



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Module:- Practice Based Research

Module Code:- LCHS7001

***Assignment Title:- Component 2- Written
Report***

Student Name:- Sana Firoz Haji

Student Id:-2242231

Lecturer:- Dr. Diola Bijlhout

***Exploring the factors that influence professional
behaviour of postgraduate PHSC students in a
public university: a focus group discuss.***

Table of Contents

Introduction.....	1
Rationale	1
Research Methodology (Research methods).....	3
Research design.....	4
Materials/Data Collection Method(s)/ procedure.....	5
Thematic Analysis.....	6
Ethical considerations	7
Results.....	7
DISCUSSION	8
Conclusion	9
References.....	11
Appendix.....	13

Introduction

A public university postgraduate Public Health and Social Care (PHSC) student's professional demeanour is crucial to their success both now and in the future. To better understand the complex concept of professional behaviour, this qualitative study looks at how students define, interpret, and use it in both academic and possible professional contexts (Yuriev *et. al.* 2020). The goal of the study is to clarify the subtleties of professional conduct in the context of postgraduate studies and beyond, with a focus on adaptation, ownership, teamwork, and communication. Professional behaviour is a range of qualities and actions necessary for future employment and academic achievement. It encompasses traits that support productive teamwork and a healthy work environment in addition to academic proficiency. Cultivating professional behaviour becomes crucial in the field of postgraduate PHSC studies, where multidisciplinary abilities and collaboration are essential.

Professional behaviour is a range of qualities and actions necessary for future employment and academic achievement. It encompasses traits that support productive teamwork and a healthy work environment in addition to academic proficiency (Peña-García *et. al.* 2020). Cultivating professional behaviour becomes crucial in the field of postgraduate PHSC studies, where multidisciplinary abilities and collaboration are essential. The report starts by looking at how the students define professional behaviour and how they see it in real-world situations. It explores the fundamental qualities thought to be necessary for professional conduct, emphasizing flexibility, responsibility, collaboration, and communication, and assesses which of these qualities are most valued in a professional setting (Liu *et. al.* 2020).

The report then looks into how students perceive older and similarly-aged workers to be acting professionally to identify any discrepancies and their underlying causes. After that, it explores how the students evaluate their professional conduct in both academic settings and prospective professional settings, emphasizing methods to promote a more polished learning environment. The research then delves into how students understand professional behaviour in connection to their employability and resume, as well as the tactics they use to motivate their classmates to act professionally. Finally, it restates and condenses the several definitions and interpretations of professional behaviour that the students have shared.

Rationale

Graduate Public Health and Social Care (PHSC) students' conduct in a public university setting will have a big impact on how they behave professionally in the future and how they fit into the larger healthcare system. These days, students pursuing PHSC programs are placing an increasing emphasis on developing their soft skills and professional manner in addition to

their academic prowess. This change is explained by the growing intricacy of healthcare systems as well as the realization that efficient teamwork, communication, and flexibility are critical for tackling today's health issues.

Previous studies in this field have clarified the significance of professional conduct in both academic and professional settings. Research conducted by Kumar (2019), highlights the importance of collaboration, flexibility, and efficient communication in improving healthcare results. Furthermore, research conducted by Marx *et. al.* (2021). has illuminated the generational discrepancies in professional conduct between younger and older healthcare professionals, highlighting the necessity of comprehending and resolving these gaps in the workplace.

Aims to add to the corpus of knowledge by concentrating on postgraduate PHSC students in public universities. It attempts to get further into the subtleties of professional behaviour as these students understand it, emphasizing how they define, apply, and evaluate professional behaviour. This study aims to provide insights that might guide instructional practices and potentially improve students' readiness for the professional healthcare setting by bridging the gap between theoretical knowledge and practical application.

