UNIVERSITY OF SOUTHAMPTON

FACULTY OF SOCIAL, HUMAN AND MATHEMATICAL SCIENCES

School of Education

Volume 1 of 1

Shining a light in the shadows: A case study of a European Nurse Education Network.

by

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Thesis for the degree of Doctor of Education

January 2017

UNIVERSITY OF SOUTHAMPTON

<u>ABSTRACT</u>

FACULTY OF SOCIAL, HUMAN AND MATHEMATICAL SCIENCES

<u>SCHOOL OF EDUCATION</u>

Thesis for the degree of Doctor of Education

SHINING A LIGHT IN THE SHADOWS: A CASE STUDY OF A EUROPEAN NURSE EDUCATION NETWORK.

Nita Eileen Muir Reynolds

This thesis investigates an active European Nurse Education Network, illuminating its complex practices and the impact these have on the participants involved. The study employed a case study methodology with an iterative three phased design, acknowledging the multi-dimensional nature of knowledge and practice of networks within real work life situations.

Interpretations of the results were synthesised through the lens of Putnam's (2000) theory of social capital. Findings revealed that practices have created a strong bonding social capital which has been influential in the sustainability of the network alongside having an effect on the participants involved. Relationships matter in social capital, using this lens enabled an insight of how social capital ebbed and flowed through the network and the significant tensions that were created as a consequence. Positive repercussions have ensured that the network has been successful in securing student placements for an exchange programme across Europe, has enabled self-governance of the network and is a learning factor for individual work related learning for participants. However, negative consequences include hegemonic and exclusive practices which contribute towards inequality and compliance relationships within the network. These findings provide guidance for future network activity highlighting the risks of relying solely on social capital for sustenance and governance. In contrast, the findings also illustrate that social capital has potential as a learning factor within work related learning which would be beneficial for future professional development programmes for nurse educators.

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Declaration of Authorship

I, Nita Eileen Muir Reynolds, declare that this thesis and the work presented in it is my own and has been generated by me as the result of my own original research.

Shining a light in the shadows: A case study of a European Nurse Education Network. ....

I confirm that:

1. This work was done wholly or mainly while in candidature for a research degree at this University;
2. Where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;
3. Where I have consulted the published work of others, this is always clearly attributed;
4. Where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
5. I have acknowledged all main sources of help;
6. Where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;
7. None of this work has been published before submission

Signed: Nita Eileen Muir Reynolds ……

Date: 30.1.17…….

Acknowledgements

Chapter 1:   Introduction

This thesis will present findings and an analysis of my research into the practice of a European Nurse Education Network, focusing on how network practice impacts on the scholarly practice of the participants involved.   This introductory chapter begins by establishing the rationale for the research followed by a discussion of this context in relation to both a personal perspective and the landscape of contemporary nurse education practice involved. Thereafter, an overview of the European Nurse Education Network offers an explanation of the case in question. This research used an iterative approach, meaning that the conceptualisation of the research question was influenced by an early stage of data collection; a synopsis is presented in this introduction to frame the remaining thesis and ensure transparency of processes for the reader.

1.1   The opening act

In this opening act of establishing the rationale for the study, both theoretical and professional knowledge will be used. The rationale for this study is two-fold and includes the dearth of research on the work role and professional learning of the nurse educator, but begins with the notion of educational networks and partnerships that are prevalent across higher education institutions globally.   Networks are an area of practice that is generally poorly explored with minimal literature analysing the processes, value and impact of educational networks or partnerships. Networks are perceived to be beneficial with multiple versions in practice, ranging from intensive networks with close collaboration to much looser associations through networks (Ottewill, 2005; Dhillon, 2009; Sousa, Doroftei and Araújo, 2013). Engaging in networks enhances the effectiveness of organisations, increases skills and information and can provide opportunities for professional development of staff, to the extent that networks are increasingly becoming a value added dimension of an organisation (Baum and Rowley, 2008; Wakefield and Dismore, 2015). For clarification, a network is generally defined as a set of actors (individuals or organisations) along with a set of ties of a specified type relevant to the actors (Borgatti and Halgin, 2011). Educational networks are formed when collaboration occurs between two or more educational institutes for common goals at least some of the time (Muijs, West and Ainscow, 2010).

Research in this field has been of an anecdotal nature, generally focusing on motivations for collaboration and organizational constructs, and there is little research exploring the processes involved or examining the value and impact of engaging in such networks, indicating the need for more robust research (Cooper, 2007; Muijs et al., 2010; Donert et al., 2011). This is surprising given that the many successes or failures potentially emerging from networks are likely to depend on an understanding of interactions within process, alongside the potential impact that cultural and peer interaction may have (Walton and Guarisco, 2008). What is known about networking from other disciplines centres on the broad notions of collaboration which lead to a successful network with activities identified that support this, such as equity and trust , good communication and governance (Connolly, Jones and Jones, 2007; Muijs, 2011b). Furthermore, successful outcomes are defined as an increase of net resources, establishing collective agency and professional development through an exchange of ideas (Connolly et al., 2007).

In the nurse education arena, knowledge of networks is much less detailed, some research has explored the formative stages of establishing partnerships but little exists with respect to exploring the processes involved, or even partnerships which have progressed through a full cycle (Casey, 2011). Yet the notion of international collaboration and global interaction in nursing is not new, with international collaborative working and migration of nurses in a global health context being common place (Girot and Enders, 2004). The influence of such practice is relevant to this study, particularly when nursing faculties frequently engage with international partners with the aim of increasing strategic capacity and resources (Nardi and Gyurko, 2013). The benefit of these activities is presumed rather than evidenced. The lack of research on networking and the potential impact that this may have on participants is considered unusual particularly so when the model for nurse education within Europe is one which relies on partnerships and networks for delivery of curriculum with health care providers such as the National Health Service being the main partner (Allan and Smith, 2010; Drummond-Young et al., 2010; Casey, 2011).

My particular interest in exploring a nurse education network has also been informed by my professional knowledge and experiences within this field of work. I have worked internationally as a clinician and as a nurse educator in developing and sustaining international partnership working. I have engaged in a range of international networks and as a result have considered such notions as *why some international educational partnerships were more successful than others*, *what makes this partnership succeed and what is the impact of this for those involved?* Through these reflections and experiences, I was aware that not all partnerships are successful with most

requiring substantial personal and professional investment and resources to ensure success. I was curious to understand more about the processes involved, why participants engaged in such activity, with the hope that any findings may be useful for future practice in this field. These ruminations drove the conscious decision to investigate a real world situation and explore a current and extensive educational network that has sustained partnership working over 25 years across different nurse education institutions in Europe. I had previously participated in this network between 2004 and 2011 as a consequence of my academic role. I had been surprised at its history and its relative success and I remembered that the network felt unique at the time, with activity that I had not seen in other partnership experiences.

This rationale was further supported by some research I had undertaken, exploring with colleagues how an international experience via an Erasmus funded teacher exchange may influence nurse educators' academic practice (Law, Muir and Thompson, 2011). This small local study illustrated that work orientated international experience led to knowledge and skills production as part of nurse educators' professional development. The sample was motivated by their experiences to undertake the exchange and demonstrated some pedagogic learning and impact on broad global awareness. This study suggested there is professional benefit for engaging in work experiences that crossed European boundaries and this led me to consider how, or if, similar benefits may be gained for nurse educators within the European Nurse Education Network. I, therefore believed there was value in exploring this network to expose its hidden dimensions, identifying what sustains the practice, all of which would inform other networks seeking to enhance sustainability. Additionally, that there was value in exploring the potential professional benefit for nurse educators as a consequence of the participation, which may be similar to those gained from an Erasmus teaching exchange.

