

Male participation in nursing and allied health higher education courses research

Appendix 1 – Sample overview and additional sample criteria

The sample structure for the student and influencer and stakeholder samples is shown below.

Student sample

Level, type and subject of study		Female depth interviews	Male depth interviews	Female group discussions	Male group discussions
Potential students of nursing and allied health subjects	GCSE	3	10	2	6
	A level	3	10	2	6
	BTEC (level 3)	2	4	1	2
	Foundation Year	/	2	1	1
	Health support workers	/	/	1	3
Current students of nursing and allied health subjects		/	4	/	5
Total		8	30	7	23

Potential students – additional criteria

- For GCSE students – a mix of Triple and Double Science (triple = chemistry, physics and biology studied as separate subjects; double = these three sciences are combined)
 - All were interested in continuing with at least one science subject
- All A level students studied at least one STEM subject¹ and/or psychology (there was a good representation of biology within this)
- BTEC students – all studied Health and Social Care or Science (mix of the two)
 - Mix of those studying at Level 2 or Level 3 qualification in health and social care or science
- Approximately even split in terms of SEG² of parents (ABC1 and C2DE even mix)

¹ STEM is an abbreviation for science, technology, engineering and maths.

² ABC1 and C2DE refer to particular social grades as defined by the classification developed by the British National Readership Survey (NRS) and widely used within market research since the 1960s. Social grade is a demographic classification system that allows classifying of households and its members based on the occupation of the Chief Income Earner. Groups A-E are defined as follows in terms of the occupations they include: A = High managerial, administrative or professional; B = Intermediate managerial, administrative or professional; C1 = Supervisory, clerical and junior managerial, administrative or professional; C2 = Skilled manual workers; D = Semi and unskilled manual workers; E = State pensioners, casual or lowest grade workers, unemployed with state benefits only.

- A good mix in terms of ethnicity
 - One student per group to be from an ethnic minority and min 8 male depth respondents to be from ethnic minorities
 - Within ethnic minorities, a mix of Black British/Black African and Asian British/South Asian minorities
- A good spread of geographic locations – six locations across the South East, the Midlands and the North (Hertfordshire, London, Bristol area, Birmingham area, Manchester and Leeds)

Influencer and stakeholder sample

Respondent type	Telephone depth interviews
Secondary schools – key influencers (teachers and career advisors)	12
Parents	16
University and college admissions and outreach staff	6
Stakeholders	9
Total	41

Additional criteria for parents

- All were parents or legal guardians of boys
- All had sons who were studying and were interested in STEM subjects
- A good mix in terms of the age of their sons:
 - Six had sons doing GCSEs; six had sons doing A levels; four had sons at university
- An even split in terms of SEG (half ABC1 and half C2DE)
- An even split of mothers and fathers
- A mix in terms of ethnicity
- A good geographic spread across South, Midlands and North

Additional criteria for teachers and career advisors

- For teachers:
 - All were responsible for/involved in providing career advice to students
 - Mix of subjects – biology, other sciences and psychology
 - A mix of male and female teachers
- For career advisors – a mix of male and female
- A good geographic spread across South, Midlands and North

Stakeholder sample

Representatives of the following organisations were interviewed as stakeholders for this research:

- The Royal College of Nursing; NHS England; NHS Improvement; the Society of Radiographers; Advance HE; the Chartered Society of Physiotherapy; Health Education England; the College of Paramedics; Men into Nursing Together; and the Royal College of Speech and Language Therapists.