

# Evaluation of the online delivery of European Union (EU) requirements within nurse education



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**Final Report**

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# FINAL REPORT

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<b>1.0</b>	<b>INTRODUCTION.....</b>	<b>4</b>
1.1	BACKGROUND TO THE STUDY.....	4
1.2	RESEARCH AIMS .....	6
<b>2.0</b>	<b>METHODOLOGY.....</b>	<b>7</b>
2.1	REFLEXIVITY WITHIN THE STUDY.....	7
2.2	ETHICS APPROVAL .....	7
2.3	ONLINE QUESTIONNAIRE/SURVEYS .....	7
2.3.1	DESIGN OF WEB-BASED QUESTIONNAIRES/SURVEYS .....	8
2.3.2	COST IMPLICATIONS.....	9
2.3.3	THE NATURE OF ONLINE SAMPLES.....	9
2.3.4	PRIVACY AND CONFIDENTIALITY .....	9
2.3.5	RESPONSE RATES .....	10
2.4	FOCUS GROUPS METHODOLOGY .....	10
2.5	STUDENTS AS RESEARCH SUBJECTS.....	12
2.6	INFORMED CONSENT .....	13
<b>3.0</b>	<b>METHOD .....</b>	<b>14</b>
3.1	QUESTIONNAIRE/SURVEY DESIGN.....	14
3.2	PILOT STUDY (QUESTIONNAIRE) .....	15
3.3	QUESTIONNAIRE DISTRIBUTION.....	15
3.4	QUESTIONNAIRE DATA COLLECTION METHODS .....	16
3.5	QUESTIONNAIRE RESPONSE RATE .....	16
4.3	FOCUS GROUPS .....	17
<b>5.0</b>	<b>ANALYSIS AND DISCUSSION OF THE QUESTIONNAIRES.....</b>	<b>18</b>
5.1	WHEN ARE STUDENTS ARE ACCESSING THE RESOURCE? .....	18
5.2	THE EASE OF USE .....	19
5.3	CHILD HEALTH, MATERNITY AND MENTAL HEALTH SECTIONS.....	22
5.5	<i>Reduced perception of effort due to the online formation.....</i>	<i>25</i>
5.6	<i>Computer fatigue.....</i>	<i>26</i>
5.7	<i>The need for further guidance and structure within the pack .....</i>	<i>26</i>
<b>6.0</b>	<b>ANALYSIS AND DISCUSSION OF THE FOCUS GROUPS.....</b>	<b>28</b>
6.1	USE OF PACKS .....	28

6.2	VARIATIONS IN TUTOR USE AND ATTITUDES. ....	29
6.3	PERCEPTION OF USE BY STUDENTS .....	31
6.4	OVERALL SUMMARY .....	32
<b>7.0</b>	<b>CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>32</b>
7.1	LIMITATIONS AND CHALLENGES WITHIN THE STUDY .....	33
7.1.1	QUESTIONNAIRE/SURVEY DESIGN AND RESPONSE RATES.....	33
7.2	RETURNING TO THE STUDY'S AIMS.....	33
7.3	RECOMMENDATIONS FOR FURTHER DEVELOPMENTS WITHIN THE PACKS .	34
7.4	DISSEMINATION STRATEGY.....	34
<b>8.0</b>	<b>ACKNOWLEDGMENTS .....</b>	<b>34</b>
<b>9.0</b>	<b>APPENDICES.....</b>	<b>35</b>
APPENDIX A.	LEARNING OUTCOME FOR THE EU PACKS.....	35
	<i>Maternity Care</i> .....	35
	<i>Child Care</i> .....	35
	<i>Mental Health and Psychiatry</i> .....	36
APPENDIX B.	ONLINE QUESTIONNAIRE/SURVEY DESIGN .....	37
APPENDIX C.	THE STRENGTHS WEAKNESS OF ONLINE SURVEYS .....	38
APPENDIX D.	ONLINE RESPONSE RATES .....	39
APPENDIX E.	FOCUS GROUP QUESTIONS .....	40
APPENDIX F.	QUESTIONNAIRE .....	41
APPENDIX G.	CHILD HEALTH SECTION .....	45
APPENDIX H.	MATERNITY SECTION .....	46
APPENDIX I.	MENTAL HEATH SECTION .....	47
APPENDIX J.	RECOMMENDATIONS FOR FURTHER DEVELOPMENTS.....	49
<b>9.0</b>	<b>REFERENCES .....</b>	<b>51</b>

## **1.0 Introduction**

This report documents the findings from a successful application for funding within the faculty of Health and Social Care's small research grant scheme to evaluate of the online delivery of European Union (EU) requirements within nurse education.

### **1.1 Background to the study**

The EU packs online project is part of a wider move towards enabling students to achieve their learning at a time and place which is convenient to them via a range of technologies as part of flexible student centred learning. The online development contributes to meeting the Teaching learning and Assessing strategy of the Faculty. The project is further embedded within the growing e-learning culture in higher education and the NHS in which increased IT skills and access are assumed.

In order for adult nursing students to fulfil the requirements as laid down by the Nursing and Midwifery Council to enter Part 12 of the Professional Register, they need to provide evidence that you have met specific learning outcomes in relation to:

- Maternity Care
- Child Care
- Mental Health and Psychiatry

Originally the students used to undertake placements in these areas, however the numbers were too large for placement areas to take them and therefore a paper pack was introduced (2000). European requirements have been debated in the nursing press (Zabalegui et al, 2006: Mallaber and Turner, 2006) and it was felt that an online approach may be a valuable way for students to obtain the information they require and apply this to practice through the activities. The quality issue of monitoring this requirement has also been time consuming for staff as portfolios needed to be read and validated.

In 2004 it was proposed to put these online and increase the level of interaction through the use of multimedia learning resources and student activities. This process took two years to complete by a team of academic and technical staff and was first used with the September 06 Adult nursing students and has subsequently been used with other cohorts including the “conversion students”. A range of activities are included to enhance interaction and student learning. These range from drag and drop type activities created by faculty staff using “Flash” to videos some of which have been created within the faculty and others under licence from Film & Sound Online (<http://www.filmandsound.ac.uk/>) and Lifesign (<http://www.lifesign.ac.uk/>). All are currently free for students and staff, although the lifesign service is currently reviewing charging arrangements. Apart from the Lifesign videos all materials can be accessed from any point at which the students have internet access.

In line with the Universities reading strategy reference materials are electronic wherever possible utilising the Netlibrary ebooks service, full text articles via OVID and chapters from books which have been digitised by UWE’s library services.

Achievement of all learning outcomes related to the EU requirements (Appendix A) is evidenced by student completion of text entry boxes, online, which is monitored by their personal tutors with subject experts having the ability to review student work. The students are given a button to click when they feel they have achieved the outcomes for a particular package and year. This automatically creates a link to this students’ work which is sent to their personal tutor who is able to “sign off” the work if they feel the student has met the outcomes. If they do not feel the student has produced sufficient evidence they can feed this back to students (face to face or via an email separate to the EU packs system) and the student can resubmit their work. The work which has been signed off can be seen by the subject experts for verification and a record of which sections a student has completed is stored in the database. This enables “pass lists” to be created for exam boards. At present one large list of

students is created, however work is underway to enable the pass list (and views of student work) to be generated by cohort or by personal tutor.

## **1.2 Research aims**

The primary research aim of the study was the evaluation of the online delivery of the European Union Packs (EU Packs) for pre-registration adult nursing students, with the secondary aims of ensuring that the online delivery of EU requirements is fit for purpose. A concurrent aim of the study was to allow for methodological exploration of the use of online questionnaires and to contribute towards staff development and the profile of the faculty in the area of e-learning.



## **2.0 Methodology**

A triangulation exists within the study as a combination of quantitative measurement through the questionnaires and qualitative observations through the focused groups have been taken in an attempt to establish a complete evaluation of the online delivery of the EU packs pre-registration nurse education.

### **2.1 Reflexivity within the study**

To ensure that the study was been reflexive in its undertaking the research team have tried to think both creatively and strategically, through heeding Opie's (2004) suggestion of constantly considering the researchers the research and the integrity of the process. Using subheading within the methodological section of the report (methodologies, methods, ethical considerations and exploratory data analysis) the report aims to capture the reflexive process through analytically describing and justifying the methodological positions taken, whilst offering an in-depth discussion of the study's operationalization.

### **2.2 Ethics approval**

Ethics approval was obtained and secured prior to data collection from the University of the West of England, Faculty of Health and Social Care Research Ethics Committee. All participants were provided with research information sheets detailing the aims of the project and involvement.

### **2.3 Online Questionnaire/Surveys**

As stated a concurrent aim of the study was the exploration of online surveys and data collection. Therefore the subsequent discussion explores this emerging field of research in order to inform one of the aspects of the studies chosen methodology.

The use of online survey methods has grown exponentially over the past 10 years due to the increasing use and familiarity with such technologies within

academia and society in general (Dillman 2000; Duffy 2002; Jones 2000; Schonlau *et al* 2002). A number of advantages<sup>1</sup> have been claimed for using online methods research such as, faster turnaround times (McDonald and Adam 2003), reduced cost implications (Nancarrow *et al* 2001), lower respondent error (Mann and Stewart 2000) and the ease of automatic coding to aid data analysis (Gunter *et al* 2002). Yet these advantages have corresponding disadvantages such as poor response rates (Fricker and Schonlau 2002; Gunn 2002; McDonald and Adam 2003) and concerns about the representation of the sample studied (Lakeman 1997). The following subheadings have been used in order to appraise current discussions surrounding methods of online surveys and data collection.