The term nurse educator is used throughout this thesis to describe a person who educates students enrolled on a nursing programme that is professionally endorsed in their own country. Nurse educators in this context are professionally qualified nurses or other health care professionals, who have achieved academic standing in their profession, usually to a minimum of a Masters level, and have normally had clinical experience before undertaking the role of nurse educator. The term nurse educator will be used as this encompasses the range of titles used globally for the role which include nurse academic, nurse teacher, nurse lecturer and nurse faculty member. The nurse educator in this context is a person who delivers and oversees education predominately delivered in a higher education setting or equivalent. This definition will be used

within this thesis, as the role of nurse educators may have additional requirements in their own countries but there is inconsistency across Europe about this. In particular, there is a lack of clarity regarding the exact nature of the work, qualifications and competencies required to undertake such a role (Jackson et al., 2009; Wells and Norman, 2009; Manzano-García and Ayala-Calvo, 2014). The nurse educator in this context is different to being a clinical educator who delivers practise based education in a health care setting.

This ambiguity highlights how poorly understood the work of the nurse educator is, with researchers identifying the need for further investigation, particularly as it is acknowledged that the environment is complex and unique with educators often experiencing feelings of uncertainty and isolation (Jackson et al., 2009; Duffy, 2012; Mcdermid et al., 2013; Mcdermid et al., 2016). Research that has been undertaken does not present a positive picture of the situation for example, research on neophyte nurse educators considers the effect of transition from clinician to nurse educator in the University on individuals, with findings highlighting significant loss of identity, lack of confidence and lack of skills. This picture appears to be compounded by wider organisational issues, firstly, that that the nursing profession lacks academic standing within the University (Mcdermid et al., 2013; Bakhurst, 2015). Secondly, the challenging circumstances within which nurse educators practice, such as increasing quality assurance requirements, professional legislation and health system demands have led to a workforce that is isolated with weak professional development that might otherwise enhance their role and academic presence within a university setting (Ross, Marks-Maran and Tye, 2013). This portrait is further challenged by a `greying` workforce and the challenges of global recruitment from an equally ageing workforce of clinically active nurses (Wells and Norman, 2009; Mcdermid et al., 2012).

Clearly, there are challenges within the field of nurse education throughout Europe and empirical research into dimensions of working practices of the nurse educator in the European context is needed to identify how the situation may be improved. There is potential in this research to explore if engagement with a European network may be beneficial and if this may be useful to support future career pathways or transnational professional development. Findings may be useful in the future to ameliorate the isolated nature of their work and provide professional development not otherwise previously been considered. This complements the demands from nurse leaders in calling for nurse educator career pathways in Europe to be identified help alleviate the problems (Jackson et al., 2009).

1.2   The European Nurse Education Network: the case in question

The network was originally established over twenty two years ago between 14 European partners to link nurse education institutions together to share expertise and knowledge in a collegiate environment (Law and Muir, 2006). The main requirement for participation was that each educational institution offered basic nurse education programmes leading to the competence to practice nursing in their specific country. At the time, programmes which were offered varied, with some based in hospitals and some in educational institutions. The network had two initial aims, the first being to develop an exchange programme for student nurses and the second to create a network of nurse educators with the potential to share current nurse education practice, engage in joint research and develop pedagogic initiatives.

Exchange activity was agreed via a framework of a common module which was to be validated by individual institutions' appropriate validating bodies as an elective part of the nursing programme. Students would have the opportunity of a placement in a partner institute, allowing experience of a health care system within another European country. Additional social and cultural nursing issues within that country would also be addressed and the whole exchange experience was to be funded by the student.   The module was developed over a period of three years, with specified learning aims and outcomes agreed by all members of the network and the development of a common recommended time of one month for the activity. This was arranged as a week of preparation at the home institution using agreed and shared pedagogic resources, a two-week exchange in the host institution and a week of reflection back at the home institution.   The two-week exchange was offered on the basis of reciprocity, whereby each member institution was obliged to offer student placements. The module was entitled `European Nurse Module` (Emod) and began in 1997. Since then, international interest in this exchange programme has increased with 29 member institutions involved in 2014. "European" is used here in its widest sense, as not all countries involved are members of the European Union.   Formal membership of the Network is limited to three institutions from any one country to allow the widest variation in experiences for student exchange within Europe. This module has developed into a robust and vibrant learning opportunity for students with over 100 students participating each year. The module continues to be offered at the same time across institutions in Europe and uses a similar structure and teaching and learning strategies, and until 2014 all exchanges were in English.

The network generally is self-managing and does not, and has not, received any external funding to support its activity. There is no separate steering group and each participant institution selects a representative who then participates within the network. All decisions are made by all the members of the group, usually through a voting system; each institution has a single vote that is executed by the nominated representative. The role of the nominated representative, or 'Emod co-ordinators', is to participate in the network, facilitate the module delivery and represent the views of their own institution and professional perspective.   Some member institutions also nominate other participants to be members but not E-Mod co-ordinators, their role is often a supportive one rather than as an active participant and they usually attend network meetings with the E-Mod Co-ordinators. Members of the network have varied levels of responsibility within their own institutions ranging from Head of School to teaching staff. Each institution pays a small fee to participate in the network and funds each of their representatives to attend a meeting.   This is a three-day annual meeting for the representatives of each institution to meet to discuss the module management, quality assurance and other network activities.   Quality assurance is undertaken at the annual meeting through evaluations of student placements and discussion on the pedagogy of the module.   The meeting occurs in different institutions each year and involves some cultural activities and socialising.

The first aim of the network to develop a student exchange programme has been successful with over 1,000 students having participated since its inception. The second original aim of the network of sharing current nurse education practice has achieved much less success, with very few research or pedagogic joint activities occurring.

1.3   Conceptual phase and emergence of research question

The research has employed an interpretative and iterative case study design that had three distinct phases, the first phase focussed on developing a conceptual framework that theoretically informed the subsequent second and third stages of the research (Yin, 2014). The first phase was essential in developing early conceptual thinking and included research activity that refined the problem and assisted in the development of the research questions. Developing a clear framework to guide the subsequent research is an important dimension of case studies (Yin, 2014) and as such it is pertinent to draw upon this phase within this introductory chapter. During phase one, two activities simultaneously occurred: an in-depth survey of the literature related to the focus of the study and a focus group of a sample of participants from the network at an annual meeting.   More detail of the methodology and findings of both the literature review and focus group will be presented in later chapters; however the following synopsis provides clarity of the development of the research questions.   In presenting illuminative data this early in the

thesis there is transparency of the process of construction of the research questions using both theoretical and practice based information.

The first research activity to gather to participants` perspective and opinions was undertaken in 2013 using a focus group. The focus group activity alongside the review of the literature, was useful to provide further insight into an area of interest and to evaluate the choice of topics for further exploration (Krueger, 1998; Warr, 2005). In this context, it enabled the participants` world views about the situation to be gathered as a group, thus reinforcing the respondent validity of early conceptual deliberation in the research process (Warr, 2005; Massey, 2011). This data, in addition to the literature and my researcher perspective, as a nurse educator and former member of the network, enabled triangulation of the data to formalise of the research problem, inform the conceptual phase, the research questions and subsequent methodology (Robson, 2011).   The following is a brief synopsis of key findings from the literature review and the focus group with the aim of informing the discussion of the conceptual evolution in this chapter.

1.3.1 Key findings from the literature

In exploring the literature, the landscape of the nurse educator along with the concept of networks using literature from a range of disciplines was discussed. Literature on networks in this thesis analyses specifically the notion of collaboration, the benefits and value for individuals and organisations gained from engaging in the network, and how networks can succeed. The literature review identified four propositions were established that were relevant to networks which are summarised as follows:

a) That there is a collective agency within the network, whereby there is action occurring from the whole group rather than at an individual level.

b) That there needs to be some structure/governance to the network for success.

c) That relationships and connections exist within the network which may promote motivation for participating in the network.

d) That there can be learning of new knowledge at a collective level and of professional development at an individual level that occurs as a result of collaboration.

