

## [An interprofessional approach to addressing inequalities experienced by health care students](#)

Jane Matonhodze

**Background:** Students experience a range of inequalities within higher education institutions influenced by the intersectionality between socioeconomic, ethnicity, age and gender (House of Commons, 2023; Richardson, Mittelmeier and Rienties, 2020). It is imperative that higher education institutions are responsive to these challenges in order to create a more inclusive and equitable learning environment which will enhance the student experience and enable them to thrive in their onward health care professions.

**Aim:** The aim of this study is to investigate the relationship between socioeconomic, ethnicity, age and gender in the context of student's educational outcomes and social identification with university culture.

**Objective:** To develop a framework that is co-created with students to support the EDI strategy within the school of health sciences.

**Methodology:** A purposive sample of students registered on different health care professional programmes within the School of Health Sciences which include nursing, midwifery, paramedics, speech and language, physiotherapy and advanced clinical practice will be invited to participate. Through the lens of social identity theory (Tajfel and Turner, 1986), a mixed methods explanatory approach will be used. The first phase will be an online survey which will gather demographic details for example socioeconomic status, ethnicity, gender, and age. Measures will be used to collect data on educational outcomes and social identity. In the second phase, interprofessional focus groups will be conducted. These are aimed to develop a shared understanding of the experiences of students across the different health care professions and to co-create strategies that can be implemented to enhance their academic progression and sense of connectedness and belonging with university culture.

### References

House of Commons. (2023) 'Equality of access and outcomes in higher education in England' Available at <https://researchbriefings.files.parliament.uk/documents/CBP-9195/CBP-9195.pdf> Last accessed (27th November 2023).

Richardson, J. T. E.; Mittelmeier, J and Rienties, B. (2020) 'The role of gender, social class and ethnicity in participation and academic attainment in UK higher education: an update'. Oxford Review of Education, 46(3) pp. 346–362.

Tajfel, H and Turner, J.C. (1986) 'The Social Identity theory of intergroup behaviour', in Worchel, S and Austin, W. (eds.) Psychology of Intergroup relation. Chicago: Nelson Hall, pp7-24.