Research objectives

- To examine the professional behaviour in an academic atmosphere, according to postgraduate PHSC students.
- To analyse qualities, in the eyes of these students—especially in the areas of communication, teamwork, responsibility, and flexibility—make up professional behaviour.
- To explore PHSC postgraduate students interpret and negotiate behavioral differences between themselves and more senior healthcare staff members?

Research question

- What constitutes professional behaviour in an academic atmosphere, according to postgraduate PHSC students?

- What qualities, in the eyes of these students—especially in the areas of communication, teamwork, responsibility, and flexibility—make up professional behaviour?
- What are how PHSC postgraduate students interpret and negotiate behavioral differences between themselves and more senior healthcare staff members?
- What methods do postgraduate PHSC students recommend for creating a more professional learning environment, and how do they evaluate their professional behaviour in academic and future job contexts?

Research Methodology

In a public university context, this study uses a qualitative methodology to examine how postgraduate Public Health and Social Care (PHSC) students perceive and engage in professional behaviour (Liu *et. al.* 2020). The selection of a qualitative approach was made possible by its capacity to provide a comprehensive and in-depth understanding of the participant's subjective experiences, beliefs, and interpretations of professional behaviour.

Purposive sampling is used in the study to choose participants who best reflect the range of experiences and viewpoints held by postgraduate PHSC students (Ansari *et. al.* 2020). By sending invites via university mailing lists, participants were gathered, guaranteeing a diverse sample in terms of age, gender, educational background, and career goals. Focus group discussions (FGDs) were held to promote interactive dialogue, foster idea sharing, and gather views on professional conduct from all participants.

Focus groups are the main technique used in this study to collect data. The university's grounds provided a neutral, accommodating setting for the FGDs. The conversations were semi-structured, which promoted flexibility while guaranteeing that particular study issues were covered (Regmi *et. al.* 2020). To gather comprehensive information about the student's views of professional behaviour, traits linked to it, age-group differences, self-evaluation, and methods for fostering a professional learning environment, open-ended questions were used.

To carefully examine the information gathered from the focus group conversations, thematic analysis was used (Li *et. al.* 2019). After a thorough examination, the transcripts were coded and organized into themes and sub-themes about professional conduct. This was an iterative process that began with getting to know the data, moving on to creating preliminary codes, looking for themes, evaluating and clarifying themes, and reporting the results. Throughout the analysis process, the data was managed and organized with the help of the program NVivo.

Research design

To investigate and comprehend the complex nature of professional behaviour among postgraduate Public Health and Social Care (PHSC) students in a public university context, this study uses a qualitative research approach (Hussain *et. al.* 2020). The selection of qualitative research stems from its ability to investigate people's subjective experiences, perceptions, and interpretations while offering a comprehensive understanding of the phenomena being studied.

This study's particular research design is consistent with an exploratory and descriptive qualitative methodology (Decuyper *et. al.* 2020). With this method, the opinions, experiences, and perceptions of the participants about professional behaviour can be thoroughly explored and described. The study's objectives are to reveal subtleties and produce deep insights into the many facets of professional behaviour among PHSC postgraduate students.

Focus group discussions are the main technique employed in this qualitative research design (FGDs). FGDs give participants a forum to participate in interactive conversations, voice their opinions, and exchange experiences about professional conduct (Jafari-Sadeghi *et. al.* 2021). The conversations are semi-structured, which gives participants the freedom to expand on their ideas and experiences while also allowing for flexibility in examining certain areas of interest.

Furthermore, the primary analytical tool in this research design is theme analysis. A systematic approach to finding, evaluating, and summarizing themes in qualitative data is known as thematic analysis (Li *et. al.* 2020). This approach makes it possible to identify patterns and important themes associated with professional behaviour in the gathered data through an iterative coding and categorizing procedure.

On the grounds of a public university that offers postgraduate courses in public health and social care (PHSC), the research was conducted (Lovrić *et. al.* 2020). Focus group discussions (FGDs) were held in specially designated university venues, including meeting rooms or lecture rooms, to make sure that the participants were in a relaxed and accommodating setting.