1.3.2   Illuminative data from the focus group

The focus group developed some of these propositions further through exploring the participants` perspectives of the network with the aim of formalising the research problem and refining the research question.  Relevant data that illuminates the participants` perspectives falls into four themes. The first theme recognised the importance of relationships with specific features such as connections and the collective nature of this whereby the group was perceived as being a cohesive entity; I named this `connectedness`. Connectedness is the sense of being part of something larger than oneself and a sense of belonging to the collective of the network. The other three themes focus on how, why and what is gained by the participants from in engaging with the network and all are summarised as follows:

1. There is a community based on connectedness: There is a construct underpinning the network which is unclear, the network is referred to as `being connected` and `as a family` based on feelings of trust and respect.

2. Participants are motivated to engage in the network.

3. The network has meaning for the participants through its culture and valued opportunities.

4. Learning is perceived to occur for participants in a professional domain.

A thorough explanation of processes that occurred to establish these outcomes are offered in chapters` two and three. But through consolidation of these focus group findings and a reflexive approach, a conceptual map was created that was used to frame the research questions and is presented in Figure 1. The figure consolidates the previous themes into five concepts that recognise the collective agency of the network, the individual participants` involvement, the importance of the relationships between the participants and the value of having organisation of the network for success. These are symbolized by four circles with relevant dimensions associated with the concepts identified, these surround the network in Figure 1 but also underpin it, and each circle is united by the fifth concept of connectedness.
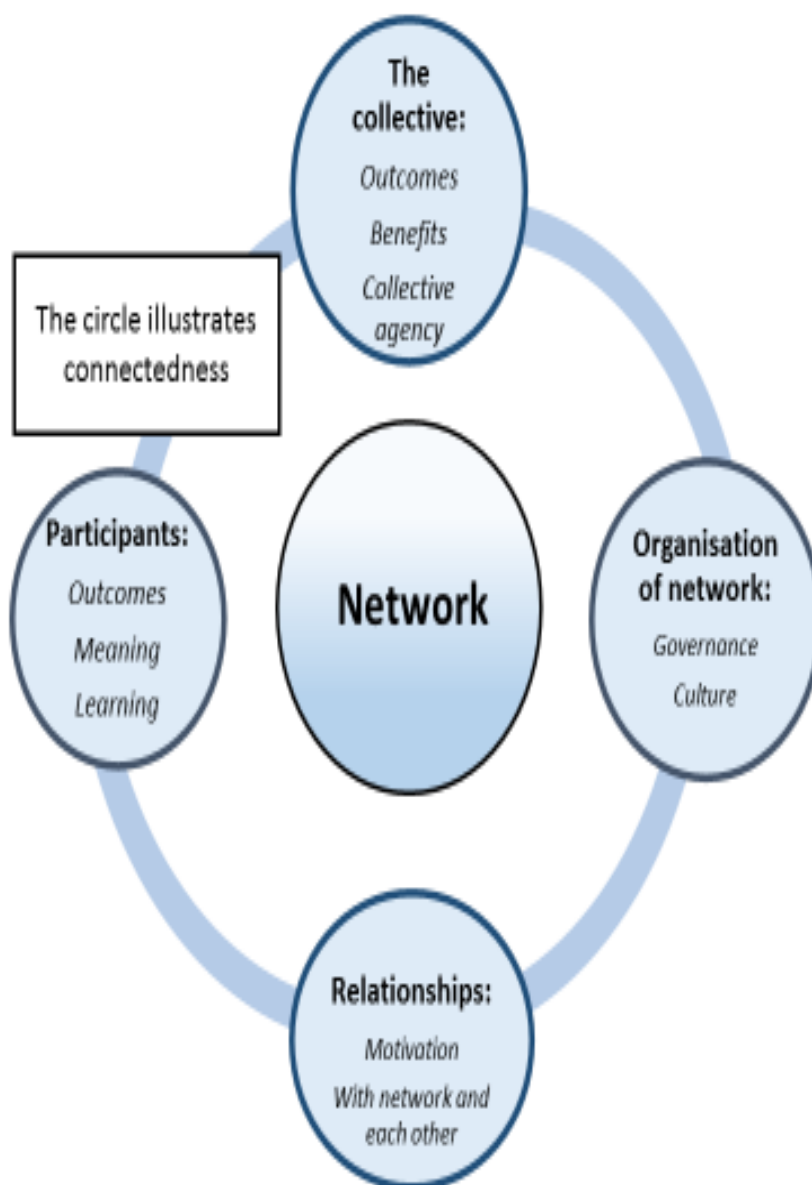
Figure 1: Conceptual framework from Phase one of the research.

Connectedness is the thread which connects these concepts and one may not be able to function without the other. For example, the organisation of the network cannot succeed without participant relationships between each other and the collective network. The network comprises of the collective nature of the group, the individual participants, the relationships between each other and the organisation, all of which is suggested to frame the network activity.   The collective group and the participants` benefit from participating in the network which may include learning or other individual /organisational benefits. I will further analyse these concepts through

exploring the practice of the network and the perception of this by the participants in this thesis. This will require proving in more detail the notion of connectedness and consider if this affects a specific outcome for the participant.   I will also review evaluate the effectiveness of this conceptual framework in light of the in-depth findings.

1.4   The Research Questions

The research questions evolved from this conceptualisation with the aim to discover the processes and practices of a nursing network in order to address the deficits in the literature in this field. Firstly, given the dearth of research of networking practices, particularly in the field of nurse education in Europe, there was clearly a need to develop understanding in this arena (Wells and Norman, 2009; Gobbi, 2014; Manzano-García and Ayala-Calvo, 2014).   This was reinforced by the network being unusual in its longevity and success, resulting in an interest in identifying how this occurred so that other networks may benefit from this knowledge. Therefore, the first question explored the practice within the European Nurse Education Network and analysed how participants make sense of it.

Question 1:

What is the practice of a European Nurse Education network and what does this mean for the participants?

Researchers have identified that that there is a need to understand the exact nature of the relationships and connections within a network and how this may be a conduit for knowledge production (Inkpen and Tsang, 2005; Nerland and Jensen, 2012). Certainly, my previous research identified that work-orientated international experience led to knowledge and skills production as part of nurse educators' professional development. In light of the lack of research in nurse educator practice in this field, this rationale informed the second question.   The conceptual map indicates that connectedness may be related to this learning and as such the question was influenced by this. Learning was clarified as being professional development in this question within a framework of scholarly practice as adapted for nurse educators by the American Association of Nursing (Boyer, 1990; Bosold and Darnell, 2012).

Question 2:

How does the connectedness within a European Nursing Network affect the scholarship practice of the participants?

Finally, there was a need to explore if engagement with a European network is beneficial and how this be may useful to support future career pathways or transnational professional development; this framed the final question. The final research question links to the previous two and was developed in the spirit of the professional nature of the doctorate whereby the research has professional relevance with the ambition to provide recommendations from the findings to improve practice.

Question 3:

How may an understanding of the meaning and connectedness with a European Nurse Education Network be useful for developing future professional scholarly activity within nurse education?

1.5 The study

An interpretative single case study methodology was used that was iterative in application. Methods of data collection were extensive, holistic and examined real life practices, which occurred in three phases with the first being the development of a conceptual framework that theoretically informed the second and third stages of the research.   The case of study comprised the network itself; it was clearly bounded, and the participants involved were those currently engaged in the network activity (Yin, 2014). Phase two analysed documents that have been produced by the network; namely a sample of nine annual reports which reflected the critical moments of the network and across the life span of the network.   This data was thematically analysed prior to the next phase and early themes moulded and informed the third phase. The third phase consisted of interviewing eight volunteer participants and these, which produced data were also thematically analysed. Data from the second and third phases were analysed independently using direction from Braun and Clarke (2006) and supplemented by guidance from Miles, Huberman and SaldañA (2014), with comprehensive data management occurring via NVivo (Qsr, 2013) .   The two data sets from the second and third stages were cross-analysed to gain a holistic view of the practice of the network; this allowed some further clarification of themes and improved the validity of the analysis.

The School of Education Research Ethics Committee at Southampton University granted approval via two proposals that reflected the two distinct data collection stages in April 2013 for the focus group as part of phase one, and September 2014 for phase two and three and the study has adhered to both proposals throughout (See Appendix A).

