**Focus Group 1 09/03/22 14:00-16:00**

**Verbatim Transcript**

**Moderator 1:** let's go okay so thanks first of all, very much for giving up your time to do this focus group.

My name is [moderator 1] and i'm here today with my colleague [moderator 2] who you can see, on screen to talk with you all about your experiences of studying during the covid 19 pandemic and what happens in terms of the change with your study in that period, and I think probably the first thing to say is that moderator 2 and I whilst we are both physios and we work for you UH we're based in the postgraduate team so we're acting as independent facilitators really to try and get your views and experiences of this topic and we're fundamentally impartial because we don't have anything essentially to do with the undergraduate program so hopefully that enables you to be able to speak freely going forward.

The primary aim of this focus group is to really have a conversation with you all and to gain an understanding about what it was like for you as individuals and as a group when you're teaching changed from predominantly in person traditional teaching to more of the online format that you got as a result of covid 19. There's absolutely no wrong or right answers okay we're just interested in how it was for you as individuals okay.

There, I will, there's a few questions I can't miss out so if i'm sort of looking down looking up, looking like i'm doing my emails signal that I am actually just making sure I don't check is miss essential bits and i’m, which i'm checking now so in terms of consent and a few things we have to go through. We do have to record this session because that helps us to analyse the data and identify more easily, who said what. So, if you prefer not to be recorded visually by all means turn off your camera, but sometimes it's quite useful for us to see that nonverbal communication, but that is entirely up to you.

The meeting is recorded, from this point from the very start, when you came in, but I will ask you again before we go into the specific discussions. Whether you're happy with that. There are a couple of group etiquette things we have to highlight this point.

To make sure that everybody has an opportunity to speak and express their views and i'll just run through those now. So, the first one is respect for others, so whilst other participants are speaking as you would normally. Try not to interrupt them or speak over other people and try and actively listen to their experience because that's always really much nicer. Wanting to speak, if someone speaking and you like to speak, and if you could raise your hand using the raise hand function, or you can equally put something in the chat box and Moderator 2 is going to monitor that. If you'd rather put something in the chat box anonymously you by all means do that, and you can directly message XX who will then put it in the chat box under her name is that OK? Can see some nods going on there.

Confidentiality what's said in this me stays in this meeting, so if anybody else is in your room, or they can hear you be really good if you put ear phones on so that other people's talking can be kept down to, so, nobody else can hear it fundamentally yeah and then obviously what is said here should stay within this focus group. We want all participants to have a chance of speaking, you don't have to answer every single question that's raised, but I want you to have the opportunity to do that if you want to. Moderator 2 again, will keep an eye on that and just prompt me as well if i'm missing out on anything that comes up in the chat box functions, I think that's it, does anybody else have anything they want to say at this point or bring up in terms of group etiquette? You're free to speak now.

Of course, we're always going to do our best to keep any upset or stress to an absolute minimum, but if anybody wants to have a few minutes to themselves. Moderator 2, you can set up a breakout room and you can go and have a few minutes to compose yourself you're obviously free to leave at any point that's fine, but the breakout rooms there if you just want a few minutes for any reason, and you can directly message moderator 2 to do that that's absolutely no issue at all, moderator 2 is there anything I missed or, if, you'd like to add or introduce yourself.

**Moderator 2:** No, I think you covered everything. My name is X, senior research fellow at the university and they haven't allowed me to deal with undergraduates for about 15 years, however, I, I have experienced in the past, and like moderator 1 although I work at the university we are still both practicing clinician so I work in MSK two days a week, and moderator 1 a foot and ankle specialist so you know we do, although we are researchers and post Grad we still are out there at the coalface so we do know some of the problems that possibly you've had I don't want bias in there. But thank you very much for coming today we appreciate you giving up your time.

**Moderator 1:** Wonderful, brilliant, so, we're going to move into the discussion phase at the moment and i've got a few questions to facilitate discussion and we have got two hours, and it may take the whole two hours or it might stop short of that, but I will stop at four o'clock because i'm aware that everybody's got other commitments they need to be doing so, we will absolutely finish at four o'clock. So once again i'm just going to raise as being recorded so in a second i'm going to ask you to introduce yourself just so we're clear about who's here and how to pronounce names and things like that, and if you can just say that you're happy that you're being recorded as well, so if you introduce yourself your name and just say you're happy about being recorded for the focus group and if anyone's not happy for that then now's a good time to pop off i'm hoping that doesn't happen, obviously.

Okay, so is everyone ready to go, so if I, we start with (4) first if that's okay.

**(4):** hello, my name is (4) and i'm happy to be recorded.

**Moderator 1:** Wonderful Thank you very much. Er, (5).

**(5):** hello, my name is (5) and i'm happy to be recorded.

**Moderator 1:** Fantastic Thank you very much, (1).

**(1):** Sorry, my name is (1) and i'm happy to be recorded, yeah, sorry.

**Moderator 1:** Sorry, that was me. And (2).

**(2):** Hi my name is (2) and yeah i'm happy to be recorded.

**Moderator 1:** Thank you very much and (8).

**(8):** Hi there, I’m (8) and i'm happy to be recorded.

**Moderator 1:** Thank you very much. And i'm obviously Moderator 1, and i'm happy to be recorded. Moderator 2?

**Moderator 2** : Moderator 2 , yes, happy.

**Moderator 1:** So it would be a bit of a worry of we weren’t, wouldn’t it? So, the first area of interest for you to think about and covid 19 meant that most of your learning moved to an online format, yeah so, can you tell me about your experience of this so just take a few minutes or few moments to consider this and then let me know who wants to kick off first, you can do that by raising a hand.

So, what was your experience of when you're learning moved online as a result of the covid 19 pandemic. Brilliant, this is going to go well, (4) first.

**(4):** Hello, I felt like it was really quite seamless. I felt like all the lecturers had everything so organized I thought it was quite organized.

It was quite Nice that we'd already actually met all the other students, I felt like I already knew the students, you know we weren't just going straight into online stuff I didn't know anyone so that was quite nice I knew people already.

As, I think the learning, it was, there was an adjustment at the beginning, definitely. I quite liked I quite like both i'm kind of like on the fence really I like being in lectures, but there's loads of pros for me being at home. I'm a mum of three and it's so much easier, not traveling into Hatfield just say like we've got one lecture a day or one tutorial I don't have to go all that way, and you know come back again.

I mean there's there's those things I can talk about. In person it's quite nice to have lectures in person, and when they're teaching you, but the online I think it was okay worked well we're apart from like lots of blank screens. That's, that's not a great thing I, you, know you can't see everybody, which I do like to keep my camera on all the time, I feel like the lecturers I think it's quite a nice thing for them to see your face rather than teaching to a Black Sea of screen, so I feel like, and i'm older i'm, i'm probably you know their age, some of their ages and I feel like it's kind of a, a nice thing to do, but as far as learning goes it's quite nice, i'm set up here i've got my printer I can I can like access both screens, I found it okay.

**Moderator 1:** Okay, so that was great, brilliant. (2) that'd be wonderful.

**(2):** yeah, same as (4), the, I mean, I think the lecturers done, really, really well in order to get the online, online really quickly and it's such short space of time as well, they literally had no, no practice or anything they literally had to just get on with it and they done that, I think they done that really, really well. And personally, I prefer going in to lectures just because that's the way that I prefer to learn if i'm at home is too much distraction. Yeah I get really distracted so I did like housework, i'm still listening, but that I do, I mean i'm like (4) I have my screen blank. Because even though i'm listening, I will be doing housework and things because I can't I struggle with just sitting staring at a screen, so I prefer to go in, but I do prefer the fact that the practical is, are now smaller.

**Moderator 1**: Right

**(2):** so yeah that I prefer that because I feel the learning is a lot better in the smaller pods.

**Moderator 1**: In terms of numbers of students in a pod rather than led sessions.

**(2):** yeah so beforehand, there was a lot of students in a class, so you couldn't necessarily get the interaction with the lecturer that you do now, so I think that's a lot better absolutely yeah and with the online I do like the fact that it's recorded now online. So, if you do miss a lecture you can go back and listen to it.

**Moderator 1:** Do find yourself doing that a lot?

**(2):** I do yeah because I like to go over the same thing over and over so I like repetition.

**Moderator 1:** Okay

**(2):** um because it can be quite intense if they're just talking at you and you're not really understanding so it's good to go over.

**Moderator 1:** Okay, brilliant. (1), Oh, sorry (5)?

**(5):** I think, yeah, at the beginning, just like (4) and (2) said it was good that we were able to go online quite quickly there wasn't much of a delay, I would say in first year, though it was a bit challenging with our OSCEs being online where we'd, some of its content, we were being examined on we just learned online, and so, for me, I struggled a little bit with that. Um, I felt like I probably did a bit better on things that I was able to do in person.

Um, but now I think we're all used to it, it's been a long time since i've been online now so much more comfortable with it, and I would say, I really liked the lectures being online because when you're in uni you would just be sitting there listening anyway there's not as much interaction in the lecture, but with tutorials it's a little bit more challenging. Especially when like you're put in breakout rooms, if people aren't engaging as well it's a bit more difficult and sometimes people don't engage because maybe they're not sure with the question.

And, but, when we're in person, the lecturer might see that our groups more quiet than others, and they might be able to come over to us and ask for, if you need any help. And, whereas when we're in breakout rooms, they can't see us and, unless we ask them to come in they won't be able to know that we need help so it's a little bit more challenging doing tutorials online, I think that would be better in person, but the lectures are fine online personally and with the recording as well it's definitely useful.

**Moderator 1:** Well, it's interesting, that's really interesting. I’m gonna go to (1) now.

**(1):** yeah, um so yeah, similarly, similarly, to what everyone else was saying, and I do prefer the lectures online, because I feel that is quite seamless. And I much prefer it to be on zoom, um, I find that much easier to work with, then the Panopto recordings that used to be done, I used to find them awful and I took quite a while to come back online like available so, um, yeah I found the zoom one so much easier to access.

Um, I don't like um, tutorials online and said, like from what everybody was saying, yeah I find it really, like it's just harder to interact sometimes. You might be put in a breakout room and then there might be either you or one other person is talking, and there's three, four, five other people who’s just sitting there not contributing so it's just kind of like, sometimes I feel like i'm just kind of wasting my time and i'm not really getting much out of it, I could probably do something else with and get better learning experience but um.