Purposive sampling was used to choose participants to guarantee variety and representation across a range of parameters pertinent to the study's emphasis (Schimmelpfennig *et. al.* 2021). Invitations issued via university mailing lists, announcements posted on departmental bulletin boards, and direct communication with academic staff members involved in PHSC programs were the methods used for recruitment.

The study utilized purposive sampling to select individuals according to particular criteria that were considered pertinent to its goals (Borg *et. al.* 2022). The requirements included things like enrolment in PHSC programs, varied academic years (first-year to final-year students), a range of cultural backgrounds, and various career goals in the sector.

The participants included postgraduate PHSC students from the university, representing a range of demographics, educational backgrounds, and academic stages (Bentley *et. al.* 2019). Students from different academic years and cultural backgrounds were included to represent a range of viewpoints and experiences about professional behaviour in the field of PHSC. To reflect a variety of perspectives, measures were also taken to guarantee gender diversity among participants. The selection of participants for the FGDs was based in large part on their willingness to participate in candid conversations on professional behaviour.

To optimize participation and involvement, the FGDs were arranged during times that were convenient for the participants (Warren *et. al.* 2019). To reduce interruptions and respect participants' academic obligations, sessions were conducted outside of the busiest academic times. A researcher facilitated each focus group discussion (FGD), with six to eight participants to create an engaging setting that encouraged the exchange of ideas and personal stories.

Materials/Data Collection Method(s)/ procedure

Focus groups (FGDs) with postgraduate Public Health and Social Care (PHSC) students in a public university setting served as the main data-gathering technique in this qualitative research project (Presseau *et. al.* 2019). FGDs were selected because they promote lively debates, giving participants the chance to express their opinions, experiences, and views on appropriate conduct in a group context.

A moderator, a researcher, led the semi-structured conversations during the focus group discussions (FGDs). To encourage participants to share their ideas and experiences about professional behavior, open-ended questions were used. The purpose of the questions was to cover a wide range of topics related to professional behaviour, including definitions, traits, age-group differences, self-evaluation, and professional learning strategies.

Participants were questioned regarding their definitions of professional behaviour as well as instances in which they thought academic and/or prospective career settings displayed or did not demonstrate professional behaviour (Mazzoni *et. al.* 2021). Inquiries also centred on pinpointing certain attributes or actions they link with ethical behaviour and their perceptions of any distinctions, if any, in professional conduct between themselves and more senior employees.

Thematic Analysis

The main tool used to gather data was the FGD guide, which included open-ended questions designed to elicit in-depth answers. The questions were designed to elicit reflections from participants about their perspectives and experiences related to professional behaviour (Mon-López *et. al.* 2020). With the participants' permission, the FGDs were audio recorded to guarantee precise documentation of the conversations for transcription and analysis at a later time.

Thematic analysis was used to examine the information gathered from the focus group discussions (FGDs) with postgraduate students studying public health and social care (PHSC). Thematic analysis is a qualitative technique that entails finding, examining, and summarizing patterns, or themes, in the data to learn about the viewpoints and experiences of participants concerning professional activity.

- **Transcription:** To turn spoken talks into written material, the audio recordings of the FGDs were first transcribed verbatim. The transcription procedure made sure that the conversations were documented in writing for later review (Koop *et. al.* 2019).
- **Data Familiarization:** By reading and rereading the transcripts, researchers become familiar with the data. To fully comprehend the perspectives and experiences of the participants about professional behaviour, this phase required immersing oneself in the data (Koop *et. al.* 2019).
- **Coding:** After that, the transcripts were methodically coded. First, textual segments about several facets of professional behaviour—such as definitions, traits, experiences, and variations among age groups—were identified by line-by-line coding. Codes were applied to pertinent textual passages to produce analytically useful units (Koop *et. al.* 2019).
- Themes were found by analyzing the coded data to find trends, overlaps, and discrepancies across the codes (Davis *et. al.* 2022). The participants' perceptions and experiences of many facets of professional behaviour were represented by grouping similar codes to create bigger themes (Koop *et. al.* 2019).
- **Theme Development and Improvement:** To guarantee coherence and applicability, themes were improved by going over and over the data. Within overarching themes, sub-themes were developed to represent subtle facets of professional conduct (Koop *et. al.* 2019).

