferential treatment. Changing the rules for everyone, by using a relative attainment instead of simple absolute attainment metric, benefits from treating applicants equally; and could promote equity through widening participation.

Disability, medicine and widening participation: A whole system approach Full text available with NHS OpenAthens accpunt*
Item Type: Journal Article
Authors: Coyle, M.
Publication Date: // ,2023
Journal: Medical Education 57(6), pp. 496-498
When thinking about disability, inclusion and medical education, Coyle calls on stakeholders to pay explicit attention to the cultural context of medicine, where people with disabilities are still framed within discourses of deficit.

How do the post-graduation outcomes of students from gateway courses compare to those from standard entry medicine courses at the same medical schools?
Item Type: Journal Article
Authors: Elmansouri, A.;Curtis, S.;Nursaw, C. and Smith, D.
Publication Date: // ,2023
Journal: BMC Medical Education 23(1), pp. 298

Abstract: BACKGROUND: Widening participation (WP) for underrepresented students through six-year gateway courses helps to widen the demographic representation of doctors in the UK. 'Most students from gateway courses graduate, even though many enter with lower grades than standard entry medicine students.' This study aims to compare the graduate outcomes of gateway and SEM cohorts from the same universities. METHOD(S): Data from 2007-13 from the UK Medical Education Database (UKMED) were available for graduates of gateway and SEM courses at three UK medical schools. Outcome measures were passing an entry exam on the first attempt, Annual Review of Competency Progression (ARCP) outcome and being offered a level one training position from the first application. The univariate analysis compared the two groups. Logistic regressions, predicting outcomes by course type, controlled for attainment on completion of medical school. RESULT(S): Four thousand four hundred forty-five doctors were included in the analysis. There was no difference found in the ARCP outcome between gateway and SEM graduates. Gateway graduates were less likely to pass their first attempt at any membership exam than graduates of SEM courses (39% vs 63%). Gateway graduates were less likely to be offered a level 1 training position on their first application (75% vs 82%). Graduates of gateway courses were more likely to apply to General Practitioner (GP) training programmes than SEM graduates (56% vs 39%). CONCLUSION(S): Gateway courses increase the diversity of backgrounds represented within the profession and importantly the number of applications to GP training. However, differences

in cohort performance are shown to continue to exist in the postgraduate arena and further research is required to ascertain the reasons for this.Copyright © 2023. The Author(s).

The added value of free preparatory activities for widening access to medical education: a multi-cohort study
Item Type: Journal Article
Authors: Fikrat-Wevers, S.;De Leng, W. E.;Van Den Broek, W. W.;Woltman, A. M. and Stegers-Jager, K. M.
Publication Date: // ,2023
Journal: BMC Medical Education 23(1), pp. 196

Abstract: Background: Medical schools are reported to be less accessible to students with non-traditional backgrounds. These students face barriers when applying for and transitioning to medical school, which may be reduced by offering free preparatory activities. By equalizing access to resources, these activities are expected to reduce disparities in selection outcomes and early academic performance. In the present study, four free institutionally-provided preparatory activities were evaluated by comparing the demographic composition of participating and non-participating applicants. Additionally, the association between participation and selection outcomes and early academic performance was investigated for subgroups (based on sex, migration background and parental education). Method(s): Participants were applicants to a Dutch medical school in 2016-2019 (N = 3592). Free preparatory activities included Summer School (N = 595), Coaching Day (N = 1794), Pre-Academic Program (N = 217), and Junior Med School (N = 81), supplemented with data on participation in commercial coaching (N = 65). Demographic compositions of participants and non-participants were compared using chi-squared tests. Regression analyses were performed to compare selection outcomes (curriculum vitae CV], selection test score, probability of enrolment) and early academic performance (first-course grade) between participants and non-participants of demographic subgroups, controlling for pre-university grades and participation in other activities. Result(s): Generally, no differences in sociodemographic compositions of participants and non-participants were found, but males participated less often in Summer School and Coaching Day. Applicants with a non-Western background participated less often in commercial coaching, but the overall participation rate was low and participation had negligible effects on selection outcomes. Participation in Summer School and Coaching Day were stronger related with selection outcomes. In some cases, this association was even stronger for males and candidates with a migration background. After controlling for pre-university grades, none of the preparatory activities were positively associated with early academic performance. Conclusion(s): Free institutionally-provided preparatory activities may contribute to student diversity in medical education, because usage was similar across sociodemographic subgroups, and participation was positively associated with selection outcomes of underrepresented and non-traditional students. However, since participation was not associated with early academic performance, adjustments to activities and/or curricula are needed to ensure inclusion and retention after selection. Copyright © 2023, The Author(s).

Towards a deeper medicine: Widening participation and race-class social relations Full text available with NHS OpenAthens account*
Item Type: Journal Article
Authors: Foreshew, A.
Publication Date: // ,2023
Journal: Medical Education 57(6), pp. 508-510
Foreshew directs readers towards exploration that can deepen awareness of race-class relations and yield more effective implementation of widening participation policies. Sampling a significant 65 304 medical doctors in Brazil, Figueiredo et al. identify that increasing access to medical

education for people from marginalised groups leads to a higher number of doctors who choose to practice in underserved areas facing physician shortages.[1] Raising a number of important observations, this study provides multiple openings to deepen medical education's dynamic understandings of widening participation policies and their impact on the lived experiences of trainee doctors and patients from marginalised groups. Relevant to this, Hall and Massey noted that a 'conjunctural analytic approach'[2] is key to critical engagement, particularly if a meaningful intervention is to be made. That requires mapping the specificity of events in medical education and ongoing health disparities in a manner that is situated historically and always considered to lie within a wider web of social relations. In this commentary, I aim to highlight the importance of centring race–class social relations in widening participation and access to health care work. In doing so, this piece discusses burnout, racist and classist stigmatisation and processes of cosmopolitanism within medical education and health care. I argue that we must aim to address these issues and understand the consequences of policies as they are lived for both doctors and patients from marginalised groups.

German Physicians and Medical Students Do Not Represent the Population They Serve
Item Type: Journal Article
Authors: Groene, Oana R.;Huelmann, Thorben;Hampe, Wolfgang and Emami, Pedram
Publication Date: // ,2023
Journal: Healthcare (Basel, Switzerland) 11(12)
Abstract: Medical professionals who represent the communities they serve are in a better position to understand patients' social circumstances and communicate in a more patient-centered way. International studies show limited diversity and underrepresentation of certain social groups in the population of physicians and medical students. We designed an observational study to investigate the cultural and socio-economic diversity of physicians and medical applicants in comparison to the general population in Germany. We invited 15,195 physicians in Hamburg and 11,287 medical applicants in Germany to participate in an online survey between June and August 2022. The lower three quintiles of objective socio-economic background (SEB) were vastly underrepresented in all subsamples of the study and in particular amongst applicants and students admitted in Hamburg: 57.9% of physicians and 73.8% of medical students in Hamburg originate from the top quintile of SEB. The Turkish and Polish communities were particularly underrepresented in the group of physicians from Hamburg and medical applicants and students in Germany (p = 0.02; p < 0.001). In line with existing evidence, the vast majority of physicians and medical students come from the most affluent households when entering medical school. Widening participation strategies are needed to facilitate fairer access to the study of medicine in Germany.

Preparing for medical school selection: Exploring the complexity of disadvantage through applicant narratives Full text available with NHS OpenAthens account*
Item Type: Journal Article
Authors: Jackson, Dawn;Greenfield, Sheila;Parry, Jayne;Agwu, Juliana Chizo;Spruce, Austen;Seyan, Gurdeep and Whalley, Nicole
Publication Date: // ,2023
Journal: Education for Health (Abingdon, England) 36(2), pp. 53-66
Abstract: Background: Despite a growing drive to improve diversity in medical schools, those from state schools and less-advantaged sociodemographic backgrounds remain underrepresented. We explore applicants' approaches to preparing for medical school selection, considering the complexity of sociodemographic disadvantage in this highly

competitive process., Methods: Narrative interviews were undertaken with applicants to a United Kingdom medical school, exploring experiences of preparation for selection (n = 23). Participants were purposively sampled based on involvement in widening participation schemes, school background, gender, and ethnicity. Transcribed data were analyzed using Labov and Waletzky's analytic framework. Bourdieu's concepts of cultural capital and habitus provided a lens to constraints faced and variable experiences. This informed a consideration of the ways applicants approached and navigated their preparation, in the face of various constraints., Results: Constraints to resources and support were often apparent for those from state nonselective (SNS) schools. These applicants and those beginning their preparation later (12-18 months before application) appeared particularly vulnerable to myths and misunderstandings about the application process and appeared less confident and less discerning in their navigation of preparation. Some of the applicants, particularly those from independent and state selective schools, appeared confident and competent in navigating the complexities of the application process, while others (often from SNS schools) were more frequently lost or stressed by the process., Discussion: Those who lack particular preparatory tools or resources (materially, culturally, or perceptually) must "make do" as they prepare for medical school selection, In doing so, they may risk a haphazard, ill-informed or ill-equipped approach. Constraints to opportunities, more typically experienced by those from SNS schools, appeared to motivate the process of bricolage for a number of the applicants. Perversely, medical schools have introduced nonacademic requirements to level the playing field of disadvantage, yet applicants in this group appear to experience challenges as they prepare for selection.

Enhancing Equity in a Widening Participation Scheme for School Students
Item Type: Journal Article
Authors: Kirkham, E.;Rozwadowski, S.;Wijeyaratne, M.;Ferris, L.;Bennett, J. and Coyle, M.
Publication Date: // ,2023
Journal: British Journal of Surgery 110, pp. vii90
Abstract: Aim: The Royal College of Surgeons (RCS) Diversity Review 2021 found pre-medical school students from ethnic minority backgrounds were dissuaded from pursuing a career in surgery. Gloucestershire is in the bottom 20% of deprivation; with no widening participation (WP) scheme in the county. We implemented an inclusive WP scheme in Gloucester, with means of accessing virtual and face-to-face work-experience, to enhance the equity of work-experience. Method(s): A three-stage project was conducted; 1; virtual Q&A sessions, asking questions about life as a doctor; 2; conversation between the student and patient held virtually, to gain insight into whether medicine is the right career; 3; face-to-face work-experience. Distribution sent to all 58 schools in the county. Result(s): 129 people attended the Q&A; 70 feedback responses received. 86% female, 56% of ethnic minority background. 26% did not have an immediate family member that attended university, 10% had caring responsibilities. 81% rated the session >8/10 for usefulness. 27 undertook the virtual conversation, feedback from 11; 91% female, 45% of ethnic minority background, 27% did not have an immediate family member that attended university. All rated the session 10/10 for usefulness. Conclusion(s): The RCS Report identified barriers with aspiring students from less-privileged backgrounds pursuing a career in surgery. More needs to be done with WP schemes to promote equity. Targeted distribution of WP schemes to all schools, utilisation of a means of offering work-experience, and accessibility to a younger age-group were aspects of our WP, to improve the equity of work-

experience in the county.