But yeah that's, that's pretty much pretty much what I feel about about them type things. The practical’s I think is I think it's better from what (2) was saying how is smaller groups is better, but then I find that.

Especially last year we didn't get to work with as many people may only had like one or two people that we could work with.

**Moderator 1:** Okay.

**(1):** so you just didn't get that kind of difference with each person, so I think that’s somewhere I missed I missed out on.

**Moderator 1**: Because you worked in the same pod’s going

**(1):** Yeah

**Moderator 1:** yeah yeah.

**(1):** yeah that's it.

**Moderator 1:** Okay, interesting. So, you, um, (8) I am going to come to you in a second. But it’s just that, just that, everyone's bought up about the seamlessness of moving to online so everybody have that experience that it’s seamless? (8) I might come to you now, what do you think about that?

**(8):** Um, I found it really hard to adjust to, um, I found a quiet like isolating, cause you know, within you know, the first year I would go into a lecture I would see my friends and it wouldn't just be purely like university work.

**Moderator 1:** Right

**(8):** Yeah, I was able to socialize I was able to definitely have more of a, a balance.

**Moderator 1**: mm hmm.

**(8):** Whereas now where it's you know, practically all online other than you know, a practice of all like, once a week it's still very isolating. But i've got used to that now, and whereas like before you know, I, I was the sort of person that, in order to be able to kind of develop my understanding, I would sit down with people I would go through the same information over and over and over again, and the areas of my weakness would be my friends strength.

**Moderator 1:** Right.

**(8):** Whereas, you know, especially in first year going through exams, and that I didn't have that and the household I was living in nobody had a clue about you know Neuro or MSK or anything, anything like that and, um, so, then, I had to kind of zoom my friend, to be able to go through it, you know but. It was very isolating and really hard to adjust to because I used to consider myself as being a sociable person.

**Moderator 1:** Right.

**(8):** Whereas now, the kind of the effects of online learning is like, you know, I don't really get that much of an opportunity to go out, you know, um, so now, when I get put in kind of social situations, I do get more social anxiety.

**Moderator 1:** Right.

**(8):** And I definitely think that came from spending, you know what two, two years just purely being online. So…

**Moderator 1:** yeah absolutely, that's a really, that's a really interesting point so i'm interested in whether anybody else had a similar experience to (8) in terms of picking up some of the things that (8) highlighted so (1) you put your, popped your hand up there.

**(1):** And so, yeah, I would, I would say that. You know, even now in my third year i'd still say there's quite a lot of people on the course that I probably haven't had a conversation with due to it being online, so I do agree that has been a lot more isolating, um, and as i'm sort of an older student anyway, I found it harder just to sort of sometimes connect with certain students anyway. And I, without sort of being there in person, I sometimes find that kind of was like exacerbated a little bit. So, yeah I do agree that it's a bit isolating and it's just harder to connect when, as I said, like you know it's a blank screen well people don't interact as much so yeah I agree.

**Moderator 1:** okay, that’s really, and (5)?

**(5):** Um, yeah I agree, I would say now, I live at home so i'm commuting so being online is not really too much of an issue, it kind of works more in my favour because I don't have to go in as much, and I have like my family to interact with and things, but when I was living on campus, um, and last year, when I was living at uni in a rented house, it was quite isolating because you sort of just stay in your room and you don't really talk to anyone you just do your work and it feels like, it feels like there's nothing to look forward to, especially when we were in lockdown. So before, before covid happened, you might have something interesting or fun to do in the evening or the weekend so, you get your work done in the day, and you know, you'd have something to look forward to, but with lockdown you'd kind of, say, do your 9 till 5 lectures and then do more revision and then eat dinner and go to bed, and you do the same thing pretty much Monday to Sunday because there's nothing to do on the weekends either so, I would definitely say when you're living on campus and you don't have many people around you or when you can't socialise, it is definitely isolating compared to if you were to live at home or something like that yeah.

**Moderator 1:** Or if you were to be going in doing lots of face to face with people, and socializing at the coffee shop and things like.

**(5):** yeah exactly.

**Moderator 1:** Yeah. That sounds like that resonates with a few people. Okay Has anybody got anything else, they want to say at this point? Anything in the chat I should be aware of Moderator 2? No, Lovely.

Okay, so we'll move on that's all really, really great information and thanks for sharing your views with us so openly is really hugely appreciated and it resonates you know we have students all of what you're saying really resonates with us.

So, our next area i'm going to, i'm going to just move on a question Moderator 2 just because I want to, um, come back to the second question, I think. Um, is how did you find learning particular topics online Okay, so, you will do different topics musculoskeletal, respiratory, neuro, deah, deah, yeah, so, what was your experience of online learning for different modules and was there a difference between those or how did you find it?

So, we could just have a couple of minutes ah (2) this is great you’re popping your hand up already.

**(2):** The lectures and I think (6) said before the lectures online, um, it's fine, because when you're in uni you're sitting there. Um, regardless of what the module is that you're learning you're sitting there just watching any way so that kind of learning online isn't hasn't really changed, but I think (1) said, with the tutorials it's a lot harder being online, no matter what the module is because, if it's blank screens it's really hard to interact with others, so if you learn by bouncing off each other.

**Moderator 1:** um hum

**(2):** And everyone's got their screens off and got their microphones off and you're just sitting there trying to talk to them and then just there is no interaction it's really, really hard.

Especially if you don't learn just from books and you're trying to interact with people.

**Moderator 1:** Yeah in terms of the purpose for tutorial is, is for, yes for communication.

Yeah. Do tutorials work well for any particular topics or was it the same throughout?

**(2):** Um, personally I think it was the same throughout.

Moderator 1: Right

**(2):** I would prefer to have gone in for tutorials.

**Moderator 1:** Okay.

**(2):** Because of that interaction with others and and it's hard as well, because if you're in the room, together, then, although you're not talking over each other, you can go back and forth more. Whereas when you're online it's a lot harder to have that back and forth conversation. Because you have to sit and wait for everyone else to have their turn.

**Moderator 1:** It’s that spontaneity

**(2):** yeah yeah.

**Moderator 1:** yeah yeah. Okay (4)?

**(4):** I did find I think it was last year, remember, there was a Monday, and it was heavily there was just so many lectures back to back, and we would go from neuro to MSK and by the end of the day, i'd have a headache I would just be, um, just be beyond it really. And, it was, I know, you just sat here for so long, I did find that quite challenging actually. I had kind of forgotten about it. But, um, you would quickly have to, you know get your next stuff out for whatever you're looking at. There was, just seems, been no break you that was quite hard actually all online that was quite heavy.

**Moderator 1:** Did you get any support for that, if it was needed or any ideas of how to manage that.

(4): I mean the lecturers were aware that we've just been on like so many zoom calls I didn't personally have any help not really that they say go to a break or would have a break early but. Um it was still hard, it's still really hard to concentrate and sit there for that long looking at a screen so it's fine if it's not so much we've got you know, two or three hours, but when it's like eight hours you're finishing a five that that was just too much.

**Moderator 1:** yeah (2).

**(2):** Yeah I was gonna say, um,

I remember that aswell (laughs),

yeah I had forgotten about it and, at least when you was in uni you would get up and move to another class

**Moderator 1:** um hmm

**(2):** so even though, even online they would give you the five minute break kind of thing which you would have at uni to go from one class to the other, you weren't physically getting up and doing anything, you would still, they say like go and get a drink or toilet break or whatever, but sometimes, going from one end of the uni to the other end or going up the stairs or going out for like five seconds was, was, yeah, it kind of like cleared your head and but, yet, when you're just sitting in front of it for six hours was hard work yeah.

**Moderator 1:** Going back to (4)

**(4):** Also, you can chat with your friends in between saying, what was that about? I don't understand that, if you do want to you know, approach your lecturer and are saying you could just, and you know, your friend, um, would just explain it and it was just nice to have that little bit of chat before you get to your next lecture yeah I agree.

**Moderator 1:** Okay, so (1).

**(1):** Um, yeah, like I found it not so much I don't know if it would have been any different if it was in, in person or not, but I just found it quite hard to switch from module to module. Like I just found like as you (4) was saying it was quite heavy you know full on, intense and it was like after we finished one module then it was like right okay, I still need to try and think about this, but I need to now switch to like neuro near or C-Resp and kind of then I never really got, kind of, chance to process what I was trying to learn in that, in them lectures, took me a while to kind of get my head round it. Um, But yeah I don't know if that would be any different either way, I suppose, some of the things that were saying could have just helped a little bit if it was in person, I guess.

**Moderator 1:** And how did you manage that, did you go back and listen to things or.

**(1):** yeah, so, I had to just kind of like rely on the online sort of the zoom recordings have relied on them quite a lot. Um, but for other like modules especially stuff like MSK, I had to just kind of, um, try and go through things as much, in like in my flat, it's like as practically as possible, like. I didn't have like, so, try to use like anatomy TV or something like that, just so I could kind of see it and try and visualize it rather like you know the information rather than just, I don’t know, as I said, go for a textbook or something like that so. Um, where where it's like last year or no not last year, the year before in year 1 when we were able to actually go to the anatomy labs and see like the skeletons and kind of see where the origins and insertions were, were, like physically like that I think was something we missed out on, especially in like the second year.

**Moderator 1:** So there is that the dissection labs?

**(1):** Um, well as well we didn't actually manage to go to one of them anyway, but i'm just talking about just the normal like sort of classroom it's just.

**Moderator 1:** Okay yeah yeah got you

**(1):** yeah that's something we missed out in the first year.

**Moderator 1:** Okay (5)?

**(5):** I would say one module that I struggled with actually was research methods in the second year.

**Moderator 1:** Right

**(5):** and I found it quite particularly boring personally i'm not sure if it would have been more engaging

Moderator 1: Moderator 2’s laughing at the top there because that’s her (laughing)

**(5):** But it’s interesting because applied research module we do this year I find more interesting, but I think that's because we actually as a group have to come up with our titles come up with what we're doing so. It's more interactive and we actually have to think about it, whereas last year was kind of just like learning definitions for different research methods terms and then like, knowing how to, trying to know how to use it without actually putting it into practice, um, i'm not sure if that would have been more interesting in person if it would have just always been a boring topic, but, um, I think I struggled with that one I didn't really have much motivation with it. It's not like MSK or respiratory or neuro where you've got like patient cases, you can actually look at anatomy and things like that it was kind of like. Kind of take me back to like college and high school where you kind of just learned things to be able to be tested on them if that makes sense, so yeah I would say that one i've kind of struggled with a bit and then in first year when we first went online.

