Anosha’s Abstract:

Equity, Diversity and Inclusion in Nursing and Allied Health Education: From Policy to Transformation (2025–2035)

This paper explores the evolving role of Equity, Diversity and Inclusion (EDI) in nursing and allied health education in the United Kingdom, highlighting a shift from policy compliance to systemic transformation. EDI is increasingly recognised as integral to educational quality, workforce sustainability, and patient safety, rather than a supplementary institutional priority. Evidence suggests persistent disparities in attainment, placement experiences, and progression among minoritised student groups, indicating structural inequities within higher education and practice environments (NMC, 2025; RCN, 2026). In response, regulatory bodies such as the Nursing and Midwifery Council (NMC) and the Health and Care Professions Council (HCPC) are embedding EDI across standards of education and training, requiring measurable outcomes and accountability (HCPC, 2026).

The key drivers of transformation, includes data-informed decision-making, curriculum decolonisation, and the integration of social determinants of health to support culturally responsive care. It also highlights the importance of inclusive practice learning environments and the role of belonging and psychological safety in student success and retention. Furthermore, emphasis is on the need for strong leadership, interprofessional collaboration, and alignment between higher education institutions and healthcare providers to achieve sustainable change.

Ultimately, repositioning EDI as ‘core business’ enables the development of a diverse, resilient workforce capable of delivering equitable, person-centred care. Transformational approaches, underpinned by evidence, intersectionality, and continuous evaluation, are essential to addressing systemic inequalities and improving outcomes across education and healthcare systems.

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