**Focus Group 2 30/03/22 14:00-16:00**

**Verbatim Transcript**

**Moderator 1:** My name is Moderator 1, I’m one of the post Grad lecturers here and thank you very much for taking the time to participate in this focus group we really appreciate you spending your time doing this for us. I'm here with my co-helpee Moderator 2 who you might see on screen there and we're fundamentally here to talk about your experiences of studying during the pandemic and the change that occurred during that time, I think, probably the first thing to say is that Moderator 2 and I whilst we work for the University of Hertfordshire and we work with the Physiotherapy department we're not linked to the undergraduate programme so we teach on postgraduate programme. So, in that respect we are quite independent of the undergraduate program and what we hope, therefore, is that, that gives you the ability to speak freely and express your views because fundamentally we're nothing to do with your programme, but we are physiotherapists so that helps us to understand your perspective.

The primary aim of the focus group is really, as I said, just to gain an understanding about what it was like for you when you're teaching change from pre pandemic so when it was a traditional in person teaching to a lot more physiotherapy education, to online learning.

There's absolutely no wrong or right answers it's just how you experience the process that we're interested in.

What we need to do as part of this is to record the session, so it is recording now, but what I will do is to ask you, before we go into the question aspect, just to introduce yourself and to say you're happy for things to be recorded if that's Okay, just so we've got clear permission for that. I'll be looking up and down a little bit following my notes so just excuse me, doing that, just to make sure I haven't missed anything essential.

There are a couple of group etiquette issues to highlight this point just to make sure you all have the opportunity to express your views really. Your, everyone Okay, if I just go through those and if there's any issues just raise your hand and we will talk about them.

But during discussions it's really useful if you can consider the following things, one is obviously respect for other people. Whilst other participants to speaking trying to avoid interrupting or speaking over them just try and wait or raise your hand if you want to add to the conversation that'd be really useful it just helps with recording, as well transcription later. If you want to add anything you can obviously raise your hand and speak, but you can add to the chat function as well. Moderator 2 is going to be monitoring this and highlighting issues as they arise if you prefer to do that anomalously you can directly message Moderator 2 and then she can raise a point to the group anonymously. If that helps, obviously what is said in the group stays in the group so, confidentiality. The idea is that this is a safe space to express your views freely and so whatever said shouldn't go beyond the people within this focus group so on that point if you've got other people in your room ideally use headphones, so, if they can't hear what's being said if that's okay.

We want all participants to contribute to the focus group, but you know, aware that some people might be happier to speak more openly than others. But, there is a fine balance there because we do want to get all views, so, if someone is particularly quiet we may ask that person about their views if they will want to express them. I think those are the main things does anyone else have anything to say, at that point, or are you all happy with that?

Getting some nods and things there, brilliant.

We always keep, or do our best to try and keep any distress to a minimum yeah we'll do our absolute best, but that sometimes when things do get chatted about then sometimes people do feel an element of stress or distress and, if you want to take a break, you’re obviously free to withdraw from the focus group at any point. Now Moderator 2 can either set up a breakout room if you'd like to have a chat to her separately or you can leave the focus group, and we could follow up afterwards that's entirely up to you, but that option is there for a breakout room if that's what you'd like you could just directly message Moderator 2 and she can set that up I think that's the main things. Moderator 2, is there anything I’ve missed?

No, right so we're going to do, would you like to introduce yourself Moderator 2, I didn’t give you the opportunity.

**Moderator 2:** If I can find the unmute button I can. My name is Moderator 2 i'm half of the programme lead for MSc advanced practice and i'm a senior research fellow at Hertfordshire. I'm sure you all go research that's dreadful, but it doesn't light my fire and hopefully one day we'll see you on the MSc and possibly doing your PhD as well, so just got to you know put my stall out there.

But I will uncharacteristically, go out for the next, between an hour and two hours, but I am here on the chat please do put anything you want, but don't feel you've got too. Thanks very much.

**Moderator 1:** I’ll concur that Moderator 2 will find it very hard not to say much in the next, next hour and a half, because I share an office with her and we chat quite a lot.

So, we're going to move into the discussion phase now that's all right. I'll ask some questions to facilitate some conversation, and you, by all means talk to me or talk to, all talk to each, between each other just enable each other to speak that's great and we just want to capture all those interactions. We’re mainly interested in your experiences and how you're able to express them and develop them between each other and us and we have two hours, it may take less than that. We definitely won’t go over two hours, I think the last one was less it was less than that, so we stopped at the natural sort of closing point.

So once again i'm just going to raise this is being recorded so in a second i'll ask you to introduce yourself and say you're happy to be recorded i'll do that, in turn, and then ask the first question. Is that OK, with everyone?

Brilliant so i'm just going to go in order here of what i've got on my screen so i'll go top right (13), I think it is so if you could start off that'd be great.

**(13):** So i'm (13), I’m a third year physio student and i'm happy for the recording.

**Moderator 1:** Brilliant, thank you very much, and then we've got (7).

**(7):** hello, my name is (7), third year student and i'm happy to be recorded.

**Moderator 1:** Perfect Thank you very much, and then we've got (9).

**(9):** Hi my name is (9) i'm also a third year student and yeah i'm happy for the recording.

**Moderator 1:** Thank you very much (9) and then, is it (10).

**(10):** Yeah i'm (10), and i'm also a third year student and i'm happy for it to be recorded.

**Moderator 1:** Thank you very much (10), and (11), last but not least.

**(11):** I i'm (11) i'm a third year student and i'm happy to be recorded.

**Moderator 1:** That is brilliant, thank you very much i'm happy to be record is and i'm assuming that Moderator 2 is as well.

Okay, so the first area of interest to think about is, obviously, Covid-19 meant that all, most learning moved online, can you just tell me what your experience of that was and how you found it so just take a couple of moments just to think about that and then whoever wants to jump in first feel free to raise a hand. Either virtually or real seen as we’ve got two.

**(12):** I don’t mind going first.

**Moderator 1:** Lovely, thanks (12).

**(12):** So I think At first it was a little bit more convenient for me, i'm a commuter so it kind of was like, I don't have to get up as early, I can do, it is the driving so obviously where I live, is about an hour potentially an hour and a half drive sometimes depending on traffic, so it was more, it’s, it’s convenient, and you get the luxury get bit more sleep in the morning, especially if you have a 9am lecture I was not having to get up at six to, you know be gone by half six. So a little bit less stressful traveling wise. But then you don't really get the interaction, so far, you know.

Because I commute I haven't got the social aspects of some of my other friends who live on campus they're still socializing and such with each other, because they live together, so there's that kind of aspect you get a little bit lonely feel left out, and some of like those kind of aspects of things. And also like the teaching is, because, if you have a question you can't just walk in and ask go up to your tutor and ask them you kind of have to wait or yeah you feel a bit stupid asking those questions in front of everyone on the zoom group. So yeah so it's a bit up and down.

**Moderator 1:** So, that’s interesting, so when you said you felt left out, did, do you feel left out even those teaching have moved online, so you would.

**(12):** Yes, sometimes, because you can't you can't talk to your friends, whereas before you'd be sat next to them, and you can kind of have the little discussions before class and you can have the little discussions afterwards, yeah so that kind of thing.

**Moderator 1:** Yeah, brilliant. That’s good points. Who else would like to go following that?

**(9):** So I kind of agree with (12) that like at the beginning it was like, really convenient because you could stay at home. You know, like it just, just makes more sense, logically, so I thought it was like, it is still an advantage. But like a kind of, caused like, makes you have less of the schedule right have too much time.

**Moderator 1:** Right

**(9):** And then you don't use it as good as, for example, if you were to like, when I found myself moving out I felt like this is before the online stuff because, first year everything was like in person, but I feel like my day was much more structured and I had something to do all the time now it's just too relaxed. And it feels like it's just online it's like Oh, I can do it when I when I feel like doing it. Rather than oh, I have to be here at a certain time or I only have this much time such so I feel like routine wise is kind of, umm, eased a bit, if you know what I mean.

And like online, it can be a bit frustrating, because the Internet issues and all of that stuff that's got a downside to it and it's like, once you don't, you can you like, if you don't hear the person or the tutor say something you just don't bother asking for them to repeat it.