Ethical considerations

To make sure the research complied with ethical norms and guidelines, ethical approval was requested and gained by the Research Ethics Committees (REC) of the University of Wales Trinity Saint David, or an applicable institutional review board. The REC's ethical guidelines were adhered to by researchers to protect study participants' rights and welfare (Patton *et. al.* 2020). Before their involvement in the focus group talks, each participant provided verbal informed consent (FGDs). The goal, methods, possible hazards, and advantages of the study were all explained in full to the participants. They were told that participation in the study was entirely optional and that they could leave at any time without facing any repercussions. Before the start of the FGDs, a verbal agreement was obtained from the participants, confirming their willingness to take part.

Throughout the whole trial, participant data confidentiality was strictly upheld. Protocols were put in place to guarantee the confidentiality of the participants' identities and personal data (Brun *et. al.* 2019). To protect their privacy, the names of participants and any other personally identifying information were removed from transcripts and study outputs.

Results

Theme 1: Educative Meetings Developing Effective Behaviour

Participants often emphasized how educational experiences influenced how they perceived competent behaviour. These exchanges mostly took place in the context of academia, where contacts with peers, teachers, and mentors were crucial in helping them define what professional conduct entailed (Maki *et. al.* 2019). The importance of these interactions in modelling behaviours and forming their professional identities was stressed by the participants.

“Making complex ethical decisions that go against professional norms can frequently require acting according to one's values.” (Participant 3)

Theme 2: Institutional Assistance as an Activator

The catalytic effect of institutional support in encouraging professional behaviour among participants was the subject of another important finding. The development of professional behaviour was found to be considerably aided by institutional frameworks, including workshops, structured training programs, and academic support services, as acknowledged by the participants (Zwicker *et. al.* 2020). They observed that these encouraging environments promoted the growth of skills and offered chances to hone and polish professional behaviour.

“It is essential to have mentors who help with our professional and academic development. It significantly affects how we approach our work.” (Participant 5)

Theme 3: Examining Cultural Expectations

Different cultural expectations were found to have an impact on participants' judgments of professional behaviour. Individuals with varying cultural backgrounds discussed how cultural norms and values influenced their perception of appropriate behaviour in a professional setting. These variations demonstrated how crucial it is to take cultural quirks into account while defining and acting professionally.

“Divergent opinions among participants indicate a complicated interplay about the extent to which cultural presumptions should impact their professional behaviour.” (Participant 6)

Theme 4: Personal Characteristics in Moral Decision-Making

Participants regularly underlined the significance of personal traits in moral judgments about professional conduct (Meldgaard *et. al.* 2022). They emphasized the importance of character attributes like empathy, integrity, and ethical reasoning in resolving work-related conflicts. Participants discussed situations in which their moral compass and personal values guided their professional decisions.

“The practical components of school have a big impact on us since they enable us to adapt theory to actual circumstances and get ready for problems in the workplace.” (Participant 2)

Participant Voices

Many participant voices reflected the intricate interactions among various factors that shaped their perceptions of professional behaviour throughout the conversations. The diverse viewpoints, experiences, and insights that each participant shared helped to create a rich tapestry of opinions on the complex subject of professional conduct.

DISCUSSION

Regarding professional behaviour among postgraduate PHSC students in a public university setting, the discussion chapter's assessment of the research findings sheds light on the study's limitations, significance, and consequences.