Um, there was one thing we learned in MSK, I think it was the thoracic spine or lumbar spine I can't remember, but I know that when we learned that it was kind of, um, our tutorials were more interactive, so well they were supposed to be any way, so we were meant to get into groups and kind of like talk through a case scenario, but it didn't really work well in my groups and then, when we got tested on in the OSCE I was quite, I find it really challenging so I wasn't really too sure about what to do, but obviously if we're in person would have been able to ask more questions and things like that, so I would say, those two are the main things that I struggled with being online.

**Moderator 1:** So, research methods and MS, some, some aspects of the MSK.

(5): yeah

**Moderator 1:** okay Is anybody similar to that or different to that or feels it's… okay (2).

**(2):** Is the same, I mean research methods is not exciting, even in class (laughs),

Because I was in the year, when I was in, and I was doing research methods. It's great when you actually do subjects and things. Um, and do research but actually learning research is.

**Moderator 1:** The theoretical part of it.

**(2):** Yeah, it's hard mentally.

**Moderator 1**: yeah, it can, it can be quite dry let's say.

**(2):** yeah yeah yeah but it’s alright when you actually do it yeah.

**Moderator 1:** So that may have been the same one line or in person.

**(2):** yeah yeah.

**Moderator 1:** Okay (8), what do you think.

**(8):** um. I found in particular, MSK anatomy for me personally learning it online sucked. Because you've got a two hour session on a Monday, which as (4) said was extremely, it was an extremely busy day. But, um you'd have a two hour lecture and there was so much to cover and you would go through the essential components so quickly. Um, and, and then you would move on to, then how you then kind of, treat it or any red flags or contraindications and i'm very much the person that I need to be able to feel, if it comes to anatomy, um, I need to feel it hands on. Um, I need to you know, have a skeleton in front of me to know the bony landmarks, um, and seeing it from just a visual from you know, a screen. Or, um, like anatomy TV it really did not help, um, so I had to you know when it came to the MSK OSCE in the summer I literally spent maybe two three weeks just you know with one of my friends just sitting on the quad getting flashcards testing each other.

Over and over and over again, and I found out that because I couldn't necessarily you know didn't have access to the labs or anything my anatomy I learned from what I wrote the Flash card.

So when it came to my OSCE, I remembered the, the questions I remember the answers because of what I had put on my flash card. So then, when I had my MSK placement, I had an idea of you know origins, insertions, this and that. Because we didn't get taught face to face I did find it more difficult in terms of hands on. Um, because I remember in first year after we had like a MSK lecture we would then have a tutorial in one of the practical classes and that's there, when you had you know the skeleton, you had the bones, you had resources, you had textbooks. Um, so it was something in their physical, and after that I would stay, you know stay later, I would just go through with my friend, over and over and over again, because that's how I learned I learned through repetition.

**Moderator 1:** uh huh

**(8):** Um, so that I found very difficult from a screen perspective, whereas when we learn about, um, neuro, we had last year, we had a neuro teacher and they, they made us, you know, bring in like cut, cut up pieces of paper to represent DNA or you know or strawberry laces to represent something so it's even though you're behind a screen, you have the opportunity to be able to associate what they're telling you to something physical.

**Moderator 1:** Right

**(8):** um so yeah I just found anything to do with anatomy that was behind the screen, um, much more, more difficult. Um, yeah.

**Moderator 1:** So i'm, i'm super interested in that, because one of the latest questions to ask it's specifically about learning, the teaching and how it was affected in terms of anatomy learning your anatomy. So, it's really interesting i'm gonna pick up on that point now rather than wait till later. So (8) you, you elaborated on that beautifully for us so in terms of using things like anatomy TV Aclands Urr, virtual reality or did any of that help with your visual, ur, visualization of anatomy at all? I'll go with (8) first just to pick up on that, just in case and then we'll come around if that's okay?

**(8):** Um did it help? Um, I think with kind of anatomy TV they used colour, um, and my brain can associate colour to memory sort of thing.

**Moderator 1**: mm hmm.

**(8):** I would, I could remember kind of like the length of a muscle where it roughly you know goes to, um, but, overall, I would say no, I only really learn MSK when I had my MSK placement because practicals they were a lot to cover in a short period of time.

**Moderator 1:** mm hmm.

**(8):** And having it on a on a screen i'm not physically able to make mistakes, i'm not able to say oh, I think this is this muscle. Then either you know, a lecturer or you know when I was on placement my educator was like, umm, that's completely wrong here is the correct way put your hands on and then like what you're feeling is this muscle.

**Moderator 1:** Okay

**(8):** So, i've, I have to make mistakes in order to learn.

**Moderator 1**: Okay

**(8):** if i'm just looking at a screen, I can't make a mistake because i'm not doing anything.

**Moderator 1:** Okay, so you have to be more more engaged and interactive. OK, OK so picking up that point with everyone else in terms of specifically learning your anatomy and the learning that moved online, how do you, what's your experience of that? (2)?

**(2):** So yeah with the MSK, um, just watching I mean Anatomy TV and what was the other one.

**Moderator 1:** Aclands?

**(2):** Yeah, That they’re great. Um, to visually look, but unless you're actually feeling and touching where the muscles were, because it's alright seeing it but when you have actually got a person in front of you, you can't actually see it, if that makes sense.

**Moderator 1:** No, I get what you mean.

**(2):** Now you have to think about where it is, and unless you’re palpating, it's yeah, it's fine looking at it and you can memorize where it is but, in order to actually work out what it's doing and where it actually is in the body amongst all the other things that are in the body, then yeah you need you need the palpation, you need to be there and physically doing something.

**Moderator 1:** So, applying that to a body, to a person? So applying that sort of knowledge?

**(2):** yeah, yeah.

**Moderator 1:** Yep, Okay,

**(2):** So, I was going to say, it’s alright to if you've been learning it in uni in a practical and then you go and look, you know, actually like yeah I was in the right place that's fine as a reference point but actual learning, yeah it's definitely better to actually apply.

**Moderator 1:** Okay.

**(2):** In order to learn it, so you do learn more on placement, obviously, because you're doing it all the time, but, um, and other people do it differently, as well, so you have that as well on placement

**Moderator 1:** Okay, (5)?

**(5):** I think it was (8) that was saying, um, when we were in uni with the tutorials we would do it in the labs, um, and in the labs you know you have those like life sized models, like the lower limb or the upper limb. I found those really useful when we were able to go into Uni because you could take it apart, so you know you could take the glute Max off and see what muscles underneath that and things like that, so I found this really useful. I don't remember us using them last year, I might be wrong, but I don't think we did use them for the upper limb, probably because of covid and being able to keep them clean and things like that so.

Being able to do that I found very useful beforehand, and if we were able to do it again, um, and, as (8) said, the practical sessions, we had a lot to get through, in a short amount of time, so we could, we wouldn't have had time to do them in there, anyway, but if we were able to do tutorials and do that with the upper limb, um, I think that would have been very useful, um, but yeah.

I would say I find, I found Acland's quite, quite useful because he kind of does break down the different layers, but again, because you can't actually see them physically on a person or you can't palpate them it's quite challenging. Um, And I feel with the practical’s, especially with MSK, sometimes it was difficult because, I think, because of time, some elements you weren't able to necessarily go through in detail, so it was something that we had to sort of practice in our own time, but obviously with covid we had our pods, so we weren’t really allowed to work with anyone else other than who was in our pods and we weren't allowed to use the labs because they were closed so it's kind of a thing that I mean I lived with someone who was in my pod so we would, were able to work through things together, but the other girl, that was in our pod didn't live with us. So, sometimes it obviously, we were in lockdown she couldn't come over she could only really see us in practical sessions and things like that.

So, I think that made it quite challenging when we weren't when we didn't have time to go over everything, um, it was kind of hard to go over at home and even when you do go home and you try to go over it you're only kind of reading off a sheet of paper, the instructions of how to do it, you don't really know.

But when you're when the lecturers they're able to actually go through in detail how you do everything and correct your hand positioning and things like that, so I would say that was quite challenging.

**Moderator 1:** Okay. So, when you were revising anatomy, so i'm interested in how you sort of overcame those? so I got (8) she was using flashcards and you're using anatomy TV.

And if you could get into the labs you could use some of the modules, but what else what other strategies did you try to use to sort of overcome some of the challenges of learning anatomy whether it is MSK or C-Resp or neuro? (1)?

**(1):** Um, I suppose it's, just like the repetition of just keep going over things, but I think even now, like my knowledge isn't probably as good as it should be. Like I keep going over stuff but you know, sometimes it just, doesn't stick as well as I think if we were in the labs and we were sort of had that tactile type of sort of opportunity. Um, I think now obviously in our applied research, applied, um, um, I can’t remember the module now, but um, we'll be able to do that a bit more practically now but it's one of them things where, like, i've kind of managed to overcome it to an extent but, I wouldn't say i'm confident in it if it makes any sense. I think even like, um, I know, (Lecturer) has like, put out to say to teach for like the first, the first years. And I just think I wouldn't even, I don't feel confident enough myself in it, so I don't want to be teaching it to first years. Like you know, i've never really got to put into practice these things that we've learned so yeah I think i've there's been ways of trying to overcome it, but I wouldn't say i've overcome it completely.

**Moderator 1:** So, the examples of how your try to overcome it i'm interested in those a bit, so…

**(1):** So, just yeah, just repetition. Like, just keep going over like the stuff like origins and insertions and just keep going over them type of things. I think I found quite a, um, a

discrepancy in a sense of like, I kind of knew the theory in an extent, but it was more like, as I said, trying to apply that to an actual person, I found it quite hard I had those, quite a disconnect between it. Like, once I actually had a person there it's kind of like, well all right, I know I could list it off but I couldn’t necessarily place it on someone. So, then that’s were some issues came about.