But if it’s in person you might be more encouraged, you just feel less engaged online.

But, saying that, yeah it doesn't I don't think this decrease my motivation, but it's just a little bit less engaging because you can just be the same place all the time for different things so yeah. But, so it has it’s ups and downs sort of thing.

**Moderator 1:** So, so i'm going to ask you then about the structure you just said about so even though my understanding, would be and correct me if I’m wrong, you would have had sort of certain lectures to be at certain times online so that was an element of structure is it because you can dip in and out the more easily than if you were there face to face was a difference that in terms of you mentioned about the structure of day.

**(9):** Yes, so it’s completely different because, if it was in person, I would have the library near me and i'll go do work, but because it’s online when the when the lectures finished it's finished, like you, don't go do work straight away. Like the structure of the day is just different. In a way, and you feel like you have more time to do things quickly, see you don't really think about it doesn't, you know, it's not as demanding for you to do work and prepare for the next lecture and stuff like that.

**Moderator 1:** Interesting, okay. Anybody else have any thoughts on that. Oh, (11) got a hand up, sorry, I’m getting pictures moving around on the screens so I’m going like this (moves head around). (11)?

**(11):** Hi i'm also a commuter

**Moderator 1:** right

**(11):** And a good 40 minutes on a good day away. So yes, the convenience the savings in fuel costs definitely were an advantage. However, I had to move out of my own, on onto campus. So, ended up in a house with 11 other people that I didn't know. And my biggest issue last year was the lack of hands on practice and hands on practical so in the first year.

We were always in the labs practicing the techniques and in the second year there wasn't anybody to do that with because we couldn't have anybody come into our accommodation, so it would have had to been with people who were there and they weren't the most friendly. So, yeah, so definitely missed the social aspects.

But I really struggle with online just with, so, for example, I can't have my camera on now and speak to you because my Internet connection isn't good enough.

**Moderator 1:** Argh! So frustrating I know.

**(11):** And i'm back out of halls and back to where I was and back to commuting so that the upside is I used to have better Internet but now i've got worse Internet but a much better living environment which is better for my studies.

But again we've still got that separation and i'm, I don't know about you guys, i'm just a bit disappointed that we haven't gone back as quickly as we could have done for things like tutorials. So lectures are much more convenient the recordings are much better than they were from the Panopto that we used to have, much clearer. So, you can go back and revise from them, however, things like tutorials that aren't recorded, it's, there's, we keep getting put into breakout rooms and there's very little interaction. It's all cameras off if half the people are even there it's the same one or two people that speak i'm quite outspoken and forceful but feel like often I’m doing a lot of work for other people, or you get into a group it's like well don't really know what we're doing.

But there isn't that oversight and over interaction and a couple of times i've actually had to email staff afterwards to say I had no idea what we're supposed to be doing I didn't really get anything from that group can, can we have a discussion about this.

**Moderator 1:** Was that different when you were face to face?

**(11):** So, into tutorials, tutorials face to face you'd have somebody, a member of staff in the room and they'd be coming and checking what you've been doing that you were on the right track. The other thing is, we led each other completely off track, but there's been no oversight of that so do, do worry about that sometimes it's a bit like the blind leading the blind.

And a bit disappointed that so, for example, this week we could have come back for tutorials for our revision for our advanced practice. And the revision sessions haven't, yeah, been great particularly.

**Moderator 1:** Because they were online?

**(11):** Because they're online and you're back into breakout rooms, with people that yeah again aren't really interacting.

**Moderator 1:** (7) I can see your hand up there.

**(7):** Yeah, hi yeah. Yes, let me just put my hand down. Yeah for me I didn't like it at all.

Yeah because, there are so many Zoom links the timetable was all over the place, so because it's something new that you've just been told, this is what we are doing now, so and sometimes you couldn't get logged in, i'm not very good with technology so.

**Moderator 1:** yeah okay.

**(7):** I didn't like it at all, in there, also we had like on Mondays we had like six hours two hours lecture, two hours, two hours two hours. So, we had to sit down for six hours in the same position, I ended up having back pain. So, yeah I didn't like it at all so, i'm face to face even, even now, I still I still prefer face to face.

**Moderator 1:** Because?

**(7):** Because you can I live in campus. And you can walk outside to walk up to the next lecture room, have some, breathe some fresh air do some exercise walk up the stairs and back and see some faces. So, being, being in a small room, the student accommodation, where I live.

**Moderator 1:** Right

**(7):** Yes, you just spend your whole week in that room you only get out to go and do some shopping come back then come back into the room and, and because of the, of Covid, we weren't allowed to bring in friends or anybody, so you just stay in the room, by yourself and then it’s not very good.

**Moderator 1:** So, that picks up (12) point about earlier doesn't it about sort of social interaction being part of the issue with that change from normal, traditional to online.

**(7):** Yeah

**Moderator 1:** Okay. And, I can see, yes. And I can see you going with ...

**(10):** Because I was getting to the mute button.

I just wanted to say I feel like, in the beginning it's kind of different to what everyone else says in the beginning, I was sort of like, oh, it’s a new thing we're going to be all online, so it was like, in my head, I was thinking, like my brain thrives with new things, so I was thinking i'm going to be a lot more focused i'm going to be a lot more with it. But then I think it slowly by like week four I think, it slowly got really repetitive, and like my motiv, I feel like my motivations literally plummeted and went right to the floor because it was kind of like, you wake up Monday morning, you log in online you got a two hour lecture and then you've got a five minute break you've got your next lecture and, like you, don't stand up you don't leave your room like what everyone else has said about the social aspect, I think just being in your own room by yourself, the whole day and then by the time the lectures have finished it's like what five o'clock? It's dark outside you can't do anything. I think it's mainly for me like, my motivation decreased so much because you don't really have, like, when you're in lectures, you have somebody sometimes. A lecturer will come up to you and ask you okay they'll check up on you you've got group work and things but, online especially tutorials as well, you don't really get that check-up like yes, they sometimes go into breakout rooms, but it's quite easy for everyone to just hop right back on and act like they were talking about what they were supposed to be talking about, so I think that element of nobody checking up on you and checking that you're doing like you're getting on pretty well, I think that was quite something I struggled with.

**Moderator 1:** So, that was a theme that has come from all of you and did anyone have any different experiences in terms of in the breakout rooms just out of interest or was it always like that?

**(12):** I think, I think it depends on who you've got in your breakout room so sometimes you could have, say like here, you could get all of us all in the same group breakout room and it was really good, because you would do the work, and you can share your screen and you can obviously, use the file shares that everyone gets it everyone can add into it, so I think there were times when depend on potluck I think it is a case of who you're with. So, sometimes it were really beneficial, but then the majority of the time it's not you don't as they said you don't know if they're there or not because they're camera's not on. So, you get to the point where you just think actually, why am I doing the hard work for everyone else to benefit from doing it, so you just kind of keep to yourself, and kind of do it yourself and just don't you don't share that because you think what's, what's the point?

**(11):** And I know there have been times when we actively so we've been in the same tutorial and we actively not said anything because we realise we've said a lot. Waiting for somebody else to say anything, for them to contribute. And they've been messages between me and other people have gone well i'm actually waiting for somebody else to say something now.

**Moderator 1:** Gosh

**(12):** Yeah

**(11):**Because actually it's really frustrating.

**(12):** Even some tutors will pick up on it and they'll kind of say anyone else other than that you know there's certain people that will talk just to even check to see if they're there, or you know, to try and get an answer, out of them, so the tutors pick up on it as well.

**Moderator 1:** And that’s, that’s different, I know I am labouring this point, because we're looking at this transition and you feel that was really different to being in a face-to-face tutorial? I’m getting nods there.

**(11):** Yeah the face to face tutorial it was much easier for tut, the presence of the tutor made it different I also wonder if some people just aren't confident talking online. It's a very different medium, you don't have that body language to read off of other people and also you kind of end up cutting people off and interrupting people and that can just feel really awkward if you're not socially like quiet outgoing.