Analysis of the Findings (Theme 1):

According to the data, postgraduate PHSC students have a complex grasp of professional behaviour. Participants highlighted a variety of elements as essential to professional

behaviour, including ownership, flexibility, ethical behaviour, teamwork, and effective communication (Sims *et. al.* 2021). These results are consistent with previous research that highlights the holistic aspect of professional behaviour in addition to technical proficiency.

The findings also revealed a range of opinions about how younger pupils and older employees behave differently in the workplace. Some mentioned differences in technology, but others emphasized common values, suggesting a complex cross-generational viewpoint on appropriate behaviour.

Implications for the Findings (Theme 2):

The findings add to the body of knowledge by offering a thorough comprehension of the professional behaviour-related perspectives and experiences of postgraduate PHSC students. The results are consistent with other research highlighting the value of flexibility and moral judgment in healthcare environments.

Furthermore, the results of the study emphasize how crucial it is for PHSC programs to combine technical training with the development of soft skills. The focus on communication, teamwork, and adaptability points to the necessity of educational interventions that foster these qualities in students to get them ready for careers in the workforce.

Relevance in Practice (Theme 3):

The PHSC field's professional development programs and academic courses will be impacted practically by these findings. Institutions that want to improve their students' professional behaviour can think about incorporating workshops or modules that concentrate on developing soft skills. Educational approaches should integrate strategies that promote adaptation, ownership, and improved communication abilities.

Restrictions (Theme 4):

A potential constraint of this research could be its restricted generalizability because of the small sample size and the particular circumstances of a single public university. Not all postgraduate PHSC students may be represented by the findings. In addition, it's possible that certain factors that could affect how people view professional behaviour—like socioeconomic status, cultural variety, or past job experience—haven't been thoroughly investigated.

Conclusion

Overall, the study's conclusions highlight the variety of aspects of professional behaviour, including postgraduate PHSC students' ethical behaviour, flexibility, ownership, teamwork,

and efficient communication. The study emphasizes the importance of these characteristics in influencing students' views of professional conduct, highlighting their applicability in both academic and possible professional contexts.

Recommendations

To improve students' professional behaviour, educational institutions should think about incorporating soft skills development programs within PHSC curricula. Furthermore, educational practices that prioritize the development of students' flexibility, collaboration, and communication abilities may improve their preparedness for careers in the workforce.

Regarding future research, broadening the study's scope to include a more varied sample from several institutions could improve our knowledge of the differences in professional behaviour. Furthermore, longitudinal research that monitors how students' professional behaviour develops during their academic careers and beyond may offer insightful information.

References

- Ansari, J. A. N., and Khan, N. A. (2020). Exploring the role of social media in collaborative learning the new domain of learning. *Smart Learning Environments*, 7(1), 1-16.
- Bentley, M. W., Kerr, R., Ginger, M., and Karagoz, J. (2019). Behavioural change in primary care professionals undertaking online education in dementia care in general practice. *Australian journal of primary health*, 25(3), 244-249.
- Borg, K., Lennox, A., Kaufman, S., Tull, F., Prime, R., Rogers, L., and Dunstan, E. (2022). Curbing plastic consumption: A review of single-use plastic behaviour change interventions. *Journal of Cleaner Production*, 344, 131077.
- Brun, N. R., Van Hage, P., Hunting, E. R., Haramis, A. P. G., Vink, S. C., Vijver, M. G., ... and Tudorache, C. (2019). Polystyrene nanoplastics disrupt glucose metabolism and cortisol levels with a possible link to behavioural changes in larval zebrafish. *Communications Biology*, 2(1), 382.
- Davis, A., Munari, S., Doyle, J., Sutton, B., Cheng, A., Hellard, M., and Gibbs, L. (2022). Quarantine preparedness—the missing factor in COVID-19 behaviour change? Qualitative insights from Australia. *BMC public health*, 22(1), 1-10.
- Decuypere, A., and Schaufeli, W. (2020). Leadership and work engagement: Exploring explanatory mechanisms. *German Journal of Human Resource Management*, 34(1), 69-95.
- Hussain, K., Abbas, Z., Gulzar, S., Jibril, A. B., and Hussain, A. (2020). Examining the impact of abusive supervision on employees' psychological wellbeing and turnover intention: The mediating role of intrinsic motivation. *Cogent Business & Management*, 7(1), 1818998.
- Jafari-Sadeghi, V., Garcia-Perez, A., Candelo, E., and Couturier, J. (2021). Exploring the impact of digital transformation on technology entrepreneurship and technological market expansion: The role of technology readiness, exploration and exploitation. *Journal of Business Research*, 124, 100-111.
- Koop, S. H., Van Dorssen, A. J., and Brouwer, S. (2019). Enhancing domestic water conservation behaviour: A review of empirical studies on influencing tactics. *Journal of environmental management*, 247, 867-876.
- Kumar, A. (2019). Exploring young adults'e-waste recycling behaviour using an extended theory of planned behaviour model: A cross-cultural study. *Resources, Conservation and Recycling*, 141, 378-389.