**Moderator 1:** Okay, And, did you have access to, sorry (4), did you have access to bones, to use at all?

**(1):** Not, not really no. We, I think we had in the first year, but we didn't have anything for the second year, not for what we're learning.

**Moderator 1:** Is that similar for (5)? Just on that point.

**(5):** I don't know if they made it clear, but in second year we did have the opportunity to get the upper limb bones. But I don't know if everyone knew about it, I, my group got the upper limb bones. I know in first year when we were in person, they would encourage us to bring it into the session so you'd kind of remember to actually use them. Whereas in second year we weren't asked to bring them in so they kind of stayed in my room the whole time until exam time came, and then me and my pod would actually go through it. So, it wasn't as effective as it could have been, and it was definitely overwhelming because you had all of the vertebrae in the spine so it's kind of like, yeah it was different to the lower limb but, um.

yeah, I just wanted to make another point I think the only thing that really helped me with my anatomy, um, was placement I don't think anything else has helped me. I get very overwhelmed with anatomy and having to know everything, origins and insertions and I think often overcomplicate it. So, i'm really bad at my anatomy and I think it's something that's going to take a while for me to get used to, I would say, going on placement and as (8) said, repetition seeing patients and actually see real life patients, because we can go into a practical session, and you know, do shoulder flexion, for example, and you're not going to see much scapular winging things like that, because we're absolutely fine we don't have an injury. But when you go on placement and you see a patient that actually has this injury and you can actually see where the muscles might be, you know. You can see them more defined or where the bones aren't moving in the way you'd expect them to, so I would say it's only really been placement and the repetition on placement and seeing multiple patients with similar presentations that's actually helped me.

Um, but even still with that now I haven't been on that placement since November that memory is kind of gone a little bit, so I would say placement and then obviously once we're qualified doing that often would really help other than that nothing else really.

**Moderator 1:** Okay that's interesting it's interesting about whether the change to online learning would make you feel differently about that or whether you'd felt the same anyway, whether you've been online learning about the anatomy or not?

**(5):** I was gonna say I don't think, to be honest, I think that's not something that Covid has really affected, I don't think it would have changed too much if we were in person, I think I would have always struggled with it. And placements i've always found placement really useful learning experience so yeah I wouldn't say covid has affected it too much really.

**Moderator 1:** (4), so, coming back to you for the strategies, about how you overcame it and your thoughts on everything that's been said.

**(4):** I think, to be honest i've got a bit lazy (laughs). And we did all MSK last year and then you got essays to do I just cannot keep up the amount of revision. I'll be honest, I just, when exams come around then we'll start, me and a couple of friends will do zoom calls, flashcards. Aclands, I loved Aclands because you can turn the models round, you can look at them and then we'd have a flashcard like written down or what, this, this book A Trail guide to the body, i've got that one so we're looking at a book with Google stuff, flashcards and we test each other, but I think a placement yeah you can't get anything better than a placement. Um, when you really start learning is kind of like when you start to learn to drive. When you're learning to drive you don't actually learn to drive into your passed your test and you're out there, doing it, personally, I think, but um, so, yeah I haven't done a lot of revision on my anatomy just because being at home it's just easy. If I, if i'm at uni, then I would be having a gap, like a 2 hour gap between lectures.

**Moderator 1:** Right

**(4):** That would be sitting down, eating, talking about it, testing each other, but when you're off the zoom call that's gone and i'm doing something here, because everything you know, it's always something that needs to be done at home.

**Moderator 1**: Okay.

**(4):** To me yeah, yeah, I just i've always got something to do here.

**Moderator 1:** Informal consolidation in those times is between lectures sounds…

**(4):** Yeah That was really key actually.

**Moderator 1:** Does that, do other people feel the same with that?

**(2):** Yeah I mean, I would say that for anatomy it was, I used, um, I had a skeleton at home.

**Moderator 1:** Okay

**(2):** And so I would, do movements and whatever, and name it all then likely to have little um, post it notes on it, of what they were. Um, but the other subjects, I found really hard to learn, because you can't see it, whereas anatomy I find it slightly easier. In the sense that..

**Moderator 1:** Okay.

**(2):** I can visualize what i'm doing and what muscles doing what. Um, but yeah it was hard because i'm at home and i'm, like, I’ve got other things to do so. There was always something else to do or it'll be like if i'm struggling with it then i'll try and avoid it and do something else. Because I know that I was struggling with it. So, yeah.

**Moderator 1:** And without been different if you are on campus.

**(2):** Yeah because I wouldn't have got distracted at home

**Moderator 1:** Right

**(2):** Although I would have got frustrated that I was struggling. I would have my friends there or other people there and we could kind of like brainstorm and come up with other ideas and then you can have a little break and then go back to it, whereas if you're at home, all the time there's always other things to do. It’s easier to avoid.

**Moderator 1:** Yeah absolutely. Moderator 2 and I are both nodding there. Err, (1)?

**(1):** Yeah, I was going to say like, um. With the gaps in between, like, I don't know, necessarily even if it would make much difference for me because I can remember in the first year because I lived on campus I could quite easily just come back to the flat like I wasn't necessarily like waiting like, in the library or stuff like that so, like, and then, when I got back I didn't really feel like I could start anything, just like, what i've only got an hour there's no point of me like going over the notes, because I knew it would take me a little bit longer. So, it's for me I didn't feel like that made much of a difference.

**Moderator 1:** Right.

**(1):** Yeah I suppose yeah everyone's different.

**Moderator 1:** And were there any Apps that you found, just out of interest that will help you, with your anatomy whichever module or topic or was it all the things that we've just, we've discussed so far that you used was there anything additional? (5)?

**(5):** Um, I would say, last year I found Physiopedia quite, quite useful, especially with like in, um, MSK like neural stuff like the brachial plexus and things like that, and that was quite good, actually, because with our tutorials online, we would have to like fill out a sheet as groups, looking at the, um, you know brachial plexus and things like that, and looking at different pathologies and then, as a group, would go on to Physiopedia and then find you know information, so I found that quite useful. Um, But other than that yeah.

**Moderator 1:** The main ones, any other? (2)?

**(2):** I found muscle in motion app, good.

I found that really useful, um, just because it again, it was a visual thing, um, I need to be able to see it in order to learn it. Um, I didn't find anything for neuro or c-resp but I… oh actually there was um, ninja nerds good.

**Moderator 1:** Okay.

**(2):** I learned loads from ninja nerd, nerd. Um, respiratory, neuro anything and everything.

Moderator 1: Right

**(2):** even stuff like didn't need to know (laugh). So, I got sidetracked.

**Moderator 1:** as you do.

**(2):** yeah, but yeah that was brilliant, Ninja Nerd.

**Moderator 1:** Well, brilliant. Anything else that I, we haven't covered in terms of learning anatomy online and that change? (Pause).

Oh great. Okay, so i'm gonna, i'll move on from that was great to get to just go to that question picking up on what (8) was saying about it. Um,

So, we are moving on a pace. This is great, I, so, I want to pick on a, focus on your experience now applying your online knowledge and skills, so my next question really is, how did you find applying your knowledge and skills that you learn online to then go into the practical situation so either placements or in the practical’s themselves so think about how you .. (5) is straight in there, go.

**(5):** I would say, for different modules it was different.

**Moderator 1:** Okay

**(5):** I haven't done a neuro placement yet, but for my MSK placement, I found a lot of the time, um, that the techniques that we use were slightly different to what we were taught and I know that's common. That you know, when you get qualified you kind of find what works for you and you do things a certain way, or, and, so for us do things a certain way. Um, but I found for MSK, um, I felt a little bit lost because the things that i'd come and I i'd known from uni was like Okay, we don't really do it that way here, so I kind of had to relearn it again and MSK is really something I struggle with.

But my last placement was respiratory and it was really useful to see all the things we've learned be put into practice and to be able to see. Where you know our knowledge of ABG’s and things like that, um, has actually is actually being used and things like that, so I would say it kind of varies for each module. Um, but with, I would also say my most recent placement was very useful in the sense that we did our C-Resp 2 module last year and there was a lot more equipment, so you had like the bird and cough assist and things like that and we weren't really able to use it for real, because of obviously covid, I mean we could put the mask on over our face mask but you couldn't really feel how it felt. But on my placement, I actually experienced the bird for the first time, and how we actually feel so you get to kind of know what the patient is feeling what the patient's going through. So, I think that placement was really, really useful maybe if i'd have had it, um, in second year before my OSCE, I would have been able to know how to use the equipment for my OSCE much easier because i've actually used it in real life, so I would say yeah kind of.

It kind of differs between modules and obviously I don't know what it's going to be like for neuro, but, um, I would say yeah if you're able to definitely use your skills, but when you go and placement you find that things aren't always the same, as you expected them to be so obviously a patient's not going to be like a textbook so yeah.

**Moderator 1:** Um, just before I come to you (2), do you think that would have been different than if you'd have been traditionally taught versus the fact you had to go to online learning or do you think that would have been the same?

**(5):** I think for respiratory it would have been different, because we would have actually been able to use the equipment, yeah definitely. Um, I think with MSK probably not too much, maybe just the fact that we'd have more time to actually practice the techniques. So, when I went into my placement, I was really, not really confident with the techniques, I was using and then I was told that it's done slightly differently, so now, having to remember that one and then also keeping my brain, the one that i've learned from uni to be examined on. Whereas, if we were able to be in person more, and we were able to have time the labs more I would have consolidated that knowledge and been able to be confident in that technique, so then when it came to placement, learning the new one may not have been too difficult if that makes.

**Moderator 1:** Yeah, okay I got you got you. (2)? Sorry then I will come to you (4).

**(2):** Yeah, I was gonna say this to (5), I found that neuro and respiratory transferred from online learning to placement quite well.

**Moderator 1:** Right.

**(2):** But, with MSK because it's so….

**Moderator 1:** It’s fascinating isn’t it?

**(2):** Yeah, because it's so different. It's like we would learn something, but they'd be like, oh no we don't use that and because you can pick and choose what you're used for MSK because, I mean, respiratory and neuro you kind of have to have set things in order to do.