### **2.3.1 Design of Web-Based Questionnaires/Surveys**

Numerous software packages exist for the creation, design, administration and data collection from online surveys such as Survey Pro, Snap and Prezzler, all of which offer integrated packages to create surveys and questionnaires in Hyper Text Mark-up Language (HTML) formats. Similar to paper-based surveys and questionnaires the appearance of an online survey/questionnaire can affect the response rate and the quality of the responses received. A significant difference in these two approaches is the visual appearance of a paper questionnaire is static whereas an online version can be dependent on the software within the respondent's computer.

Dial up connection adversely affect download speed and the time to complete a survey. Configuration problems may occur due to monitors of different size and setting, with different operating systems, and one of many generations of web browsers. Questions and their answers that seem neatly aligned on one monitor may be distorted and confusing on another monitor (Ray and Tabor, 2003).  
(Evans and Mathur 2005: 202)

Whilst the underlying principles of online and paper-based questionnaire/survey designs are comparable, Appendix B lists the extra considerations needed for online questionnaire and surveys.

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<sup>1</sup> See Appendix C for a compilation of the current strengths and weaknesses within online survey methods.

### **2.3.2 Cost Implications**

The administration of online questionnaires/surveys are less costly than paper versions as they do not incur postage and printing costs (Fricker and Schonlau 2002; Gunn 2002), however this is often counterbalanced by the need to purchase and program software in order to design and implement the questionnaire/survey (Evans and Mathur 2005; Morris *et al* 2004). The capability to have the data automatically coded and imported into statistical software packages is a further indirect time saving preventing the need to manually input data. Dividing the cost implications into three categories, preparation, administration and data collection the literature suggests that online questionnaires/surveys are more cost-efficient than their paper-based counterparts (Duffy 2002; Evans and Mathur 2005; Nancarrow *et al* 2001; Schonlau *et al* 2002).

### **2.3.3 The Nature of Online Samples**

Irrespective of the sampling approach taken (e.g. closed population such as in this study or general population) many authors have suggested that true representation of the population is not possible through online surveys due to differing levels of computer expertise that may result in respondent error or non response (Gunn 2002; Gunter *et al* 2002). Further to this concern is the suggestion that only three quarters of the general population within the UK have internet access at home (Dutton 2007).

### **2.3.4 Privacy and Confidentiality**

Mann and Stewart (2000) and Nancarrow *et al* (2001) caution the use of email to distribute surveys as these can be seen as unsolicited email and therefore considered as spam (unsolicited junk emails) to which potential respondents may resort to 'blanket deletion'. Sending unsolicited email raises the further concern of the privacy of respondent email address as these could be visible to all respondents unless Blind Carbon Copy (BCC) function within email software packages such as Microsoft Outlook is used to prevent respondents viewing each others email addresses (Joinson and Reips 2005).

Whilst the online nature of the survey ensures that the participant can choose a convenient time to access the questionnaire, taking as much time as needed to complete the questions (Evans and Mathur 2005), some respondents may not wish to complete the survey if they are not able to do so in private for example they are within an open access computer lab or online terminal (Riggle *et al* 2005).

### **2.3.5 Response Rates**

Response rates within email surveys are frequently cited as lower than paper-based surveys (Duffy 2002; Fricker and Schonlau 2002; Morris *et al* 2004), with response rates reported as low as six percent. Schonlau *et al* (2002) in their detailed account of response rates suggest that low response rates are not consistently evident within the literature (Appendix D contains an abridged version of Schonlau *et al*'s (2002) findings focusing on studies within higher education). An earlier meta-analysis found that 'the mean response rate for the 68 surveys reported in 49 studies was 39.6% [SD=19.6%]' (Cook *et al* 2000: 829). Reasons for low response rates include incomplete/inaccurate email addresses (Bartel-Sheenhan and Grubbs-Hoy 1999), complex graphics resulting in slow download times (Bosnjak and Tuten 2001) multiple reminders resulting in respondents reaching saturation points within their email inbox and deleting the survey (Cook *et al* 2000), the perception of the survey as junk email (Mann and Stewart 2000) and technical problems (Evans and Mathur 2005). The emerging evidence examining the differences and variables that affect response rates within online surveys has been appraised in order to inform the methodological approaches used within this study.

## **2.4 Focus Groups Methodology**

The rationale for a focus group was to enhance the findings of the research by using a mix of qualitative and quantitative data. The benefits of an experienced group of personal tutors who could compare the previous system (paper) with the new online system were considered to be valuable as their insight would show the implications of the new system for academic staff. Focus groups are a useful qualitative technique for sharing and comparing views among

respondent and as a group usually involves between six to eight people as an optimum size (Bloor 2001, Krueger and Casey 2000). Therefore all 12 personal tutors from the September 2006 cohort were invited to take part. The conversation was structured around a set of semi structured interview questions (Appendix E) based on the use of the online package. Focus groups can last from around one and a half to two hours. So 2 hours were requested of the participant's time.

For a good focus group, you need good facilitator. It is the facilitator's job to facilitate the discussion keeping it on track, encouraging all respondents to contribute their thoughts, feelings, and ideas. The disadvantage of a semi structured interview technique is the effect it has on spontaneity and depth of information. The advantage of the focus group that was planned was for the participants to be encouraged to be open where possible. The flexibility is given to the researcher to explore and probe for more information, if appropriate. This approach should allow for a more accurate view of the participants' feelings. The aim of writing is to accurately describe the experience under study and for this it was decided to tape the focus group so the writing could be as accurate as possible. It was also decided that the interview would be undertaken by someone from the research team and another independent person would be invited to observe the process to enhance reliability and validity and prevent any bias.

On the day of the focus group one participant remarked that they felt it was unusual to have someone involved in the writing of the packs to do the focus group interview. So this person withdrew from the focus group and left the independent researcher to run the focus group. Peer research can result in tensions and difficulties and in this case the need for academic rigour was felt to be more appropriate.

It does however highlight the fact that the ethics committee had approved the process and the research team had not considered their presence to have any affect on the individuals, but in order to ensure the focus group felt relaxed and able to speak it seemed appropriate for the researcher to remove themselves

but the researchers ability to develop new skills could be compromised as peer focus groups offer a positive role model and can empower participants and researchers. As a result, the analysis was carried out after the tape from the focus group was transcribed by the focus groups facilitator, following transcription, the anonymous transcript was reviewed by a member of the research team in order to identify any emerging themes, this resulted in the identification of three themes, the use of the packs, Variations in personal tutor use and aptitudes an the perception of use by students.

## **2.5 Students as Research Subjects**

Clarke and McCann (2005) recognize from a nurse lecturer's perspective that ethical difficulties exist in research involving pre-registration nursing students stating that

It is easy to see the potential for ethical problems in this practice, including abuse of power, coercion, lack of confidentiality and absence of meaningful informed consent, any of which may result in harm to the student subjects. Despite this, students are rarely identified as a vulnerable group in nursing research texts.

(Clark and McCann 2005: 42)

Taking Clark and McCann's assertion into account the study has attempted to alleviate these concerns through considering the need for voluntary participation, anonymity and confidentiality.

An additional concern that does not appear to be represented within the literature is the consideration of students' assessment commitments. The assessment loading of the cohorts used within the sample was considered in the timing of the data collection period to prevent undue demands on their time as this could also have an indirect effect on the response rate from the student population.

## **2.6 Informed Consent**

All student respondents were assured that their participation in the study was voluntary through the information in the participant information sheets which described the process, participant selection and participation. Informed consent was obtained within the online questionnaires through ensuring as De Vaus (2002), Mann and Stewart (2000) and Parahoo (1997) suggest that the respondents had comprehensive and accurate information about the study's intentions and requirements through the use of participant information sheets. Due to the online nature of data collection it was not possible to obtain written consent for participation. Duffy (2002) in highlighting this irregularity in online research suggests that further information during completion of the questionnaire is needed; hence the following statement was incorporated within the introduction of the questionnaire to ensure that consent was implied.

Thank you for agreeing to participate in this study. The questionnaire has been divided into sections, and should take 10-15 minutes to complete. You are able to withdraw from the study at any point before pressing the submit button at the bottom of the page.

All participants were also informed that they could withdraw from the study through the following statement on the first screen page of the questionnaire and on the final screen page which contained the submit button.

You are able to withdraw from the study at any point before pressing the submit button at the bottom of the page.

This approach was incorporated into the study to ensure that whilst the respondents may consent to start the questionnaire their consent is not truly informed until they have seen all the questions (De Vaus 2002). Therefore all participants that completed the questionnaire were considered to have implied consent for their involvement in the study.

All academic participants within the focus group were supplied with an information sheet which explained their commitment to the research project

prior to the focus groups. On the day of the focus groups they were asked to complete a consent form explaining that all participants could withdraw at any time. Anonymity was guaranteed along with an assurance that anything said would in no way impact on their academic profile. Tapes were transcribed and stored in compliance with the Data Protection Act (1998). The methodological issues that are raised regarding online research have been explored within this section and incorporated within the operationalization of the study.

### 3.0 Method

The use of a collective case study involving the purposive sample of all personal tutors for the adult branches September 2006 cohort for the focus groups and all Adult branch students within the September 2006 cohort was used. To ensure confidence in the representation of the sample and allowed for wider inferences to be made from the study's findings (Silverman 2005).

#### 3.1 Questionnaire/Survey Design

Oppenheim states that 'too often surveys are carried out on the basis of insufficient design and planning or on the basis of no design at all' (Oppenheim 1992:7). To prevent this and to ensure the content validity and reliability the sections within the questionnaire were designed following a review of the literature informing questionnaire and survey design.

