

CORRECTION

Open Access



# Correction: Why do students struggle in their first year of medical school? A qualitative study of student voices

Aled Picton<sup>1</sup>, Sheila Greenfeld<sup>1</sup> and Jayne M. Parry<sup>1\*</sup>

**Correction:** *BMC Medical Education* (2022) 22:100  
<https://doi.org/10.1186/s12909-022-03158-4>

Although this is likely to be correct it may have been based on assumption and should be interpreted cautiously.

Following publication of the original article [1], the authors informed us that three issues requiring clarification:

Published online: 27 September 2023

1. In the published paper we have noted that there were ten face-to-face interviews and three telephone interviews. This is incorrect. There were seven face-to-face interviews and six telephone interviews. Our data analysis did not differentiate between data collected in-person or via telephone so we feel that there is no material impact on the data analyses and their interpretation.
2. The ethics statement states that all participants provided written informed consent to participate. This is not fully accurate as those interviewed by telephone provided verbal consent.
3. In the 'study participants' section of the results we outlined that other than two participants all 'had come directly from school to university'. We reached this conclusion based on interview content with each participant e.g. whether or not they made reference to a gap year or previous degree. We concluded that the majority of our participants were school leavers.

## References

1. Picton, et al. *BMC Med Educ.* 2022;22:100. <https://doi.org/10.1186/s12909-022-03158-4>.

## Publisher's Note

Springer Nature remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

The online version of the original article can be found at <https://doi.org/10.1186/s12909-022-03158-4>.

\*Correspondence:

Jayne M. Parry  
j1@bham.ac.uk

<sup>1</sup>Institute of Applied Health Research, College of Medical and Dental Sciences, University of Birmingham, Edgbaston, Birmingham B15 2TT, UK



© The Author(s) 2023. **Open Access** This article is licensed under a Creative Commons Attribution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made. The images or other third party material in this article are included in the article's Creative Commons licence, unless indicated otherwise in a credit line to the material. If material is not included in the article's Creative Commons licence and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder. To view a copy of this licence, visit <http://creativecommons.org/licenses/by/4.0/>. The Creative Commons Public Domain Dedication waiver (<http://creativecommons.org/publicdomain/zero/1.0/>) applies to the data made available in this article, unless otherwise stated in a credit line to the data.