**Moderator 1:** um hmm

**(2):** Even though they might do a slightly different, but obviously they have to do certain things like your ABG’s and that kind of stuff.

**Moderator 1 Mouslon:** Yes.

**(2):** Whereas, MSK very much pick and choose what you want to do, because, the research is so kind of to and from, kind of thing, to and throwing, so, yeah we learn things in MSK, but then you'd go and do on placement and they're like no we don't do that, we do it this way. And it's like, you get confused because it's like well, I need to learn it this way because I need to do my exam, because I need to pass my exam.

**Moderator 1:** yeah, this sounds familiar.

**(2):** Yeah, and I always say yeah well, um, just do it this way, for now, so you can pass your exam but it's like you're teaching me something completely different now so now i'm getting confused like how I’m supposed to do it and then, if I do it wrong in the OSCE then i'm going to fail my OSCE or get a lower mark. So, yeah it's all well and good, saying oh you can do what you like when you finish uni, it's hard when you're an MSK placement and they’re doing something different to what you've learned.

**Moderator 1:** Yeah.

**(2):** So i've got to try and work out.

**Moderator 1:** As picking up on (5) point about having that confidence before even going out on placements that confidence in, in some of the basic stuff before that’s then challenged when you're on placement potentially

**(2):** Yeah.

**Moderator 1:** Okay. (4), you were going to come in.

**(4):** I don't know if it was just me? But, I went on placement and it was in my my second MSK place, my first MSK placement, but it was maybe my second placement.

**Moderator 1:** Right.

**(4):** And I just thought, everything just went out my head, forgot everything, kind of, what do we do? And it was for me I think like an apprentice style placement or having an apprenticeship would have been better for me because I learn as I go and they're like teaching me. And although, like he was teaching me say like a knee examination, it was, I was remembering everything was doing it placement, uh, sorry at uni because oh yeah we did this, we did cover this, it was the initial meeting somebody going through the subjective going, I had to kind of do it all at once or twice to get into the argh, this is what we're doing and then putting it all together because you'd, you'd often in class do to a treatment on someone or you..But then you have to put that in context when you're getting someone to come in front of you they're telling you what's wrong, you have to write it all down and go through the whole thing where it's very disjointed at uni because obviously that's how it's got to be they teach you can't teach it as in one I don't think.

So, yeah I found it, after five weeks it was getting easier, but, um, I felt like I have to do at least, least go through it once or I did do to think what am I doing here, it was a bit, what am I doing?

**Moderator 1:** And do you think so i'm coming back to that point, I suppose, as the focus is about how the online learning impacted that feeling and your ability to apply the knowledge and skills you gained online in the practical situation, so do you think that had an impact on how you felt then or it wouldn't it would have felt the same whether you have done it face to face at uni anyway.

**(4):** Maybe, possibly, but it might have been the same. I don't think they, they didn't focus on subjective consultations quite as much. I just don't think unless it was me and I don't even remember it. But it was kind of like, brushed passed, so I feel like it was brush passed and then, when I went to my placement, it was like this is just subjective and it was really quite important, as asking some of these questions, I don't know what I thought, but you know what I was going to expect to go into that placement and do (laughs).

Yeah, but I don’t know if that's just me?

**Moderator 1:** (5) I saw you raised your hand there.

**(5):** Yeah, I definitely agree with (4). I remember in first year before we went, um, into covid and all went online. I think it was MSK, we did like a role play thing so we've got into partners, and then we had, our partner would have like a case scenario and they had to pretend, they were certain type of patient with an issue and we'd have to go there and do our subjective on them and do our objective, I think there was plans to do more of that later on in the year, but obviously covid happened. Then, since being online it's kind of the subjective is kind of done in the tutorial but it's difficult because you already have the case scenarios. So, you already have the patient's problems, their aggs, their eases, you don't ask them about it because it's just a piece of paper a patient piece of paper and then we've done that. With like, you know, online learning and kind of just listened to what said you try and get a bit of feedback and things like that, but you more kind of navigating around it and try and learn the pathology and then that's it and then, when you get to your practical session you just, you just learn assessments and treatments actual objective ones, rather than asking any questions so you kind of almost forget that you've done the subjective part. The subjective almost kind of blends in with the lecture and it's just something you learn and then you go away and you forget about it. But obviously on placement you do that subjective and objective all together in one time, so I would say, definitely going online has affected that. I don't know if, if we were not online if we would have had more chance to do the role play in second yeah, and I think that would have been very, very beneficial. Um, but with it being online the subjective kind of gets forgotten about, I think.

**Moderator 1:** Do you (4)?

**(4):** yeah that's what I was trying to say. I totally agree with that, and actually in the subjective that I did, I was the teacher or the observer and I never actually got to go, have a go at asking those questions.

**Moderator 1**: Right

**(4):** So, I never got involved and like you said, you’ve done your subjective you kind of forget about it and then you're in the next class we're just doing the objective or the treatment.

And then it's applying that treatment to whatever the problem is, like, it's until you get on placement and put all together in one line. So, I think i'm definitely a, you have two hands on have to do it all through, this is what we're doing to actually learn it really.

**Moderator 1:** See i'm fascinated now as well, sorry. Go on (2).

**(2):** I was going to say, like a step by step thing like what (4) was saying. Like, you need to go through it. I’m the same, yeah. There’s no point in doing one, one day and then something else, because it just doesn't it doesn't make any sense.

**Moderator 1**: Right.

**(2):** Because then you forgotten what you were doing before.

**Moderator 1:** Right. So the fact it's the subjective, objective, assessment all different that didn't really, didn’t really..

**(2):** Yeah it’s almost like she said, like it's disjointed. Because when you've actually got a patient in front of you, it could go anyway, you just don't know what you're going to be doing.

**Moderator 1**: um

**(2):** When you're given a case scenario that it's like right it's this problem. And you have to do this, this and this. When that person comes to you it's like, well actually, it might not be that problem, it could be something else, and it could be this or it could be that, and it's like I don’t know what I am doing.

**Moderator 1:** Yeah, people go off.

So, i'm really fascinated with this as well because i'm just thinking about how practice change then, in terms of some, some placements would have gone online and some you know MSK, you would have, you might have done subjectives online and practice has changed a result of covid so in terms of in terms of your online learning at university preparing you for any of those types of changes did it help? (2)?

**(2):** To do tele-health no it didn't help at all.

**Moderator 1:** Oh, interesting.

**(2):** When, because obviously, we would do our online thing, but when we went on to placement and it was telehealth, and it was like right you've got to do this objective and you got to the objective over the phone. It's like what? Like how am I supposed to explain to them what I want them to do? I would sit there and go right, I want you to do this (moves arm), this (moves arm another way) and it was like I don't know, like, I don't know what they're doing either whether they're doing it right

**Moderator 1:** Okay.

**(2):** So, yeah we're not prepared to be doing telehealth.

**Moderator 1:** Okay, so telephone stuff as opposed to the, um, Zooms, or..

**(2):** Video wasn't too bad.

**Moderator 1:** Okay.

**(2):** At least you could see them. But again, you weren’t there to actually like to touch to, for them, to like the proprioceptive side of it. Whereas, if you're just saying someone do this and, as you can see them doing it, but again they're not half the time they're not doing it right.

**Moderator 1:** Sounds familiar.

**(2):** Yeah, because I don't know where their limb is in space, they haven’t, a lot of them aren’t aware so trying to do that yeah online learning at uni was not helpful for that.

**Moderator 1:** That’s fascinating. (5), you were going to say something.

**(5):** Yeah I think, um, I had one Community placement and we did a lot of telephone consultations over the phone assessments and from the assessment, um, my educator would decide whether we actually go out and see them because it was during the second wave, so we weren't really going to see patients unless we absolutely had to. And for that, obviously, our assessment over the phone had to be really thorough to decide whether they need to be seen or not. Um, and I would say uni didn't really necessarily prepare us for that, or online learning didn’t prepare us for that. Obviously, I kind of learned and gain those skills on placement, um, so, but I don’t really know how they would prepare us for it anyway, unless they kind of got us to do role play over zoom and ask, ask each other questions you know I think it's quite difficult it's something that is new to everyone, so, you kind of would only really be able to learn it when you actually get into it.

Um, I just think it's quite interesting with all the online learning and things like that, because, I don't know about everyone else, but I would have thought most physio students, the reason why they want to become a physio because they are more hands on person physio is a hands on job role it's not really over the phone or you don't do a lot of like your assessment is very, very hands on and things like that you feel like you're talking is kind of down to a minimum and you gain a lot more information from actually feeling and, and you know testing and trying things out so it's interesting that we've had to do a lot of online work and things have had to go online because I would say, naturally we're more practical people or people that probably learn better by doing things. In the actual you know, in a real-life situation so yeah I think it's just been it's been a challenge for all of us I would say.

**Moderator 1:** Go (1).

**(1):** Yeah, and I was just saying that it's not so much, it's more the fact of like how the online learning and the lack of sort of, um, in person teaching and stuff like that and being able to use some practical skills. I know, for me, on placement, quite, a few, like sort of, placements for, like they had expectations that you should, well you've learned this at uni.

**Moderator 1:** Right.

**(1):** And, your like, yeah okay cool I have, but it was a two hour session and I learned 10 things in that session, you know, I was able to go over it sometimes but not to the extent of what I probably would have if we had more time and more opportunities to actually practice, some of these things. So. Yeah.

**Moderator 1:** So, can you give me an example? So, have you got any specific examples of that because that is quite interesting?

**(1):** Yeah, so, it was more like so in C-Resp we, um, had to do like, stuff like you know when we learn more of the, um, things so like open suction or something like that that was quite a big element it's not something that we can really practice at home, we can learn the theory and what you meant to do but practically we weren't able to do it again at all, really. Um, and I can remember when I was on placement, um my educator was like well you’ve learnt this, you should know this, you should know what you need to do and be able to do it i'm kind of like. No (laughs). I don't feel confident at all to do this, um, you know, so it's, it's kind of one of them things where I feel like some of the things i've just not had that practice and not had the opportunities to go through some of the things, and that has carried over to placement where just not, not been confident enough to go through some of them.