Due to the quantitative design of the study the majority of the questions within the questionnaire are forced choices rating scales in order to generate a frequency of responses that will produce data that is open to statistical analysis (Cohen *et al* 2000). Within the forced choice rating scales a limited number of possible responses (Table 5) were included to ensure that respondents have to choose one of the available responses. This approach is advocated by Cohen *et al* (2000) Oppenheim (1992) and Parahoo (1997) as it allows differentiation in responses whilst generating numerical scores.

**Table 5. Forced Choice Rating Scales**

Very Good  
Good  
Ok  
Poor  
Very Poor



To allow for the further combination of quantitative measurement and qualitative observations open ended questions asking respondents if they had any further comments or suggestions concerning the online pack, this was done to allow for free responses when asking the students to evaluate the online resource. The final section contains further closed questions to gain demographic data such as the respondent's age, gender, along with a section exploring the when, where and how students were accessing the site.

### **3.2 Pilot Study (Questionnaire)**

As recommended by Dillman (2000); O'Leary (2004) and Oppenheim (1992), the questionnaire was piloted in 2006 through a convenience sample of academics from within the school of Adult Nursing who were not personal tutors for the September 2006 cohort. The final version of the questionnaire can be seen Appendix F. The resulting questionnaire was incorporated into the SNAPv8 online survey software creating a Hyper Text Mark-up Language HTML page of the survey.

### **3.3 Questionnaire Distribution**

Whilst the study was completed online, in response to the literature suggesting that pre-contact information can improve a study's response rates (Cavusgil and Elvey-Kirk 1998; Cook et al 2000), paper copies of the initial contact information containing a covering letter and the participant information sheet were sent to the student group prior to release of the questionnaire.

This multi model approach was taken to prevent an unsolicited email containing the hyperlink to the study arriving in the respondent's email inbox which may have resulted in automatic deletion. This information was also attached in a Portable Document Format (PDF) to the email containing the hyper link to the survey to ensure that staff and students who had not received the paper version still had access to all the information contained within these documents. None of the correspondence to participants used personalized greeting. This was in response to findings that suggest that although this approach is likely to

increase response rates (Joinson et al 2007) it can compromise the respondents' perceptions of anonymity (Riggle et al 2005).

The university's Microsoft Outlook email system aided the identification of respondents email addresses through its shared address book facility to reduce the risk of error when inputting email addresses (Ranchhod and Zhou 2001). As previously discussed the Blind Carbon Copy (BCC) function within Microsoft Outlook was used to give the respondent the impression that the email had been sent individually to them instead of collected as part of a mass mailing from an address list. Following the initial email containing the hyperlink to the study one follow-up email was sent to the entire sample two weeks later in an attempt to increase the overall response rate within the study.

### **3.4 Questionnaire Data Collection Methods**

Once the online survey was completed and submitted by the students, replies were sent in the form of an email to one of the research teams university email accounts. Data collection was achieved through the importing of these emails from within the SNAPv8 software program. This process allowed for the pre-coded data to be exported into the Statistical Package for the Social Sciences (SPSS) in preparation for data analysis.

### **3.5 Questionnaire Response Rate**

Although the emerging evidence examining the differences and variables that can affect response rates within online surveys were appraised (Bosnjak and Tuten 2001; Duffy 2002; Fricker and Schonlau 2002; Morris et al 2004), in order to inform the approach used within this study.

The response rate from the 277 distributed questionnaires was disappointing at 12% (N=31) Muijs (2004) challenges Sapsfords (1999) suggestion that such a low response rate may not offer a true representative illustration from the chosen sample as those respondents who did not take part in the survey may have reported different opinions and attitudes to those who did. Muijs suggests that such a high number of non-response 'wouldn't matter' if the researcher was

confident that entire sample is similar 'and therefore would have answered the survey similarly if they had taken part' (Muijs 2004:43).

Taking Sapford's (1999) and Muijs's (2004) opinions into consideration we believe that the sample, albeit small, allows for methodological exploration of the online data collected through quantitative statistical analysis to address the original research aims of the study. Limitations within the study's design that may have affected the response rate such as the inability to target non-responders due to the anonymity of all responses are critically reviewed within the discussion surrounding the limitations and challenges within this study

### **4.3 Focus Groups**

The Focus group were held in June 2007 of the six personal tutors who had agreed to take part in the study only three were available on the day of the focus group. The availability of personal tutors for the focus group due to constraints of timetabling and workload has to be acknowledged as a limitation within the study as this is below suggested optimum size of six to eight participants for focus group discussions (Bloor 2001, Krueger and Casey 2000). However Krueger and Casey (2000) also acknowledge that mini focus groups below this number can create a more comfortable environment for the participants involved. A further factor that may have impacted on the engagement of the personal tutors was the informal review that had been undertaken within the adult programme via an email discussion. This information has been incorporated within the discussion with the consent of the personal tutors concerns

As identified within the original proposal for the research an independent researcher undertook the focus group to prevent the potential for bias within the focus group, with one of the research team acting as observer and scribe. This person's presence was challenged during the focus group and they withdrew themselves from the room to ensure that all the participants felt comfortable to discuss there experiences of supporting the September 2006 cohort in their completion of the online packs.

Following completion of the focus group the discussions were transcribed ensuring anonymity by the independent research and then reviewed by the research team in order to interpret the data for emerging themes and topics

## **5.0 Analysis and Discussion of the Questionnaires**

The analysis of the data collected through the questionnaire was carried using the use of the statistical package Statistical Package for the Social Sciences (SPSS). The following subheadings present the data analysis using descriptive statistical techniques.

### **5.1 When are students are accessing the resource?**

When asking the student when and where they accessed the resource some surprising finding emerged. Whilst it is predicted that two thirds of households within the UK with students amongst one of the highest users (Dutton and Helsper 2007), 94% ( $n=29$ ) of the students reported that they had accessed the site from a home computer. With a further 23% ( $n=7$ ) of the students stating that they used the university computers labs. This finding reflects free text comments within the questionnaire and can be seen to explain the apparent use of both university and home computers

*my home computer could not cope with the video so I had to do that in UWE*

*Student 3*

*we need more access to videos for students who live outside campus as I cant get into uni easily living 1hr and half away and do eu packs on a weekend*

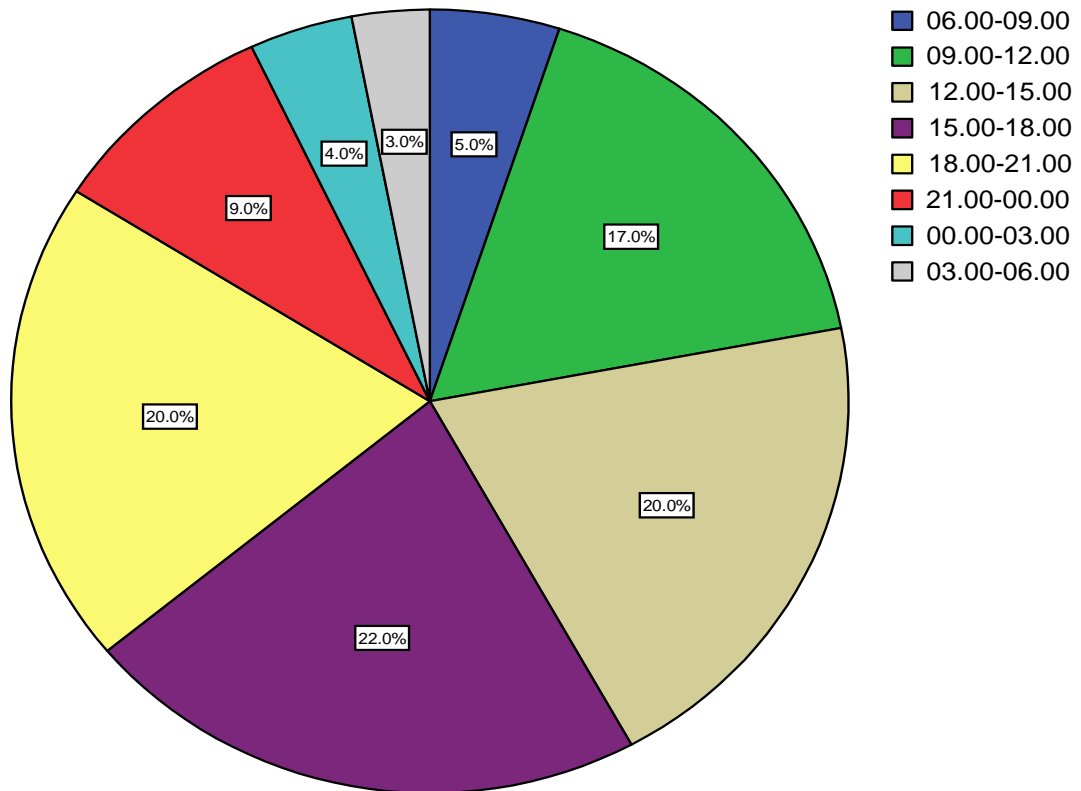
*Student 20*

*The videos need to be accessible from outside of the UWE campus.*

*Student 28*

Similar to previous research within the faculty and wider evidence Figure 1 demonstrates the varied times that students were engaging with the resource when asked what times they accessed the site <sup>2</sup>