Opinion: Widening participation is for life, not just for admissions
Author(s): Éabha Lynn
Item Type: Jounal Article
Publication Date: // ,2023
Journal: Bmj
Medics from a widening participation background should be supported throughout their career, not just during admission to medical school, says Éabha Lynn. Widening participation efforts in medicine aim to remove the barriers to a medical career faced by students from traditionally under-represented and lower income backgrounds.1 Supporting medics who come from a wide range of backgrounds helps to create a workforce that better reflects the communities that healthcare professionals serve. Literature shows that widening participation improves underserved populations' access to healthcare, tackling the inverse care law.2

Front row seat: The role MMI assessors play in widening access to medical school Abstract only*
Item Type: Journal Article
Authors: Melro, Carolyn M.;Pack, Rachael;MacLeod, Anna;Rideout, Andrea;Watson-Creed, Gaynor and Burm, Sarah
Publication Date: // ,2023
Journal: Medical Teacher , pp. 1-8
Abstract: BACKGROUND: While many medical schools utilize the Multiple Mini-Interview (MMI) to help select a diverse student body, we know little about MMI assessors' roles. Do MMI assessors carry unique insights on widening access (WA) to medical school? Herein we discuss the hidden expertise and insights that assessors contribute to the conversation around WA., METHODS: Ten MMI assessors (1-10 years' experience) participated in semi-structured interviews exploring factors influencing equitable medical school recruitment. Given their thoughtfulness during initial interviews, we invited them for follow-up interviews to gain further insight into their perceived role in WA. Fourteen interviews were conducted and analyzed using a thematic analysis approach., RESULTS: Assessors expressed concerns with diversity in medicine; dissatisfaction with the status quo fueled their contributions to the selection process. Assessors advocated for greater diversity among the assessor pool, citing benefits for all students, not only those from underrepresented groups. They noted that good intentions were not enough and that medical schools can do more to include underrepresented groups' perspectives in the admissions process., CONCLUSION: Our analysis reveals that MMI assessors are committed to WA and make thoughtful contributions to the selection process. A medical school selection process, inclusive of assessors' expertise is an important step in WA.

Twelve tips for providing academic remediation to widening access learners in medical education
Item Type: Journal Article
Authors: Selva-Rodriguez, A. and Sandars, J.
Publication Date: // ,2023
Journal: Medical Teacher 45(10), pp. 1112-1117
Abstract: As medical schools expand access and diversity through widening access initiatives, there is an increasing need to provide academic remediation for learners during their first year in medical school. The previous educational experiences of widening access learners are often mismatched for continuing success in medical school. This article offers 12 tips for providing academic remediation to widening access learners and draws on insights from the learning sciences and research in psychosocial education to support academic development within a holistic framework. Copyright © 2023 The Author(s). Published by Informa UK Limited, trading as Taylor & Francis Group.

An intersectional participatory action research approach to explore and address class elitism in medical education Full text available via NHS OpenAthens account*
Item Type: Journal Article
Authors: Foreshew, A. and Al-Jawad, M.
Publication Date: // ,2022
Journal: Medical Education

Abstract: Purpose: Widening participation has increasingly been implemented to address the inaccessibility of medicine as a profession. However, 'less privileged' students who do 'get in' often struggle to 'get on'. This participatory action research project (PAR) gives space to medical students, who identify as 'less privileged' to express and explore their experiences. Method(s): PAR is underused in health profession education and is shown to increase marginalised communities' hope for change within historically oppressive structures. Here, participants and the researcher become partners in the process of developing research agendas and discussing themes raised in analysing marginalising experiences in medical education. Using an intersectional approach, students self-referred to join comics-based workshops and 1:1 interviews. Comics were used to elicit data and as a tool to analyse complex and interrelated themes raised. Participants reimagined their experiences into how they wish they had happened to develop ideas and actions for change. Result(s): We present four students' detailed accounts of marginalisation where their lived experience, feelings and ideas give us a source of knowledge to challenge classist, racist and sexist degradation widespread in medical culture. In particular, class elitism negatively impacted three women of working-class origins. Alongside other critical theorists, Bourdieu's work is used to understand how social class hierarchies are reproduced in medical culture, healthcare and society. Conclusion(s): This project was an action in and of itself, creating a space to build community for marginalised students who feel 'peripheral' to commonly performed medical culture.

Further actions were put forward for the medical school to implement as part of the decolonising and diversifying the medical curriculum movement. We also call for class to be put on the equality, diversity and inclusion agenda and for issues of financial insecurity and stress experienced by medical students of working-class origins to be recognised and further addressed within medical education. Copyright © 2022 Association for the Study of Medical Education and John Wiley & Sons Ltd.

Breaking barriers: widening participation for cross-cultural faculty development in Japan
Item Type: Journal Article
Authors: Oikawa, S.;Stanyon, M.;Aoki, S.;Moroi, Y.;Yasui, K.;Yasuda, M.;Kawai, T.;Shikama, Y. and Otani, K.
Publication Date: // ,2022
Journal: International Journal of Medical Education 13, pp. 154-157

Participating in faculty development is mandatory for all health professionals involved in medical education to improve their knowledge, skills and teaching practice.[1] A vehicle to inform and facilitate organisational change, effective faculty development relies on appropriate representation from all groups to capture the broad range of perspectives from teachers at the organisation grass roots.[2] With rapid globalisation comes the diversification of social needs and the socio-cultural contexts which intersect with medical education, necessitating faculty development programmes that cultivate attendee cultural competence, unconscious bias awareness and an understanding of how these translate to the academic and clinical learning environments. Widening faculty participation through the internationalisation of faculty development programmes is an established method to realise such aims, with successful outcomes documented across diverse contexts.[3-5] Internationalisation is a process that is subject to the changing global environment, the most recent influence being the COVID-

19 pandemic. The resulting travel restrictions have exerted pressure away from hosting international faculty visiting from abroad to focusing on international diversity within the local faculty.6,7 While a global trend saw the proportion of faculty members from overseas within medical higher education institutions increasing prior to COVID-19, the majority of Japanese universities retained a low ratio of international to local faculty,8 a situation which is likely to have worsened due to the pandemic. In addition to low numbers affecting representation, international faculty in Japan also have difficulty participating in local mainstream activities, existing in a 'bubble of foreignness' due to language barriers and cultural challenges.9 This feeling of exclusion has been shared by academics in other countries where the number of international faculty members is relatively small,10,11 and also impacts local faculty who may be unsure how to interact smoothly in a domestic multicultural situation. Therefore, in recognising these challenges to international faculty participation and responding to the environmental pressures exerted by COVID-19 in reducing opportunities for international interaction, we have developed a faculty development session which lowers the threshold for the participation of all faculty through increasing cultural accessibility.

Work [experience] from home-Widening participation during COVID-19 Full text available with NHS OpenAthens account&*
Item Type: Journal Article
Authors: Patel, A.;Whiting, J. R. and Smyrk, C.
Publication Date: // ,2022
Journal: Medical Education
The article provides information on the development on a Brighton and Sussex Medical School (BSMS) Virtual Work Experience (VWEX) in 2017. Topics discussed include the use by most schools in the United Kingdom of work experience during selection process in medical school applications, information on VWEX, and lessons learned from the VWEX.

'I'd have to fight for my life there': a multicentre qualitative interview study of how socioeconomic background influences medical school choice
Item Type: Journal Article
Authors: Rees, E. L.;Mattick, K.;Harrison, D.;Rich, A. and Woolf, K.
Publication Date: // ,2022
Journal: Medical Education Online 27(1), pp. 2118121
Abstract: Students from lower socio-economic backgrounds who were educated in state funded schools are underrepresented in medicine in the UK. Widening access to medical students from these backgrounds has become a key political and research priority. It is known that medical schools vary in the number of applicants attracted and accepted from non-traditional backgrounds but the reasons for this are poorly understood. This study aims to explore what applicants value when choosing medical schools to apply to and how this relates to their socioeconomic background. We conducted a multicentre qualitative interview study, purposively sampling applicants and recent entrants based on socioeconomic background, stage of application and medical school of application. We recruited participants from eight UK medical schools. Participants attended semi-structured interviews. We performed a framework analysis, identifying codes inductively from the data. Sixty-six individuals participated: 35 applicants and 31 first year medical students. Seven main themes were identified; course style, proximity to home, prestige, medical school culture, geographical area, university resources, and fitting in. These were prioritised differently depending on participants' background. Participants from lower socioeconomic backgrounds described proximity to home as a higher priority. This was typically as they intended to be living at home for at least part of the course. Those from

higher socioeconomic backgrounds were more concerned with the perceived prestige of medical schools. Since medicine is a highly selective course, only offered at a minority of UK higher education institutions, these differences in priorities may help explain observed differential patterns of medical school applications and success rates by applicant social background. Copyright © 2022 The Author(s). Published by Informa UK Limited, trading as Taylor & Francis Group.

Opinion: Time for change: Widening participation in the UKFPO foundation programme
Item Type: Journal Article
Authors: Rhodes, F.;Basu, A. and Welch, E.
Publication Date: // ,2022
Journal: The BMJ , pp. o715
A total of 791 final year medical students were placed on the reserve list for the UK Foundation Programme (UKFPO) last week, after not being allocated a placement for FY1.1 This is the largest reserve list to date and an increase of 300 from last year, despite official figures showing that the NHS in England is short of almost 8,200 doctors.2 It costs £230 000 to train a single medical student.3 So why, in the context of an understaffed NHS with worsening rates of workforce attrition due to the covid-19 pandemic, can we still not provide timely job security to all final year medical students?

Does widening participation status affect undergraduate medical student performance; a meta-analysis of knowledge-based assessments and OSCE over a 5-year period Title only*
Item Type: Journal Article
Authors: Tavakol, M. and O'Brien, D.
Publication Date: // ,2022
Journal: Medical Teacher 44(12), pp. 1421

Surgical training in the UK: Is cost a barrier to entry? Full text available with NHS OpenAthens account*
Item Type: Journal Article
Authors: Vinnicombe, Z.;Little, M.;Super, J. and Anakwe, R.
Publication Date: // ,2022
Journal: Postgraduate Medical Journal 98(1158), pp. 281-284
Abstract: Background There is good quality evidence linking socioeconomic background and the likelihood of a surgical career. Additionally, training in surgery is more expensive than in other specialties. Our aim was to assess the awareness and perceptions of trainees and medical students of the relative costs of surgical training and to determine whether perceptions of cost deter potential surgical trainees. Methods Medical students, foundation doctors and core trainees in England were surveyed over a 2-week period. chi 2 tests of independence were used to assess statistically significant associations between measured variables Main findings A total of 284 responses were received. More than half of respondents (54%) were not previously aware of the high costs of surgical training. More than a quarter of respondents (27%) did not take out a student loan. There was a significant association (p=0.003) between familial income and being less likely to consider a surgical career due to the costs. Respondents who reported receipt of a student loan were also significantly less likely to consider a surgical career due to the costs (p=0.033). Conclusion Our study demonstrates an important relationship between perceived costs of surgical training and future career aspirations. This suggests that access to surgical training may still be difficult for many. This study also highlights a general lack of awareness of high surgical training costs. It is important that surgical training is accessible. Financial status should not be a significant disincentive and widening access to surgical training can only serve to enrich and advance the specialty.Copyright © Author(s) (or their employer(s)) 2022. No commercial re-use. See rights and permissions. Published by

BMJ.