**Moderator 1:** Yeah, yeah. (10) you were going to say.

**(10):** So yeah I was literally what (11) said exactly was going to say, it's I think face to face you're more….like if somebody says, if the lecturer asks you a question you're not just going to sit there in silence and not say anything you might say I don’t know or something, but I think online, especially if you haven't got your camera on and obviously they can't see you that pressure of answering the question isn't really there so you're more likely to just completely stay quiet because there's no like awkwardness because you, they can't see you anyways right it's not really impacting anything.

**Moderator 1:** Yeah, that’s really interesting, it’s really interesting. The whole camera thing came up with the other focus group didn’t it Moderator 2? So, we might come to that later, I think. It seems to take up quite a lot of time.

Okay, anything any, so in terms of that experience of transitioning from traditional to online learning, thank you all very much you're really frank and open so that’s really useful. So, i'll move on to the next question. But, I just want to make sure if anyone's thought of anything, while we've had this discussions that they want to add?

**(11):** I think, I think, because it was so fast and unexpected because we, we came offline before the government shutdown because the number, the number of cases. And staff had to take a week to get prepared and get online, and I mean I fully appreciated that because it's one heck of a lot of work to completely change. And I think actually staff were finding their way we were finding our way with the technology, I mean Zooms quite normal now but back in the day, we never heard of it. And just kind of figuring our way out and just that change and that initial, because it was in March, it was a very short period, the biggest concern I had was missing our placement because, strangely enough, nobody wanted first year physiotherapists on wards in the middle of a pandemic.

She said sarcastically for the recording.

So, actually that then my biggest issue was I, I had a very tight budget planned with summers, of two summers of working.

And I was more worried about the financial aspects, and the fact that our first year placement will have to go into our second year summer there was no work available, the first year summer. And, actually, that was an additional stress that was there, right from the beginning, and there was that, always been that feeling of like when is this going to end? When is this going to change? And it's become like the new normal and I feel a little bit like, it's now a bit lazy as the new normal as a way of working.

**Moderator 1:** Me and Moderator 2 are going mm yeah (nods). (12) I can see your hand up.

**(12):** I think it was a case of picking up on (11) what (11) said it was March, so we were we I think we've only got a couple of weeks left of teaching to go, and we were doing already, kind of started our exam of vision, so we were kind of already revising for our practical exams and things like that had already started and then you kind of go actually we're not doing that anymore, so your whole way of how you've been taught to do things and how you had been preparing going to exams in the April time we were just like no we're not doing that anymore we've got to find a new way to do it you've got you know, so I think that was also quite a big shock as well because we prepared for our OSCE’s, practical OSCE’s and then they'd gone actually no, we can't do that anymore we're doing it a different way, so then you've got to get your head round well how are we supposed to be able to practically write down a practical examination? So, it was learning again a new way of kind of communicating what we would have done practically where you know we would demonstrate it so, I think there was that stress as well that we'd had to start with.

**Moderator 1:** Everyone’s nodding there. Okay, I think, i'm going to pick up, I mean there's a couple of questions you already covered, to be honest, now just in those conversations so uh well. I'll go past that, but, so in terms of the online learning and its impact on the way you prefer to learn, so I think it will pick up on some of the points we raised, but just specifically so, did the online learning impact on the way that you learn, so you might have be a kinaesthetic learner you might be a read, write learning, you might do trial and error, you might like immediate feedback so was that transition did that change your preferences for learning at all?

**(9):** Well, my preference for learning is always been paper paper, paper. Especially first year, but obviously ever since first year who really wants to have that much paper on them so everything was on my laptop and it kind of just, sort of stayed that way, do you know what I mean? I mean, I used to prepare more in first year, like I used to actually read the PowerPoints before I went to the lecture. But now I just don't do that because everything is so close by, and so easy to access and it's just like a copy and paste and it's almost copy and paste these, especially with lectures. In terms of revision i'm not saying they, copy and paste, I’m saying I copy and paste. Yeah, tons of revision it's just more of a copy and paste and read through, but I much prefer physical things that I can write I don't know why but that's, the only thing that's changed for me so yeah.

**Moderator 1:** Okay, (7), I can see your hand up there.

**(7):** Yeah I agree with (9).

**Moderator 1:** Okay

**(7):** Yeah, I'm also, I also like books and uh, and paper. But they also shut the library, so all the books were online or not all of them, some of them, you could do access them online. And sometimes if you cannot, you can only access some chapters, not all chapters, so it wasn't very convenient for me, and that is, still now I prefer books, I still go to library and get a hardcopy books, rather than get a, electronic books, which are yeah, so I think for, for resources the online resources they are quite many, but not as much as a physical, physical books and papers, so it did change the way I learn.

**Moderator 1:** Yeah, yeah but you're so, it did change the way you learn. But your preference is still the physical stuff even though you experience that change.

**(7):** Yes, yeah.

**Moderator 1:** Okay that's interesting. Okay, and (10)?

**(10):** I think, sorry let me just lower my hand. I think i'm more of the I can never say the word the kinesth, whatever the word is, learn by doing type of person, but I think, because we still have the practical’s in face to face, I think that helps a lot if they had, because I know some universities took off the practical’s completely I think if we hadn't had practical, I think I would have struggled so much more than what I did. But obviously in terms of obviously we only had one practical a week compared to when I was in first year, we used to have three practical’s a week, so it was kind of….I think the fact that they were squashing everything in two hours, it was a bit you know not really as practical, because then they will putting some stuff in the lectures and the tutorials and they weren't covering everything in as much detail so when it came to things like OSCE’s in second year there's some things that you hadn't even done because you didn't have time to actually go through them, but I think if anything I don't think, like, my learning style was affected because I still had the chance to do this stuff, anyway, in practical’s.

**Moderator 1:** Okay, that’s interesting.

**(11):** I'm another very hands on learner and i've already said that I really missed the practice, I know that in our group, we didn't always get through everything in the practical and I in one of my off OSCE’s I actually did a technique for the first time in the OSCE.

**Moderator 1:** Oh!

**(11):** I'd seen it on the video I kind of stood do, um, practicing as if I had a person in front of me so kind of acting it out and talking it through, so I had had that, but the actual first time I’d ever done it on a person was in the OSCE. And my, I got very good marks for it but, but my feedback will be more confident and i'm there thinking, well, I would be more confident if I don't have actually ever done it before. But that's an example of actually just where we didn't have the time in the labs. The good thing was that the groups were much smaller, so I feel like we got much more personal attention. Another disadvantage was we worked inbubbles, so we only ever had the same to one or two people, depending on how many people turned up, to work with so like in the first year, I think we got a much better feel of lots of different types of bodies. For example, the young fit boys, you can feel the muscle definitions better you could palpate the muscles much better than on somebody, i'm a bit potato older lady shaped. Which is good experience for other people, because actually you have to work a lot harder to find some of my bony landmarks but if you're only ever in a group with the same type of people and same body types then that's a real disadvantage. And like, what was said already, I know that other universities completely scrapped practical’s as I spoke to some students at another university that Christmas, when I did a massage course, and they did the massage course because they wanted the palpation skills, so the fact that we, the staff fought for us to keep the practical’s. But I feel like it's been, second year was very different to the first year for me in practical sense and my confidence and being able to go to a placement and feel confident about doing techniques we've been taught because i've had enough practice at it.

**Moderator 1:** Yeah, anybody similar or different to that?

**(12):** Yes, so I feel the same as (11), I think I was probably in (11) group last year if I remember right?

**(11):** No we weren’t to my memory

**(12):** I thought we were in the same practical group?

**(11):** No, we when same tutorial group, but we were in different practical groups, I had two other people.

**(12):** Oh

**(11):** We were in the same group but not bubble yeah.

**(12):** Yes, no that's what I mean you can't, you’re in the same two, so I was with probably my fifth choice, out of my bubbles of selections and found that those two because they live together they just went quickly through it and they said, oh, we’ll practice this when we get home, and it was just like why I live my parents who are like 60, it’s not always acceptable to be a you know able to do practice in those kind of technique on them because they are contraindicated due to certain health conditions, say, or you know physicality. So, I did feel that I was restricted on my practical because you can’t interchange with different people within the groups. Also, as (11) says we learned quite a lot of techniques in MSK and you weren't, didn't always have the time to fully be able to practice, practice them all, and so you do you will get to your OSCE saying, oh what technique was that, like oh God. There is that confidence aspect of it.I mean when I went on to my placement for MSK, the specialist I was with, all the you know, the patients that were coming through they were too, too advanced for me to treat because of the physio I was working with was a high level physio so had patients that was very specifically for high, higher banded physio so I wasn't able to perform some techniques, because, because of the type of patient they were, which was quite it was a little bit obviously restricted for me. It was good, in a way, because I got to experience, certain aspects, but as a third year student going into your MSK practical you kind of want to get more hands on and you're been restricted because of the type of patient is. But yeah, i'm quite a practical kind of learner so it has kind of been hard doing, trying to do more online. Like (7) said, I am a very i'm a book person, so if I find journals online i'll have to print them out and read them because I can't I think also this my eyesight find it difficult to read.