**Figure 1. The times of the day that students access the site**

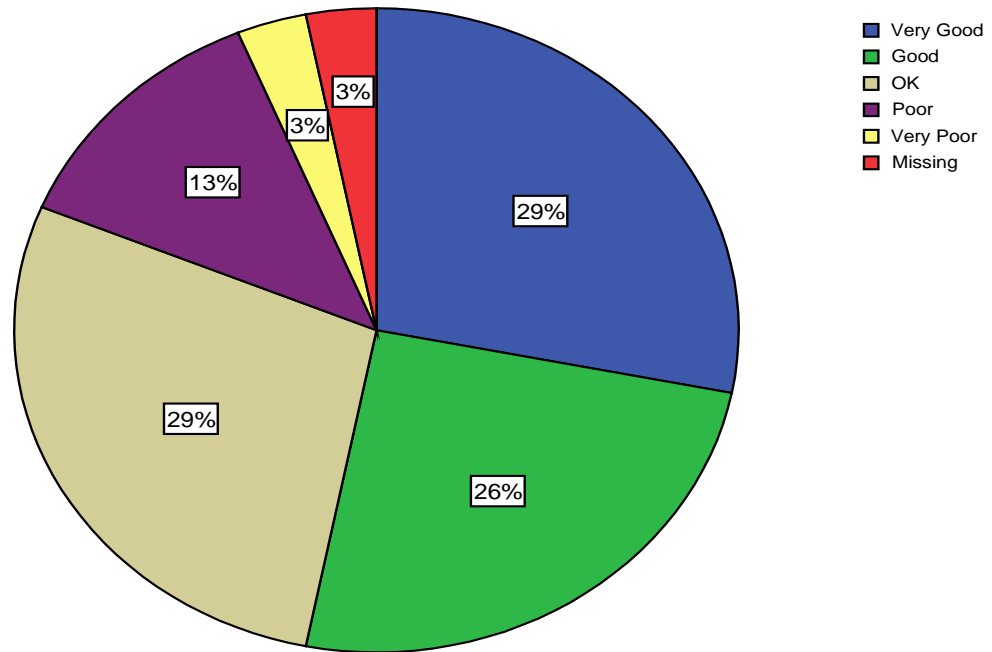


## 5.2 The ease of use

When asking the students what was there overall impression of the entire site Figure 2, shows that 55% ( $n=17$ ) of the students reported a positive response with 29% ( $n=9$ ) giving a neutral response and 16% ( $n=5$ ) giving a negative response.

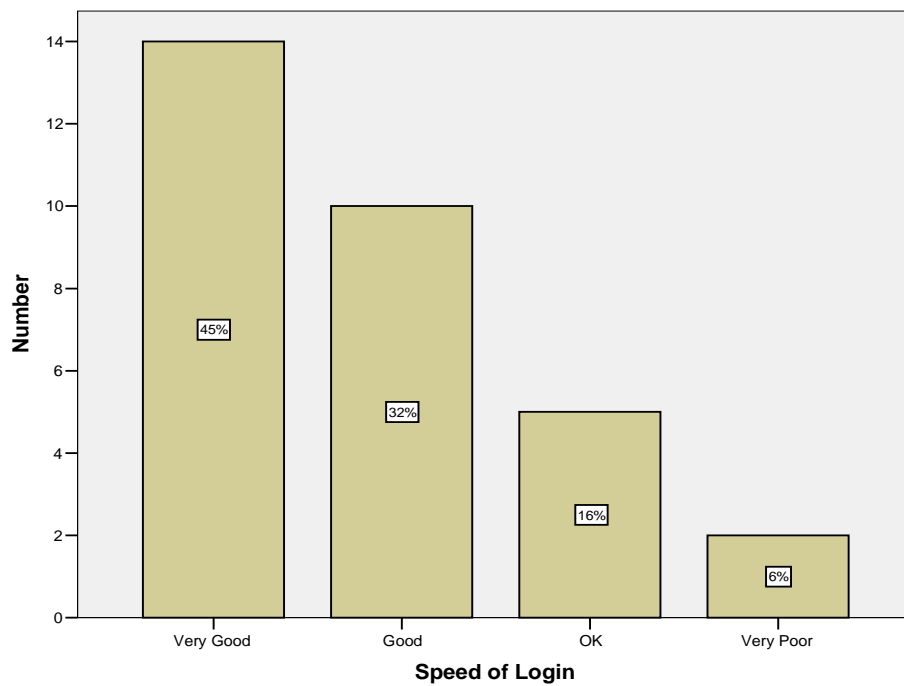
<sup>2</sup> Students were asked to Click all of the options that applied

**Figure 2. Overall impression of the site**

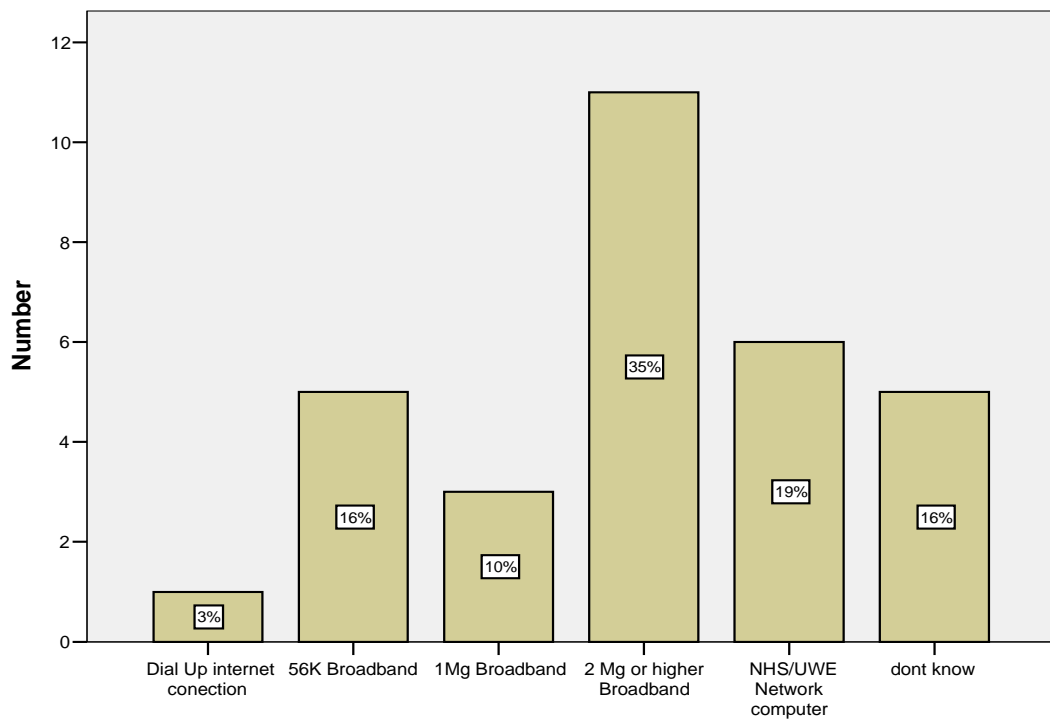


45% ( $n=14$ ) of Students reported that the speed of login was very good and 32% ( $n=10$ ) reported that the speed of login was good (Figure 3). This can be attributed to the high speed internet connections that the majority of students were using (Figure 4.)

**Figure 3 Speed of Login**



**Figure 4. Speed of internet connection**

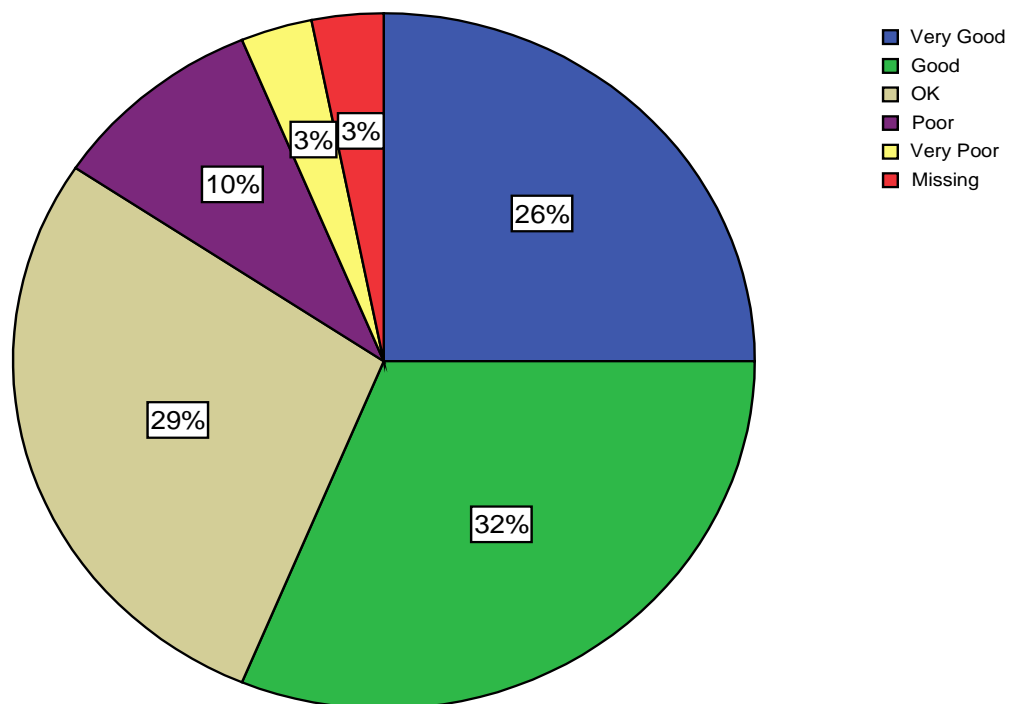


**What is the speed of the internet conection that you do the majority of your online access on?**

### 5.3 Child Health, Maternity and Mental Health Sections

The child health section received the least positive response in comparison to the other two sections with 13% ( $n=4$ ) of the responses reporting that there overall impression of this section was negative in comparison to 10% ( $n=3$ ) for the Maternity and mental health sections<sup>3</sup>. (Figure 5, 6 and 7 fully detail the student's response to this question for each of the three sections). These negative responses may be related to the use of videos which are extensive within the child section and as discussed previously resulted in students having to access these from within the university due to copy write and licensing implications.