[Widening access to the specialised foundation programme](#)
Item Type: Journal Article
Authors: Youssef, S.;Zaidi, S.;Lambie, M. and Ahmed, S.
Publication Date: // ,2022
Journal: British Journal of Hospital Medicine (London, England : 2005) 83(2), pp. 1-7
Abstract: The specialised foundation programme, previously known as the academic foundation programme, is an alternate foundation training pathway for doctors that are interested in research, medical education and leadership. The programme is highly competitive, with competition ratios rising to 1:5 in some units of application. A series of courses is held each year out of goodwill to assist students with the application process, but little has been published with respect to evidence-based approaches to both the application process and interviews. This article provides a series of frameworks to simplify the challenges posed by the application process and the academic, personal and clinical interviews.

["It's going to be hard you know…" Teachers' perceived role in widening access to medicine](#)
Item Type: Journal Article
Authors: Alexander, Kirsty;Nicholson, Sandra and Cleland, Jennifer
Publication Date: 2021
Journal: Advances in Health Sciences Education 26(1), pp. 277-296
Abstract: Medical schools worldwide undertake widening access (WA) initiatives (e.g. pipeline, outreach and academic enrichment programmes) to support pupils from high schools which do not traditionally send high numbers of applicants to medicine. UK literature indicates that pupils in these schools feel that their teachers are ill-equipped, cautious or even discouraging towards their aspiration and/or application to medicine. This study aimed to explore teachers' perspectives and practices to include their voice in discussions and consider how medical schools might best engage with them to facilitate WA. Interviews were conducted with high school teachers in three UK regions, working in schools targeted by WA initiatives. Data were analysed thematically using template analysis, using a largely data-driven approach. Findings showed that although medicine was largely seen as a prestigious and worthwhile career, teachers held reservations about advocating this above other choices. Teachers saw it as their role to encourage pupils to educate themselves about medicine, but to ultimately allow pupils to make their own decisions. Their attitudes were influenced by material constraints in their schools, and the perception of daunting, long and emotionally difficult admissions requirements, with low chances of success. Medical schools may wish to work with teachers to understand their hesitations and help them develop the mindset required to advocate a challenging and unfamiliar career, emphasising that this encouragement can further the shared goal of empowering and preparing pupils to feel capable of choosing medicine. Reciprocally, medical schools should ensure pupils have fair opportunities for access, should they choose to apply. (PsycInfo Database Record (c) 2022 APA, all rights reserved) (Source: journal abstract)

[Creating Diversity in Tomorrow's Doctors: A Student Led, Widening Participation Outreach Programme](#)
Author(s): Sanders et al.
Source: Advances in Medical Education and Practice
Publication date: 2021
Since its founding in 2017, InsideMed, an entirely voluntary medical student led innovation, has offered local London state school students a unique perspective exploring the application process and realities of a career in medicine. Our aim of

promoting diversity and widening participation (WP) amongst future medical school applicants is reflected in the fact 80.2% of the students enrolled are from Black Asian and Minority Ethnic groups (BAME). Over an 18 month period, our students are invited to monthly seminars hosted at King's College London (KCL), where all things "medical school" are explored. Students are paired with current KCL medical student ambassadors and are grouped into 'Families'. Between sessions, students and ambassadors are facilitated to communicate freely, but safely through the online platform Brightside. Early establishment of our key stakeholders allowed us to anticipate how InsideMed would impact each in turn and, therefore, design our scheme to ensure maximal mutual benefit. Continual feedback and review ensures that we are constantly improving to meet the needs of our students. Feedback also allows us to identify how closely we have served our aims for each cohort; common themes which consistently arise include the creation of community, learning more about specifics of the medical application process, and building self-confidence and student independence. InsideMed has the unique quality of being designed by WP students and constantly updated to ensure the support provided best meets WP needs. This has fed into our tangible and impressive impact, whereby 7 out of 18 respondents from our 2017 cohort of students have been accepted into medical school. Going forward, we hope to expand our scope to include a wider catchment area and will continue online in the COVID era. We aim to create an expansive alumni community to inspire other students from comparable socioeconomic backgrounds that they too can have a career in medicine

Widening Participation in Medicine: The Impact of Medical Student-Led Conferences for Year 12 Pupils
Author(s): Ryan et al.
Source: Advances in Medical Education 12 pp. 937-943
Publication date: August 2021

Purpose: Individuals from lower socio-economic backgrounds are under-represented in the medical profession: confidence is a barrier to them successfully applying to medical school. This study examined the impact of two student-led conferences for Year 12 pupils, at which they had the opportunity to present their work. It looked at the ability of the conferences to improve participant confidence, and the feasibility of its replication by other student-led groups. Methods: The first, Conference A, had more time and finances invested into it than the second, Conference B. The latter relied solely on university society funding, but utilised WP criteria for selection of participants. Participants identified their confidence in six areas on a ten-point scale, immediately before and after the intervention. Results: A paired t-test showed a significant improvement ($p < 0.01$) in all areas of confidence for both conferences. Cohen's d showed Conference A had larger effect sizes in five out of six areas than Conference B. Conclusion: This intervention has demonstrated a significant positive impact on participant confidence: a key factor to improve their chance of successful admission to medical school. Supporting participants with their presentations prior to the conference was found to further enhance their confidence. The authors feel that this work could be replicated successfully by other student groups.

Developing a UK widening participation forum
Author(s): Haque et al.
Source: The Clinical Teacher
Publication date: 2021 18 pp. 482-484
Publication date: 2021
Widening Participation (WP) addresses 'discrepancies in the take-up of higher education opportunities between different underrepresented groups' . 1 The United Kingdom (UK) government set a target to double WP university students by 2020, and universities invested heavily to address this.2 Medicine remains an 'elite' profession with the highest

overrepresentation of people from privileged backgrounds and the highest incidence of social reproduction.3 The role of our classed society, the social exclusivity of British private education and the nature of medical selection strategies perpetuate the under-representation of students from under-privileged backgrounds. Feeling an outsider in medical school is something EH vividly remembers and has instilled a passion to ease transition for others

Understanding gateway to medicine programmes
Author(s): Dueñas et al.
Source: The Clinical Teacher 18 pp. 558-564
Publication date: 2021
Background: Supporting underrepresented groups in pursuing, applying and matriculating into medical education is a key issue in the field. In the United Kingdom, Gateway to Medicine programmes were created as a specific form of entry to medical education, to support diversification goals. Whilst well-established, how these programmes are broadly designed and implemented, and how their functioning links to conceptual views of diversity, is not well described in the literature. Methods: This article explores relevant diversity-related literature, including a specific review of all Gateway programmes. Findings: Key facets of diversity-related work in medicine, including the distinction between 'widening participation' and 'widening access' are discussed. These distinctions frame the presentation of Gateway years; their selection process, structure and function are described. The purpose of these years is then discussed, with the lens of different discourses around diversity in medicine, to provide theoretical and practical considerations. Recommendations for how faculty can better explore diversityrelated issues are also provided. Conclusion: Gateway programmes may be effective, to some extent, in widening access to medical education, but require considerable resourcing to operate. Though heterogenous in nature, these programmes

share common elements. However, discourses around the goals and purpose of this diversification vary based on individuals and institutions. These varied perspectives, as well as the societal and historical implications of diversity-related work, are important for all clinical educators to understand with depth, and address directly, in order to reduce inequalities both within medical education and society at large.

The experience of widening participation students in undergraduate medical education in the UK: A qualitative systematic review
Author(s): Krstić et al.
Source: Medical Teacher 43(9)
Publication date: September 2021
Introduction: Most widening participation (WP) research is focused on medical school recruitment; there is a paucity of research examining whether the experience of medical school itself is an equal experience for both 'traditional' and WP students. Methods: This qualitative systematic review used the Joanna Briggs Institute (JBI) meta-aggregative approach to characterise the experience of undergraduate medical education in the UK from the perspective of WP students. Seven databases were searched, 27 studies were critically appraised, and 208 findings were grouped into 12 categories and four synthesised findings. Results: The majority of the research found relates to ethnic minority groups, with reports of other WP groups being less frequent. Whilst WP programmes attempt to alleviate disadvantages prior to entering university, our findings suggest that difficulties follow WP students into medical school. Unfamiliarity with higher education and lack of representation of WP staff in faculty can deter help-seeking behaviour and result in lack of trust. Furthermore, students from different backgrounds can find their identity conflicted upon entering medical school. Despite difficulties in establishing social networks with 'traditional' medical student peers, WP students form strong relationships

with students from similar backgrounds. Conclusions: Ultimately, these students find that the uniqueness of their experience is a useful tool for communicating with diverse patients which they come across and are able to overcome adversity with the help of a supportive institution.

Conference abstract: 1668   Buying Your Way into A Run-Through Surgical Training Post: The Way Forward? Abstract all available
Author(s): Raja and Ebrahim
Source: British Journal of Surgery 108(Supplement 6)
Publication date: September 2021
Introduction: Competition for core surgical training (CST) applications has increased significantly over the last few years. This has been largely attributable to the introduction of limited run-through surgical posts which avoids the bottleneck at ST3 applications. We sought to assess how financial factors may affect current or potential future surgical trainees in their pursuit for run-through posts. Method: A 10-point questionnaire was designed to assess various financial considerations for surgical trainees applying to the 2021 CST cycle who had the sole goal of securing a run-through post. Results were analysed using Chi-squared test. Results: Of the 40 respondents, 95% were foundation doctors and 5% were core trainees. There was a significant association between willingness to achieve full marks in the CST interview and attending an interview course and obtaining 1-1 coaching sessions ($p < 0.05$). Familial income was not found to be a significant barrier to spending money on interview courses and coaching sessions ($p < 0.05$). Conclusions: Applicants are willing to pay a significant premium to secure a run-through surgical post. Further research is required to fully understand the reasons behind this phenomenon and the impact on those from widening participation backgrounds.

Meritocratic and fair? The discourse of UK and Australia's widening participation policies
Author(s): Coyle et al.
Source: Medical Education 55(7) pp. 825-839
Publication date: December 2020
Introduction: Globally, people with the academic and personal attributes to successfully study medicine experience disadvantages associated with sociodemographic factors. Governments have attempted to address this issue via macrolevel policies aimed at widening participation (WP) to medicine. These policies differ by country, suggesting much can be learned from examining and comparing international policy discourses of WP. Our question was: How are discourses of WP to higher and medical education positioned in the UK and Australia? Methods: A systematic search strategy was guided by five a priori themes inspired by United Nations Sustainability Goals (2015). Seventeen policy documents (UK n = 9, Australia n = 8) published between 2008 and 2018 were identified. Analysis involved two over-arching, iterative stages: a document analysis then a Foucauldian critical discourse analysis, the latter with the aim of unveiling the power dynamics at play within policy-related discourses. Results: Discourses of social mobility and individual responsibility within a meritocracy are still paramount in the UK. In contrast, the dominant discourse in Australia is social accountability in achieving equity and workforce diversity, prioritising affirmative action and community values. Similarities between the two countries in terms of WP policy and policy levers have changed over time, linked to the divergence of internal drivers for societal change. Both nations recognise tensions inherent in striving to achieve both local and global goals, but Australia appears to prioritise community values in working towards 'nation building' whereas in the UK the focus on individuality and meritocracy at times seems at odds with achieving parity for disadvantaged individuals. Discussion: WP policies and practices are situated and contextual so caution

must be taken when extrapolating lessons from one context to another. The history of a country and the nature of marginalisation in that country must be scrutinised when trying to understand what drives WP policy.