1.6   **Thesis organisation**

This thesis is divided into six chapters and uses the analogy of a performance as a structure. This is relevant as it has been my responsibility to interpret this network practice alongside its impact and bring this to the attention of an audience. The creation of this production (thesis) has been lengthy and involved a range of actors (participants), directors (supervisors and peers) and myself as the producer.   The second and third chapters supply further depth and set the scene for the study by providing the structural, theoretical and research process context.   Chapters` four and five are the delivery of the performance in discussing the findings and analysis. The final act culminates in a critique of the performance and makes recommendations for future practice and research.

Chapter 2: The literature review

The intention of the literature review is to offer a survey of the field within which the thesis is located. The focus of the thesis straddles both education and nursing domains and considers information from other disciplines such as business, social sciences and geography. Consequently, the literature review offers perspectives from a range of relevant disciplines which are pertinent and informative to the questions.

The literature review is divided into the four parts. The first provides an overview of the process and the rigorous search strategy which was employed to ensure transparency and reduction of error. The second considers the context of the thesis since there can be no discussion about nurse educators without critiquing the empirical research to establish what their core practice is and the current landscape for nurse educators, alongside the influential drivers within this.   The third section explores key points that are salient to networking in education which are discussed in three broad topics on prevalence, notions of collaboration, outcomes and value of participating in networks. Finally, the dominant discourse of social learning theory and communities of practice is explored with some consideration of the relevance of this to the thesis.

2.1   Search strategy

Preliminary search terms were established from scoping of CINAHL (Cumulative Index to Nursing and Allied Health Literature), BEI (British Education Index) and ERIC (Education Research Information Centre) databases, using pertinent key words and synonyms associated with two theoretical constructs of nurse educator practice and network activity. In the early stages of this thesis, network activity was used to consider terms of collaboration and partnerships in different domains, such as higher education, schools, nursing and health. Nurse educator practice included epistemology, identity, pedagogic principles and visible practices including competencies and also considered the context of demand on nurse educators within academic institutions. Findings from the early exploration assisted in establishing the research questions. These subsequently provided the structure for a secondary review of literature and tables that display this strategy of using the PEO (Population, Exposure and Outcome). Concepts drawn from the first two questions to focus a thorough literature search are offered in Appendix Q.

Searching continued in CINAHL, BEI and ERIC databases but also included the BNI (British Nursing Index) and Business Source Premier to ensure a broad approach to searching (Robson, 2011). These keywords produced numerous hits, including many duplicate sources which were sifted by title and/or abstract in order to exclude irrelevant material. Electronic records of the retrieved references were stored in Endnote, a bibliographic database (Adept Scientific, 2013), to build a reference library and later facilitate the production of a reference list. The selected literature was sorted thematically in order to facilitate its critical appraisal. This was summarised into a spreadsheet of key points and methodological considerations; a brief section of this is provided as an example in Appendix R. Searches were updated every six months to identify newly published appropriate sources until the final drafting of the thesis was completed.

2.2 The landscape of the nurse educator

The landscape in nurse education is constantly changing in response to a range of influences which have contributed to a situation of paradoxes and conflict. In a time of financial constraint, there are challenges in delivering high quality education within a university sector and addressing the increased expectation from a health sector that recognises both the interdependency between the quality of health care and the quality of education and training (Dearnley, Gabrielle and Irving, 2013). This section presents an overview of current debates that resound in nurse education within Europe and the UK, highlighting that nurse educators are in crisis as roles are isolated, with identity conflict between the clinician and the academic role. The literature review highlights the need for further empirical investigation into the work of the nurse educator to identify how the situation may be improved and that investigating a dimension of this practice of engaging in a European Nurse Educator Network may be useful to support future career planning. This is also timely, as the complex landscape is compounded by an nurse educator workforce across Europe that is becoming smaller and is reliant on an ageing workforce (Wells and Norman, 2009; Gobbi, 2014; Manzano-García and Ayala-Calvo, 2014).

Historically, the contested nature of nurse education and its underpinning knowledge in the UK has constrained its development as a distinct academic discipline, due in part to the roots of nurse education being delivered in the hospital setting using an apprenticeship model of education (Deans, Congdon and Sellers, 2003). Although the situation has improved, the precarious development has been exacerbated by scant nursing research activity from academics which contributes to the weak standing of nursing as an academic discipline in a university setting, as

illustrated through discussion papers (Mundy and Denham, 2008) and small scale studies in the UK (Duffy, 2012; Girot, 2013; Ross et al., 2013). Nurse education has been delivered en-masse in the University setting since the 1990`s with an initial requirement of a Diploma level education in the UK, but it is only since 2013 that a degree in nursing has become the sole accepted academic level of education for entry into the profession in England, which is now comparable with other health professionals (Baker-Doyle and Yoon, 2011; Ross et al., 2013).

Current undergraduate nursing programmes in the UK have clear quality standards to be achieved that can create challenges. The quality assurance benchmark standards require a stringent critical academic rigour and discourse which has to be compliant with the demands of the overseeing Nursing Midwifery Council (NMC) and the Quality Assurance Agency (QAA). At the same time, the NMC require universities to produce a competency based programme that is `fit for purpose` to ensure the nursing workforce can be maintained. Consequently, this paradox has led to a tension which has been succinctly identified in a small study exploring personal academic identities in nurse educators, where the emphasis on competencies and the development of practical skills to ensure a workforce that is `fit for purpose` competes with developing academic and research-based knowledge (Duffy, 2012).

Within Europe the picture is slightly different but nevertheless intricate; there are common curricular requirements within undergraduate nursing across Europe which are heavily controlled by European legislation. Workplace learning is a pre-requisite for undergraduate nursing in Europe, with the balance of learning opportunities within a three-year programme being 50% theory delivered in a classroom setting, and 50% practice delivered in a clinical or clinically related work setting as per the EC Directive 77/453 (European Commission, 1977).

The Bologna Declaration (1999) has provided an impetus to develop the academic background of nursing through establishing graduate entry to the profession, however this has not been consistent across all countries. There remains a lack of uniformity of the regulation of nursing, quality assurance of programmes and minimum education standards across Europe which has been debated (Wells and Norman, 2009; Collins and Hewer, 2014; Gobbi, 2014) and explored through a literature review (Collins and Hewer, 2014). Palese et al. (2014) in a critical review of grey literature and policy documents across eight European countries related to Bologna achievements in nurse education, followed by a specific literature review of documents on the

implementation of Bologna in nurse education, suggest that structural, organizational and cultural obstacles are constraining full implementation of the Bologna academic standards in nurse education in Europe. Gobbi (2014) highlights the anomalies in implementing Bologna academic standards, implying that this is contributing to weak leadership in nursing across Europe and a minimal political leverage. Within the current climate of *Brexit* in the UK (an abbreviation for British exit and refers to the referendum in 2016 whereby British citizens voted to exit the European Union), recent debate indicates there is uncertainty regarding the position of both Bologna and the British nursing profession in the future European narrative (Hervey and Peers, 2016; Siva, 2016).