**Figure 5 Overall impression of the Child Health Section**



<sup>3</sup> A full break down of all the responses to the questions looking at the functionality of the Child Health, Maternity and Mental Health section can be seen in appendices G, H and I.



Figure 6. Overall impression of the Maternity Section

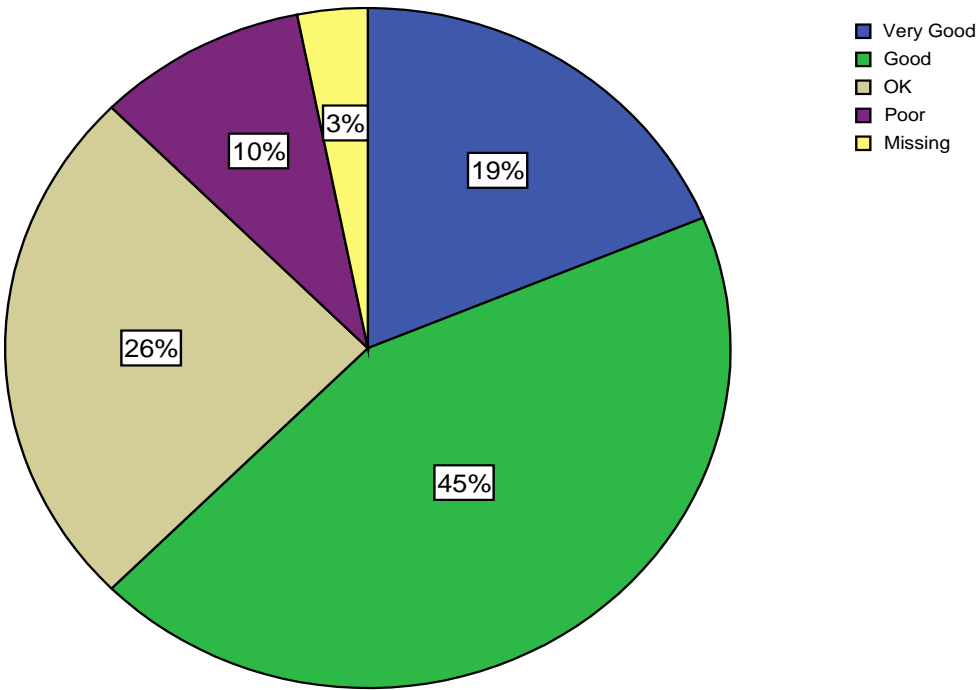
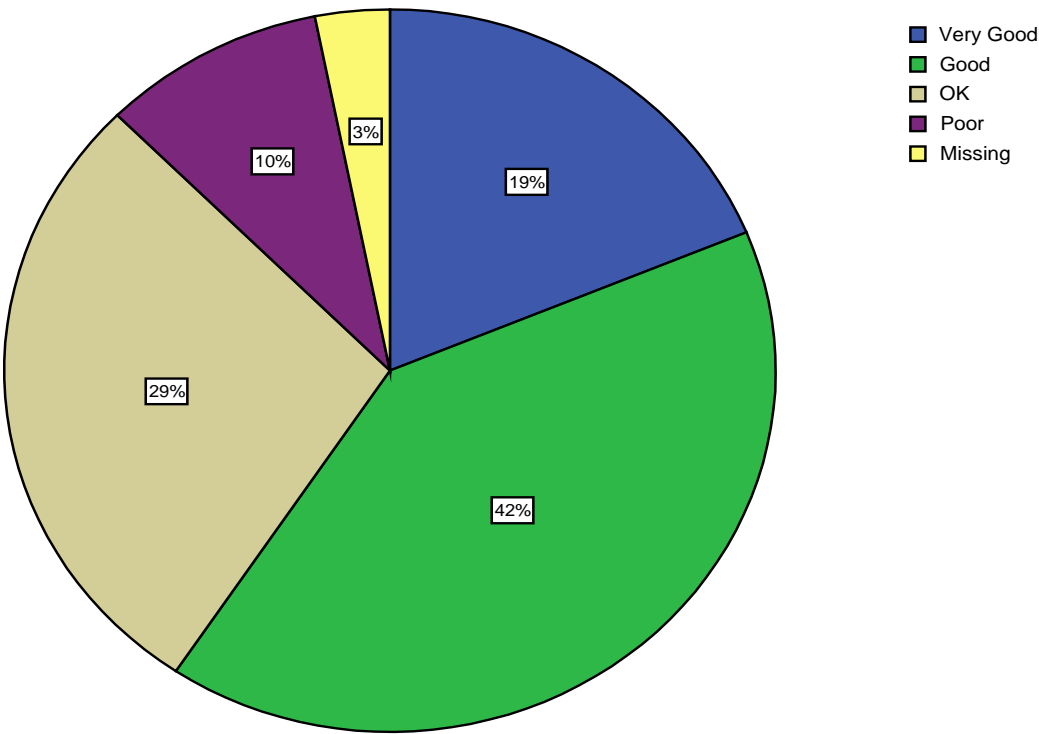


Figure 7. Overall impression of Mental Health Section



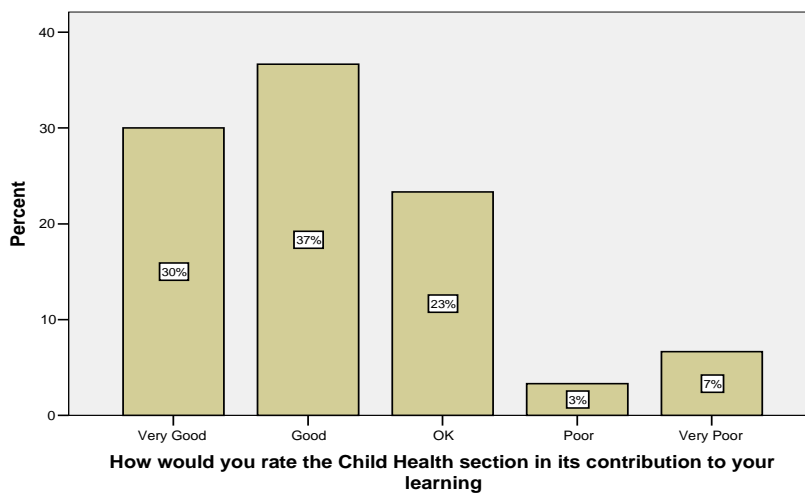
When discussing the three sections students also reported as highlighted within the following responses that they were uncertain as to what was expected from them within each of the sections

*There is not enough guidance on how to access information, and the amount of information required.* *Student 29*

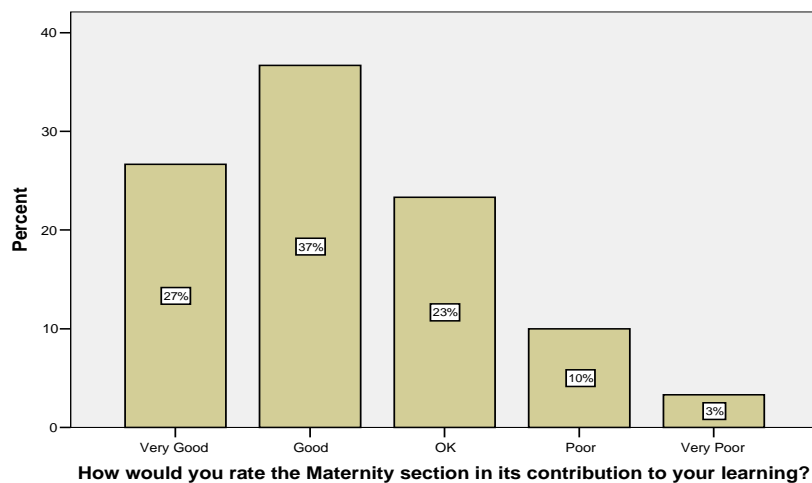
*IT WAS HARD TO FIND OUT WHAT YOU REALLY WANTED ON ALL THE EU PACKS* *Student 12*

Whilst the child section had the least positive response when asking students to give their overall impression of each of the sections. When asking the students to rate each section for it's contribution to their learning the child section had the highest percentage of positive responses 65% in comparison to the maternity section (61%) and the mental health section (55%). Figure 8, 9 and 10 fully detail the student's response to this question for each of the three sections).

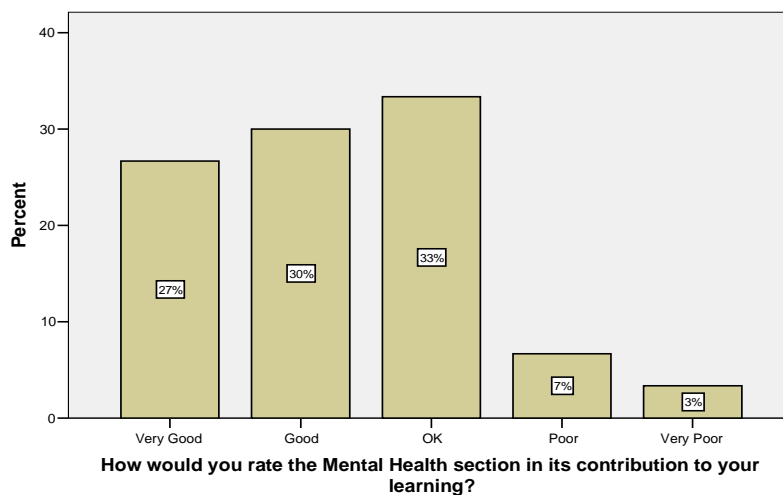
**Figure 8. Child Health**



**Figure 9. Maternity**



**Figure 10. Mental Health**



The final question within the questionnaire asked the students if they had any comments that they wished the project team to be aware of. This open free text question resulted in mixed responses from the 11 students who used this opportunity. Within these responses the three themes were identifiable. The reduced perception of effort due to the online nature of the resource **(5.5)** however some comments from students alluded to issues about reading large amounts of material online and computer fatigue **(5.6)**. The need for further guidance and structure within the packs **(5.7)**.