Impact of the COVID-19 pandemic on UK medical school widening access schemes: disruption, support and a virtual student led initiative
Author(s): Bligh et al.
Source: BMC Medical Education 21:344
Publication date: 2021
Background: COVID-19 has disrupted medical education in the United Kingdom (UK). The pandemic may result in a long-term disproportionate negative impact to students applying to Medical School from a low-socioeconomic background. In addition, the upsurge in Medical School applications increases the likelihood of stricter University entry criteria over the coming years. There is no current research to determine how widening participation of Medicine to students from low-socioeconomic backgrounds can be improved virtually. The aim of this study is to establish the impact of COVID-19 on students enrolled in UK widening access schemes and the role of virtual student led initiatives in widening participation. Methods: A voluntary online survey was distributed to UK Sixth Form students (N = 31) enrolled in a widening access scheme who attended Sheffield Neuroscience Society International Virtual Conference in February 2021. The event was free to attend. The five-domain survey consisted of questions determining demographics, career aspirations, impact of COVID-19, academic skillsets and an educational manipulation check. Results: There were 30 pre-conference and 26 post-conference responses. 76.7 % had work experience cancelled due to COVID-19. A total of 36.7 % of participants reported participating in virtual work experience. 'Observe GP' and 'Medic Mentor' were each specified as attended virtual opportunities in 20 % of answers. Post conference, students felt

significantly more confident in applying to Medical School (p = 0.008) and more prepared to undertake a presentation (p = 0.002). Educational manipulation check scores increased significantly (p = 0.003). 100 % of students felt inspired to do further CV building activities. Conclusions: COVID-19 has negatively impacted pupils enrolled in UK Medical School widening access schemes. Virtual student led initiatives can instill confidence in delegates from low socio-economic backgrounds, increase their career knowledge and inspire them to take part in further CV building exercises. Both Medical Schools and medical students play a key role in widening participation. This study recommends Medical Schools promote access to virtual events, urge private and state schools to declare offered opportunities and act mindfully when determining student's academic potential in the context of their socioeconomic and/or educational background.

Which disadvantaged students study medicine? Analysis of an English outreach scheme
Author(s): Murray et al.
Source: Health Science Reports
Publication date: 2021
Background: Students from disadvantaged backgrounds continue to be underrepresented in medical education. Widening participation (WP) or outreach schemes seek to increase diversity. Drawing on previously unexplored data from a scheme called Realising Opportunities in England, this study aimed to investigate which highachieving socioeconomically disadvantaged students in a national WP scheme went on to study medicine at university. Methods: This retrospective longitudinal study analyzed data of 2665 16-year-olds on a WP scheme in England between 2010 and 2014. Descriptive statistics and logistic regression analyses investigated any differences between those that went on to study medicine and those that did not. Eligibility for studying medicine, student's

neighborhood, gender, ethnicity, parent's higher education experience, exam attainment, interest in medicine, and their subject of choice for university at age 16 were considered. Results: Of the 1850 students who were tracked to a university destination, only 55 (3%) studied medicine. Participants with high exam results, female, Asian, and from neighborhoods of higher university entry were most likely to study medicine. In the multivariate model, only prior attainment and intention to study medicine predicted studying medicine. Three hundred and forty Realising Opportunities participants expressed interest in studying medicine at age 16, but 80 (24%) were found to have unrealistic aspirations based on their prior academic attainment. Conclusions: Attainment and intention were key factors for predicting medicine enrolment among these outreach scheme participants. Some students interested in studying medicine had insufficient academic attainment to compete for medical school places. Efforts to equalize attainment and provide guidance for career choice are crucial factors for students from disadvantaged backgrounds.

"BURSTING THE BUBBLE": Service learning in schools
Author(s): Pilling et al.
Source: The Clinical Teacher 18 pp. 163-167
Publication date: 2021
Background: At Imperial College, we developed a novel teaching programme for medical students based within a local primary school, with the aim of developing students' teaching skills and centring social accountability in our curriculum. Similar service-learning programmes have shown significant benefit for student participants, including: improving communication skills, developing an understanding of the social determinants of health, and increased empathy. In partnership with a local primary school, the programme involved a group of medical students designing, developing and delivering a teaching session to primary school children. Methods: Medical students completed

written reflections on the programme and semi-structured interviews were conducted with teachers who had participated in the programme. These were then thematically analysed. Results: Themes from student reflections included: improvement in teaching and communication skills; and an increased awareness of social accountability. Themes from teacher interviews included: benefits of an aspirational figure in the school; engagement of the children; and the ongoing inspirational benefit for the pupils. Discussion: Our analysis suggested students and the school community benefitted. Students reported the experience was an effective way to learn teaching skills and to improve their communication with children. The programme delivered skills transferrable to other clinical contexts including leadership and behavioural management, adaptability and creative thinking. Teacher interviews suggested the programme was mutually beneficial. The framing of medical students as role models raised the possibility that such programmes may help tackle the challenge of widening participation in medicine. We would recommend medical educators to consider developing other mutually beneficial service-learning programmes.

Apprenticeships only part of the answer to widening participation in medicine, says BMA Full text available with NHS OpenAthens account*
Author(s): Abi Rimmer
Source: BMJ 372
Publication date: 2021
The BMA has said that proposals for an apprenticeship model as an alternative to a traditional medical degree will only be one part of a solution to widening participation in the profession. Earlier this month the HSJ reported[1] that Health Education England (HEE) was considering an apprenticeship programme for medical training which would allow trainee doctors to earn while they train. "It is likely to be geared towards people who have already worked 'for some time' but whose time and

financial constraints have stopped them from applying to undertake a medical degree," the HSJ reported.

The experience of widening participation students in undergraduate medical education in the UK: A qualitative systematic review
Author(s): Krstić et al.
Source: Medical Teacher 43(9)
Publication date: 2021
Introduction: Most widening participation (WP) research is focused on medical school recruitment; there is a paucity of research examining whether the experience of medical school itself is an equal experience for both 'traditional' and WP students. Methods: This qualitative systematic review used the Joanna Briggs Institute (JBI) meta-aggregative approach to characterise the experience of undergraduate medical education in the UK from the perspective of WP students. Seven databases were searched, 27 studies were critically appraised, and 208 findings were grouped into 12 categories and four synthesised findings. Results: The majority of the research found relates to ethnic minority groups, with reports of other WP groups being less frequent. Whilst WP programmes attempt to alleviate disadvantages prior to entering university, our findings suggest that difficulties follow WP students into medical school. Unfamiliarity with higher education and lack of representation of WP staff in faculty can deter help-seeking behaviour and result in lack of trust. Furthermore, students from different backgrounds can find their identity conflicted upon entering medical school. Despite difficulties in establishing social networks with 'traditional' medical student peers, WP students form strong relationships with students from similar backgrounds. Conclusions: Ultimately, these students find that the uniqueness of their experience is a useful tool for communicating with diverse patients which they come across and are able to overcome adversity with the help of a supportive institution.

General practice post-COVID-19: time to put equity at the heart of health systems?
Author(s): Gemma Ashwell
Source: British Journal of General Practice 70(697)
Publication date: August 2020
As with most diseases, COVID-19 has hit the poorest and most vulnerable in society the hardest. In the UK, people living in the most deprived areas have twice the mortality rate from COVID-19 as those in the least deprived areas. They face increased exposure to the disease and have been most affected by the wider unintended consequences of social distancing measures and the economic downturn. Furthermore, the disproportionate impact of the pandemic on people from black, Asian, and minority ethnic (BAME) communities is partly explained by socioeconomic disadvantage. And all of this is in the context of a decade of widening social and health inequalities.

Dr. Me project: Teaching children self-care for self-limiting illnesses in primary schools
Author(s): Chee Yeen Fung
Source: Future Healthcare Journal 7(2) pp. 105-108
Publication date: June 2020
Introduction: With increasing demand on general practitioners (GPs) and emergency departments (EDs), patient empowerment for appropriate self-care and inspiring medical careers is vital to sustaining the NHS. Dr. Me trains doctors and medical students to teach primary school children how to self-care for common self-limiting illnesses. Methods: Volunteers delivered 1-hour Dr. Me sessions in schools, covering workshops on vomiting and diarrhoea; sore throat and fever; and minor and head injuries. Six case scenarios were asked at the beginning and end of the session, and children decided whether to stay home, visit the GP or attend the ED. Responses before and after were compared. A feedback questionnaire gauged confidence in self-care and interest in medical careers. Results: Dr. Me taught 216 children.

Correct responses after the sessions improved by 16.3% (p<0.00001). Vomiting scenarios improved from 48.1% to 68.8%, sore throat from 63.9% to 87.5%, and minor injuries from 84.7% to 89.4%. Feedback showed 93.3% felt more confident in self-care and 56.9% were more interested in medicine. Discussion: Participating in the Dr. Me project can improve primary school children's knowledge in self-care and increase their confidence in managing self-limiting conditions. Dr. Me also increased children's interest in becoming doctors which can benefit widening participation activities.

Conference abstract: Exposing yourself – the Brighton way See
p. 57 Abstract all available
Author(s): Claire Smith
Source: Journal of Anatomy
Publication date: April 2020
Brighton and Sussex Medical School has undertaken regular outreach events for the public and widening participation. Since 2017 this has included over 900 participants attending events. These important events serve to demystify the human body and promote a wider understanding of health and disease. At times though this means pushing boundaries, in terms of what individuals find socially acceptable to discuss and also in terms of the legal framework for anatomy. Events use a range of animal dissection, live ultrasound, home produced virtual reality 360o films (n=27), interactive quizzes, living anatomy demonstrations, augmented reality apps and human potted specimens and osteological material. Each event focusing on a particular area e.g. the brain or 'follow your food'. Feedback has been fantastic "a true WOW event, thanks" or has focused on a specific area of health to them "I now understand why my wrist hurts after typing for too long- there's not a lot of space in there!". Brighton and Sussex Medical School has been dedicated to Widening Participation and as part of its programme 147 'BrightMed' students have received anatomical teaching using

Near Peer Teaching using the range of resources above. To continue to support the important activities of public engagement, in 2019 Brighton and Sussex Medical School was awarded its Human Tissue Authority Public Display Licence to enable the public to visit the anatomy laboratory, and for events to use consented human material. Brighton and Sussex Medical School has worked collaboratively with the NHS to have a 'Resident Pathologist' who can help guide the clinical focus of events. The new age for anatomy is not behind closed DR doors but wider engagement and transparency with the public.