**Moderator 1:** Okay.

**(12):** From a screen, so I have to have everything on paper. So yeah.

**Moderator 1:** It's interesting. I'm going to pick up on the point, (12) point there just in terms of the fact you talked about there's multiple MSK techniques, you have to learn, and that was tricky given the transition from traditional to online. So, probably my question to is, was it was that transition different for different modules so different specialties. So, C-Resp, neuro, MSK so thinking about that transition from traditional learning to online was that experience different for different modules? (10) I can see you going for the button.

**(10)**: I would say, definitely yes, so I, kind of had an advantage, because I repeated my second year. So, I did, I did second year without Covid I completed it and then I rested I rested around April, just before the lockdown and stuff because there were just a bunch of things going on, so I had the advantage of completely learning normally and then switching completely to obviously Covid learning.

**Moderator 1:** Yeah, okay that’s

**(10):** So I think with the modules it was very, very different I think for MSK we just, I remember coming into learning for my second repeat of second year, and I think I was just confused because I was expecting it to be exactly the same as the first round, I did it. And then, when I ended up doing it it's like they cut off, I want to say 75% of what I did the first round. And for C-Resp as well, so all the equipment that we use I remember, we had one session, where we used all the equipment in one go, but then my first round second year every single week we had some practice we could just go into the into the labs and then just pick up a random equipment and use it. So, I think, that switch for me was just so big, even though I was expecting okay i'm gonna go in second year again, and have further practice, it was I forgot and half the stuff that happened but. I didn't actually get to do that at any way because we didn't have access to anything at all, it was just it was a very big switch I think. But for neuro.

**Moderator 1:** But more in C-Resp than anything else do you think or.

**(10):** I think more in C-Resp and MSK, because the handling and everything we didn't really get to do much handling um, for, for MSK either. But for neuro I think, for mainly neuro it wasn't, it wasn't as, as extreme as the rest of the other two. Only because it was sort of things where you have your preparation, activation and everything and it's more so you have to think about that logic in your head it wasn't about the practical element.

But the two modules that will affected for the second year, for me was definitely MSK and C-Resp

**Moderator 1:** That’s interesting isn’t it, getting that perspective. Yeah. What do other people think in terms of you might not have had that same experience of doing the same thing twice, but in different formats?

**(11):** I think, I think, with the advancing practice it brought home how little we've used the equipment in C-Resp. Because it was so, we had a C-Resp practical and it's like Oh yes, I haven't looked at the bird since the beginning of the second year and i've done a place, a respiratory placement. But we didn't touch any of the equipment that we've used at uni on my respiratory placement, because it was ICU so we were just doing it all by, by ventilators. So, it's like oh crikey I haven't actually looked at any of this since the beginning of the second year and we haven't had the opportunity to go into the labs and use the equipment. Whereas in the first year, we go, i'd go into the labs on my own and learn anatomy from the models, because I can't I find it really hard to learn anatomy from the books and the pages it doesn't translate well onto a body. So, MSK was more of a struggle for me because I can't visualize very well muscles and origins and insertions and the rest of it and I learned by having my hands on. Even just watching it in a video isn't isn't the same because you don't actually have your hands on a personal or hands on a model even.

So yeah, i'd agree that neuro was much more problem solving and applying your knowledge to the techniques, we already had, whereas there were lots of new techniques in MSK in and equipment in C-Resp.

**Moderator 1:** Okay, so less impact on neuro. That picks up on (10) point. Anybody else in terms of the different modules and how that transition affected it?

**(9):** ummm..

**Moderator 1:** Go on (9), (9).

**(9):** I was just gonna say like I don't think they had a major difference in terms of delivery. But I think yeah like you're right they all had the different changes in the way they were delivered in a sense that C-Resp, you couldn't use equipment, the same as before in the same way, like you can actually put on the mask, a CPAP mask, you can’t actually, I don’t know, I don't know probably use it on somebody.

With MSK like, there's less contact with other people around to you like different people and then, with neuro, I haven't thought about neuro too much. I feel like you’re right, neuro is more of a thinking thing but yeah that's all I had to think for myself.

I don't I didn't really see much of a difference, apart from yeah there's less practical opportunity that's pretty much it and, like they just fit everything like one day in one day basically like one MSK, or the MSK technique, so most of the MSK techniques in one day. Whatever.

**Moderator 1:** So, it's more consolidated more concentrated.

**(9):** Yeah.

**Moderator 1:** (7)?

**(7):** yeah for me the other thing is that because we had to wear PPE while doing everything, so it was quite some times when you're doing palpation, all that, it's not very good when you have gloves on, and you have a mask on gloves and the apron.

**Moderator 1:** mm hmm

**(7):** So they're the practical weren’t the same as they were in first year when we didn't have to wear any, sort of, PPE and you could just touch somebody's skin to skin. But once we started wearing PPE, especially in MSK and C-Resp where we could not also use the positive pressure adjuncts because of obvious reasons, so that it's the same yeah it was quite different.

**Moderator 1:** Yeah yeah in terms of equipment. I can get that. (12) I can see you yeah.

**(12):** I think with neuro, yeah, I don't think neuro really changed much, I think, because of we did a lot of the techniques and everything in first year, so we were quite lucky that we managed to get the basis of neuro in first year with the practical and I think in second year it was just learning about the different types of conditions that we could come across, as well as stroke. So, I think that kind of with neuro, the techniques kind of crossed over anyway, with that point. I think the only downside, was that obviously we didn't get to have like the paediatrics aspect. It was with adults, so it’s quite hard to practice with a doll, then it would be say a baby some of the techniques. But then I think, also from my experience, i've done a paediatric, you feel quite conscious that you would probably break a baby, by doing some of these so actually, using a doll probably is more of the safer option just because of the confidence you'd have, person there and then you're not manhandling their child but you're handling their child I think you probably not have the confidence to try and do the practical aspect of it anyway. Just, just think you're going to break them and you're not.

But yeah, I think I think C-Resp probably is one because we weren't able to actually use any of the equipment properly so it's hard to actually, I went out on a C-Resp placement in ITU and HDU and we were using the instrument, so it was fab for me, but it's hard to kind of explain the feeling that the patient is going to feel because you can't turn on the CPAP machines and you know you haven't got that experience.

**Moderator 1:** Okay, yeah I get you.

**(12):** To know what they're actually going through. You can’t say you're going to get a lot of pressure coming through but you've just got to give it time that type of thing, so you you feel you're unable to fully reassure your patients that it will help them, or understand how it works fully.

**Moderator 1:** Okay, because you haven’t had the chance to feel yourself okay, I get you. Okay (10).

**(10):** I just remembered because it was our, I think was our CPC module for the second year, I think it was. And the I think it was really impacted because it was all online we literally had to type everything up and because we didn't have as much experience with the equipment for C-Resp, I think you made it a lot more difficult because you had to type up something that you hadn't even had practice using, and it was so for me personally, I think the CPC exam was so difficult for me because it's so much it's so different saying something compared to typing out. And you’re expected to type every single step to get the marks, basically, and I think, obviously, having to type up something that you'd usually just naturally do was so much harder than I thought it would have been for, for that exam I struggled a lot because it's just the typing in the time and you haven't got the right skill set to be typing up things that you would have done basically.