The single consistency within the field of nurse education is that all nurse educators across Europe face many complexities in their daily work. The following Figure 2 attempts to capture some of this intricacy and the dynamic nature of the landscape of nurse education. The diagram acknowledges current debate and recent European research; it identifies that nurse education occurs in a specific terrain of practice. Lahtinen, Leino-Kilpi and Salminen (2014) in their systematic review illustrated significant differences across Europe in terms of practices and motilities. That there are differences between countries where nurse education is to an academic degree standard and countries where this is at diploma level which is delivered in colleges. Each system of nurse education is also responding to specific health care system requirements and related quality challenges. The nurse educator is the 'middle man` and cannot be considered independent of other wider stakeholders and influences. While other less explicit influences of the professional context were identified by Manzano-García and Ayala-Calvo (2014) in their analysis, such as the reducing workforce, lack of prestige for nursing and lack of leadership also impacting on their roles.
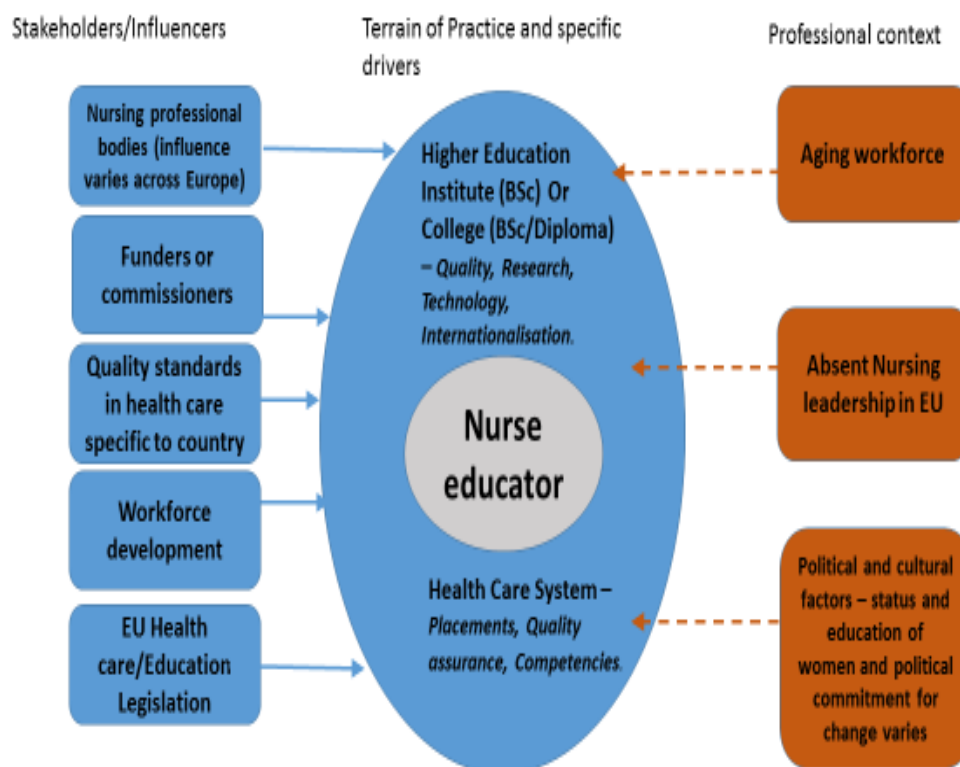
Figure 2: The common landscape of practice for nurse educators in Europe with influencers

Some stakeholders indicated in this diagram have already been considered, such as the complexity of the stakeholder influence of the nursing professional bodies and EU education legislation in the field of nurse education. Other stakeholders and the professional context are further discussed here.

The relationship between the quality of caring standards and nurse education has recently been highlighted firstly in the UK in recent public inquiries, but also evidenced by robust research across Europe. Quality patient care has been the focus of much interest in recent years in the UK following the 2013 Mid Staffordshire NHS Foundation Trust Public Inquiry into serious failings of this particular NHS trust. The Francis (2013) report identified 290 recommendations in response to a situation whereby a culture had been permitted to develop within an organisation that tolerated poor standards of care; patient suffering and was not responsive to patient or staff complaints. This was compounded by wider poor professional and national monitoring systems which failed to detect any of the issues. Amongst the recommendations, there were a number to improve health care services and education for health care practitioners. Relevant points included establishing a lifelong learning agenda for all nursing staff that would be important to

improve standards and quality of care, and ensuring that nurses maximise their professional voice with the acquisition of leadership skills necessary to achieve this. It is evident from this report that among the influencing factors, the quality of nursing care is affected by the level of education that nurses experience. This was further supported by an independent review commissioned by the Royal College of Nursing (RCN), which is the UK`s leading professional association and trade union for nurses, that also emphasised the relationship between quality care and nurse education and the need for life-long learning within the profession. These recommendations were made to workforce developers in the UK (Willis, 2012).

There are similarities across Europe of the link of quality of education and patient outcomes, as illustrated by a robust study funded by the European Commission (Kozka et al., 2014) designed to provide empirical evidence on guiding workforce planning for the future nursing profession. This study found that the variations of level of education achieved by nurses in Europe affect the mortality rate of patients. The RN4CAST (Kozka et al., 2014) studied 488 hospitals in 12 European countries and addressed patient satisfaction and nurses` assessments of quality and safety of care, alongside through reviewing discharge data associated with hospital mortality after common surgical procedures. The study clearly identified that an increase of nurses with a bachelor`s degree was associated with a decrease in inpatient hospital death. Therefore, the level and quality of the nurse's education has a direct relationship with health care quality standards (Kozka et al., 2014). The study identified that the goal of standardised qualification recommended by the Bologna process has not been achieved in Europe, and is not likely to be achieved in the near future. Another paper published by the RN4CAST team indicate the difficulty of this standardisation, as there is much political influence for maintaining a vocational standard of education for nurses and nurses have a weak voice and political acumen to change this across Europe (Aiken et al., 2013).

Further professional contexts that influence nurse education are wider global challenges particularly related to recruitment, retention and career planning. There is a global shortage of nurse educators and inconsistent academic and career progression. Mcdermid et al. (2012) and Nardi and Gyurko (2013) have both undertaken international systematic reviews which suggest that this situation has arisen because there is a lack of interest in becoming a nurse educator, in part due to a lack of support for new academic staff in the transition of the professional practitioner into the university. Challenges recruiting to faculty staff are blamed on poor financial remuneration in comparison to senior clinical areas, the requirement for further study to Doctoral level if not already achieved, and the lack of support and development that is offered to enable a seamless transition into a new culture and working environment (Girot and Albarran, 2012;

Mcdermid et al., 2012). Within Europe, owing to the lack of standardised university education, full academic pathways of studying for a Bachelor degree, a Master degree and a Doctorate in nursing are offered in only 60% of countries, this being directly related to countries whom offer Bachelor level only nurse education (Lahtinen et al., 2014). Therefore, there is a lack of standardised career development across Europe for nurse educators with literature from the United States and Canada supporting these assertions. Balogun, Sloan and Germain (2006) identifies that only 35% of staff working as a nurse educator have a tenure in the faculty. They attribute this to the difficulty in focusing on scholarly activity to enable promotion because of the competing and wide ranging requirements that they need to address, which includes engaging with clinical practice and a heavy teaching load. This is further supported by an in-depth survey from 38 sample nursing education departments from across Canada undertaken by the Canadian Nurses Society in 2005. The findings generally reflected the global picture of poor salary, poor working conditions and a lack of support for professional development. It is recognised globally that to develop a well-educated nursing workforce requires well educated nurse educators, but globally there is concern at the lack of consistency of competencies for nurse educators to practice which is suggested to greatly affect future nursing workforces (World Health Organisation, 2016). There are a range of recommendations which include recommendations for global nurse educator competencies (World Health Organisation, 2016) incentives for professional development and national strategies to develop nurse academia (Cash et al., 2009); Mcdermid et al. (2012) in a literature review considered factors that are contributed to the shortage of the nurse faculty concluded that universities should give careful consideration to the support mechanisms for new nursing academic staff and also to retaining staff by ameliorating their isolation.

In discussing Figure 2, the literature review has identified that the landscape is complex and illustrates the need for research of the complex practice of the nurse educator, namely within the European Nurse Education Network. This thesis aims to address some of the global recommendations for professional development by gaining insight of how nurse educators may engage with this network to assist with navigating the undulating landscape and enabling some professional sharing of knowledge.