A comparison of undergraduate outcomes for students from gateway courses and standard entry medicine courses
Author(s): Curtis and Smith
Source: BMC Medical Education 20:4
Publication date: 2020
Background: Gateway courses are increasingly popular widening participation routes into medicine. These six year courses provide a more accessible entry route into medical school and aim to support under-represented students' progress and graduation as doctors. There is little evidence on the performance of gateway students and this study compares attainment and aptitude on entry, and outcomes at graduation of students on the UK's three longest running gateway courses with students studying on a standard entry medical degree (SEMED) course at the same institutions. Methods: Data were obtained from the UK Medical Education Database for students starting between 2007 and 2012 at three UK institutions. These data included A-levels and Universities Clinical Aptitude Test scores on entry to medical school and the Educational Performance Measure (EPM) decile, Situational Judgement Test (SJT) and Prescribing Safety Assessment (PSA) scores as outcomes measures. Multiple regression models were used to test for difference in outcomes between the two types of course, controlling for attainment and aptitude on entry. Results: Four

thounsand three hundred forty students were included in the analysis, 560 on gateway courses and 3785 on SEMED courses. Students on SEMED courses had higher attainment (Cohen's d = 1.338) and aptitude (Cohen's d = 1.078) on entry. On exit SEMED students had higher EPM scores (Cohen's d = 0.616) and PSA scores (Cohen's d = 0.653). When accounting for attainment and aptitude on entry course type is still a significant predictor of EPM and PSA, but the proportion of the variation in outcome explained by course type drops from 6.4 to 1.6% for EPM Decile and from 5.3% to less than 1% for the PSA score. There is a smaller significant difference in SJT scores, with SEMED having higher scores (Cohen's d = 0.114). However, when measures of performance on entry are accounted for, course type is no longer a significant predictor of SJT scores. Conclusions: This study shows the differences of the available measures between gateway students and SEMED students on entry to their medical degrees are greater than the differences on exit. This provides modest evidence that gateway courses allow students from under-represented groups to achieve greater academic potential.

Challenges In Widening Participation Outreach: Is Enough Being Done To Tackle The Under-Representation Of Low-Income Students In Medicine?
Author(s): Apampa et al.
Source: Advances in Medical Education and Practice
Publication date: 2019
Widening Participation (WP) in medicine refers to all theory, activities and policy concerned with removing barriers to entering medical school for students from lower income and under-represented backgrounds. Medical schools and other institutions including; the Medical Schools Council, the Office for Fair Access, the Higher Education Funding Council for England, have been committed to improving Widening Participation for more than a decade. As senior medical students and academics, we have been actively involved with WP work at our respective medical schools and in conjunction with the British Medical Association (BMA) and the Medical Schools Council (MSC). Yet, we have observed over the years that the pace of change seems sometimes stuttering and stagnated. Here, we have investigated the reasons why there is still such a significant under-representation of students from lower income backgrounds in medicine. In order to make the medical student intake representative of the general population, the number of applications from lower income students would need to increase five-fold. This would require a great scaling up of WP outreach work. Critical analysis demonstrates that medical schools and the other key institutions in medical education have made many nominal commitments to WP, but have yet to make any commitments that are truly binding. This may be due to the institutions lack of belief in their own capacity to scale up WP Outreach sufficiently to achieve success. Ultimately binding commitments will be needed to secure a representative intake of medical students. In order for institutions to be willing to move towards such commitments, evidence-based success in WP must first be demonstrated through collaboration on specific projects that are scalable, sustainable and impactful.

Are there differences between those doctors who apply for a training post in Foundation Year 2 and those who take time out of the training pathway? A UK multicohort study
Author(s): Cleland et al.
Source: BMJ Open
Publication date: 2019
Introduction Knowledge about the career decisions of doctors in relation to specialty (residency) training is essential in terms of UK workforce planning. However, little is known about which doctors elect to progress directly from Foundation Year 2 (F2) into core/specialty/ general practice training and those who instead opt for an alternative next career step. Objective To

identify if there were any individual differences between these two groups of doctors. Design This was a longitudinal, cohort study of 'home' students who graduated from UK medical schools between 2010 and 2015 and completed the Foundation Programme (FP) between 2012 and 2017. We used the UK Medical Education Database (UKMED) to access linked data from different sources, including medical school performance, specialty training applications and career preferences. Multivariable regression analyses were used to predict the odds of taking time out of training based on various sociodemographic factors. Results 18 380/38 905 (47.2%) of F2 doctors applied for, and accepted, a training post offer immediately after completing F2. The most common pattern for doctors taking time out of the training pathway after FP was to have a 1-year (7155: 38.8%) or a 2-year break (2605: 14.0%) from training. The odds of not proceeding directly into core or specialty training were higher for those who were male, white, entered medical school as (high) school leavers and whose parents were educated to degree level. Doctors from areas of low participation in higher education were significantly (0.001) more likely to proceed directly into core or specialty training. Conclusion The results show that UK doctors from higher socioeconomic groups are less likely to choose to progress directly from the FP into specialty training. The data suggest that widening access and encouraging more socioeconomic diversity in our medical students may be helpful in terms of attracting F2s into core/specialty training posts.

GP recruitment crisis: the importance of widening participation
Source: British Journal of General Practice
Publication date: October 2019
General practice is one of a number of specialties facing a workforce crisis.1 Pressures of ever increasing workload are forcing a growing number of GPs to opt for part-time positions, resulting in a reduction in the full-time equivalent (FTE) workforce, as well as having a knockon impact on recruitment.2

Indeed, a recent think tank report identified that GP recruitment figures are actually moving further away from the governmental target for a net growth of 5000 additional FTE GPs by 2020,1 as outlined in the 2016 General Practice Forward View. ,3 Unfortunately, in the current climate, this is a trend that shows no sign of slowing. This notion is reinforced by an equally poor response to the international recruitment programme, which to date has recruited just 58 GPs over a 2-year period from an intended 2000.4 In acknowledgement of this issue, in 2016 the government announced an additional 1500 medical school places commencing from 2018 in an attempt to increase recruitment into a number of overstretched specialties, including general practice. The crucial difference however is that the emphasis for these additional places is on recruitment of students from currently under-represented groups in medicine with the overall aim of widening participation.5 Although critics suggest that widening participation is synonymous with 'dumbing down standards'6 it is argued here that the opposite is true and that widening participation will ultimately be extremely beneficial for both GP recruitment and healthcare provision.

Inspiring the next generation of medical students – a successful widening access programme at Norwich medical school (NMS)
Abstract only*
Author(s): Ngan Hong Ta
Source: Medical Teacher 41(2)
Publication date: 2019
The author conveys his views on the widening participation for medical school applicants from a lower socio-economic background at Norwich medical school (NMS). Topics mentioned include the 2014 Medical School Council's Selecting for Excellent report, perceptions and barriers that hinder young people from viewing medicine as a career as a realistic option, and the online mentoring scheme through the Brightside online

platform that connects NMS students as mentors for the programme participants.

Widening interest, widening participation: factors influencing school students' aspirations to study medicine
Author(s): Martin et al.
Source: BMC Medical Education 18: 117
Publication date: 2018
Background: Under-representation of some socio-economic groups in medicine is rooted in under-representation of those groups in applications to medical school. This study aimed to explore what may deter school-age children from applying to study medicine. Methods: Workshops were undertaken with school students aged 16–17 years ('Year 12', n = 122 across three workshops) and 13–14 years ('Year 9', n = 295 across three workshops). Workshops used a variety of methods to identify and discuss participants' perceptions of medicine, medical school and the application process. Year 12 workshops focused on applications and medical school, while Year 9 took a broader approach reflecting their relative distance from applying. Subsequent workshops were informed by the findings of earlier ones. Results: The main finding was that potential applicants had limited knowledge about medicine and medical school in several areas. Older students would benefit from accessible information about medical degrees and application processes, access to work experience opportunities and personal contact with medical students and junior doctors, particularly those from a similar background. Younger students demonstrated a lack of awareness of the breadth of medical careers and a limited understanding of what medicine encompasses. Many Year 9 students were attracted by elements of practice which they did not associate with medicine, such as 'talking to people with mental health problems'. An exercise addressing this elicited an increase in their interest in medicine. These issues were identified by participants as being more marked for those without

knowledgeable support at home or school. It was apparent that school teachers may not be equipped to fill these knowledge gaps. Conclusion: Gaps in knowledge and support may reflect the importance of 'social capital' in facilitating access to medical school. Medical schools could act as hubs to introduce students to resources which are essential for widening participation. Outreach and support to schools may ensure that fundamental knowledge gaps are equitably addressed for all prospective applicants. More generally, a focus on medicine which under-emphasises aspects of medical practice involving communication may deter some students and have longer term impact on recruitment to careers including general practice and psychiatry.

Transitional journeys into, and through medical education for First-in-Family (FiF) students: a qualitative interview study
Author(s): Bassett et al.
Source: BMC Medical Education 18: 102
Publication date: 2018
Background: There has been much interest in the transitions along the medical education continuum. However, little is known about how students from non-traditional backgrounds experience both the move to, and through Medical School, and their ambitions post-graduation. This research sought to understand the transitional journey into, and through undergraduate medical education, and future career aspirations for first-in-family (FiF) medical students. Methods: Based on a interpretivist epistemological perspective, 20 FiF students from one English Medical School participated in semi-structured interviews. Participants were identified according to purposive inclusion criteria and were contacted by email via the student association at the Medical School and academic year leaders. The team approach to the thematic analysis enhanced the findings credibility. This research was part of an international collaboration. Results: In the first transition, 'The Road to

Medical School', a passion for science with an interest in people was a motivator to study medicine. Participants' parents' shared the elation of acceptance into Medical School, however, the support from school/college teachers was a mixed experience. In 'The Medical School Journey' transition, knowledge about the medical curriculum was variable. 'Fitting' in at Medical School was a problem for some, but studying for an elite degree elevated social status for many study participants. A source of support derived from senior medical student peers, but a medical degree could sacrifice students' own health. In the final transition, 'Future Plans', a medical career was perceived to have intrinsic value. Clarity about future aspirations was related to clinical experience. For some, career trajectories were related to a work-life balance and future NHS working conditions for Junior Doctors. Conclusions: The transitions highlighted in this article have important implications for those educators interested in a life cycle approach to widening participation in medical education. Future research should explore the postgraduation transitions for doctors from first-in-family University backgrounds.

How to set up a society for widening participation in medicine
Author(s): Declan Murphy
Source: BMJ 360
Publication date: 2018
Medical students can play a key role in improving access to courses for applicants from less privileged backgrounds
Some think that a career in medicine is only for the privileged few. In 2014, the Medical Schools Council's Selecting for Excellence report stated that 80% of all medical students come from just 20% of schools in the United Kingdom, with most of these schools being private or independent institutions.1

Student-led widening access schemes
Author(s): Ojha and Patel
Source: Advances in Medical Education and Practice

Publication date: 2017
Medicine is among the most competitive degrees in the UK. Successfully gaining admission into medical school requires students to demonstrate a variety of academic and nonacademic skills in addition to experience and insights into the profession. However, gaining relevant experience within medicine may not be equally available to all students. The 2012 report from the Social Mobility and Child Poverty Commission stated that in terms of widening access and improving social mobility "medicine lags behind other professions". As president and vice president of Imperial College School of Medicine's student-led widening access society, we can provide an insight into the role of medical students in leading widening participation programs within a large medical school. In this article, we discuss our organizational structure, our core activities and our collaboration with the university's outreach program.