**Moderator 1:** So normally you would just verbalise them?

**(10):** Yeah, exactly you’re just verbalising, but they switched the CPC exam to completely online over the viva aspects of it, I think it was, it was, it was a very different way of doing things. So, yeah I think I struggled with that quite a lot.

**Moderator 1:** yeah, that’s interesting isn’t it from a physio communication perspective. (7) were you going to say something?

**(7):** Oh yeah I was, I was gonna agree with you for the exams. The OSCE’s, especially in first year. We did our OSCE’s online that was really a challenge, because I had to go back home, and I was living with my daughters and I did the OSCE’s in the bedroom sat, sat on the bed. Trying to type everything, so it was quite, quite hard. In like, for C-Resp, the, the active cycle breathing you have to type everything. How you're going to do it from getting consent to, and if you miss some, some bit, that you don't have that in OSCE’s you'll have the examiner. If you say something that is out of a bit, then they'll guide you.

**Moderator 1:** Argh, okay yeah

**(7):** But when you're just typing and you're, you're looking at the time and think, oh i've got only like three minutes left, so I think it was a, yeah, I would have preferred to have our face to face OSCE’s

**Moderator 1:** Okay, okay, was there any ben, I was just thinking about is any benefit, but anybody doing in terms of writing it and typing as opposed to speaking it?

**(9):** I think, the only benefit, I found with this whole online stuff was like the whole safety net concept of everything. So that you knew that even if you failed this test, you just do it again, and you will get capped. So, it was like a second chance. So, it was less stress, in that sense for me anyway yeah.

**Moderator 1:** Okay, good benefit.

**(11):** I have real anxiety during face-to-face exams it turns out.

**Moderator 1:** Right, yes interesting.

**(11):** Um, and yeah including panic attacks in the middle of the OSCE. So, actually I found it much less stressful to sit and not have somebody looking over me not have somebody in my face and just be able to sit, take a breath and write it down. I much more used to written exams in my other….

**Moderator 1:** Previous life..

**(10):** Previous life yeah and so yeah that anxiety is a lot less. However, I did struggle to write as much as I would say. And, for example, to explain how you would hold somebodies’ shoulder in neuro to avoid subluxation you would just put your hands on and go and i'd make sure i'd support the shoulder. But it was expected that you say where you would put one hand, where you would hold with the other hand, and what part of anatomy, blah blah blah. You just didn't have the time to do that, I do think there was some unrealistic expectations of how much we could physically write in the amount of time we were given, compared to how much you can say.

**Moderator 1:** Interesting, benefits and not benefits. Okay, so i'm think we covered that one so I might move on if that's OK, with everyone?

That's brought up loads of interesting stuff actually that didn't come up in the other focus group Moderator 2, so it's really, it’s fascinating to get two different focus groups with different people.

So, we're moving on a pace basically, we'd like you to consider your experience of applying your online knowledge now. So, some this we've already touched on. So, my next question really is, how did you find applying the skills and knowledge that you learned online in a practical sense on placements or even in practical sessions? So, we've touched on this a bit yeah.

**(7):** For me I would say, I’m got to advanced with the using technology. So when I went for my MSK placement they had on, on, online consultations.

**Moderator 1:** Okay

**(7):** Yeah, so I was that it helped a lot, because I was confident, by then, and I was given a they are giving me my own caseload. I could see my patient that give me a caseload and a room and a telephone.

**Moderator 1:** Great,did they pay you? (Laughs). Sound like a proper job, I’m diverting.

**(7):** Yeah, and also when I did my rehab, community rehab, yeah it was easier to do meetings on Teams and on Zoom and doing the online consultations so I gave me confidence with technology, because I wanted to make sure I learning, so it was good for me.

**Moderator 1:** Okay. Do others feel the same? (12)?

**(12):** I find it quite hard, so I think, because with my MSK placement I kind of struggled because i'm not, i'm not very quick with the typing. And then i'm quoting these ones where you're on a phone you've got 20 minutes to kind of do your initial assessment on your MSK. And you've got to try and type the answers while asking questions and i've found it very difficult because we've not been taught that we've been taught paper. Paper and pen and you mark it down on a chart whereas now you've kind of, you can't see them either, so you're trying to really hone in on where their pain is, whereas they can't show you because you're on a telephone and even some of the virtual when they do like the zoom meetings or the virtual assessments as well it's really hard to try and get your patients to understand what you'd like them to do. And then you end up trying to demonstrate and they can't see or your Internet goes so I found that quite hard and I think I kind of really liked my more hospital placements. I think, because i've come from a background of working in the NHS for 10 years. I found it really easy it's what i'm used to so, I kind of just kind of just got on with it, you know, know how a hospital works and kind of how physio works. So, I think that that was quite, quite OK, for me, but I think yeah, I think it's trying to get some of the, that kind of aspect of where they did go virtual out in like MSK and certain aspects, like that is quite hard because we weren't taught that and I don't think they really kind of, you can't teach that either I don't think and regarding, we didn't get told that was a first year kind of subject quite early on, whereas it's not really been in our second or third year stages.

**Moderator 1:** So that's interesting because (7), what I am getting there is that going to the online format and getting used to the technology really helped you then and placement with when they use the online stuff. But then (12) it’s that the university perhaps didn't prepare you for the MSK type of approach in the online format is that right?

**(12):** Yeah, because we're taught it in first year and obviously we've gone past that we've gone into second year. So, they kind of think on your placement they expect you still to be able to complete your assessments and then they think that you're because you're a third year you can do your subjective assessment quite quickly, because we would put it on quickly on paper in first year, not doing quickly over telephone while typing kind of multitasking at same time.

**(11):** I think my main issue was feeling less confident about especially hands on techniques, when I go into placement. And just feeling underprepared because we haven't had those opportunities to just practice. I'm a real practice, practice, practice, to you can't get it wrong type of person before I feel comfortable. And so, I, I, just I know i'm a bit slower than a lot of people and, yes, so that I think that kind of weighs on me and I think different placements expect different things from you. And I think, as long as you're quite open with your educator and they kind of go well, of course, you've done this by now. It's like well actually, i've done it once because I’ve been shown it once, and i've not been able to practice it because i've not seen other people and they kind of take a step back and go Oh. This is really going to affect you. And actually i've had some interesting conversations on a couple of different placements with the band sevens and thinking about when we graduate, what are going to be your expectations from us going forward and are you prepared for us that have come through this system with a lot less hands on? And actually that's, that's quite an interesting conversation to have, have with them and kind of like, it made me feel more reassured that actually. My expectations of what a band five should be doing was very different to what they expected so it's still a training post, as it were, rather than yes, you are a physio, get on with it. So, I think that put me at rest and having those conversations with people in in the industry put it at rest. But I don't think that was something that's been addressed, particularly by the course what those expectations are.

**Moderator 1:** And do you think that is different, it’s fascinating this, do you feel you would have felt that anyway, even if you carried on with the traditional stuff and do you think that is just a natural part of graduating and going into job or do you think it was that transition from the traditional to the online, which made you feel much less confident about going forward?

**(11):** I think i'm, being a bit older I know pretty much how I learn i've done a couple of degrees now and I used to teach and I used to lecture. So, i'm quite confident in my way of learning.

I originally wasn't going to start the programme, I just started making, I started queries with would I be able to enrol blah, blah, blah, would this be suitable and I ended up starting in the September I wasn't planning on starting to the following September. If I had stuck to my plan and not started the following September with a pandemic, I would never have started this course. Because it's the hands on and having looked at different universities, it was the hands on the amount of time in practical, the amount of practice that's available and the fact that we have placements first year, second year. Because a lot of degree programs don't, that attracted me to this, specifically this degree program. Because I know that I need that practice that hands on to feel confident and not feel anxious about things.

