

Widening Participation Education Forum for Health

Perth College 31/10/19

The meeting was chaired and opened by Suzanne Marshall; the forum was then handed to Kirsti Long to facilitate the discussion.

The morning discussion discussed:

- Inclusive learning environments, are those environments inclusive for our learners?
- Which issues might exist for which learners?
- Are there priority areas that we can collaborate and work together to make improvements?
- What do we feel is good?
- What are the challenges and who are the challenges for?
- Key message for other people and how we can work together.
- The aim that we seek to achieve.

Kirsti gave a brief summary of the Whitford reports regarding men in nursing and their underrepresentation. How men in nursing programmes appear to have a higher risk of attrition. The second report highlighted a series of issues, which was explained by Kirsti.

Some issues highlighted in the report as to the reason for the report findings were:

- Sense of isolation, being the different person in the environment, or being the unexpected person in the environment.

People's expectations shape the way in which they form relationships.

Some of the pressures that people leaving courses found could be summed up with some themes:

- Mr Muscle – “You're a guy, can you do this heavy lifting?” This is the gendered assumption that there are tasks in the learning environment that you are suited for. This relates to gendered assumptions; this can lead to a sense of isolation and a reluctance to seek help. Men often found that because of assumptions or presumptions about what people wanted around their choice for intimate care, they were then missing out on learning opportunities. This is an issue from the curriculum point of view. How do students construct and identify learning opportunities for themselves?
- Issues like gender, issues like other forms of difference probably play into those discussions in ways that need thought about explicitly.
- Another theory identified is “bread winning pressure”, finances, we know, are an issue for adult students in general, but seem to particularly felt by men who had left the field.

Some coping strategies were identified:

- Buddying up.
- Being able to identify the value that men brought to the field.
- The need for maturity.
- Support for their sense of development.

They also identified an “it's my fault” theme, when they internalise that when something goes wrong, they feel that it is their fault. There is a general equalities issue around that which tends to adhere to that sense of difference. When someone is in an out group, it is easy to

say that something didn't go well because of something about you, as opposed to something in the system. When someone is in an "in" group it is easier to say that the system didn't do well, as opposed to "it's your fault". This is attribution bias, but people have it for themselves as well, as educators' there is a need to manage how we deal with and support people through processes of stereotype threat by deemphasising that identity.

Two topics were put on the table for the group to discuss, those being:

- What do you think an inclusive learning environment look like?

Peer support, peer networks, the value of peer support.
Visibility, not just of men, but other underrepresented groups.
Integrated approach.
Resilience – links with women in STEM.
The environment needs to be accessible to all.

- What needs to be done to achieve this?

People thinking that they are being singled out mindset needs to be addressed.
Learning opportunities & how to introduce framing.
Other people should recognise those in the "out" groups.
Developing people into their professional identity.
Not letting women inhabit the neutral space in nursing.
Mentors / supervisors need support to allow them to develop.
Resilience needs to be introduced to schools to change gender stereotypes
Support building resilience.
Occ health join up; student may be occ health fit for course, but are they occ health fit for PLE?
Overcome data sharing challenges.
Mental health challenges.
Practice needs better information about students to avoid late disclosure and stop them "falling through the net".
Understand the role of the academic tutor re wellbeing and educational / social development; look at case studies to illustrate what this should look like.
How can we work together to ensure students are supported?

Areas for Action Plan

Aim

- Best and most inclusive experience to students, employees and service users.

Priorities to work on

- Create a supportive inclusive (learning and working) cultures to support diversity, which includes language used and ways of introducing nurses to patients (use of name rather than labelling as male).
- Promote and consciously talk about diversity in nursing and caring professions.
- Change people's perception of caring professions.
- Careers advisors a specific target (schools promos).
- Routes into nursing.

- Real exposure to careers - review/revise work experience policy.
- No one path.
- Widening access.
- Adult career change.
- Retention.
- Transitions that support careers.
- Progressive development for HCSW.
- Environments/culture receptive to new roles.
- Practice assessor/supervisor development support.
- SSSC educational support staff development link cross sector option?

Actions and Responsibilities

- The use of gender-neutral uniforms in primary schools to break down the potential gender barriers re interest as nursing as a profession.
- Engaging with schools, example given was using CPR manikins and rewarding with certificates engaged some school students, the importance of school/college collaborations was highlighted.
- Nursing culture, how do nurses view nursing? Make it an appealing profession. Share the challenges of nursing; as nurses we need to stop the culture of when someone tells us that they want to enter nursing, we give a negative response, give more encouragement.
- Collaboration, work with other organisations, highlight that there is no one route
- If you can't see it, you can't be it.
- There are funding issues for mature students to enter that first year of FE at college, we need to bring it down to a practical level.
- We need to challenge our own thinking and be challenged.
- Collaboration and influencing, using our own networks to see where we can work together.
- Use and exploit IT more, i.e. Facebook and twitter to influence collaboration.
- The detail is as important as the strategy.
- Identify the reasons behind the large number of attrition rates in male nurses
- Challenge stereotypes and perceptions.
- Poverty and inclusion are still issues for those who cannot access nursing via a SWAP programme. Nursing requires 3 Highers, but is that a reality for those coming from chaotic backgrounds or young carers? We need to be looking at and supporting the communities we serve.
- Funding, once again, recognised as a barrier within males in nursing.
- There is limited understanding of other allied healthcare professional roles i.e. podiatry, how do they get their exposure?
- The bursary is important to attract people onto healthcare courses and widening access.

Everyone was encouraged and reminded to join the JISC email group.

Work we can focus on:

- Scaffolding.
- Intelligence theme – sharing the work we are doing.
- Systems and integration challenges – mental health, equality and diversity.
- Case studies and talking about some of those examples.
- Cultural issues – how do we develop people's professional identities?

- As a group, how do we look to influence?
- What other work is ongoing in respect of widening access for future nurse gender etc.

Attendees were encouraged to pick one (or more) of the focus points to come back with.

To influence proper partnership working we need to be feeding in and share what we are doing.

Where is this group distinctive and different from other groups that people sit on?

Are we looking to influence the work force plan or the workforce planners?

The final word was given to Kirsti, who quoted Rabbi Tarfon as saying “It is not your job to finish the task, but you are not free to desist from it either”.

Links to CDN Network website pages

<https://www.cdn.ac.uk/networks-projects/care-in-nhs/>

<https://www.cdn.ac.uk/future-nurse-widening-participation-education-meeting-challenge-conference-17-june-2019/>

<https://www.cdn.ac.uk/networks-projects/guidance-development-network/>

NES Recognition of Prior Learning Guiding Principles for NHSScotland

https://nes.scot.nhs.uk/media/4273154/nhsscotland_rpl_guiding_principles.pdf