**Moderator 1:** Okay, (4) I saw you nodding there and raising your hand.

(4): Yeah, totally I, all my placements just because you learnt it in theory doesn't mean you can do it. That’s what I was saying with the MSK, um I had to kind of like just in the assessment, I had to actually do on someone or be taught how to do on somebody.

I, you can't just do it can you? Can't just, just by looking in a book and all that's how you do it, now you do it, it's, is, I agree with everything what (1), sorry (1), was saying. Um..

**Moderator 1:** So, with that have been different if the online learning change hadn't happened, do you think? If you'd have been out of practice that suction at university or you would have felt more confident going out?

**(4):** Um, I don't know if there's much of, I think there's much of a change really. Maybe, maybe being not so much online. Um, it probably would have helped us. It’s hard to say.

**Moderator 1:** (5)?

**(5):** Yeah, I agree with (4) we don't really know what, um, uni would have been like in second year.

**Moderator 1:** Okay.

**(5):** If it was in person, so it's, it's interesting to know whether we would have had more practical sessions, because we still did get one practical a week for our module so we still did get a practical and obviously we didn't get the time to practice in our own time but it'd be interesting to know how much more teaching for practical we’d get if that makes sense because we don't really know I don't know if (2) knows?

**Moderator 1:** (2)’s raising their hand there.

**(2):** Oh yeah, because i've done, i've repeated my second year, so I done more practicals before covid.

**Moderator 1:** Okay.

**(2):** Before it went online.

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

**(2):** Um, and you did get more practicals than what you did during covid because we went down to one or two hours a week or something wasn't it? We done quite a lot of practicals beforehand. But because there was so many people you didn't actually get as much practice, so even though you was there more time you still only got the same amount of practice, if not less than what you did during covid time because there was such a big class. Whereas if you'd had the smaller classes like we do now, that had more practical time, I think we would actually have more confidence in going actually we can go right there now to placement and actually do something.

**Moderator 1:** Okay. Okay.

**(2):** Yeah.

**Moderator 1:** Okay, back to (5).

**(5):** Yeah, sorry just to add to that, and that's a good point actually. But even with that I don't know if that would have even been possible because we had our pods there was only about 12 people in a group which means there are more classes. So, the lecturers had to spread it out more across the week because they'd be like eight different sessions, rather than before there was three classes of 30. So, they could do loads of practical because you just get 30 students in at one time, you can do it three times in a week. When you've got eight different groups it's not very easy to get them in as much. So, it's kind of a bittersweet you can either be in a big group and struggle to get time the lecturer but get more practicals,or being a smaller group and get more time with the lecturer but get less practical so, I don't know if that's something that could be avoided, really.

**Moderator 1:** No that's really good to get that feedback anyway, whether you went online or not. So, in terms of applying your knowledge and skills you've got from the online learning into placement i'm going to, i'm going come to (8) now to think has anything anyone said resonated with you, or is a different experience or similar when you've then gone out practically.

**(8):** Um, to me, whenever I go onto placement, um, I’m very straight up with my educator like the within the first you know 15 to 20 minutes of talking to them saying, if you ask me to do something I will be, um, completely honest with you and say whether i've covered it at university or not.

**Moderator 1:** um hmm.

**(8):** And I say to them, you know i've probably practised the skill for about 10-15 minutes until i've had to move on, because we only get two hours a week. The way that I learn is, if you do it, I repeat it, and then you correct me so um, in all, in terms of like preparation for placement and that is, I learned, I learned my practical skills on placement.

**Moderator 1:** Right.

**(8):** I don't necessarily learn them at university. Um, Because there's just not enough time, whereas every placement i've gone to i've been completely honest with them. And you know, they've, they've said to me like that's okay. Because they, they understand that you know, yes i'm there to be assessed, but they're also there to teach me. And you know getting a, a five week placement practising skills i'm going to benefit like, so much more from then a two hour practical session where i'm covering multiple time, multiple things.

**Moderator 1:** Picking up from (4)’s point earlier, earlier on, so i'm going to ask the same question going back to that, though, if the change hadn't happened between traditional to online do you feel you'd have felt different, (poor connection)..15 minutes going out on placement or do you feel that would have been the same anyway?

**(8):** Sorry, can you repeat that you cut out a little bit.

**Moderator 1:** Sorry, so it kind of picks up on (4)’s point earlier and, and reinforces what she was talking about in terms of apprenticeship placement and learning as you go along so i'm interested in, do you feel that first 10 to 15 minutes conversation on placement would be different if you hadn't gone to the online format that you had to as a result of covid?

**(8):** I think yeah, I think, would be completely different, I think, because we, you know i'm assuming that from the, you know the couple of months that we were face to face in first year, you had more practicals. You had more opportunity to ask questions, to pull a teacher aside and say, can you show me how you would do this and then you know you practice it like. Last year for MSK, I would have to get my MSK teacher in the practical to put their hands on top of mine, to be able to show me what we're doing. Um so, if, if it weren't on if it wasn't online I would have just had more opportunity to get that feedback to get that that practice i'd have more I would have had more opportunity to make mistakes.

**Moderator 1:** Right.

**(8):** Whereas online, you've got such a big cohort or even you know, if you've got tutorials you know it's still 20-30 people depending on you know, who turns up and that, for me, I still find that rather difficult to you know, put my hand up and say, can I have some help. Whereas in practicals you know, your teachers going around the room so then i'm like oh sorry, can you just show me how you would do this again.

And, because you can explain it and I can create my own visual representation of what I think that may mean, but that could be the completely wrong thing you know so. I would like to of, I would like to think that I would be more confident hands on, if we weren’t online.

**Moderator 1:** Okay, and do you, go on.

**(8):** Practically and verbally, more confident.

**Moderator 1:** And I suppose it's that ability of lecturers to be able to pick up on those cues in smaller groups when you're face to face. So, from a lecturer perspective going around in practicals and you're working in twos and threes you may pick up on that, whereas online, it might be more difficult for lecturers to pick up where somebody is struggling.

**(8):** Yeah, and I think you know if, if you are, you know in practicals, I, I, I do not hide my facial expressions if I don't know something if I if I look confused I look clueless. You know the lecturer knows. Um, or if I if i'm, if they've said something and I, I disagree, they can tell, by the way that I move my eyebrows or something so they know they pick up those cues whereas where i'm online, I think it is due to being more you know socially anxious now. I don't like to have my camera on, and I will keep myself muted until I have to

**Moderator 1:** okay

**(8):** um so yeah completely different.

**Moderator 1:** Right, that’s, it's interesting to think about the impact on the going out on placement (5).

**(5):** Um yeah, I agree with everything that (8) said, and another thing I actually forgot about is another thing we used to have before covid was the expert by experience. I know we have that definitely in neuro so we'd have a patient come in, who is actually a patient who actually has a deficit and we'd be able to practice on them, and I think, that's something that's really, really beneficial because, as I was saying it's much easier to practice your skills on, on someone who actually has these deficits. So, obviously being online and being in covid, we absolutely could not have any patients come in for their safety and for our safety, so it made it more difficult because, even with, um, so you learn something in a practical session but it's not on a real patient and then you do have somebody come in you're able to practice those skills and it would be like in real life, and then, when you go into placement you kind of remember what you did. But then even similar to what (2) was saying, back then, we had classes of 30 students, so, it's a little bit tedious for a stroke patient who's got deficits and can't raise his arm to get 30 different students trying to assess him 30 times, do you know I mean? So that would obviously be easier if we had like a smaller group of people, but then again that only happened because of covid so yeah it's a little bit challenging but I think the expert by experience were really, really useful for us.

**Moderator 1:** yeah, yeah, definitely definitely.

Right, so what i'm picking up there is in terms of, there's a general consensus about feeling a bit less confident about placement, because of the move to online learning and there might have been less opportunity to practice the practical skills and enable you to feel confident and ready for placement, so I think, that is a general feeling. So, is there any opposite view to that in where you think that the online learning change actually helped you and made you feel more confident in certain aspects of your learning which might not have happened if you had stayed in the traditional format?

(Pause)

The silence is telling there

So, some of you mentioned earlier about being able to go over things more because you could watch recordings go back to tutorials, do you think that was useful in making you feel more confident than when you went out and placement or practically (4)?

**(4):** I don't think, I um, I don’t think it'd be any different for me. I think I, I am, i'm not very confident i'm getting more confident, but I definitely go into placements i'm not very confident and I learn as I go, as i'm doing it as i'm seeing people you know you. Until you get someone in front of you asking you those questions and saying this, and your having to have a conversation explain to them you got to practice all that, like interacting with patients explaining things it's, you just, I just need practice of doing that, and I don't think it had been anything different to me online or in person, um, going into placements.

**Moderator 1:** Right, Okay.

**(4):** yeah.

**Moderator 1:** And, other people are nodding there. Is that Similar?

(2): Yeah I just think there's no there's no um, there is nothing like doing practical. Like I just don't, no amount of online learning sitting at a computer just staring at things is not going to, like, like, help with practical things unless you're actually doing it. Because, like (5) said we're physios so we have to physically do stuff in order to learn stuff so learning online or going into lecture I don't think would make any difference, the theory side of it, it wouldn't help the practical side of it anyway.

**Moderator 1:** umm

**(2):** But, yeah.

**Moderator 1:** And apart from all the strategies you've talked about already was there anything else you used to try and overcome that because I mean you, it happened didn’t it? It went online, you had to learn your practical so, are there any other strategies you developed yourself to overcome that (2)?

**(2):** Just using my kids (laughs). Basically, anyone that was a willing yeah willing participant or not willing to be fair. To help me learn.

**Moderator 1:** Yeah, yeah.

**(2):** Because there's no other way, there's no other way to do it.

**Moderator 1:** hmm

**(2):** Because you physically have to do things as a physio. So, sitting learning online, yeah it’s alright with the theory, but the practicality of it, you need you need the constant practice of going through things of how things. Like little scenarios of, how like, from start to finish, like (4) said from subjective to objective to then the outcome. Case scenario’s are fine but they're not real people and you're already got the case scenario, so you already know the problem. Whereas, the whole point of the subjective is to find out what the problem is, or at least help them with whatever issue they've got.