**Moderator 1:** Right, right interesting.

**(12):** I think I agree on (11) in that point because i'm, i'm older bit out the system for, I have done, obviously different types of qualification, except before. I mean I did this sports therapy degree before so it's very hands on very you know, and I knew I knew that i'd struggled with all the kind of academic writing side of things from previous so it was quite nice actually it's a more hands on course. I think, and then going back on that to where you are doing more of the academic style of writing exams, it, bits like that kind of a suppose I have struggled a little bit more. But I suppose you just adapt to it isn't it, like it would, it would be, you know I think, I probably would have better handling skills, maybe with more of the practice that we would have had say if Covid wasn’t there. I think we would get an extra two, two four hours a week, more practical skills. So, potentially if you were looking to go into more of a hands on MSK placement I don't feel I would be confident to go and work in as, that, I think, some people are really looking to go and go straight into MSK. I don't feel i'd be able to go straight into a band five MSK role and do that forever now because I think, I don’t think i've got enough experience or hands on practice for that maybe a bit later on once i've gathered more confidence in the areas or with supervision, then potentially yes. But I mean…

**Moderator 1:** Just before I go to (7), because I can see your hand up. Do you think that's because of the transition (12), I know I am labouring that point? Do you think you'd feel differently if there wasn’t that transition?

**(11):** Yeah, I think, so I think so because I think we'd be more confident in ourselves we'd be able to go out into our placements and be actually we have done a lot of this, you know you'd feel more confident, whereas I think because of the restriction on the practical hours because of Covid and how many contact hours we can have I don't feel that we've gained as much experience we could have going out there, starting.

**Moderator 1:** (7)?

**(7):** yeah I did have the same conversation with my educator.

**Moderator 1:** Okay.

**(7):** Yeah but she, she reassured me that as a band five regardless, you will have a lot of support. And she said that they would not leave you, they would not just leave you on your own ,to have your own, you'll have somebody to who is there with you all the time, so I was reassured that I can take on any job as a band five knowing that there will be a lot of support if I needed it, and I could ask questions and if something was too, too complicated for me, I could I can always go to somebody in the, talk to them, and it would not be seemed as i've failed to be just a part of learning so I got reassured better yeah we, we will be all right when we get to band five.

**Moderator 1:** Moderator 2’s going yes (nods)

**(12):** I think, I think also, a lot of the hospital trusts you go on placements you can't do a lot of this stuff anyway because they're restricted also so you… half of it, you kind of get there and they're like well we can't do that anyway, so, even though you've asked to kind of do it as one of your experiences or you'll feel that you're not as good in that area they've been restricted to, and so I think also that kind of gives you confidence that actually it’s everyone it's not just us so…

**Moderator 1:** We're nodding. We’re still working clinically and we're not nodding. Although we are impartial we're nodding. Okay, anybody else in terms of the application?

**(10):** Sorry, what was the question? Yeah applying online techniques.

**Moderator 1:** Yeah so yeah so applying your online learning into practice.

**(10):** So I think with placements and stuff is the best way to do it, I haven't, I’ve had an MSK placement outpatient and my educator obviously, i've talked to her as well about like how everything’s online, because she asks and stuff and actually she she gave us, I think, a lot of reassurance like she was really understanding as well. But basically, I felt like there was more of an opportunity in placement to practice rather than to implement. Do you know what I mean? They did a lot of in-service training I don't know if that's why, I don’t know if that's just like a new thing because of Covid but they did a lot of in-service training that was really helpful like it brang back some like a refresh my memory from first year and stuff. um, so I think in placement they're really understanding and like I saw it almost as opportunity to practice rather than oh I haven't practiced enough for it, but there were other placements that I was like Okay, this is not have an opportunity to practice, this is a, you need to know what you're doing situation, I mean like in the ICU and stuff.

**Moderator 1:** In ITU, okay yeah

**(10):** Yeah so, there was certain placements that were more sort of easier to adapt than others, because you haven't had enough practice because some they will let you practice and others, you have to be ready to actually do it properly, which you probably could but obviously you like to just practice because you haven’t had enough.

**Moderator 1:** (7)?

**(7):** Yeah in terms of practicing, I also had good educators, they would let me practice on them.

**Moderator 1:** Oh

**(7):** If there was a technique that they've asked me yeah, when, when we had free time what would you like to practice, and then I would practice on them and they'll tell me oh you're being too soft you're being yeah, yeah that's that's the way that was good. And I also practiced on one of my paediatrics educator I put on her a serial casting so then we had to cut it off. So, I, I saw a placement as a place to go and practice because we weren’t having any practice in uni so I when I was in plan, placement, I tried, as much as possible to get hands on. If they're not on patient, so I would ask my educators, if they would let me practice on them, and they were happy to do that.

Moderator 1: And, do you think that was different because of the online learning and the educators, are aware of it, or do you think it would have been like that anyway on that placements. On those placements?

**(7):** I think I would have been the same the same yeah.

**Moderator 1:** Okay (10)?

**(10):** Yeah so, i'll start off with I agree with everybody about how I think on placement they're very understanding that it's literally a new thing for everyone so they're very, Imean for my, of my educators that all of them have been, they usually asked me in the beginning, how much you know and I usually say just about nothing and they're just laugh but yeah they're very accommodating and they'll really helped me, but I think.

From your last question that you just asked, (7) about if there's a difference, I, because I hadn't MSK placement, just before Covid, and then I had another one during Covid, so I think I remember when I started mine in 2020 before the whole pandemic and everything, but I think I think it was announced on my second week of placement, and then I had to obviously not go to placement anymore, because I had symptoms at that time. But I think I remember going to my educator and telling her that I didn't know anything, even though it wasn't Covid times, or anything like that. But I think the way, if anything, I can say one difference is that before the pandemic they used to throw a lot of information at us and, yes, we had time to practice but we didn't have time to construct, like properly analyse everything in my head. So, when it came to placement my MSK placement, I was thinking i've learned so much, but do I really know how to apply it? So, I think when I remember asking my, telling my educator that I, I knew stuff but I didn't know it, but she obviously gave me every single day we had some sort of revision session or anything with her we just had time to do that, but I think there's not much of a difference in terms of Covid and no, and non-Covid type of time only because it's sort of now, obviously, yes, we have time we have less practical I get that not sure if i'm making sense? But yes, we have let's practical’s. But we sort of have more time to digest information, but the biggest difference is that I think we had so much information and it was just when, especially MSK, MSK is very overwhelming because you need to know just about everything so, but obviously our educators my educators were really nice they had, I had to literally, as (7) said there, let me do skills on them, sometimes i'll do it on the patients as well. So, yeah being able to apply it, I think, was good for MSK. Even neuro placement as well, like the educators, will always ask you what it is? What do you know what do you not know and they'll put time aside to do that education, because they are aware of the problems that have happened basically.

**Moderator 1:** Right okay. Okay that’s interesting. We'll go we'll move I think we've covered that one, so we will move on. So, i'm picking up on an earlier point, which is the next question anyway, is it's more of a specific area of interest, now I mean, how was your experience learning anatomy online? So, in terms of that transition from the traditional to the online, what are your thoughts about learning anatomy?

**(10):** There’s this thing called Anatomy TV, right. I was, I think it was useful but it didn't work all of the time and, like it was hard to find, but other than that if was pretty useful. In terms of anatomy because everything says different things you just saw make your own thing and stick with that. Because there's like books and as like websites that say different attachments different I don't know innovations and stuff like that, so you just kind of stick to your own thing and make your own thing. But, it isn't I don't know because, like.

**Moderator 1:** So is it different traditional to online so thinking about that trans, that change?

**(10):** Yeah because, in person they would show you the model and like, they will go though for you and you will sit in your group and talk about it and do your research and whatever, like in practical’s I remember this happening, and then, but, online specifically everything is like, you have to find it yourself. Google it, picture it and just try to understand it that way, I don't know yeah.

**Moderator 1:** And, was it easier or harder? I think I know the answer to this but…

**(10):** I don't know I feel like it was almost the same, but, maybe a bit harder because, like like you said, like you, search something about something and then, like, there'll be say two different things so maybe a bit confusing and then you ask your friend, is it this and they're like no you're wrong and it's like okay fine then, i'm wrong, but whatever. Do you know what I mean?