## **5.5 Reduced perception of effort due to the online formation**

*Good form - easy to complete did not take long*

*Student 1*

*I like the ease of doing the packs on-line but do think I don't put enough into it as I might if it was paper based. I find that if I have a lot of reading on the computer I soon lose interest and find it hard to concentrate fully. Its nice not to have to carry all the work around in a folder though and in general do prefer to do the packs this way. Its good to be able to watch the videos and go right on with the work so you don't lose the thread. Student 4*

*I feel that the online EU packs are much easier to follow than the previous paper EU packs (I have seen friends paper EU packs). I like the use of the video clips, as I am a visual learner I feel that these have helped me greatly in my understanding. I have completed all year one EU packs and am looking forward to completing the year two and three EU packs in due course. Student 14*

## **5.6 Computer fatigue**

*i would prefer a workbook as it is easier to work through, when you are online doing eu packs it becomes quite trying to access online resources at the same time, also having a workbook does make you do it as you don't forget about it. Student 16*

*There is a lot of good information on all of the areas and it helps to have website links. Being online does save a lot on paper work but it can sometimes be annoying having to sit at a computer for ages. Student 26*

## **5.7 The need for further guidance and structure within the pack**

*Although being online the eu packs are easy to access, I think if they were on paper I would be more inclined to put more into them and*

*get them done a lot sooner. It is very easy to forget that they need to be done. Maybe there should be more deadlines for them, i.e. one section has to be done every 3 months or so?* Student 9

*All colleagues and staff that I have spoken to are unclear on how much information is actually needed to answer the activities. I feel it is subjective to the tutors marking. Once e-mailed to the tutor we then receive no feedback about them and don't know if they have been received by our tutors unless we contact them specifically to ask, or if the content is ok and whether they will pass. Some items seem completely irrelevant for adult nursing and is difficult to obtain*

Student 29

*I find that being online is useful but at the same time constrained to the computer to do the learning. Could not access the campus videos at Swindon, had to wait until down at Glenside, very frustrating. It would be useful as a guidance on the text box of how many words are expected to answer the questions, at times I didn't know how much detail to go into. An acknowledgement from the tutors once submitted and acceptable would be good* Student 11

*i really think there should be set dead lines for each section as i know people haven't even started theres yet and this could lead to problems further down the line.* Student 23

*The style of some of the activities can be quite confusing, it is unclear if the work has been saved and also what is expected to be written, for example how in-depth answers are required to be.* Student

36

*There is a distinct lack of support available for students filling in these EU packs.*

Student 28

## 6.0 Analysis and Discussion of the Focus Groups

Analysis was carried out after the tape from the focus group was transcribed by the focus groups facilitator, following transcription the anonymised transcript was reviewed by a member of the research team in order to identify any emerging themes, this resulted in the identification of three themes, the use of the packs, Variations in personal tutor use and aptitudes and the perception of use by students.

### 6.1 Use of packs

The focus group commenced with the question, “had the participants used the Online EU packs on Midwifery, Children’s and Mental Health practice.”

The participants clearly felt that they had used the packs and one stated that the email alert that the student had submitted something was good.

**“so we know when a student has submitted so we are alerted to the fact”**  
(P1line 10 /12)

Although another participant suggests that this did cause some stress as they had

**“about 12 ‘e’ ones that I know I have got to look at”** (P2 line 15-17)

The implications of planning workload and the constant input of emails from the alert system were discussed by the participants. All three felt that the system was important and concluded that this was the “same as the paper copies.” (P1 Line 21)

Participant 3 felt that the method was

**“quite bitty because they submit a part for feedback and then a record has to be kept of who’s submitted what. So it is “difficult to manage”** (P3 line 36-43)

P3 felt that it was possible for staff to ignore the emails. (P3 line 95) There would appear to be some confusion here as one participant stated that if you ignore it will after a time come back to you and another stated that this had not happened. Line 96-101

Another issue that was raised was the role of the specialists tutor and the need to sample work for NMC verification. Improving ease of access would seem relevant here as well. **P1 “was aware of a report that suggested that the specialists were disappointed in the feedback given and this participant felt that ease of access to the system would improve this and ease tracking for the specialists.”** (Line 104-112) The use of a sign off button by the specialist was raised so that an audit trail can be established and perhaps the need to do this on a yearly basis so that a larger sample is seen.

One of the other advantages of the packs online discussed was the fact that change to the documents can be done at a central point so it is a lot easier to manage the evolution of the packs when learning outcomes are upgraded.

## **6.2 Variations in tutor use and attitudes.**

Another aspect to come out of this discussion was the requirement to give feedback to the students. Participant 1 felt the specialist templates was a good feature of the online system in that tutors can give similar feedback based on these. But the need to give each student feedback outside the system via email was found be time consuming.

**“The feedback is a very poor feature of this system, very time consuming**  
**“(P1 line 55/56)**

**“Feedback is taking half an hour minimum for every submission”** (P1 line 248)

A request was made for a comments box within the system (P1 and 3 lines 62, 63)

Given the demands on a tutor's time it would appear that this needs to be addressed but as Waller suggests (2002) in his book on Delivering Learning on the Net the work can be programmed but it remains time consuming because it is based on the handling of the paper based copies.

This led to the discussion of access to the questions that the students were answering. The technical skill to access and use the system appeared to vary in the group with all three taking a paper copy to use either with the student's answers on screen or as a printed copy.

**"I have got a copy of the template answers but I do look on the screen"**  
(P2 line 131)

Printing of the packs for the students to see how much work they had to do in the three years was also seen as an incentive for them to start.

**"I showed them how much work they had to do in the three years" (P3 line 429)**

This implies that the tutors attitude and skills to the system affects the way they use it and there is numerous research to support this (Simpson 2000 +REF)  
When asked is having it online making it harder or easier P 2 suggested

**"that its something to do with me and computers"**

When giving feed back online you have to be sure **"you are not giving mixed messages"** (P2 lines 162-164)

This led to a discussion on the amount of feedback and the purpose of the system and its validity as it falls outside the module systems and the MAR regulations. P 2 highlighted that it is a NMC requirement so it needs to be



addressed and *P1* suggested that in terms of the packs and where they sit in the curriculum there is no difference.

When asked about any difficulties accessing the online EU packs

The participants also varied in the information they received on how to use it with one participant stating that they had shared the guidance and password and others saying they knew nothing prior to being told it was coming. This participant requested more instructions on how best to operate the system wanting more information and instructions. Also it became clear that the staff were not aware how much of the packs the students could see or the instructions they had been given only one of the tutors had been at an introduction session for the students.

They discussed the use of the folders to put students work in and to check they were submitting. The ability to check /track personal students had submitted was seen as important.(*P1 line 311*). The Staff were also unsure if students knew when there feedback had been posted. Discussion took part on support for students

### **6.3 Perception of use by students**

When asked how they felt students perceived the system they felt that the students benefited **“as they did not copy direct from text books” P3 Line** and had thought about there answers. There were mixed messages around the amount of engagement and the amount of work to be done by the students but overall they felt that the online packs were probably better than the paper issues. Also they were enhancing there confidence in computer skills and email.

A concern was raised over whether students could cut and paste from each others work if working in groups. The need to have a system to look at this area was raised by all three participants.

Another point raised was the content being relevant and one graph that did not work well on child development, that would not save for the students.

General comments from all three participants was that all students would benefit from

- The use of an e portfolio for them to save there work
- A set of frequently asked questions as this was also thought to be of value in reducing personal tutors work load and giving the students the answers when they required it instead of waiting for a reply from the tutor.
- The giving of students general guidelines with in the packs was felt to be a useful addition for the future.
- The need to clarify specialist issues was seen as important in supporting these students It was suggested that the limitations of personal tutors in a specialist area could be addressed with an email facility to the specialists concerned.( **P1 line 456/7**) photos of the specialist or a video were suggested

The fact that information can be used on all sites and students can work at there own pace was seen as advantage by the participants present.

#### **6.4 Overall summary**

Personal tutor's approaches to the EU requirements and the management of the online packs would appear to vary from the discussion in the group but as a small group it is not possible to draw conclusions on whether this has improved at the end of year one compared with the paper packs. Although monitoring was considered to be easier the participants were not sure who was doing this. The predictive value of the students who are not engaged in the process and there academic ability was briefly commented on and it was suggested that this was an area to look at in the future.

### **7.0 Conclusions and Recommendations**

The closing section of this report discusses the operationalization of the study through critically reviewing the limitations and challenges within the study to

ensure that the reflexive philosophy within the study is integral to the concluding sections of the report.

## **7.1 Limitations and challenges within the Study**

One of the aims within the study was the methodological exploration of online data collection through the use of an online questionnaire/survey design. With hindsight there are some aspects within both the research design and the operationalization of the study where we would suggest changes. These are addressed within the following subsections.

### **7.1.1 Questionnaire/Survey Design and Response rates**

A limitation within the study's design that may have affected the response rate was the inability to target non-responders due to the anonymity of all responses. Other limitations of online questionnaires/surveys have been explored within this study, and whilst the response rate was poor for this study, the speed and accuracy surrounding the inputting of the raw data must be considered as one of the benefits to this emerging research design.