**Moderator 1:** hmm.

**(2):** Yeah, whereas if you give it a on in case scenario, you like, you just concentrate on that thing so then when you've got a patient in front of you your like, what do I do? They haven't got that issue, what, I can’t remember what else to do kind of thing. It doesn't help with the, I don't think it helps with the clinical reasoning if you've given the case scenario you've got the problem in front of you.

**Moderator 1:** Hmm

**(2):** Because, then the subjective doesn't make any difference because you already know what the problem is.

**Moderator 1:** yeah I know, yeah that detective works gone out the window a little bit.

**(2):** Yeah yeah.

**Moderator 1:** Yeah. Any other strategies that helped you overcome this. Anyone?

**(5):** Sorry, do you mind repeating that question again my connection chucked me out of the zero so.

**Moderator 1:** Yeah, so, it was just thinking about, um, any strategies that really helped overcome that lack of practical hands on experience because of the change to online learning that haven't been discussed already? So, anything you found you support, are trying, because it happened (5), didn’t it, it happened? You had to go online, you still had to learn practical skills, you still had to do these, some of these things so is there anything that you, the lecturers suggested or that you developed yourself that helps you to overcome those challenges?

**(5):** Um, I would say, the only thing, maybe would be similar to what (2) said was practicing on my family.

**Moderator 1:** Right.

**(5):** So, in my pod it was three girls so obviously we didn’t get the opportunity to practice on male bodies, but I would practice on my brother and my dad so that I had opportunity to you know feel different types of bodies. Um, but even with that it came with challenges where, I would practice all the things that I knew well or I might be quite good at, with the things that I was struggling with because maybe, I forgot where the bony landmarks were or I forgot to do the technique I would kind of just leave that bit and not worry about it really. So um, yeah I would say practicing on my family’s the only thing that really helps really.

**Moderator 1:** Um, and (4).

**(4):** Yeah, I would practice to, i'm just trying to think back to last year that's a long time ago.

**Moderator 1:** Yeah I know, that’s the problem.

**(4):** It is yeah, but I would have the, um, whatever they did in the practical, I would have the videos up and be to be watching doing the same thing.

**Moderator 1:** Okay.

**(4):** So that that was really good for the videoing of, all the, um, students that that was really invaluable it's really, really good.

**Moderator 1:** Okay, brilliant. We, were, oh sorry (8), you put your hand up.

**(8):** I just found that, um, when, when in second year, we had the safety net policy, so the university, they were aware of it. And, um, so I think that definitely helped to calm my nerves a little bit.

**Moderator 1:** Right.

**(8):** Which took pressure and stress off my shoulders, which then, in turn, helped me to kind of remember and learn, um, whereas now there isn't that safety net policy and if I if I was a second year doing it online with the reduced practicals that you know, there are now and there's no safety net policy, I would just be a bundle of stress.

**Moderator 1:** Umm.

**(8):** And, I don't think that it's fair that they've got rid of it, to be fair, because again there’s still not enough practical time. But for me, um, and I know, you know, talking to some of my peers and that, that, that safety net policy, it didn't necessarily help me feel more, help me like, learn it definitely took away a kind of psychological element which then, it helped my mental health, which then, in turn, helped me to stay calm and focused when I was kind of learning and then that kind of then helped me when I was on placement as well, because I was at a better mental state learning it so then there's more kind of recoil. If that makes sense?

**Moderator 1:** Yeah completely so that's that leads me on to we, you know, sort of getting closer to a sort of, final question in terms of support. That's really interesting (8) because that's something that the university put in place to help support students during the change this transitional change, that students may or may not found useful, so I mean if you were all to look back on your experiences of learning online what did you think could have helped support you further during the pandemic restrictions is there anything else that could have been put in place to support you further. (Pause).

(1)?

**(1):** I don't know if there's anything maybe specifically, but I suppose it was quite easy to, I know when everything was online, it was quite easy to not like, voice that you actually got a problem. Like, granted the lecturers, they did a lot in the sense of like, if you had any issues you put it on the discussion boards, or you could ask them after lectures but I suppose I think, maybe like in the first year, I can just remember like a lecturer would kind of pick up if you're struggling a bit more, I think, maybe like in the practicals or something like that.

Whereas, sometimes I felt like last year, especially when I was struggling you know I didn't know really, sort of how to kind of, voice what I was actually struggling with.

**Moderator 1:** Um hmm

**(1):** Maybe if it was actually like, you know, the theory or the practical or anything what was, I was going through, but I just found sometimes that because of everything being online I could kind of just, it kind of, kind of be just, kind of not, not like yeah, just not acknowledged as such like. I don't know if necessarily university could have done anything more, because they did have things that I could have accessed maybe, but it's just I don't know, I don't know some things could have possibly been picked up if it was more face to face I guess.

**Moderator 1:** Right well that’s interesting it's interesting that things maybe there, but people, it's not as easy to access as we potentially think it might be or it'd be different if it was picked up in a face to face. Do oth, do others, go on.

**(1):** Yeah, no I was just going to say like, I don't know sometimes just having a person to person just, someone being there, rather than through a screen or just sometimes feel like you can ask a question that you probably wouldn't necessarily put in a discussion board or you know, you can voice like, sort of certain like feelings that you haven't when a person like when the lecture is there, rather than like I don’t know through zoom or something like that I don't know it's just like having that person in front of you, I just feel like makes a difference, sometimes.

**Moderator 1:** Yeah absolutely, absolutely. Does anyone else have anything to think about in terms of what more could be done to support you or what other strategies could have been put in place to help you?

**Moderator 2:** (8) has raised a hand Moderator 1.

**Moderator 1:** Oh, sorry, sorry, I’m looking i'm completely missed that. (8).

**(8):** Um, I would just say, um, that when you know, when, when we do have either like lectures or, or tutorials and it is online like I understand that you know the lecturer likes to have you know, people with their camera on, or, or with there mic like you know off mute and I understand that, from, because I could only imagine how difficult it is t, teaching, you know 30 plus people, and you know you are staring at blank screens, but I did find that um, when, when some you know there's been a complaint that you know, then there's not as much engagement, um, I feel like it would be important to understand that maybe those people, you know those 15-20 people in that tutorial group, maybe within class and that they are kind of introverts they are the people who wouldn't necessarily put their hand up or you know, say something just because of how they are, um, so I think you know, for them to, to kind of not be as, as, um, what's the word i'm looking for as frustrated when they're aren’t the cameras on, or they’re aren’t, aren’t you know as much talking. Because from that way if the teacher, all the teacher can do is, is if nobody's brought up a kind of like a flag, like they need help, or that then that's all that they can do so then that puts the pressure or the, the, the role of the student. If that makes sense? Well okay, well you haven't come and said anything to me so i'm going to assume that you know, it's, and then it's the responsibility of the student.

**Moderator 1:** Um hmm

**(8):** But if somebody you know, like myself, I always have my my camera off and i'm muted until you know, I have to, I have to talk and it doesn't mean i'm not engaged it doesn't mean that you know i'm doing something else it's just the whole kind of pandemic has affected me like socially.

**Moderator 1:** mm hmm

**(8):** And so, to be able to take that into consideration a little bit more.

**Moderator 1:** Okay, that’s really useful. (5) you've got your hand up as well.

**(5):** Um, yeah, I think I sort of agree with what (8) is saying in there as well, and I think what would have been nice I don't know how practical, this would have been with, with having a smaller groups and not as much time but maybe if we could have had like a Q&A session after our practical so where we're in our small groups of say 12 so, the people that aren't as confident to speak on zoom and things like that you're in person and you're in a smaller group so maybe it might be a little bit, urr, less nerve wracking so say for an hour after our practical we're already in, we already done our lateral flow and we've already got our PPE on we could just do a little Q&A with our lecturer about anything that we've struggled with across the whole week so within our lectures, within our tutorials and our practicals, because sometimes after lectures, you might have a question, but especially on those Mondays where it was literally 9-5 back to back you don't have time to really stay behind and asked your lecturer a question because you've got to go to a lesson and so do they so maybe if we could have had like, um, maybe an hour or so just to have a Q&A, ask any questions that we were wondering or anything that we were struggling with and then that kind of gives us an opportunity as a small group to kind of feedback off each other as well, because I think if we were to I know personally for me I didn't really organize any zooms outside in my own time to go over anything I didn't know because I didn't personally I didn't really think of it, to be honest um, and I think it was something that was set up, formerly I might not have been as confident to speak up as well, because even though the lecturer is not better still, like 50 other students, so you can be a little bit daunting, but if you were able to do in person in a smaller group, I think that might have helped a little bit.

**Moderator 1**: Okay, so you're talking there about a Q&A in person on campus after, after the practicals?

**(5):** Yeah, yeah so we're already there obviously because I understand if you were to do it in different times, maybe you'd have to it'd be an issue where oh, we don't want to spread covid, you have to do another lateral flow, but if we're already there then you've done all those things now so it's not an extra you know task.

**Moderator 1:** Do you think that a Q&A, small group Q&A would have worked online as well.

**(5):** So that's what I mean with the online you still got the same issue that (8) was talking about where you may not feel that confident to speak online with your cam, you might want to put your camera on or you might want to take your mic off because that's kind of what tutorials are like it is kind of like a Q&A so, you talk through things as a group. And then, if anyone that's how the lecturers wanted to be I assume they want us to kind of feedback off of each other and talk a lot more, um, but that doesn't always happen because not everyone's as confident, but I felt like when you're in person it's just a little less daunting I feel like when you're online kind of like what (2) was saying before. Because only one person can really speak at a time for people that aren't confident they feel like everyone's listening to them, and if they get it wrong everyone's going to hear sort of thing. But when you're in person and you're all kind of not talking at the same time, but you know talking simultaneously you don't feel was put on the spot. Um, and you don't feel it's kind of odd because you think in person you'd be more shy than when no-one can actually see your face, but it is, it is a little bit different I think yeah.

**Moderator 1:** Yeah, I saw you nodding there (2).

**(2):** Yeah I mean, I find the whole online thing really difficult and I hate having my camera on.

**Moderator 1:** Right.

**(2):** So, in lectures it's always off because I hate, not only do I hate looking at myself.

**Moderator 1:** Oh

**(2):** But, umm, I don't like the fact that other people, I mean they're not looking at me at all they're looking at the lecturer or whatever. But I just, yeah, I just find it really hard to be on camera, whereas I would prefer to be face to face. Yeah.