**Moderator 1:** Yeah, yeah. (7) I can see your hand up there.

**(7):** Yeah I fought for a, sadly, they cancelled our trip to the anatomy, anatomy lab. Yeah, so that would have helped a lot. Yes, to because seeing it, in coming to learn it would've been good, and then we started learning everything online, which was a like (10) says this loads and loads of textbooks different textbooks, so you had to look for one and stick with that one. And sometimes it was just a PowerPoint and the lecturers would be there'll be very, very long PowerPoint so they are going very quick, pass to the PowerPoint, they’re going bbuuurrr (moves hand fast across), I can’t, so you just go, I will have to watch that again because I didn't get it, but if you are there you’d have asked questions or you would stayed behind and asked questions that are bothering you or you’d have stopped them halfway in say oh, can I ask a question, but online it's just a PowerPoint in front of you and the lecturer going very fast through it and then that's the end so you'd have to go back to it again to get it, maybe two or three times to rewatch it.

**Moderator 1:** So, less opportunity to ask questions as well, you didn’t..

**(7):** Yeah

**Moderator 1:** okay. (12) I can see you’re just about to say something.

**(12):** I think I don't think there was much of a change anatomy wise as such because I think, with, with it anyway with our, especially with some of the work I said the workbook for the modules say kind of put down there what you kind of needed to know anyway. So yes, they would do certain I suppose with MSK they would do certain muscles, but then you'd have to know about other muscles. I think with anatomy it's kind of one of those things where you kind of have to do it anyway because of certain amount of your own learning anyway self directed. I think a little bit with car.. respiratory I think we we've done a lot of the anatomy in the first year, so the second year it was more to do with the type of ventilators and how we can use our adjuncts to help a patient more than that kind of side of things. And the same kind of with neuro as well, but obviously neuro is learning about the different types of with regards to damage to certain aspects of the anatomy would cause obviously the syndromes, or the conditions see it it's changed my way of how I would learn anatomy I think it's kind of kept all the way through that. You need to know a certain amount and you've got to kind of they'll, they'll give you the basis, but you do need to go into it more so I don't think it really kind of changed much.

**Moderator 1:** Do you think the strategies change, so you use the learn anatomy? Traditional versus online?

**(12):** yeah, so I think having like the models that you could actually touch and get get hand grip with would be really you know can be really beneficial and helpful. I mean I got I got a couple myself. The only thing I think I struggled with with MSK wise was obviously the roll and the glide because you haven't got a full skeleton to kind of look at the joints to be able to kind of grasp it. Give, i'll give (lecturer name) her dues she really tried with like a ball and a plate and she's obviously tried to do it virtually for us. But it's it's hard, because sometimes actually things like that you do just need to get hands on to physically do it. So, yeah so I struggled with the slide and glide and that kind of bit, but it's just trying to look through online like that she put some great links up to different YouTube videos. How to explain things like that, and I mean a neuro, neuro anatomy, I really struggled with, and I think it's one of my educators, told me of a guy called Ninja Nerd, and he does all the kind of online tutorials and he really simplifies it, but he does it in diagrams so he will do a lecture but it's all drawn out and he does it on a whiteboard. So, him practically doing like that really helped me learn my neuro anatomy, so I think it's everyone's different in how they learn. So, yeah so I have a bit more practical, but then also it's finding finding different ways to do it so that's how I learned my neuro was online.

**Moderator 1**: Do you think you would use those strategies, if that change hadn’t happened?

**(12):** I think I still would yeah I think I would still use them, the Ninja Nerd, because when first year learning about all the different tracks I didn't really get it, and that was in person teaching so, actually seeing how he did it where he diagrammed it and then use pictures to explain it helped more it's just obviously I didn't, it's the repetitiveness I think sometimes. You need to just keep going over the same, same thing for it to sink in so that's my own issue not them teaching it to me as such I think.

**Moderator 1:** I get it, okay. (11)?

**(11):** I ended up buying a lot of models. So, yes, it cost me a small fortune in models, just because I need that hands on to appreciate it. I already found in the first year that I needed to use a lots of videos lots of YouTube, lots of different resources, but I always had a model there alongside it so that I could see it a bit more to life and a bit more hands on. But I know that's my style of learning, I also know it takes a long time and it's lots of repetition what I did miss out on the second year is having somebody to sit down with and work with and quiz each other and be able to go oh just test each other and have that morale boost and be able to have somebody to kind of like work with and have a buddy to do that with.

**Moderator 1:** Oh, she’s gone. (11)’s gone (internet dropped out)

**(12):** It might be her internet?

**Moderator 1:** Moderator 2, if she comes back you have to admit her Moderator 2? Re-admit. That that's interesting in terms of the strategies used anyway before the transition. Any other comments about that transition from traditional to online and learning anatomy?

**(9):** yeah, I also want to say I also like model as well to help me visualize it in 3D almost because, online is just not enough to sort of, ingrain it into my head. You know what I mean? And it's just easier to orientate yourself around something that's 3D. So, yeah models help a lot.

**Moderator 1:** Okay, so you liked the 3D orientation of the modules and the touching of them as well or.

**(9):** Yeah like you can see, it all around so like you know, like what muscle attaches where. Like you can see, the actual biomechanics happening, and it makes more sense than just like an explanation on a picture. Yeah.

**Moderator 1:** (10), I can see you nodding there.

**(10):** umm yeah.

**Moderator 1:** You can’t get away with nodding and not talking.

**(10):** I don't think there's not, I don’t think there is as much of a difference between the anatomy learning I think, it's what (12) was saying it's kind of it's one thing that you just have to do you can't really escape it essentially. Different people, different people have different methods of doing it, but obviously, with physio and the palpation and things you have to be able to see it in front of you, you can't just have an online lecture and pictures online and everything you have to see it in order to know okay if i'm palpating this, this is what I would be touching. So, I think, whatever else has said I have, I have a mini skeleton that I literally use with rolls and guides and stuff so i'll literally detach and attached back together to figure out what i'm doing, but I think that the again, as I said, there's not much of a difference it's just exactly what you would have done before the online learning hasn’t really changed anatomy. That’s what I think anyway, for me.

**Moderator 1:** Brilliant Thank you very much. That's, so Anatomy TV was mentioned i'm just, aware, I’m just, did anyone, anyone use Aclands, Aclands videos.

**(12):** Yeah, I actually found them quite, they're quite good. Obviously they're quite old, I think I found myself watching them, while I was on the treadmill just going through you.

**Moderator 1:** (laughs) I shouldn’t laugh. You can’t do that in a tutorial

**(12):** You can't, so it was just kind of, so yeah, I found that I was watching, watching them while doing other things. So it kind of takes your mind off that you walking or that you’re running. But yeah so…

**Moderator 1:** Do you think you would have done that anyway? Like as traditional learning, yeah you might have done that anyway.

**(12):** yeah I do listen, and sometimes listen to podcasts while I’m on the treadmill. So, yes, it was good, but I don't think I probably would have done that, if I was in a lab maybe with them there. But yeah sometimes it's just good because he does layer it on and explain it quite well.

**(9):** I just want to say, like, I agree with, one of the other participants like obviously I would have done it anyway, even if it was not online, or whatever. But I feel like i'm more reliant on it, because it is online, and I feel like I need it more I don't know why. I just makes it like it's more useful now that things are online basically. That’s all.

**Moderator 1:** You’re more reliant on the anatomy being online and looking at that.

**(9):** Yeah so now because it's online I feel like i'm relying more on using the model, but if it wasn't, I might have relied less on it, used it anyway.

**Moderator 1:** We lost (11). Okay.

That is really useful, I’m checking I’ve covered all my points, yes, yes, finally, I think we are we, similar to the last group. You think we’re not going to talk a lot, but we do talk a lot, which is great. So, last area to think about is, if you were to look back on your experience from your perspective now, yeah, of learning online, do you think there's anything additional which could have been done to support this learning during the pandemic restrictions? So, take a look back and think what else could have been in place to support your online learning during the pandemic restrictions?

Or you might think there's nothing else that could have been done to support you?

**(9):** I think they can have extended the safety net policies. That would have just been helpful in general, and like reduce stress levels and all that. That would have been good.

