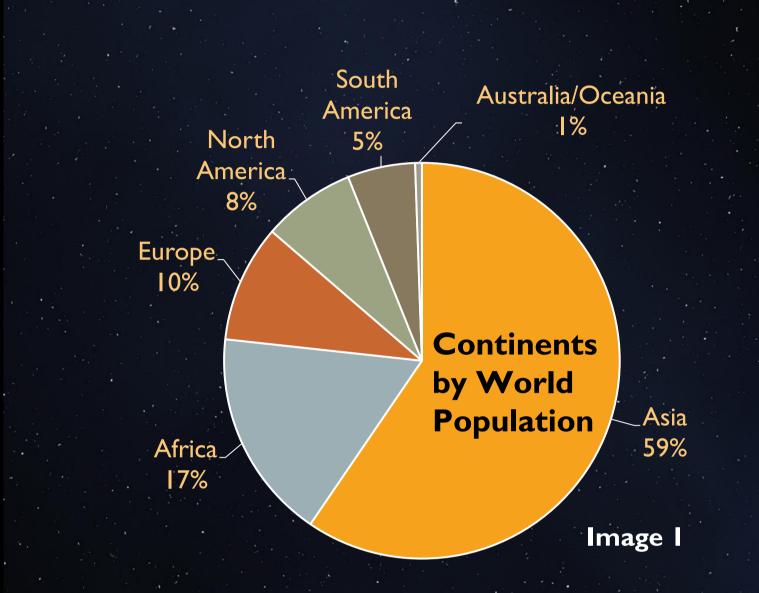
Global Majority Student Experiences of Nursing and Allied Health Programmes within Higher Education.

The acronym 'BAME' is used to identify people from Black, Asian and Minority Ethnic origins. However, the term BAME has long since been acknowledged as being one that is outdated, contentious and has the propensity to cause offence.

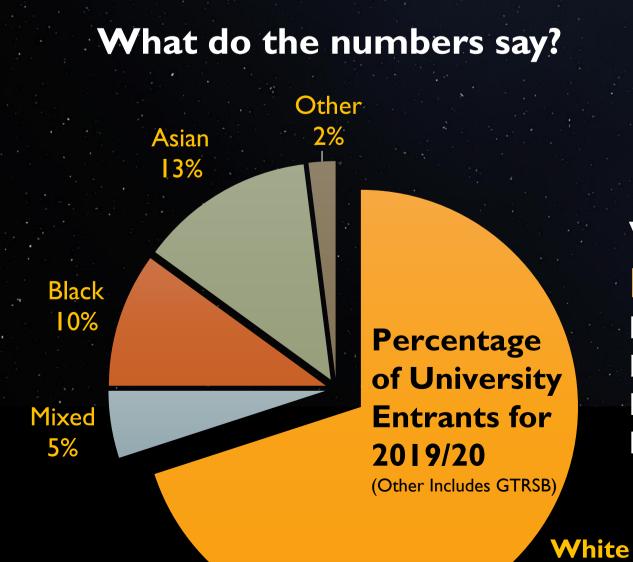
The term 'Global Majority' refers, and seeks to include a collection of people whose race and ethnicity identifies them as being minorities only within British society. These 'Ethnic Minorities' make up 80% of the worlds population. Using the term Global Majority helps to disrupt the power imbalance, challenging marginalisation and disadvantage (Campbell-Stephens (2020).



What we already know?

Inequalities in UK society are mirrored within higher education. The race and ethnicity of a student can significantly and detrimentally affect their experience and degree outcomes (Advanced HE, 2018; UUK/NUS, 2019).

70%



What is already being done? **Retention and Award gap**

Measures include: Race Relations Amendment Act (2000) Race Equality Charter (2010); Equality and Diversity Policies; EDI Champions; Athena SWAN Awards; Outreach Programmes; Decolonising the Curriculums etc.

Image 2

Only 9% of Black students who enter

university are awarded with a First Class honours degree. Compared with **38%** of **White** students

(GOV.UK, 2021; HESA, 2022)

Students from Global Majority backgrounds consistently experience Marginalisation and Disadvantage within higher education (Bhopal, 2018; Lessard-Phillips and Li ,2017).

RACE, ETHNICITY AND EXPERIENCE OF HIGHER EDUCATION.

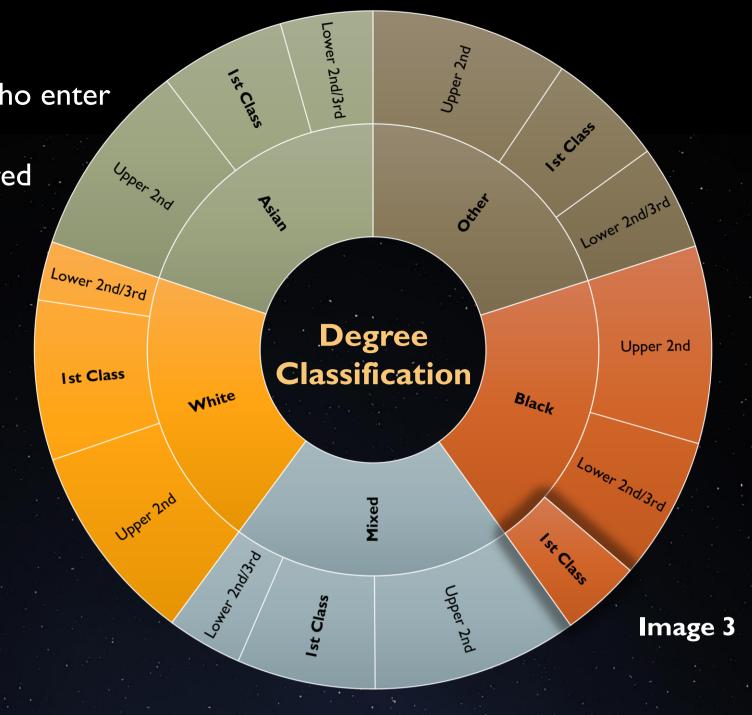
References





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What needs to be done?

Assessing student experiences should be at the heart of all university policy.

> Qualitative Research **Objectives**

Evaluate and formulate

Recommendations for higher education and practice partners

Aim To understand what Global Majority student **Experiences** of Nursing and Allied Health Programmes are and make recommendations accordingly.

Review the demographics of access, application admission, inclusion attrition, retention and award gap for **Global Majority** students on nursing and allied health programmes.

Interpret and Analyse the responses by listening to the students voices to gain understanding of their journey through these programmes.

Exploration drawing upon elements of phenomenology to understand the experiences of Global Majority students on nursing and allied health programmes through a case study approach.