As a research design online surveys and questionnaires remain within their infancy with the literature informing this research method remaining predominately from the subject area of marketing. Since we completed this study, the use of online surveys and questionnaires appears to be becoming the preferred choice of both neophyte and experienced researchers with limited discussion of the need to improve response rates within the method of data collection.

## **7.2 Returning to the Study's Aims**

The study has provided a range of important insights into both the content of the packs, the format of the material and the delivery mechanism. Particular issues with the use of diagrams and interactive elements were highlighted although access barriers such as those identified in Glen & Moule (2006) were not as prevalent as may have been expected. For staff the way in which students submitted their material and more particularly the way in which feedback to

students is handled were big issues. These related not just to the use of technology but to time management and workload issues. The findings will be useful in improving and developing the packs for future cohorts. The team have also developed useful insights and some expertise in the use of online questionnaires.

### **7.3 Recommendations for further developments within the packs**

Examining both the student and the staff feedback it is evident that each of the packs needs to be further reviewed to ensure that the information is both clear and accessible (Appendix J contains a detailed list of suggested revisions that need to be considered by the development team).

### **7.4 Dissemination Strategy**

The results will be put forward for presentation to the Faculty at the e-learning and health informatics seminar (summer 2008) and the staff development day in January 2008. Following the submission of an abstract the project team will be presenting a poster at the Research and Innovation in International Nurse Education conference to be held in Dublin in June 2008. Further abstracts are also being submitted towards Nurse Education Today and to the British Journal of Midwifery.

## **8.0 Acknowledgments**

The project team would like to thank both the small grants research meetings with in the Maternal and Child Health School chaired by Mary Mitchell and the support groups within the Centre for Learning and Workforce Advisory Group chaired by Dr Pam Moule for their support and guidance through the completion of the small grant. The team would also like to thank Pat Young, Caroline Rickaby, Elizabeth Haycock and Celia Almeida for their involvement with the project. Finally, we would like to acknowledge the staff and students who participated in the study; without their involvement this study would have been possible.

## **9.0 Appendices.**

### **Appendix A. Learning outcome for the EU packs**

#### **Maternity Care**

##### **Year 1**

- The student will gain knowledge and understanding of the physiological, psychological and social significance of childbirth for the woman, within the context of diverse family units.
- The student will have an awareness of the role of preconception health and advice in the development of the embryo and foetus. This will enable the student to be able to appreciate and identify their responsibilities as health educators.

##### **Year 2**

- The student will aim to achieve a basic knowledge and awareness of the physiology and care of women and the foetus antenatally.
- The students will have a basic knowledge and awareness of the process of labour and the midwife's management of care.
- The student will have a basic knowledge and understanding of the physiology and care of the woman and her baby postnatally.

##### **Year 3**

- The student will be able to discuss the development of the parent/baby relationship and the role of support groups within this process.
- The student will gain an appreciation of the midwife's role and sphere of practice.
- The student will be able to demonstrate the first aid measures necessary for immediate care of the mother and baby in the event of an emergency birth.

#### **Child Care**

##### **Year 1**

- For you to have an awareness of the biological and psychological theories which explain children's development and behaviour
- For you to be able to discuss and identify the role of family and friends in the socialisation of children.
- For to have an understanding of the role of play in children's lives.
- For you to be aware of the current debates surrounding childhood immunisation

## **Year 2**

- For you to be able to demonstrate an understanding of the impact of child abuse and domestic violence on children and their families.
- For you to be able to outline the current child protection policies and discussing the impact of these policies upon the role of the nurse.

## **Year 3**

- For you to be able to explore the main issues regarding the transition of care for adolescents to adult services
- For you to be able to reflect on your learning from the completion of this pack highlighting how this will inform your future practice

## **Mental Health and Psychiatry**

### **Year 1**

- Demonstrate an understanding of the links between physical and psychological health of the individual.
- Explore the common psychological needs of patients in order to attempt to meet a holistic framework of care.
- Demonstrate an awareness of the myths, misperceptions, stigma and prejudice that are shown towards people with a mental disorder.

### **Year 2**

- Describe some of the common signs and symptoms of depression.
- Demonstrate an awareness of risk assessment concerning the depressed client and be able to discuss assessment tools used in the detection of depression and suicidal intention.
- Identify appropriate communication skills for dealing with depressed patients.
- Demonstrate an understanding of appropriate responses to the patient who may have thoughts of suicide

### **Year 3**

- Describe some of the common signs and symptoms of a severe mental disorder such as schizophrenia.
- Demonstrate an awareness of communication skills that may be employed in working with a client with a severe mental disorder.
- Identify appropriate channels of referral for specialist mental health assessment and follow-up as an example of interprofessional working.

## **Appendix B. Online Questionnaire/Survey Design**

Considerations needed for online questionnaire/survey design

Simplicity in design with sparse use of graphics to reduce download time.

Long surveys need to be divided into sections

Testing the survey using different browsers to expose any browser related design defects.

The questionnaire needs to be as short as possible to minimise excessive scrolling.

Easy to return with the one click of the mouse.

A thank you/verification page so that the respondent can be assured that the survey has been submitted.

Use of a motivating welcome screen.

Use of conventional paper based principles.

Don't make it necessary for respondents to answer each question before moving on to the next one.

Use of symbols or words to give respondents an idea of their progress.

Awareness of how graphics may lead a respondents answers.

When using large sample sizes stagger the email invitations.

Enable respondents to report problems.

Sources

Gunn (2002)

Kaye and Johnson (1999)

Schonlau *et al* (2002)

## Appendix C. The Strengths Weakness of Online Surveys

Major Strengths	Major Potential Weaknesses
<ul style="list-style-type: none"><li>▪ Global reach</li><li>▪ B-to-B and B-to-C appeal</li><li>▪ Flexibility</li><li>▪ Speed and timeliness</li><li>▪ Convenience</li><li>▪ Ease of data entry and analysis</li><li>▪ Question diversity</li><li>▪ Low administration costs</li><li>▪ Ease of follow up</li><li>▪ Controlled sampling</li><li>▪ Large sample easy to obtains</li><li>▪ Control of answer order</li><li>▪ Required completion of answers Go to capabilities</li><li>▪ Knowledge of respondent vs. non respondent characteristic</li></ul>	<ul style="list-style-type: none"><li>▪ Perception as junk mail</li><li>▪ Skewed attributes of internet population</li><li>▪ Questions about sample selection and implementation</li><li>▪ Respondents lack of online experience/expertise</li><li>▪ Technological variations</li><li>▪ Unclear answering instructions</li><li>▪ Impersonal</li><li>▪ Privacy issues</li><li>▪ Low response rate</li></ul>

Source: Evans and Mathur (2005: 197)



## Appendix D. Online Response Rates

An abbreviated version of Schonlau *et al*'s (2002) Evidence Table focusing on the response rates of studies within higher education.

Year	Primary Author	Survey Topic	Type of Sample	Sample size	Target Population	Response Rate (%)
2001	Couper	Drug and alcohol abuse	Random	3500	University students	62
2001	Asch	Enlistment	Random	14150	College Students	20.8
2000	Paolo	Curriculum evaluation	Census	61	Fourth year medical students	24
2000	Paolo	Curriculum evaluation	Census	83	Fourth year medical students	41
1999	Jones	Health	Random	200	Staff at ten universities	19
1999	Jones	Health	Random	200	Staff at ten universities	34
1999	Sheehan	Attitudes towards online privacy	Random	580	University staff and students	47
1998	Schaefer	Not stated	Census	226	University staff	58

Source Schonlau *et al* (2002:96-99)

## **Appendix E. Focus Group Questions**

### **Evaluation of the online delivery of European Union (EU) requirements within nurse education**

Focus Group Questions Version 1 -

To be used with personal tutors from the September 06 cohort.

1. Have you used the online EU packs (explore when and why or why not)?
2. Have you had any difficulties accessing the online EU packs resource? if so, please explain
3. Has the change in the delivery of the EU packs from a paper format to an online format changed/helped you at all? If yes, in what ways? If no, explore why not
4. Have you encountered any problems with the online EU packs?
5. Could the online EU packs be improved/developed in any way?
6. Have you discussed the online EU packs with your personal students (explore when and why or why not)?
7. Have you found any difference in the students engagement/use of the online EU packs, in comparison with the previous paper packs
8. What suggestions would you have to improve support for students undertaking the online EU packs?
9. What are your views on whether the online packs are helping or hindering student achievement?

## Appendix F. Questionnaire



Faculty of Health  
and Social Care






### Evaluation of the online delivery of European Union (EU) requirements within Nurse Education

Thank you for agreeing to participate in this study. The questionnaire has been divided into sections, and should take 10-15 minutes to complete.






You are able to withdraw from the study at any point before pressing the submit button at the bottom of the page.

The first section of the questionnaire is intended to explore how easy you are finding the site to use.