2.2.1   The practice of the nurse educator

Moving from the landscape of the nurse educator to exploring the practice of the nurse educator is pertinent in this context. This thesis aims to research a dimension of nurse educator practice; namely networking within a European Nurse Educator Network.   A consideration of the practice of the nurse educator is necessary to position the research in this professional context and will consider the practice of the nurse educator as occurring within an academic environment predominately in a University setting. Academic work within the University setting has historically utilized the dualism of research/teaching, however more recently researchers are debating that this is restrictive and does not capture the full role of academics (Brew, 2010; Kram, Wasserman and Yip, 2012; Macfarlane, 2015). Kram et al. (2012) uses esoteric terms which captures this dualism, such as `deep thinkers` and `translators for practitioners of teaching` to describe the work of academics. Brew (2010) offers a more pragmatic interpretation of their work specifying levels of scholarly activity within teaching that include reflection and research both in the academic field of interest and within teaching activity. Nevertheless, academic roles are becoming broader with Macfarlane (2015) recognising the blurring of boundaries for academics as they become specialised in such areas of technology and administration. This is suggested to be occurring due to a deconstruction of academic professionalism as a consequence of the commodification of education and fluidity of change in the Higher Education sector (Boud and Brew, 2013; Courtney, 2013).

This broader debate is also evident in the field of nurse education; nurse educators enter academia from a clinical practice background. As such, many nurse educators bring with them experience and cultural understanding of the clinical areas with which they previously engaged, but usually lack academic experience. Additionally, nurse educators have to respond to professional stakeholders. For example, within the UK, the nurse educator is generally required to demonstrate key standards and associated competencies as defined by the Nursing Midwifery Council before being permitted to teach nursing students on a NMC recognised pre-qualifying Bachelor course. These standards are achieved from undertaking a teaching course at a post graduate level within a university setting. It is interesting that there have been some recent recommendations for global competencies for nurse educators (WHO, 2016) and illustrates key tensions in the workforce. This consistent emphasis on competency based preparation for nurse education is suggested to hinder the professional and academic development of the educator as the focus on developing competencies impacts on developing academic and research-based skills that would establish the nurse educator within a university setting (Adams, 2011; Duffy, 2012;

Ross et al., 2013; Mcallister and Flynn, 2016). However, there is some progress in this area with Mcallister and Flynn (2016) undertaking research that utilises different terms and has identified capabilities of nurse educators in Australia, they devised a tool to measure these and suggest that these illuminate the complex nature of their work.

Capabilities rather than competencies are considered as these were thought to be more aspirational and reflective of the advanced nature of the role. Whilst this tool is in its early stages of development, the evolution of such a tool attempts to address how nurse educators may develop in addition to positioning themselves within a specific role in a University setting. Up until this point, development of academic skills has generally occurred after competency has been achieved and through work related learning such as teaching, administration and research. Any subsequent formal learning and recognised professional development tends to occur through Doctoral level education as many nurses enter the nurse education field with a Master level qualification. More recently, research in this field with a sample of over 200 nurse educators in the UK recognised the value of work related informal learning in developing academic skills, particularly in an environment that encouraged boundary crossing activity through networking, engaging with other disciplines or professionals (Boyd, Smith and Ilhan Beyaztas, 2015). Positive professional development was identified as a consequence of engaging in external networks that promoted interaction with others and this is complementary to my previous local study that identified learning by participants who crossed European boundaries as part of an Erasmus teacher exchange (Law et al., 2011; Boyd et al., 2015). However, opportunities for informal professional learning and development are suggested to be scant within the field, as nurse educators are hindered by heavy workloads in responding to various stakeholders, large student numbers, placement challenges, the perceived need to keep up to date with local NHS changes and difficulty in prioritising professional development (Boyd and Lawley, 2009). In the light of the call for research in understanding these complexities and how nurse educators can productively respond to them, this research is well placed (Duffy, 2012; Boyd et al., 2015; Mcallister and Flynn, 2016). This thesis acknowledges the difficulties within the nurse educator roles suggesting that there is value in exploring the networking practices of nurse educators within the context of a European Nurse Education Network to determine if such networks can provide boundary crossing opportunities which may develop professional learning and development.

In considering how professional learning and development can be framed in this thesis requires a rejection of the dualism of teaching/research or competencies to wholly describe the practice of

the nurse educator, as this obscures the complexity of the situation and does not acknowledge the other areas that are part of the nexus of practice. The nurse educator undertakes many other activities as part of this nexus that includes cross boundary activities such as engaging in networks, external quality assurance and working in teams (Boyd et al., 2015). The term 'scholarly activity' is suggested to capture this nexus of the practice of the nurse educator as it encompasses broader expectations whereby research, scholarship and teaching and learning are viewed as part of one seamless whole (Boud and Brew, 2013; Courtney, 2013). Scholarly activity is inspired by Boyer (1990) who suggests that `scholarship` has four separate yet overlapping concepts:

1. The scholarship of discovery, which is suggested to be the closest to what academics deemed to be research.

2. The scholarship of teaching, which is regarded as being an interactive process between the academic and the student in transferring knowledge.

3. The scholarship of integration, which involves academics overcoming the isolation of their disciplines, focusing on making connections within and between disciplines which ultimately impacts on the knowledge development of the individual.

4. The scholarship of application, which is often interpreted as `service`, whereby the academic translates the knowledge developed from research into a useful and applicable concept.

The work from Boyer (1990) as part of the Carnegie foundation recommends that a University needs to recognize all four categories of scholarship within the work of the academics to prepare universities to address global interdependency and prepare students to function in this environment (Boyer, 1990). This structure has been considered to assist in understanding the practice of the nurse educator in the UK through a discussion paper on scholarly activity of the nurse educator, but is not well developed (Brew, 2010). This is quite different in the USA where scholarly practice is an accepted interpretation of nursing and medical educator practice (Beattie, 2000; Dauphinée and Martin, 2000). The most current position statement that has been adopted by the American Association of Colleges of Nursing (AACN) incorporates Boyer`s framework for understanding scholarship from various dimensions within nurse academia. Universities within the USA have adopted both this scholarly framework (Glassick et al., 1997; Glassick, 2000) and the recommendations made by the American Association of Nursing that promote the importance of developing other academic skills and integrating the scholarship of practice into the nurse academic portfolio (Bosold and Darnell, 2012). The following table 1 offers an outline of the American Association of Nursing interpretation of the four dimensions of scholarship. There has

been some adaptation of the original version to incorporate engagement with clinical practice within the scholarship of application.

Table 1: Overview of scholarly practice for nurse educators in the USA (A.A.C.N 1999)

Scholarly practice of academics (American Association of Colleges of Nursing, 1999)			
Scholarship of integration (interconnection of ideas from varied disciplines). Integration becomes true scholarship when novel insights are discovered	Scholarship of Discovery (Research) and involves collaboration	Scholarship of Teaching – produces knowledge to support transfer (to be an effective teacher one has to be an effective learner)	Scholarship of Application (developing clinical knowledge and application of research skills or building bridges between theory and practice)

This overview will be used to frame any analysis of learning and professional development of a nurse educator as there is nothing so definitive and wide ranging within the UK or Europe. The only structure available within Europe has been the standards for nurse educators produced by the UK Nursing and Midwifery Council, which has a lack of theoretical foundation or research considerations (Asher, 2006; Nursing Midwifery Council, 2008; Andrew and Robb, 2011)

This section has appraised the landscape and complexity of the practice of the nurse educator and illustrated the need for a dimension of work based practice to be examined in more depth, namely, how nurse educators engage in a European Nurse Education Network. The literature review has suggested that nurse educators are a diminishing and isolated workforce with little opportunity for professional development. Therefore, this research addresses this situation and used a framework of scholarly practice to explore if there were any professional development effects of engaging in a network practice. It is a natural progression that the thesis now considers literature surrounding networks that will develop the discussion presented in the introductory chapter.

2.3   An overview of networks

A network is generally defined as a set of actors (individuals or organisations) along with a set of ties of a specified type relevant to the actors (Borgatti and Halgin, 2011). Educational networks are formed when collaboration occurs between two or more educational institutes for common goals at least some of the time (Muijs et al., 2010; Muijs, 2011b).   This section begins by considering the prevalence of networks within the nurse education field; this discussion will then explore the notion of collaboration which is implicit in networking. The value and benefit of networking for both the organisations and individuals in practice and the outcomes of networking will then be explored. The literature review will then discuss a theoretical and dominant discourse which could scaffold the network activity and frame the learning of the participants within the architecture of the scholarly practice literature.