**Moderator 1:** Fas, So picks up to (8)’s point and (5)’s point there to and (4) and (1) do feel the same?

**(4):** I mean, I always have my camera on

**Moderator 1:** Right

**(4):** Always do I, I feel, like, I have to sit down and I have to engage and I have to listen. Um, yeah. I just I don't know, I like to I, like it with other people that cameras on it's like arrgh some friendly faces it's nice to see, but you know I get where (8)’s coming from that must be awful but..yeah really, really awful. When there's like 60, 60 students there's not many have a camera on they, I don't know. I suppose I just feel like I have it on just yeah I engage more.

**Moderator 1:** Okay okay. Now (8) you put your hand up there. So i'm not sure it's an old hand?

**(8):** I mean yeah that is, is a old hand I don't know how to put the hand down.

**Moderator 1:** You tap it again, that’s fine.

**(8):** But, no, like from what (4) said, like, the fact that you know she and a few other people always do have their camera on. You know, it is it's nice because it means that I can I can just be kind of you know, the, the fly on the wall, I can just sit then, knowing that i'm not going to be called upon that i'm not going to be put on you know the spotlight. Um, and then that allows me to engage a lot more because i'm not I haven't got the idea of, oh, my goodness, like if they see me they see that i'm you know writing things down, then they be like, oh (8) you know what do you think the answer is. But then the fact that you know, (4) does have her, her camera on, and you know and a few others, it, it definitely helps my social anxiety so yeah.

**Moderator 1:** that's good point. (4) you're going to come back to that I can see.

**(4):** Yeah maybe, maybe i'm not so worried if I say something probably maybe it's an age thing I don't know? But I do feel like oh my God, am I going to say something wrong, but then again, on the other hand, i'm not that bothered. I mean, I do lack confidence in placements, but online I really don't mind, and I know my face does have a lot of expressions and people will say to me oh my God your face (laughs) when they said that and, I don’t know (laughs). But I feel like I’ve gotta have my camera on that's fine everyone has a theirs off or (8) has hers off, that, that should that should be the way. You think they'd be more with them on but um I don't know, maybe lots of, maybe because i'm like one of the oldest, in the.

**Moderator 1:** I think Moderator 2 and I trump you today.

**(4):** (Laughs) I doubt that. Maybe it’s an age and a confidence thing and I don’t know.

**Moderator 1**: (5)?

**(5):** Um, yeah, kind of to bring on what (8) and (4) said I think it's for (8) it’s she, feels she can be a fly on the wall, sometimes there's a lot of people who don't really put their cameras on or talk often so they kind of not, you don't expect them to say anything anyway, and then you've got people like (4) who always have their cameras on and always say something so you kind of expect them to say something. Then you sort of have people like me who some days I feel more confident to say an answer and i'm not too bothered if my answer’s is wrong. And then other days i'm more anxious, where I, I don't know why I just feel like I don't want to say anything wrong and people will judge me if I say something wrong so, sometimes i'm more talkative and other times i'm not and it can be kind of challenging because then when you're not in the mood to really talk you kind of feel like you're expected to say something I find it more tutorials. In lectures not too many people speak anyway because you're sort of just listening. Um, but with tutorials sometimes because I know that when i'm in a group that i'm often in, if i'm someone who talks more often and there's more people in the group who don't talk then, on a day, where i'm not feeling too confident to talk, no one speaks and kind of expects me to say something, but i'm not always like (4) where i'm not too bothered sometimes I am more like to (8) where I am more anxious to say something so with that I can kind of be a little bit challenging.

**Moderator 1:** Um, okay. (1) you had your hand up earlier, I think.

**(1):** Yeah, um, now I was gonna say like I usually did try to keep my camera on, especially through like last year, maybe the start of this year, but, I do find like nowadays like because so few people have it on then, sometimes in the lecture or a tutorial or whatever I might be like one of two or three who has got on so, then I am more or less likely to then keep it on.

**Moderator 1:** Okay, yeah.

**(1):** Then, then it's just everyone needs, kind of, and then either looking at me or the lecturer because there's no one else there, so you know that's what i'm kind of like Oh well, I probably should turn off and…

**Moderator 1:** it's a tough one that isn’t it?

**(1):** Yeah

**Moderator 1:** And do you think that, I mean going on in terms of support, do you think that technology could have been used in any different way to support you with that, this transition to online learning so picking up on some of the points you've, you've talked about. More understanding in terms of cameras on cameras off, understanding the different days, people will feel differently about this, do you think the technology could have been used in any different way to help support you with a transition.

**(1):** I don't think, personally I don't think so, I think, I mean it is what it is, people are going to feel the way they feel, feel confident or whatever. Um, yeah I don't think there's anything that could really even done, I think it's just is what it is, I think now especially I just don't think there's anything that's going to change anyone's mind to turn their camera on or off, you know even the lecturers don't even try they don't ask, as much as they used to, like I know that they might mention it now and again, but even, even then, like you, don't really get many people to change. So yeah I just think now people kind of got into their own sort of rhythm of it.

**Moderator 1:** Yeah.

**(1):** Yeah, I don't think there's anything I could change.

**Moderator 1:** Okay, (5) you got A hand up. Oh and.. I can’t read that quick.

(5): I agree with (1), I didn't really think much could have been done, but I do know that last year was the first time, where they asked us to, or they wanted us to get into pods, so they sent out an email to say who you're likely to live with or socialise with in the second year, um, so they could put you into those sorts of pods and I know there were a lot of physios that did live together, and so, I know when I lived with the physio and I knew when we sometimes we do a session together because maybe her zoom wasn't working on my zoom wasn't working and when we had our camera on during that. It was a little less daunting because there's kind of both of us in the room, or something and I know there's another, there was another household who had like seven physios or something. And there was a few sessions, where they'd all be together in on one zoom and they might put their camera on occasionally, so I don't know if that may have made people feel a bit more comfortable if they did, live with someone that they could be on the camera with at the same time because you kind of feel a little less pressure.

**Moderator 1:** Okay.

**(5):** But other then that I don't think anything could have really been done, because a lot of people don't live with the physios so it doesn't really make much of a difference.

**Moderator 1:** Right. No, I get your point. Now, who had, someone had their hand up then.

**(4):** It was me. Actually, if we all had our cameras on it might actually be quite off putting (laugh). It might go the other way actually, to be honest, so i'm not too sure what's what's the best.

**Moderator 1:** Okay, brilliant, cameras on-off is a big to top topic of debate, I think it's come up quite a bit. So i'm, I’m just going to repeat that last question because we're coming to I think, coming towards a sort of natural close now in terms of just, just take a moment just to reflect back the last couple of years, and if there's anything about that transition from traditional learning to online learning in terms of your experience that you feel we haven't covered that will be useful to bring up now.

Pause

**(5):** Um, I would say that being online, especially our last year I don't know if second year is generally a more busy year anyway, but I found that last year was incredibly full on. I think the fact that we couldn't go in was quite useful in the sense that you had more time to actually make notes and revise.

**Moderator 1:** Okay.

**(5):** Whereas if you're going in, especially people that commute you're taking maybe an hour or two in your day to travel, which is time that you can't be spent doing revision, especially if you're driving in and not taking public transport, for example, so I would say that was that, was a benefit. Um, because straight after the lecture I might go and get something to eat and then i'm back at my desk and i'm able to make notes, I have much more time to do those sorts of things. But before either you stay in uni and stay at the library more, you travel home and that takes take some time.

**Moderator 1:** Yeah, that’s useful, yeah, that's a good point. Any other reflections on the experience? (Pause). Taking the long view back. (pause). This is going to be where I let the silence happen. (pause). No, I think that's it, no one has got any more reflections. I think we've covered an awful lot there. There will be a lot I there were a lot of transcription going on from one and three quarter hours of discussion, but so what i'd like to say is just thank you for taking part, basically, I know it's a big amount of your time, so we are so appreciative of you um, giving your time up to do that because it's really useful to understand it, that transitional experience from a student perspective, and I hope you feel you've been given the voice to be able to express that freely.

I know that Laura will come back and check that what's been said, is what you feel and if there's anything additional we might want to add. Um, if anyone's feeling that they want to have a debrief after this in terms of a discussion of actually participating in the focus group you are by all means, welcome to contact Laura or in fact Moderator 2 I think you just have you just put your email in the chat.

**Moderator 2 :** yeah I have, I have. Thank you so much, everyone it's been absolute you're privileged to listen. And very painful for me because I like to talk (laughs).

**Moderator 1:** I know, I say I think you're going to explode with me.

**Moderator 2 :** Moderator 1, she's probably never heard me say quiet so.

**Moderator 1:** Never.

**Moderator 2 :** But I have heard a few things that just worried me a little bit. And that worries me as an educator and the mother, and some pastoral aspects. You know, around the isolation and you know so so if there's anything that you, you know tonight or later, you think you know actually I would really like to chat want to chat through someone who is again nothing to do with your program. Um, then I put my email in there, please feel free to email me or indeed Laura, but if you feel that you'd like to be one step removed that's absolutely fine I mean don't feel you have to by any means, but, you know, you've all been really very, very open and honest I mean it's you know gold dust what you've told us, and it will be really helpful for us, providing, in the future, hopefully we won't get into the situation but, as I say, you know i'm around, and thank you very much and I’ll be quiet again now Moderator 1.

**Moderator 1:** I’m amazed, can you imagine sharing an office with Moderator 2? So just please i'm going to reiterate what i've been, to say the terms of you know, thanks, very much for your time and you have been really candid and we are really lucky to be part of the experience of gathering this information. So huge, huge thanks to you for putting your hand up and and doing this because, not everybody does and not everybody will. So it's lovely to get you what your viewpoints so just on that note, remembering i'm going to reinforce what I said at the beginning about what, what stays in the club, was said in the club's things in the club, so what said in this focus group should stay confidential within this focus group.

We certainly will do that and and I really hope that you all do that as well, and just reiterating what Moderator 2 said, if you want to chat at all outside of this that's completely fine, so I think unless anyone else got anything to add off the back of that (Pause).

No hands up, you will be free to go, thank you very much.

**Moderator 2 :** Thank you.

END 1:57:10