How are medical schools widening participation in medicine?
Author(s): Flavia Munn
Source: BMJ 357
Publication date: 2017
When Shaun Hang started medical school, the only academic difference between him and his peers was on paper. His A level grades were slightly lower than most of his cohort—but his ability was not. The son of two takeaway chefs, Hang is the first in his family to go to university. He entered medicine via Birmingham University's Routes to the Professions (R2P) programme. The course is one of the UK's widening participation initiatives, which help students from less privileged backgrounds into medicine by providing mentoring, support with applications, and "contextual" lower grade offers that take into account applicants' socioeconomic backgrounds. Contextual factors can include criteria such as whether the applicant comes from a neighbourhood with a low rate of participation in higher

education, whether their parents went to university, and whether the applicant has access to extracurricular activities.

Widening Participation To The Medical Course At Queens University Belfast
Author(s): McKinley et al.
Source: Ulster Medical Journal 86(2) pp. 119-122
Publication date: 2017
The United Kingdom Clinical Aptitude Test (UKCAT) was introduced to assist in identification of applicants from all levels of society with the appropriate characteristics to become good doctors. Evidence that the UKCAT has achieved such widened participation (WP) in applicants to medical school remains elusive. One of the limitations to WP investigation has been that data on socioeconomic status of applicants to medical schools has been obtained through voluntary submission on application to UKCAT and up to 30% of applications offered either none or only limited information. In this study of local applicants (451 from Northern Ireland) to Queens University Belfast (QUB) for 2012, socioeconomic data was ascertained through post code analysis. These data were utilized to investigate the relationship between affluence, application to the medical school and UKCAT score.

Reflections on a widening participation teaching role Title only*
Author(s): Azmy and Nimmons
Source: The Clinical Teacher 14(2) pp. 139-140
Publication date: November 2016

Experiences of medical students who are first in family to attend university Full text available with NHS OpenAthens account*
Author(s): Brosnan et al.
Source: Medical Education 50 pp. 842-851
Publication date: 2016

CONTEXT Students from backgrounds of low socio-economic status (SES) or who are first in family to attend university (FiF) are under-represented in medicine. Research has focused on these students' pre-admission perceptions of medicine, rather than on their lived experience as medical students. Such research is necessary to monitor and understand the potential perpetuation of disadvantage within medical schools. OBJECTIVES This study drew on the theory of Bourdieu to explore FiF students' experiences at one Australian medical school, aiming to identify any barriers faced and inform strategies for equity. METHODS Twenty-two FiF students were interviewed about their backgrounds, expectations and experiences of medical school. Interviews were recorded, transcribed and analysed thematically. Findings illustrate the influence and interaction of Bourdieu's principal forms of capital (social, economic and cultural) in FiF students' experiences. RESULTS The absence of health professionals within participants' networks (social capital) was experienced as a barrier to connecting with fellow students and accessing placements. Financial concerns were common among interviewees who juggled paid work with study and worried about expenses associated with the medical programme. Finally, participants' 'medical student' status provided access to new forms of cultural capital, a transition that was received with some ambivalence by participants themselves and their existing social networks. CONCLUSIONS This study revealed the gaps between the forms of capital valued in medical education and those accessible to FiF students. Admitting more students from diverse backgrounds is only one part of the solution; widening participation strategies need to address challenges for FiF students during medical school and should enable students to retain, rather than subdue, their existing, diverse forms of social and cultural capital. Embracing the diversity sought in admissions is likely to benefit student learning, as well as the

communities graduates will serve. Change must ideally go beyond medical programmes to address medical culture itself.

Author(s): Professor Ian Cumming
Source: Haematology 21(1)
Publication date: 2016
Direction Haematology exemplifies the changing world of laboratory and clinical medicine, embracing cutting 21st century technology with sophisticated analytical platforms that deliver rapid, cost effective and high quality diagnostics, enhancing patient care pathways. Modern haematology appears far from the original discipline. With an ever increasing focus on the management of haematological disorders, haematologists can now utilise dual clinical training in medicine and pathology to deliver an increasingly complex service, with subspecialisations including transfusion, coagulation and haemoglobinopathies. Such developments have allowed a holistic, patient-centred approach, whilst delivering world class outcomes in both treatment and research. Workforce: In September 2014, the Health and Social Care Information Centre indicated that there were 768 whole time equivalent Haematology consultants employed in the NHS. In recent years, this number has grown an average of 2% per year, (slower than the average medical specialty), and this increasingly complex service requires the development of more than just the medical field. The scientific laboratory workforce must now acquire skill sets such as bioinformatics and genomics, gained, for example, through 'Modernising Scientific Careers,' a programme that provides a clear pathway for clinical scientists through the levels of BSc, MSc, and the recently developed Doctorate, allowing the development of knowledge and skills to consultant level. The introduction of science apprenticeships will also allow bands 2 to 4 staff to develop skills that complement the clinical science

workforce and allow individuals a framework to progress to professional clinical scientist training if they wish. Such entry also supports our 'widening participation' agenda in this exciting and fast developing workforce. Cancer: Genome-based diagnostics is a rapidly developing field that affects the delivery of haematology services. Cancer treatment is at the forefront of benefiting from this advancement, as genetic tests stand to significantly improve cancer diagnoses and influence treatment decisions, thus curriculums will move to reflect these advancements. As such, HEE will continue to take forward relevant recommendations set out in the Independent Cancer Task Force (CTF) report1 , which focuses on effective prevention, earlier diagnosis; informed choices and convenient care; access to treatments with minimal side effects, holistic support and quality of life (including end of life). Furthermore, in 2016/17 HEE will scope the development of a pathology workforce to ensure that future training needs and quality management issues are aligned with the NHS strategic vision and cancer plan deliverables2 . 7DS: One of the ten clinical standards that contribute towards the implementation of 7 day services focuses on access to diagnostics. High quality haematology services are pivotal to this, but these are not without cost. Overall, pathology services cost the NHS an estimated £2.5 billion per annum, of which the single largest element is the workforce3 . Diagnostic laboratory equipment is also a significant capital investment for the NHS, thus it is imperative that they are run efficiently. NHS laboratories already provide a 7 day service, so with a greater emphasis on the drive to integrate diagnostics into primary care, further improvements to patient care will be achieved.

Medicine and Dental

[A successful widening participation model for medical admissions](#) Full text available with NHS OpenAthens account*
Author(s): Bhalla et al.
Source: Medical Education 55(5) pp. 655
Publication date: March 2021
WHAT PROBLEMS WERE ADDRESSED? There is a dearth in entry of individuals from disadvantaged and underrepresented backgrounds into professional careers and higher education, and this disparity is particularly pronounced in statistics on entrance into medical school. Those coming from affluent regions with higher POLAR (participation of local areas) scores and from selective or private schools are over-represented in intake into the medical school cohort,1 emphasising the need for widening participation groups.

[Do high tuition fees make a difference? Characteristics of applicants to UK medical and dental schools before and after the introduction of high tuition fees in 2012](#) Full text available with NHS OpenAthens account*
Author(s): Gallagher et al.
Source: British Dental Journal 222(3) pp. 181-190
Publication date: 2017
Aim: To compare trends in the volume, socio-demography and academic experience of UK applicants and entrants to medicine and dentistry in the UK with university in general, before and after the major increase in university fees in England in 2012. Methods: Descriptive trend analyses of University and College Admissions Services (UCAS) data for focused (preferred subject was medicine or dentistry) and accepted applicants, 2010-14, compared with university in general in relation to socio-demography (age, sex, ethnicity, POLAR 2, region) and academic experience (school type). POLAR2 data provide an indication of the likelihood of young people in the area

participating in further or higher education.Results In 2012 the volume of applicants to medicine and dentistry fell by 2.4% and 7.8% respectively, compared with 6.6% for university overall. Medical applications remained buoyant and by 2014 had risen by 10.2% from 2010 to 23,365. While dental applications fell in both 2012 and 2013, they had increased by 15.6% to 3,410 in 2014, above 2010 levels. Females formed the majority of applicants, and admissions, with the proportion gaining admission to dentistry in 2014 reaching an all-time high (64%), exceeding medicine (56%), and university in general (56%). Mature admissions to dentistry were at their highest in 2010 (29%) falling to 21% in 2014, compared with 22-24% in medicine. Black and minority ethnic group admissions to university, although rising (24% in 2014), are still less than for medicine (34%) and dentistry (48%). In 2013, just over half of the students admitted to dentistry were from BME groups (51%) for dentistry. Among UK applicants <19 years, over 60% of applicants, and 70% of accepted applicants, to medicine and dentistry are from the top two POLAR2 quintiles representing areas of high participation in education; however, in 2014 there was a notable increase in the proportion of applications from the lower two quintiles to dentistry (19%) and medicine (20%), with a very modest increase in those gaining admission over 2012 (14% of both; cf 10% and 12% respectively). Discussion: The findings suggest that the short-term impact of the 2012 rise in fees had a greater influence on the volume and nature of applicants to dentistry than medicine, and that both programmes are gaining in popularity, despite high fees and reduced places. Dentistry remains particularly attractive to Asians, and females, the latter forming an increasing majority of students. While there is some recovery, social inequalities exist and present a challenge for widening participation in the professions.

Midwifery

[The influence of route of entry on a pre-registration midwifery education programme](#) Accessible via an individual membership to all4maternity
Item Type: Journal Article
Authors: Gnanapragasam, S.
Publication Date: // ,2023
Journal: Practising Midwife 26(2), pp. 26-30
Abstract: Entry to midwifery education in the United Kingdom (UK) typically requires three A-Levels. However, the commitment to widening access to university has led to a growing number of students accessing midwifery education with 'nontraditional' qualifications. It is not known if widening access to include such entry qualifications has an impact on degree attainment or retention of students in midwifery education. This retrospective cohort observation study looked at entry route and outcomes, in a single higher education midwifery programme. Findings identify that route of entry does not have an impact on retention of students or final degree classification awarded. Copyright © 2023, All4Holdings Ltd. All rights reserved.

[Providing a civic partnership opportunity for primary school children to explore maternity care and perinatal health using a social pedagogy](#)
Author(s): Todhunter et al.
Source: Midwifery
Publication date: 2018
This paper sets out two frameworks for organising and delivering a university-based widening participation event for primary school children and their families. The first, a civic partnership, shows how midwives work collaboratively with the wider community. Advocates of community collaborations identify the influence of civic partnerships on informal learning and enlightenment. Secondly, the use of a social pedagogy to inform the approach addressed ethical considerations and the cognitive abilities of young children with pregnancy and childbirth knowledge. A review of related literature gave a broad range of interpretations for a social pedagogy. We identified a protective social pedagogy structure which situates age-related and curiosity-driven learning from the child's perspective. The application of the two frameworks shows how midwives as educators are ideally placed to facilitate maternity and perinatal health learning, in alternative populations.

