

**Focus group practice of this qualitative research activity - April 13<sup>th</sup> 2009 – 13 out of 66 students from Post RN BScN who passed the UHS exams first time**

Time 1 hour

Interviewer - J MacGregor

**Q – Why did you pass and the others did not?**

Done all the subjects before

Related my experience as a nurse

Focused on reading texts and checking on internet not relying on handouts

Used MCQ from internet to practice

Used the content stated in the UHS curriculum

Used junior books to get understanding

Understood the question

Changed way of thinking from learning rote – **Q prompt** - when - happened after 6 months

Manage time better – all year we have accessed the library and IT lab when free of sessions. We have used the travel time to discuss topics with each other – most had a group of 23 for these team activities.

Clinical practice is not useful for this UHS exam success there was no relationship to the exam set – what there was accessed from past experience. The practical skills of ANC could be better revised in the skills lab as they are not new for us but revision and reinforcement is needed.

**Q prompt – does age make a difference?**

It is most important not to just look at age - more important is those who want to do a BScN and are not forced by their employers to do it.

Interest and motivation to do the course is the most important

**Q prompt – should we have an entry test for this programme?**

12 agreed but one said that this should be related to monthly tests in the first 3 months of the programme so that nurses from practice can get used to being in the classroom and accessing information. In this time notes, directed reading and advice can be given for success.

**Q prompt – is English important for this programme?**

We have understanding of English – our only need is to practice speaking

**Observer comment on group during the activity**

The students were all very polite to each other and did not interrupt or talk when someone was talking. They all were focused on the discussion and thought before they added their comments or agreed. They all were clear as to their contribution and clarified and justified themselves. There was critical thinking ability evident as they

tried to identify their success in relation to the main group. They were a positive and pleasant group to work with.

### **Their comments for the next 1<sup>st</sup> year group**

**The method of testing at UHS** is not one we had practiced and many students spent too much time not answering the questions. The best way is to read the question – find out how many marks are given for it and then move on with it – one should do the questions one knows not try to solve the ones one does not have a clue about.

**The proper texts from UHS** should be available as this is where the exam paper is set – we were not able to access these from SWCON or find out from the UHS - but by reading more widely we had the information and passed but could have done better.

### **Reflection on the material collected in the focus group for future success of students accessing Post RN BScN**

- The books that will be used for the exams must be made clear by the University
- Exams must be set by those who teach the subject to BScN nurse students
- Practice on the written test procedure at UHS must be given to the students
- Serious thought needs to be given to the need for clinical practice hours in year one as these students are being drawn from clinical areas – the skills lab is available for revision of skills
- Serious thought needs to be given to the curriculum content for experienced nurses
- Admission procedures to the programme must be carefully thought out
- Directed reading must be given and checked weekly with each student – the student advisor is a vital link in the learning processes and self study groups should be encouraged and monitored from day one of the programme
- The English course is vital and should contain all domains – speaking, reading, listening and writing. All courses should be delivered in English and Urdu used to check understanding by all teachers – all teachers should use English at all times when interacting with the students both in the classroom and outside to help them practice speaking this language.