**(12):** I think potentially, I don’t know, know that they did have like drop in sessions, made available, but I think I think that was more at like revision kind of time, so I don't know, maybe just even just having, every now and, every couple of weeks say, just a drop in session, just to for questions and answers, because I think we've lost out on the being able to just, if you're on campus, oh, i'll quickly go see if they're there to be able to just go and ask them a question. I know obviously you've got the discussion boards online, but sometimes you you didn't really get the answer straight away, or you can always email them, but then sometimes you'd find out there on holiday. Or you know they weren't in or you know they were just too busy doing other things so maybe just having you know. Maybe once a week just having or every couple of weeks different subject has have little drop in sessions, you can do it as a zoom just to say, i'm here at this time don't feel obliged to come, but if you do have any questions regarding anything, or you know just just drop in and we can have a chat say. And I know we have our personal tutors but it's the same kind of thing with them, then always available all the time. So, yeah maybe that. I dunno, I don’t know if I’d use that or not? I don’t know. I think some people would benefit from that just know that there's that support there if they needed it.

**(9):** I just want to say yeah I think that would definitely help, they kind of already did that, but I feel like they do it much more often, rather than just, oh, one week for this subject drop-in, or one week for this subject drop-ins because that's too early. You can’t just scroll through a whole thing in one week and then have a drop-in at the end of the week. When you when you haven’t even reviewed the content properly. Like, I don't know what to drop-in about, so I feel like they could just have more regular drop-ins, just in case something pops up. Obviously, I don't know it's just like when they live it's just much easier to ask them instead of emails back and forth every day. Do you know what I mean?

**Moderator 1:** (7) you were gonna say something then?

**(7):** Yeah for me it's the breakout rooms, I think there was too many.

**Moderator 1:** Okay

**(7):** Because sometimes we just go on tutorial and then the lecturer would just speak for 10 minutes, then put us in breakout rooms for 20 minutes.

**Moderator 1:** Right.

**(7):** And sometimes, no one would say anything so you just stare at the, at the computer for 20 minutes, and then you’re called back into the main. So, maybe supervised breakout rooms,

**Moderator 1:** Okay, yeah.

**(7):** But there were too many and I felt like wasting time just sitting there, doing nothing, nothing.

**Moderator 1**: Okay, um, really interesting.

**(10):** um yeah I agree with (7) I think it's more the breakout rooms, I think a lot of the discussions in my breakout rooms, it would usually be does anyone know what we're doing and then everyone will say no, and then we just stay quiet, so I think. Maybe I mean some lecturers will make sure that you know what you're doing before you go out into breakout rooms, but I think just ensuring that everybody is on the same page before you just straight away, go straight into a breakout room. And have us there for basically the whole hour. And then we come back and sometimes we don't usually have, recently, before we’ve obviously had time to share back to the rest of the group, but sometimes it would be a thing, where we come out the breakout room five minutes before and then that's it basically and then we don't have any other you know time to sort of share with the rest of the group basically.

**PAUSE DUE TO TECHNICAL ISSUE WITH MODERATOR**

**Moderator 1:** Problems with technology, classic example there. I am grateful that didn't happen earlier.(7) you’ve got your hand up, you were talking there?

**(7):** Yeah, I was gonna say about the breakout rooms, sometimes you would be put in with people who know each other and then they'll start chatting about, Oh, where have you been? What, what did you do yesterday? Instead of talking about what you've been sent there to do.

**Moderator 1:** Right.

**(7):** and you’re just, so, or you're sent in a group where they they all know each other, you don't know them and you just stay quiet because they carry on and they they're having their own chat and they just wait to get back to the, to the main room.

**PAUSE DUE TO TECHNICAL ISSUE WITH MODERATOR**

**Moderator 1:** I did hear that (7), Moderator 2, at some point if it cuts out again you may have to take over.

**Moderator 2:** That’s fine.

**Moderator 1:** yeah that’s fine, but i've got that i've got the breakout rooms and chatting about the social, social stuff that's not related to the content it’s interesting to know if that'd be different in person. Or whether you'd still get that?

**(12):** I think you'd still get it, I just don't, I think because you've got the supervision of the tutor they can normally kind of overhear and kind of nip it in the bud quite, quite quickly, I mean you do sometimes in some breakout rooms get the tutors come in and you don't know they're going to come in and they just appear. But, then, as (7) said if they've not contributed they're talking about something else it's that and that awkward silence well have what have you been doing, you know and yeah it's the same kind of people just contributing all the time.

**Moderator 1:** So maybe more support, with the breakout rooms and what their function is and things like that? So, i'm going to pick up that point, probably in terms of cameras on cameras off just out of interest in in views on on that. Anybody have any str…

**(12):** I have, I have my camera majority of the time, I mean, I think the last couple of days I don't think I have really, I think, because I think I would be the only one with it on. Which everyone will just be staring at you, because you are going to be on the main front page where everyone sees what you're doing. So, it is a little bit like oh God you then kind of got to be aware of what you're doing or what you look what you look like. I know when i've been a social zoom my friends will screenshot the screen if you pulled a funny face or something and then that'll be it's on social media or it's in your WhatsApp group, like, oh, look at you. But I do think it's I think it's quite rude as well, because even i've done presentations through breakout rooms and you do find you you're talking to a black screen or a black picture and you don't know if they're understanding you, if they're even listening to you. So, yeah, so, I think cameras on, and I think it helps the, your educator with your your tutor, lecturer, know if you understand it or not, because they can kind of read your body language. Regards to your understanding you're actually listening to them, or if you know what they're actually talking about.

**Moderator 1:** Any other thoughts that are different to that or similar? (10)

**(10):** I think it very much depends on the person, because sometimes I have my camera and sometimes I don’t, but I think, yes, I understand that aspect of when it can be rude obviously. Sometimes I feel sorry for the lecturers like, you're spending two hours talking to literally a blank screen completely. But obviously, when, when we go into lectures face to face, you know you sort of come into lecture you're presentable or wherever. You appear in a certain way, but not everybody has a place where they can put their laptop and then they behind them, is presentable. Some people share bedrooms with people like it's not always like, okay, for some people to put their cameras on. And, obviously, if you tell the lecture or this is what's happening, then it's Okay, but I think if it's a lecture with what 78 people you're going to be bombarded with messages of people my cameras not working, i've got people in the room, and all this that. So, I think having the option is good, yes, cameras on. But, having an option, because not everybody has a suitable environment that they can just have their camera on basically.

**Moderator 1:** Yeah, that’s interesting isn’t it? It is very strong views isn’t it.

Okay, so just i'm, I will, will, will, will, will call it to close in a second, but just any other thoughts about reflecting back on anything else that could have supported you do you think with that transition.

**PAUSE**

Deathly silence. Nothing else? We’ve wrung it dry. Yeah, go on (12).

**(12):** Just one thing. In the first year we had quite a lot of like the online quizzes. Like, just to, especially like at the end of modules for like revision and stuff I found that we don't really get them anymore, that we could just go and do practice questions and do things like that. So, I think that might actually help with people's understanding, so if they're not always there you're able to run through the prep I think we've kind of had them, maybe, maybe for our like practice exams, because obviously we went from doing practical OSCE’s into doing like the written things and that. But I think that's also I find that quite helpful for anatomy learning as well, so even if some of like the tutors put that up maybe for, for each kind of area. That I found them quite helpful. As well.

**Moderator 1:** That picks up on an earlier anatomy point doesn’t it? Okay, Okay, so, I, if there’s, I will call it to a close I think, unless there's anything else anyone else wants to say? It comes to a natural point we were talked down I think.

Okay, so what I want to say because i'm aloud to talk now, thank you very much for taking part that's it we realized as a huge amount of your time to do this, and it shows massive commitment to the course to dedicate your time to doing the focus group. And from Moderator 2 and I’s perspective it's really rich data what you've given us, you talked really well amongst each other and to us really freely in, its gems this stuff is like it's like gold, so thank you very much for giving us all this information and for spending your time doing this when i'm sure you've got lots of other things, you need to be doing as well, so from Moderator 2 and I, and I’ll let her say a second, but thank you very much for being such a lovely group to have a focus group with and hopefully you've got something out of it as well.

And just remember everything that's said in the group stays in the group so if you can keep it in the group that would be lovely.

But if you have any feedback, or if you worried about anything or anything’s caused you any concern from the group, then by all means feel free to get in contact with Moderator 2 or me or Laura in fact and we're happy to follow anything up. Oh, (11) is back.

**(11) needed to re-set internet. Technical issue.**