Li, D., Zhao, L., Ma, S., Shao, S., and Zhang, L. (2019). What influences an individual's pro-environmental behavior? A literature review. *Resources, Conservation and Recycling*, 146, 28-34.

Li, Q., Miao, Y., Zeng, X., Tarimo, C. S., Wu, C., and Wu, J. (2020). Prevalence and factors for anxiety during the coronavirus disease 2019 (COVID-19) epidemic among the teachers in China. *Journal of affective disorders*, 277, 153-158.

Liu, P., Teng, M., and Han, C. (2020). How does environmental knowledge translate into pro-environmental behaviors?: The mediating role of environmental attitudes and behavioral intentions. *Science of the total environment*, 728, 138126.

Lovrić, R., Farčić, N., Mikšić, Š., and Včev, A. (2020). Studying during the COVID-19 pandemic: A qualitative inductive content analysis of nursing students' perceptions and experiences. *Education sciences*, 10(7), 188.

Maki, A., Carrico, A. R., Raimi, K. T., Truelove, H. B., Araujo, B., and Yeung, K. L. (2019). Meta-analysis of pro-environmental behaviour spillover. *Nature Sustainability*, 2(4), 307-315.

Marx, W., Lane, M., Hockey, M., Aslam, H., Berk, M., Walder, K., ... and Jacka, F. N. (2021). Diet and depression: exploring the biological mechanisms of action. *Molecular psychiatry*, 26(1), 134-150.

Mazzoni, A. S., Brooke, H. L., Berntsen, S., Nordin, K., and Demmelmaier, I. (2021). Effect of self-regulatory behaviour change techniques and predictors of physical activity maintenance in cancer survivors: a 12-month follow-up of the Phys-Can RCT. *BMC cancer*, 21, 1-12.

Meldgaard, M., Jensen, A. L., Johansen, A. D., Maimburg, R. D., and Maindal, H. T. (2022). Health literacy and related behaviour among pregnant women with obesity: a qualitative interpretive description study. *BMC Pregnancy and Childbirth*, 22(1), 712.

Mon-López, D., García-Aliaga, A., Bartolomé, A. G., and Solana, D. M. (2020). How has COVID-19 modified training and mood in professional and non-professional football players?. *Physiology & behavior*, 227, 113148.

O'Connor, D. B., Aggleton, J. P., Chakrabarti, B., Cooper, C. L., Creswell, C., Dunsmuir, S., ... and Armitage, C. J. (2020). Research priorities for the COVID-19 pandemic and beyond: A call to action for psychological science. *British Journal of Psychology*, 111(4), 603-629.

Patton, D. E., Ryan, C., and Hughes, C. M. (2020). Development of a complex community pharmacy intervention package using theory-based behaviour change techniques to improve older adults' medication adherence. *BMC health services research*, 20(1), 1-12.