2.3.1   Prevalence of networks in the nurse education landscape

International networks within higher education are prevalent, suggesting that universities that are open to new ideas are willing to globalise their university through engagement with international networks (Ottewill, 2005; Coryell et al., 2012; Wakefield and Dismore, 2015). Research is indicating that universities also rely on networks and collaboration to expand within both general and disciplinary areas through increasing strategic advantage and the provision of wider educational opportunities for their students and staff, which also includes transnational opportunities (Donert et al., 2011; Fell, Fell and Kyoung, 2012; Wakefield and Dismore, 2015).

Networks are specifically perceived to be an essential component for a university to meet key aspects of their internationalisation agenda, particularly for internationalising the undergraduate curricula in the UK (Altbach and Knight, 2007; Middlehurst, 2007; Greatrex-White, 2008) and for increasing research capacity (Cooper, 2007). Internationalisation in Higher Education has been heavily influenced by strands of globalization whereby there has been a growth in global knowledge and research with the use of English as the main communicating language (Altbach and Knight, 2007). Increasingly, internationalisation is now better understood as a process that prepares 21st century graduates to live in and contribute responsibly to a globally interconnected society, with universities promoting high quality and equitable learning experiences for all students (Higher Education Academy, 2014).

Specifically, related to nurse education, there are at least eight other networks which have active websites with recent activity and generally do not receive any external funding; in relation to nursing there are another ten networks as seen in Table 2: An overview of European Nursing Networks below. The purposes of these networks are varied, with educative networks focusing on resource enhancement or knowledge sharing through academic debate, whilst professional networks focus on developing theory in their specific fields. There are consistent themes across the networks in terms of their purpose, with claims about wanting to share knowledge and expertise, being supportive of each other, co-operating in developments and promoting the nursing profession in a European arena.

Table 2: An overview of European Nursing /Education Networks

Nurse Education Networks – relationships between Universities/Schools of Nursing in Europe	Websites
Florence network	https://sites.google.com/site/theflorencenetworkeu/
European academy of nursing S=science	http://www.eacs.nu/
Nordic Baltic nursing network	http://international.ucl.dk/study-programmes/nursing/nursing-vejle/exchange-networks/nordic-baltic-nursing-network/
Nordmann network	http://nordmannetwork.net/about/
European network of nursing in Higher education	https://www.plymouth.ac.uk/schools/school-of-nursing-and-midwifery/enne
European federation of nurse educators	http://www.fine-europe.eu/
Nordplus	http://www.nordplusonline.org/
Trollnet – subsidiary of Nordplus	http://www.trollnetonline.org/
Professional Nursing Networks – relationships between professional nursing organizations or interest groups	
European HIV nursing network	http://www.aidsactioneurope.org/ru/node/4831
European association for psychiatric nurses	http://www.horatio-web.eu/
European specialist nurse's organisation	http://www.esno.org/
European oncology nursing society	http://www.cancernurse.eu/
European federation of nurse associations	http://www.efn.be/
European nurse director`s association	http://www.enda-europe.com/EN/

Federation of European nurses in Diabetes	http://www.fend.org/
European network of genetic nurses and counsellors	https://www.eshg.org/232.0.html
European association of Urology nurses	http://www.uroweb.org
European transcultural nursing association	http://www.europeantransculturalnurses.eu/background.html

Clearly there are a plethora of European educational and nursing networks across institutions with the amount of nurse education networks excessive when compared to a handful of European medical education networks that are present. The multitude of network may have arisen as this notion of international collaboration and global interaction in nursing is not new. Firstly, international collaborative working within a global health agenda has been commonplace in nursing (Girot and Enders, 2004) and secondly, nurses all contribute to the global and migrant employment market. Nursing is a global profession with nurses forming a large proportion of migrant professionals in many countries (Kingma, 2007). Another reason for the multitude of networks is that these are being used to address influencing factors of internationalisation. This is evidenced by some small scale research activity on how nurse educators are enabled to be to teach within an internationalised curriculum which prepares nurses to practice in a global health environment and with patients/staff from other cultures (Law and Muir, 2006; Sairanen et al., 2013; Salminen et al., 2013). Finally, another influence for the multitude of networks is that these are encouraged by the Universities themselves, as nursing faculties are integral to many universities in Europe and nurse educators clearly engage with international partners. This activity is complementary with university-based internationalisation strategies and it is therefore widely encouraged (Altbach and Knight, 2007).

Given the number of networks available, there is scant literature available evaluating any specific impact of these networks on participants within the nurse education field or how nurse education networks function. Literature from other disciplines comment that networks in their own fields are poorly explored with the majority of evidence being anecdotal or generally focused on individual case studies or exploring the motivation for collaboration (Cooper, 2007; Muijs et al., 2010; Donert et al., 2011). Findings from this literature however do indicate the notion of collaboration as being integral to the success of the network.

2.3.2   Notions of collaboration

Collaboration occurs within networks to enable the network to function; it is the network that can offer an organisational structure which has a set of mutual interests and goals and a means to co-ordinate activity (Ottewill, 2005). Sousa et al. (2013) undertook an extensive documentary analysis of legal documents and discourses between educational partnerships in a municipality in Portugal. Whilst there may be some cultural and language differences in this research, networks were identified as a vacuous concept, with the terms of partnerships and collaboration being used interchangeably. However, the researchers do distinguish between the two, where partnerships can be considered as being something that is (*theory*) and collaboration being related to what one does (*practice*) (Sousa et al., 2013). Partnerships in this context endeavoured to have some governance structure aligned with team work, reciprocity and empathy expected, whereas collaboration was less hierarchical, and more interdependent and expects less reciprocity (Sousa et al., 2013). To develop this critique of collaboration further requires a review of literature from other disciplines and within literature related to compulsory education. A typology of relationships was identified to underpin networking and collaboration between schools. According to Muijs et al. (2010) the term collaboration is fundamental within a suggested typology of the sorts of relationships that can exist within networking between school. The elements of this typology are:

- Association – some links between schools but no sharing of resources
- Co-operation – closer links develop through participation with some sharing of resources
- Collaboration – where schools work together to address a specific problem which requires sharing of resources
- Collegiality – this involves a sustainable relationship between schools which leads to interdependence within an agreed shared philosophy

Within this typology there appears to be a progression of relationships from weak association to sustainable collegiality suggesting that relationships increase sustainability. There is also an implicit relationship between collaboration and sharing of resources for the benefit of the educational organisations. It is this understanding of the concept of collaboration which this thesis will use, as there is some resource benefit to individual organisations as a consequence of collaboration within the network across the European institutions. The benefits of resource gain are noted in other collaborations across educational organisations, with Connolly et al. (2007) using the term `capital enhancement` in their case study on managing collaboration across a network of further education institutes and one University in Wales. Capital enhancement was achieved on the basis of successful collaboration due a range of factors which included having trust and respect, and equality in decision making alongside having a clear purpose. There are

parallels of these findings to the findings from the focus group previously discussed in the introductory chapter whereby participants identified the value of relationships in their engagement with the network.

These findings are also replicated in other research on social partnerships whereby capital enhancement was achieved through similar processes. An in-depth study of engagement with ten long standing social partnerships, verified key working principles which were suggested to be effective in guiding both initial and ongoing collaborative work. These were having a shared purpose and goal, having a relationship with partners, having capacity for partnership working with clear governance and leadership, and finally having trustworthiness in the network. Interestingly, all were suggested to promote collaboration and sustainability (Billett et al., 2007).