**Q1** How do you rate the following






	 Very Good	 Good	 OK	 Poor	 Very Poor
Overall impression of the site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Welcome page instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal tutors knowledge of the site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speed of transfer between pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speed of Login	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q2** Child Health Section

	 Very Good	 Good	 OK	 Poor	 Very Poor
Instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Images/animations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall impression of this section	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>






**Q3** Have you any further comments or suggestions you would like to add for the Child Health section

**Q4** Maternity Section

	 Very Good	 Good	 OK	 Poor	 Very Poor
Instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Images/animations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall impression of this section	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q5** Have you any further comments or suggestions you would like to add for the Maternity section






**Q6** Mental Health Section

	 Very Good	 Good	 OK	 Poor	 Very Poor
Instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Images/animations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall impression of this section	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q7** Have you any further comments or suggestions you would like to add for the Mental Health section

**Q8** How would you rate the following sections in their contribution to your learning

					
	Very Good	Good	OK	Poor	Very Poor
Child Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**The second section of the questionnaire is intended to explore when, where and how you are accessing the site.**

**Q9** Which of the following times have you been accessing the site (please click all that apply)

06.00-09.00	<input type="checkbox"/>	18.00-21.00	<input type="checkbox"/>
09.00-12.00	<input type="checkbox"/>	21.00-00.00	<input type="checkbox"/>
12.00-15.00	<input type="checkbox"/>	00.00-03.00	<input type="checkbox"/>
15.00-18.00	<input type="checkbox"/>	03.00-06.00	<input type="checkbox"/>

**Q10** Where do you access the site to use the EU online package (please click all that apply)

Home computer	<input type="checkbox"/>	Internet Cafe	<input type="checkbox"/>
University Computer Labs	<input type="checkbox"/>	Work place computers	<input type="checkbox"/>

*If Other, please specify.*



**Q11** What is the speed of the internet connection that you do the majority of your online access on (please click all that apply)

- |                                    |                          |                                 |                          |
|------------------------------------|--------------------------|---------------------------------|--------------------------|
| <i>Dial Up internet connection</i> | <input type="checkbox"/> | <i>2 Mg or higher Broadband</i> | <input type="checkbox"/> |
| <i>56K Broadband</i>               | <input type="checkbox"/> | <i>NHS/UWE Network computer</i> | <input type="checkbox"/> |
| <i>1Mg Broadband</i>               | <input type="checkbox"/> | <i>dont know</i>                | <input type="checkbox"/> |

**The final section of the questionnaire is asking for the following demographic information**

**Q12 At which campus are you based?**

- |                 |                          |                |                          |
|-----------------|--------------------------|----------------|--------------------------|
| <i>Glenside</i> | <input type="checkbox"/> | <i>Swindon</i> | <input type="checkbox"/> |
| <i>Hartpury</i> | <input type="checkbox"/> | <i>Bath</i>    | <input type="checkbox"/> |

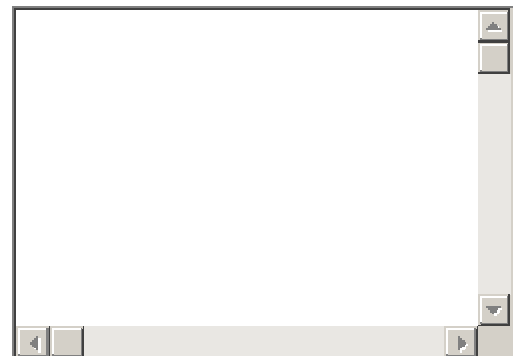
**Q13 Your age**

- |              |                          |                          |                          |
|--------------|--------------------------|--------------------------|--------------------------|
| <i>17-25</i> | <input type="checkbox"/> | <i>45+</i>               | <input type="checkbox"/> |
| <i>26-35</i> | <input type="checkbox"/> | <i>Prefer not to say</i> | <input type="checkbox"/> |
| <i>36-45</i> | <input type="checkbox"/> |                          |                          |

**Q14 Your gender**

- |               |                          |                          |                          |
|---------------|--------------------------|--------------------------|--------------------------|
| <i>Male</i>   | <input type="checkbox"/> | <i>Prefer not to say</i> | <input type="checkbox"/> |
| <i>Female</i> | <input type="checkbox"/> |                          |                          |

**Q15** If you have any further comments that you wish the project team to be aware of please use the text box below.



**You are still able to withdraw from the study before pressing the submit button Thank you**

**Reset**

## Appendix G. Child Health Section

### Instructions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good	8	25.0	25.8	25.8
	Good	13	40.6	41.9	67.7
	OK	7	21.9	22.6	90.3
	Poor	3	9.4	9.7	100.0
	Total	31	100.0	100.0	

### Images/animations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good	11	34.4	35.5	35.5
	Good	8	25.0	25.8	61.3
	OK	8	25.0	25.8	87.1
	Poor	3	9.4	9.7	96.8
	Very Poor	1	3.1	3.2	100.0
	Total	31	100.0	100.0	

### Activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good	7	21.9	22.6	22.6
	Good	9	28.1	29.0	51.6
	OK	9	28.1	29.0	80.6
	Poor	5	15.6	16.1	96.8
	Very Poor	1	3.1	3.2	100.0
	Total	31	100.0	100.0	

### Videos

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good	8	25.0	25.8	25.8
	Good	10	31.3	32.3	58.1
	OK	8	25.0	25.8	83.9
	Poor	4	12.5	12.9	96.8

	Very Poor	1	3.1	3.2	100.0
	Total	31	100.0	100.0	

**Overall impression of this section**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good	8	25.0	25.8	25.8
	Good	10	31.3	32.3	58.1
	OK	9	28.1	29.0	87.1
	Poor	3	9.4	9.7	96.8
	Very Poor	1	3.1	3.2	100.0
	Total	31	100.0	100.0	

## Appendix H. Maternity Section

**Instructions**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good	9	28.1	29.0	29.0
	Good	14	43.8	45.2	74.2
	OK	8	25.0	25.8	100.0
	Total	31	100.0	100.0	

**Images/animations**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good	7	21.9	22.6	22.6
	Good	11	34.4	35.5	58.1
	OK	12	37.5	38.7	96.8
	Poor	1	3.1	3.2	100.0
	Total	31	100.0	100.0	

**Activities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good	5	15.6	16.1	16.1
	Good	15	46.9	48.4	64.5
	OK	7	21.9	22.6	87.1
	Poor	3	9.4	9.7	96.8
	Very Poor	1	3.1	3.2	100.0
	Total	31	100.0	100.0	

**Videos**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good	6	18.8	19.4	19.4
	Good	8	25.0	25.8	45.2
	OK	13	40.6	41.9	87.1
	Poor	3	9.4	9.7	96.8
	Very Poor	1	3.1	3.2	100.0
	Total	31	100.0	100.0	

**Overall impression of this section**

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Very Good	6	18.8	19.4	19.4
	Good	14	43.8	45.2	64.5
	OK	8	25.0	25.8	90.3
	Poor	3	9.4	9.7	100.0
	Total	31	100.0	100.0	

## Appendix I. Mental Heath Section

### Images/animations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good	7	21.9	22.6	22.6
	Good	9	28.1	29.0	51.6
	OK	14	43.8	45.2	96.8
	Poor	1	3.1	3.2	100.0
	Total	31	100.0	100.0	

### Activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good	6	18.8	19.4	19.4
	Good	11	34.4	35.5	54.8
	OK	10	31.3	32.3	87.1
	Poor	3	9.4	9.7	96.8
	Very Poor	1	3.1	3.2	100.0
	Total	31	100.0	100.0	

### Videos

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good	6	18.8	19.4	19.4
	Good	9	28.1	29.0	48.4
	OK	13	40.6	41.9	90.3
	Poor	3	9.4	9.7	100.0
	Total	31	100.0	100.0	

### Overall impression of this section

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good	6	18.8	19.4	19.4
	Good	13	40.6	41.9	61.3
	OK	9	28.1	29.0	90.3
	Poor	3	9.4	9.7	100.0
	Total	31	100.0	100.0	



## Appendix J. Recommendations for further developments.

### Site Administration and Ease of Use

- **Personal Tutor reject button & feedback text option:** A request was made for an option to be able to respond through the submission system to say to the student what work still needs to be completed. *This is not possible with the way the system is set up at the moment & would require a new proposal for work by LTDU to be submitted.* Best option at present to respond to the student via email.
- **Expert/audit sign off button:** Some subject experts would like an extra button to click to show they had audited the work. Currently students are either signed off or not – clarity is needed about what this extra functionality would provide. *This is not possible with the way the system is set up at the moment & would require a new proposal for work by LTDU to be submitted.*
- **Sorting students into groups (e.g. conversion students)**  
The latest version of the site enables students to be sorted by course and or cohort, and for personal tutors to view results for only the students that they are tutor for.
- **PT “forwarding to subject expert” a student selection for audit or advice.** It was requested that a personal tutor be able to “forward to the subject expert an individual students work if they are unsure about what has been written and they want advice. *This is not possible with the way the system is set up at the moment & would require a new proposal for work by LTDU to be submitted.* Best option at present to send students name via email.
- **The possibility of an MCQ as assessment** (to reduce personal tutor work & give instant feedback) as an MCQ at the end could be used to show students have met the outcomes. *To be discussed by programme*

*leaders & subject experts to see if the outcomes could be tested in this way.*

- **Student names rather than logins (e.g. rod ward rather than r3-ward)**

It should be possible to display students names either ward, rod or rod ward rather than r3-ward. *Project team to look into this*

## **All sections**

- **All flash animations to be reviewed**

- Flash – centile chart (2-4 & 5-17 physical in child) – some students are having problems getting this to respond that they are correct. RW has tested this & it does work but may need clearer instructions/ larger text etc. *CD and RS will look at this.*

- **All activities to be review to ensure that there is parity in the work required for each pack**

- Copy & paste from Early Learning Centre (2-4 child) – Some students are completing this activity but it is adding extra characters & making it difficult for PT to read. This appears to depend on the browser students are using. ? *Redesign or remove this activity.*

- **All instruction pages to be reviewed to ensure that they are clear and easy to follow.** This has been done.

- **Sample answers and guidance to be made available to personal tutors**

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