Multiprofessional

[WATCCH: a multiprofessional approach to widening participation in healthcare careers](#)
Item Type: Journal Article
Authors: Dutta, N.;Scott, K.;Horsburgh, J.;Jamil, F.;Chandauka, R.;Meiring, S. J. and Kumar, S.
Publication Date: // ,2022
Journal: Education for Primary Care : An Official Publication of the Association of Course Organisers, National Association of GP Tutors, World Organisation of Family Doctors 33(2), pp. 102-108
Abstract: BACKGROUND: Students from lower socioeconomic backgrounds are underrepresented in higher education and healthcare careers. Whilst most healthcare-related widening participation schemes focus on one healthcare profession, the Widening Access to Careers in Community Healthcare (WATCCH) programme at Imperial College London supports participation in a range of community healthcare careers. We aim to evaluate the impact of WATCCH on students' perceptions and aspirations towards community healthcare careers. METHOD(S): WATCCH provides educational and application support to 16-18 year-old students interested in a variety of community healthcare careers via work experience, educational workshops and mentoring. The programme was evaluated by

focus groups using semi-structured questions to explore the impact of WATCCH on students' healthcare career perceptions and aspirations. RESULT(S): Five themes were identified from the focus groups: increased awareness and understanding of a range of community healthcare careers; improved insight into the realities of healthcare careers enabling reflection on career aspirations; altered perceptions of healthcare professionals and acquisition of new role models; increased confidence in achieving a career in healthcare; and valued access to previously inaccessible work experience. DISCUSSION: WATCCH is a multi-professional widening participation programme that has supported students from lower socioeconomic backgrounds interested in entering healthcare careers by increasing insights into varied healthcare careers, provision of role models, and increasing students' confidence of ability to enter healthcare careers. Similar programmes in other institutions could support large numbers of aspiring students to enter varied community healthcare careers in the future.

Nursing

"Widening access" to nursing education in the UK: What does it mean in everyday practice? Full text available with NHS OpenAthens account*
Item Type: Journal Article
Authors: Adhikari, R.
Publication Date: // ,2023
Journal: Nurse Education in Practice 68, pp. 103588
The idea of "widening access to higher education" in the UK clearly suggests that people from diverse socio-cultural and economic backgrounds, and from underrepresented communities, should have access to, and be able to participate in higher education (or university education), including professional nursing. In principle, widening access to higher education is a remarkable and praiseworthy policy initiative,

which aims to make our higher education system fair and inclusive, and accessible to disadvantaged groups in society, with the ultimate aim of reducing social inequality and improving social mobility. However, now over two decades of its experimentation/ implementation in the UK, until to date, this initiative has not adequately been researched and evaluated to look at its impact, therefore, it is difficult to firmly suggest real impact on social inclusion (Robinson and Salvestrini, 2020). Now, is the time to look at what has it been like in the real world and of how this initiative has translated to everyday nursing education. In this editorial, I share my personal observations, and professional concerns, and share my understanding of the practical challenges that Higher Education Institutions (HEIs) have encountered, related to the issue of widening access to nursing education in the Scottish higher education system.

Access courses and their contribution to the widening participation agenda in the UK
Item Type: Journal Article
Authors: Haslam, M. B.;Flynn, A. and Connor, K.
Publication Date: // ,2022
Journal: British Journal of Mental Health Nursing 11(1)
Abstract: Reasons for mental health nursing shortages in the UK are many and complex. The COVID-19 pandemic has highlighted the need to fill vacant posts, while at the same time negatively impacting on the UK's international recruitment strategy. Whereas international recruitment is essential to reduce workforce shortages, it offers only a short-term solution and potentially leaves lower-income countries with increased nursing shortages themselves. This article considers that a long-term domestic approach to recruitment is needed to reduce future workforce deficits. It is argued that benefits of access courses are increased if delivered by the university directly, as a familiarity with systems, the campus and supportive networks are promoted, and the potential for targeted support is increased.

Further research is needed to establish the benefits, but access courses delivered this way may provide a more sustainable solution to nursing workforce shortages in the UK and beyond..

The Collaborative Targeted Outreach Programme (CTOP): A Feasibility Intervention to Increase the Recruitment of "Home Grown" South Asians onto Nursing and Midwifery Courses
Author(s): Ali et al.
Source: Diversity & Equality in Health and Care
Publication date: August 2021
Background: UK 'home grown' (born and/or socialised in Britain) South Asians (Pakistanis, Bangladeshis and Indians) are underrepresented in the NHS nursing and the allied health workforce but there is a dearth of evidence on documented interventions specifically designed for targeted widening participation activity for South Asians. Despite a range of inclusive outreach activities taking place at the University of Bedfordshire (UoB) which has its main campus in Luton, a culturally diverse town located in the South East of England, South Asian prospective students are underrepresented in applications and attendance at the nursing and midwifery summer school. This paper presents the details of the design, delivery and evaluation of the Collaborated Targeted Outreach Programme (CTOP) which is a feasibility intervention aimed at improving the knowledge, perceptions and status of nursing and midwifery among the South Asian community in Luton and increasing numbers of 'home grown' South Asian students on nursing and midwifery courses at the UoB. Methods: The CTOP intervention encompassed a young people's and community outreach event. The outreach events included break-out discussion workshops designed to de-mystify nursing and midwifery, a debate and a multilingual theatre performance of the barriers and enablers to choosing nursing and midwifery as a course or career option and career journey' presentations from

peer mentors and role models. The outreach events were evaluated. Results: The design and delivery of the CTOP intervention was effective in meeting the aim of improving the knowledge, perceptions and status of nursing and midwifery among the CTOP participants. All participants had positive views about attending the CTOP outreach events and reported it was a good experience. Conclusion: The CTOP intervention has demonstrated that there are feasible culturally competent approaches that could be adopted to widening participation in the NHS workforce via the UK's 'home grown' diverse population. In fact, there is no reason not to consider the CTOP approach for other workforce areas within the public sector. What is clear is that CTOP is underpinned by genuine community engagement and empowerment, which requires dedicated skills, time and resources to ensure that diversity and inclusion in the NHS workforce becomes more of a reality rather than rhetoric.

Interventions to Widen Participation for Black, Asian and Minority Ethnic Men into the Nursing Profession: A Scoping Review
Author(s): Qureshi et al.
Source: Diversity and Equality in Health and Care 17(2) pp. 107-114
Publication date: 2020
Background: The United Kingdom government has recognised the need to increase the number of qualified nurses as well as diversify the nursing workforce. Men are underrepresented in nursing alongside specific minority ethnic groups. Evidence shows that increasing workforce diversity leads to improvements in cost management, health outcomes and contributes towards increasing cultural competency in the workforce. Widening participation interventions have been devised to encourage underrepresented groups into the workforce, but little is known about the specific interventions for groups such as Black, Asian and minority ethnic men. This paper reports the findings of a

scoping review aiming to identify specific interventions to widen participation for Black, Asian and minority ethnic men into the nursing profession in the United Kingdom. Methods: A scoping review methodology was implemented, following the Arksey & O'Malley, (2005) framework. A key word strategy was used, implementing population, profession, intervention intention and region. Results: No specific interventions for Black, Asian and minority ethnic men were identified meeting the pre-determined inclusion criteria. However, five studies that considered widening participation interventions more generally were identified as worthy of further analysis. Conclusion: There is a lack of rigorously researched and reported interventions aimed at widening participation into nursing for Black, Asian and minority ethnic men. We do not know the effectiveness of any interventions aimed at this group, as they have not been appropriately evaluated. This review is of benefit to policy makers, those who commission interventions around workforce diversity and nurse recruitment. This review suggests that future widening participation interventions should be appropriately targeted, implemented and evaluated so that others can build on well evidenced good practice.

Maintaining student enrolment after the removal of bursaries
Abstract only*
Source: Nurse Educators
Publication date: June 2018
The current academic year 2017/18 is the first after the removal of the NHS bursary for undergraduate nurse education fees. There was widespread concern that the removal of bursaries would lead to fewer applications for nursing courses, particularly from older students, those of lower socioeconomic status, and black and minority ethnic students. So far this has not been the case at the University of Derby, where enrolment of first-year undergraduate students in adult nursing and mental health nursing has seen healthy increases. This article presents the

university's enrolment figures over the last three years and discusses its approach to attracting students and widening participation.

Widening participation in nurse education; an integrative literature review
Source: Nurse Education Today
Publication date: December 2017
Background: Widening participation into higher education is espoused within educational policy in the UK, and internationally, as a mechanism to promote equality and social mobility. As nurse education is located within higher education it has a responsibility to promote widening participation within pre-registration educational programmes. It could also be argued that the profession has a responsibility to promote equality to ensure its' workforce is as diverse as possible in order to best address the health needs of diverse populations. Objectives: To undertake an integrative review on published papers exploring Widening Participation in undergraduate, pre-registration nurse education in the UK Design: A six step integrative review methodology was utilised, reviewing papers 2013-2016; published in English. Data sources: Search of CINAHL, Education Source, MEDLINE, PsychINFO, SocINDEX, Science Direct, Business Scource Complete, ERIC, British Library ETOS, Teacher Reference Centre, Informit Health Collection and Informit Humanities and Social Science Collection which highlighted 449 citations; from these 14 papers met the review inclusion criteria. Review methods: Both empirical studies and editorials focusing upon widening participation in preregistration nurse education in the UK (2013-2016) were included. Papers excluded were non UK papers or papers not focussed upon widening participation in pre-registration nursing education. Research papers included in the review were assessed for quality using appropriate critical appraisal tools Results: 14 papers were included in the review; these were analysed

thematically identifying four themes; knowledge and identification of WP, pedagogy and WP, attrition and retention and career prospects. Conclusions: Whilst widening participation is a key issue for both nurse education and the wider profession there is a lack of conceptualisation and focus regarding mechanisms to both encourage and support a wider diversity of entrant. Whilst there are some studies, these focus on particular individual widening participation groups rather than a wider strategic focus across the student lifecycle.

Widening the educational capabilities of socio-economically disadvantaged students through a model of social and cultural capital development
Author(s): Hannon et al.
Source: British Educational Research Journal 43(6) pp. 1225-1245
Publication date: December 2017
Widening participation programmes aim to increase the progression of students from low socio-economic status (SES) groups to higher education. This research proposes that the human capabilities approach is a good justice-based framework within which to consider the social and cultural capital processes that impact upon the educational capabilities of young people from low SES groups. It presents a case study which examines the developing capability set of Irish students from a representative sample of schools participating in a university-based widening participation outreach programme aimed at increasing social and cultural capital constructs. Qualitative analysis is presented from four schools; four student focus groups with 22 student participants, and 15 individual student interviews. Findings focus on the developing capabilities of autonomy, hope, voice and identity, as well as on the relationship between specific widening participation activities and the developing capability set. The findings highlight the development of college-focused knowledge and how this impacts upon students' aspiration to participate in higher education. The idea of 'widening capability' is discussed in relation to the potential of the capability approach to contribute an additional dimension to a mainly neoliberal policy rhetoric, which emphasises the market value of higher-education participation. In doing so, it explores how widening participation activities can influence the widening capability set of low SES students, and its relationship with what the students deem to be 'a life of value'.

Working towards widening participation in nurse education
Author(s): Kate Young
Source: British Journal of Nursing
Publication date: 2016
The widening participation agenda has particular significance for worldwide nursing since it is a profession which is under increasing scrutiny in its recruitment and retention practices. Debate about this agenda within nurse education is strengthened by careful scrutiny of the research within the wider context of Higher Education, some of which challenges commonly held assumptions. This paper examines 4 areas of relevance to the UK widening participation agenda: disability, ethnicity, socioeconomic status and family responsibilities. Taken together, they indicate that nurse education operates within a particularly complex context with some important implications for the future design of pre-registration programmes. These complexities should be debated in depth by educational commissioners and providers, in tandem with regulatory bodies.