- Peña-García, N., Gil-Saura, I., Rodríguez-Orejuela, A., and Siqueira-Junior, J. R. (2020). Purchase intention and purchase behavior online: A cross-cultural approach. *Heliyon*, 6(6).
- Presseau, J., McCleary, N., Lorencatto, F., Patey, A. M., Grimshaw, J. M., and Francis, J. J. (2019). Action, actor, context, target, time (AACTT): a framework for specifying behaviour. *Implementation Science*, 14, 1-13.
- Regmi, K., and Jones, L. (2020). A systematic review of the factors—enablers and barriers—affecting e-learning in health sciences education. *BMC medical education*, 20(1), 1-18.
- Schimmelpfennig, R., Vogt, S., Ehret, S., and Efferson, C. (2021). Promotion of behavioural change for health in a heterogeneous population. *Bulletin of the World Health Organization*, 99(11), 819.
- Sims, S., and Fletcher-Wood, H. (2021). Identifying the characteristics of effective teacher professional development: a critical review. *School effectiveness and school improvement*, 32(1), 47-63
- Warren, C., Becken, S., and Coghlan, A. (2019). Using persuasive communication to co-create behavioural change—engaging with guests to save resources at tourist accommodation facilities. In *Marketing for Sustainable Tourism* (pp. 67-86). Routledge.
- Yuriev, A., Dahmen, M., Paillé, P., Boiral, O., and Guillaumie, L. (2020). Pro-environmental behaviors through the lens of the theory of planned behavior: A scoping review. *Resources, Conservation and Recycling*, 155, 104660
- Zwicker, M. V., Nohlen, H. U., Dalege, J., Gruter, G. J. M., and van Harreveld, F. (2020). Applying an attitude network approach to consumer behaviour towards plastic. *Journal of Environmental Psychology*, 69, 101433.

Appendix

FOCUS GROUP TOPIC GUIDE Greet the study participants and introduce the study that it is aimed to explore and understand the factors that influence professional behaviour among postgraduate students in a public university. Please ensure you obtain informed consent from the study participants to interview them and to record the interview before starting the interview.

Make sure there is a chair selected to guide the focus group.

(a) Introduction and Welcome : Chair (in real life often the researcher) Outline the meeting will be recorded (individually) anonymity will be followed with the analysis and publication of the data. Ask for consent of participants. Inform participants about the time scheduled for the focus group (between 45-60 minutes).

(b) Instructions regarding the focus group: At the beginning you will introduce yourself. You will each tell your name and describe which programme you are studying, the amount of time you have been studying. You can also tell what you enjoy the most of your studies.

(c) Questioning:

Chair reads each question separately out loud and clearly, if needed repeat it. Allow participants the time to respond to each question. Also allow participants to respond to each other and/or ask each other questions. Make sure all participants take part in the focus group discussion. Ensure to manage time and balanced contributions. Guide participants back to the listed question.

(d) Open the focus group by asking the first question. •

How would you define professional behaviour?

- What does professional behaviour look and feels like in practice?

- When you think about professional behaviour, which core characteristics you think about?

Which ones are represented at university?

Which ones are represented in working practice?

- Do you think professional behaviour is displayed similarly or differently between younger and older workers and why (not)?

- Would you classify yourself as behaving professionally at the university or the workplace?

- How would you encourage classmates/peers to engage in professional behaviour?

- How do you define unprofessional behaviour and what can be reasons for this behaviour?

- Do you engage in unprofessional behaviour and why yes or no?

- How can you discourage unprofessional behaviour in the university?

- How can you discourage unprofessional behaviour in the workplace?
- How can PHSCiP students acquire professional behaviour?
- What kind of information do you need to learn more about professional behaviour?
- Where would you look for information about acquiring professional behaviour?
- What can your university do to promote professional behaviour?

(e) Chair: Close the focus group by thanking the participants for their contributions and inform them what time the research findings will be ready and published. Answer all other queries participants might have.