Retention and academic performance of undergraduate nursing students with advanced standing: A mixed-methods study
Abstract only*
Author(s): Northall et al.
Source: Nurse Education Today 39 pp. 26-31
Publication date: April 2016

Background: Undergraduate nursing students enter university through a variety of pathways. For some students, this includes the granting of advanced standing based on recognition of prior qualifications. The impact of advanced standing on nursing students' transition, retention and success at university is not well understood. Objectives: The aim of this study was to examine the retention, academic success and experiences of students who commenced their undergraduate nursing studies with advanced standing. Design, setting, participants and methods: A sequential exploratory mixed-methods design was used in this study, which involved undergraduate nursing students enrolled at a multi-campus university in Australia. Nursing students who enrolled in 2014 and did not opt out of program level research were included in the study. Results: Students with advanced standing were older (mean 31.6 versus 25.8 years, p < 0.001) and more likely to discontinue their studies at the end of semester one (97% versus 95%, p = 0.015) than standard-entry students. Advanced standing was also shown to be an independent predictor of low GPA [OR: 1.69 (95% CI: 1.06 to 2.69]. Most students with advanced standing commenced directly into second year (45%) missing first year student connections and programs. Students reported feeling apprehensive, forgotten and ill-prepared for the expectations of university. Some showed significant strength and resilience while others were struggling to cope with the workload with minimal knowledge or understanding of supports available to them. Conclusions: The widening participation agenda is a commendable strategy; however, students who enter university with advanced standing need targeted support to promote their transition, retention and success at university.

Nursing, Midwifery, and Allied Health Professionals

Using the making Visible the ImpaCT Of Research (VICTOR) questionnaire to evaluate the benefits of a fellowship programme for nurses, midwives and allied health professionals Abstract only*

Abstract: Why you should read this article: • To be able to demonstrate the multiple impacts of research educational initiatives to the organisation funding them • To appreciate why changes in culture are needed in the health professions to support an evidence-base to better serve our populations • To understand how to build research capacity and show the benefit of investing in training opportunities Background: There is increasing emphasis in the UK on developing a nurse, midwife and allied health professional (NMAHP) workforce that conducts research. Training for clinical academic careers is provided by the National Institute for Health and Care Research (NIHR). However, the low number of successful applicants suggested there were barriers to achieving this. The Centre for Nursing and Midwifery Led Research (CNMR) launched a fellowship programme in 2016 to backfill two days a week of NMAHPs' time for up to a year, to give them time to make competitive applications to the NIHR. Aim: To report a study evaluating the CNMR fellowship programme. Discussion: The making Visible the ImpaCT Of Research (VICTOR) tool (Cooke et al 2019) was developed to describe the organisational impact of research. The 2016-17 CNMR fellows completed VICTOR and their responses were analysed using a framework approach. The analysis found the main benefits of participating in the programme were protected time for research, opportunities to develop

collaborations, increasing intra- and inter-professional awareness of NMAHPs' research, peer-reviewed publications, and conference presentations. Challenges included a lack of support from line managers, limited value placed on NMAHPs' research and failure to backfill posts. Conclusion: There were some challenges with the fellowship programme, but all recipients found it to be a positive experience and undertook significant scholarly activity. Implications for practice: A contractual agreement must be established to foster committed partnerships between higher education institutions (HEIs) and the NHS. HEIs and the NHS should conduct frank discussions of the challenges encountered in fellowship programmes. Positive initiatives and outcomes in tertiary education and clinical settings should be shared to improve fellows' experiences and enhance partnerships between HEIs and the NHS. Job descriptions should include time allocation to review fellowship candidates' applications regardless of outcome. The showcasing of research successes and the benefits of NMAHP research must evolve to secure organisational 'buy in', which is the precursor to widening access to clinical academic pathways.

Barriers and Enablers for UK 'Home Grown' South Asian Prospective Students Choosing Nursing and Midwifery Courses and Careers
Author(s): Ali et al.
Source: Diversity ad Equality in Health and Care 15(4) pp. 190-197
Publication date: 2018
Background: UK 'home grown' (people of South Asian ethnicity, born or socialised in Britain) South Asian (Pakistanis, Bangladeshis and Indians) are underrepresented in the NHS nursing and the allied health workforce. One of the key goals of Health Education England's (HEE) national framework- Widening Participation-It matters! is to increase understanding and evidence on the specific needs of underrepresented groups as

they apply, commence and progress on healthcare courses and careers. There is a dearth of evidence on the views of UK 'home grown' South Asian prospective students. This study aimed to explore UK 'home grown' South Asian students views on the barriers and enablers to choosing nursing and midwifery courses and progressing into healthcare employment. Methods: A total of nine focus groups were conducted. Four focus groups in two schools/colleges in the town of High Wycombe (n=28) and five focus group discussions in two schools/colleges in Luton (n=27). Results: The main themes emerging for barriers to choosing nursing and midwifery courses and careers were: limited personal, parental and community knowledge influencing perceptions of nursing and midwifery, the role of religion and culture, gender roles-'not man's work', the end of NHS bursaries and racial and religious discrimination. The main themes for enablers were presented as: good information available on applying for nursing or midwifery courses and suggestions on how to widen participation for South Asian groups. Conclusion: To increase numbers of UK 'home grown' South Asians on nursing and midwifery courses and in healthcare employment, targeted interventions that raise the profile and status of nursing in the South Asian community should be designed and delivered.

Pathology

Conference abstract: Student authored e-learning in pathology teaching: Widening participation in pathology learning among clinical students See p. 9 Abstract all available
Author(s): Sathiyalingam et al.
Source: Journal of Pathology
Publication date: April 2019
Background: Time is a significant limiting factor in the delivery of clinical pathology teaching. Supplementary reading can be used to complement instructor-led teaching. However, data from our Virtual Learning Environment (VLE) suggests that students are

reluctant to engage with traditional resources such as textbooks and papers. There is increasing awareness of the role of e-learning in medical education, and the advantages of e-learning are well established. Preliminary e-learning modules received excellent student feedback, but required a significant amount of faculty members' time to produce. Student authored faculty-supervised e-learning was suggested as an alternative. Aims: Determine the efficacy of e-learning modules, as opposed to traditional resources, as aids to lecture-based clinical pathology teaching. Explore the potential benefits of e-learning authorship for students. Methods: Two e-learning modules were created by year 5 medical students using Xerte ™ software under the supervision of a specialist consultant. The modules were published on the VLE to accompany pathology teaching as pre- and post-lecture activities. Student feedback was collected using survey-monkey software and usage statistics were generated by our VLE. Results: Students became skilled in the use of e-authoring software and had an opportunity to learn about an area of pathology in detail. Usage statistics showed a significant increase in the numbers of users accessing material compared to the previous year. 34/34 students providing feedback rated the pre-session e-learning as being highly educational and 85% of this cohort indicated a preference for e-learning over traditional reading resources. Conclusion: We found that this student led e-learning out-performed traditional supplementary reading resources and suggest that the student-led aspect offers additional benefits both to the authors and the wider student community and increases student engagement with pathology.

Pharmacy

Conference abstract: BAME ambassadors: A model to engage students from a minority background? See p. 74 Abstract all available
Author(s): Mueller and Norton

Source: British Journal of Pharmacology
Publication date: January 2021
The University of East Anglia introduced a BAME ambassador scheme in 2019. This scheme was championed by the student union and involved four different schools across different faculties. Building on the work with widening participation students, the School of Pharmacy was chosen as one of the participating schools. For this project we received funding to employ two ambassadors who were paid part time for 5 months to work on different projects. From an open call to all students, we invited interested students for an interview. The students employed represented different ethnic minorities and were on different degree programs, which made the scheme more inclusive for all students in the school. Method/Summary of work: The students met with the school lead on a regular basis to discuss ideas and thoughts for the projects. This initiative was student-led by design. The student union played a role in supporting the students via training events. The ambassadors created the idea of a "BAME Get Together" that allowed students to come and voice their opinions, concerns and overall feelings on topics such as their course, their time at university, the support system within their course and the school and more. Results/Discussion: One of the main outcomes of the discussion was a reluctance of students to contact staff. While most students recognised that staff were readily available to help them if they needed help, they were hesitant to approach staff members with questions as they didn't know when they'd be in their offices or they felt like their questions were too overwhelming to be answered in a short session. Interestingly the opinions were split between male and female BAME students about whether or not being a BAME student meant that they may tend to receive differential treatment or feel disadvantaged compared to their white counterparts. While most males agreed with this more females tended to disagree, citing other BAME women as their own competition/inspiration while believing that

they could still achieve what they set their hearts to doing. Conclusion(s): Having a student led scheme allowed for an interaction with students, who might not feel comfortable to engage with staff directly. Giving students from a BAME background a voice can be a powerful tool for change.

Conference abstract: Widening participation: Evaluation of Steps-2-Pharmacy & Pharmaceutical Science and its impact on applications to university See p. 23 Abstract all available
Author(s): Stibbs and Wood
Source: Pharmacy Education
Publication date: 2018
Background: Introduced in 2017 for Year 12 students from Widening Participation (WP) schools, Steps-2-Pharmacy & Pharmaceutical Science (S2PPS), a four-day programme of micro-lectures, workshops and laboratory practicals, aimed to increase university applications from WP students, with the objectives of increasing participants' awareness of career opportunities within each profession, and experience of university-style teaching. WP aims to 'double the proportion of young people from disadvantaged backgrounds in higher education' (OFS, 2018). S2PPS targets Stoke-on-Trent, where only 13% of 'disadvantaged' students went in to higher education in 2012 (BIS, 2015). At present, there is no published research into pharmacy-specific WP activity. Twenty-one students participated in S2PPS in 2017, and 22 in 2018.This evaluation aimed to establish whether S2PPS met its aims and objectives. Method: Students attending one or more sessions were emailed an invitation to complete an evaluation questionnaire composed of Likert rating scales and free-text questions relating to intention to apply to university, interest in a career in pharmacy or pharmaceutical science, views on S2PPS and strengths and opportunities for the programme. Students' views before and after participating in S2PPS were solicited. The questionnaire was

hosted online as a Google Form and completed anonymously. Responses were analysed using simple statistics and a basic thematic analysis of free-text questions. Results: Of the 43 students to participate in S2PPS, seven students (16%) have applied to this University. Nine students (43%) completed the evaluation in 2017, and ten (45%) in 2018. Combined, 100% (19) of respondents felt S2PPS had increased their knowledge of the roles of the pharmacist and 89% (17) felt they understood university-style teaching better. Free-text comments showed lab sessions to be popular, with students recommending more practicals would improve the experience. Conclusion: S2PPS successfully met its aim, seeing seven participants apply to the University, with the 2018 cohort not due to apply until October 2018. Application to other universities was not studied, but could be assessed in future evaluations. An additional pharmaceutics-related lab is under consideration for 2019.

Ongoing Research

Widening participation in the healthcare workforce
Source: King's College London
NHSE wants an inclusive and diverse workforce. Trusts have been encouraged and supported to include different groups into their workforce so that it reflects the cultural, social and economic make-up of the communities they serve. This is seen as an important policy goal. The NHS Equality, Diversity, and Inclusion (EDI) Improvement Plan notes that, 'A diverse workforce that is representative of the communities it serves is critical to addressing the population health inequalities in those communities'.

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