The notion of collaboration in the context of networks has received little attention within nurse education generally. Whilst, there is literature which focuses on the formative stages of setting up partnerships, there is a paucity of research that explores networks and partnerships that have progressed through a completed life cycle or addressing collaborative working within them (Casey, 2011; Appleby and Hillier, 2012). Casey (2011) in an action research case study on the quality of partnerships and inter-professional collaborative practices between hospitals and universities identified that the quality of these partnerships was negatively affected by the process of establishing them. In this study, it was suggested to be as result of a lack of understanding of each other's role and inconsistency in the personnel involved. However, this is a common finding amongst all inter-professional working groups in health (Mandy, Milton and Mandy, 2004). There were also quality assurance and power challenges in the partnerships, but on a positive note, there were some key principles of collaboration identified that ensured successful working. These included having equity and trust which were suggested to encourage motivation and commitment and promoted effective leadership, good communication and clear formal organisation. Muijs (2011a) supports these findings and alludes to the need for structured working and quality assurance, stating that poor performance or weak collaboration by any organisation involved can lead to a failure of the network.

Therefore, in this context it can be surmised that a successful network is a group of people who represent different organisations, who establish partnerships and collaborate within the following

framework which enables a network to succeed. The following is a summary of the literature appraised identifying the necessary aspects for a successful network:

1. They have a common and clear goal to achieve which may be interdependent and could be achieved through a mutually agreed philosophy.

2. They trust each other which leads to strong relationships and enhanced team working.

3. They demonstrate the motivation to participate which may be aided by reciprocity.

4. They work within a clear governance structures and/or partnership framework.

5. They communicate well through clear structures.

6. There is equity within the network.

This literature review has now outlined the role of networks and the principles that are required to assure that a network is successful. The next section addresses the outcomes of a network which are relevant to consider in this thesis as little is known about the value or outcomes of participating in a network in nurse education and the research will shine a light in the shadows of this practice.

2.3.3 Outcomes and value of participating in a network

Whilst networks can provide visible benefits such as capital enhancement, there is a perception that networks have more benefits such as collaborative learning and innovation, without a full understanding of what or how this may occur (Muijs, 2011b; Appleby and Hillier, 2012; Wakefield and Dismore, 2015). These benefits have been identified in organisational literature with Huxham (1996) using the term collaborative advantage to categorise extra benefit, described as a positive output that has occurred as consequence of collaboration between two organisations. This has been further qualified by Connolly et al. (2007) who identified that through addressing shared problems, successful collaboration can result in advantages for those involved, such as:

1. An increase in net resources.
2. A change in the professional norms and values of staff that support co-operation as a consequence of collaboration.
3. An amelioration of internal problems at a single organisational level.
4. A reduction in environmental uncertainties within each organisation.
5. Opportunity to exchange ideas.

As organisations engage with networks they identify the obvious advantages, such as increasing the effectiveness of their organisation through the developed resource capacity and access to information and skills which are not available within their own organisation, all of which in turn creates a competitive advantage (Ottewill, 2005; Baum and Rowley, 2008). Organisations in the education and health care sector perceive collaborative advantage as beneficial, but also recognise that creating the actual collective collaboration itself is an important outcome of the partnership. Koschmann and Kuhn (2012) developed this concept in their study on cross sector partnerships whereby organisations that are involved are addressing a societal problem and often represent public/private sector relationships. They suggest that through working across sectors, the collaboration itself promotes the ability of people to influence their area of interest and gain a collective agency that can address the problem. This outcome is advantageous as the collective collaboration was more effective than as the single agency that can lead to greater political leverage.

Therefore, collaborative advantage created as a consequence of successful networking may results in a range of benefits, but some are less obvious and are perceived as `value added` within an organisation (Huxham, 1996; Baum and Rowley, 2008). These include the opportunity for career choices, support and skills development (Baum and Rowley, 2008; Donert et al., 2011; Koschmann and Kuhn, 2012; Wei, Chiang and Wu, 2012).

The following systematic review of educational research by the Centre for the Use of Research and Evidence in Education develops this; the review explored the impact of networking amongst schools on pupils, practitioners, organisations and the communities (Centre for the Use of Research and Evidence in Education, 2005) with outcomes identified in scholarly practice of the participants. The systematic review was robust with 19 studies in total analysed. Each study consisted of a network of organisations which had common aims related to the improvement of pupil attainment and learning, and whose structure and organisation included explicit strategies designed to achieve these aims. The networks ranged in size from a few organisations being engaged to over one hundred being involved, and the majority of the studies explored networks that were established for more than two years. All studies impacted on pupils in their learning engagement and attainment which was attributed to collaboration through interpersonal contact in the form of mentoring, team sharing, securing funding and seeking expertise. The impact on the practitioners was also a resounding success with 11 of the 19 studies reporting changes in the teachers' knowledge and skills with significant behavioural change. These changes were noted in

terms of development in teacher attitudes, motivation, confidence and morale. Seven studies provided evidence of impact on classroom practice and some identified a change in leadership skills such as change awareness and organisation skills alongside new knowledge development. Outcomes of engaging in the networks were not related purely to resource gain and occurred as a consequence of collaboration between participants. This professional development impact from engaging with networks also clearly improved academic practices within the schools for consequential benefit of pupil learning (Centre for the Use of Research and Evidence in Education, 2005).

So professional development is suggested to occur as a consequence of engaging in a network, and has also been identified in other specific education contexts, suggesting that there is a likelihood that the nurse educators who participate in the European Nurse Education Network may also experience some scholarly development as a consequence of engaging in the network. For example, educators who worked in further education colleges were identified as experiencing professional development as a consequence of engaging in a research-practice network (Appleby and Hillier, 2012). This was identified through a small study that explored two networks which had existed for some time. Questions were posed to participants of the networks exploring the network specific activity that may affect professional development such as sharing of ideas, conference information and how this may have an impact in terms of professional development. Participants` valued the opportunity to engage in a network that crossed research, practice and policy boundaries and the opportunity to have collaborative discussions. The networks provided additional and alternative space for critical professional development where information could be shared, and enabled unconstrained and critical debate to take place. Appleby and Hillier (2012) acknowledge that the sample was small but highlight that their small study provides a starting point for further investigation in this field. They contextualised the network in terms of professional development that occurred through sharing knowledge and knowledge construction.

This is supported by findings from other academic disciplines who have established that new knowledge development can arise from engaging in international networks. Geography researchers, for example, evaluated the Erasmus thematic network scheme through a survey of 23 thematic networks established between 2003 and 2007 (Donert, 2009). These networks aimed to enhance quality and to define and develop a European dimension within a given academic discipline or study. Thematic networks contribute to the European Union (EU) philosophy of harmonising education in the EU and the implementation of the Bologna

agreement. So knowledge development can occur as a consequence of engaging in a network which is relevant for the context of this thesis where nurse educators may use networks for knowledge generation as their roles are suggested to be isolated with minimal opportunity for professional development.

This is complementary to the findings from the focus group illuminative findings within the conceptual phase of this study and also complements the minimal literature available in the nurse education field, where there were such positive outcomes from network engagement identified in two internationally orientated studies. Hamza (2009) and Law et al. (2011), undertook small qualitative studies exploring how international exchange experiences across partnerships led to professional development with enhanced knowledge and skills as consequence of undertaking international experiences in the context of teaching. Whilst these are small studies, they indicate that there may be knowledge development from engaging in networks in nurse education. This idea that collaboration can create knowledge is not new. Literature from the management field acknowledges that innovation and knowledge transfer is an outcome of networking with the aim to improve the effectiveness of organisations and improve working practices (Inkpen and Tsang, 2005). Less is known about how the network improves this. It is suggested that the network provides a conduit for knowledge exchange or knowledge development as a consequence of the interactions related to the network (Inkpen and Tsang, 2005).

This section on networks has also highlighted the plethora of nursing and nurse education networks across Europe and considered the reasons for these, illustrating that the practice and impact on participants have not be researched in a meaningful manner relative to the practice of the nurse educator. Thus far, the literature review has provided an overview of research on the benefits and drawbacks of engaging in networks across a range of disciplines, considered how the practice of the network can lead to successful outcomes and how this is reliant on collaboration between participants and the relationships that are established. A key benefit of networking discussed is knowledge creation and professional development for participants. The next section will consider how all these aspects of network activity can be considered within a wider theoretical discourse.

2.4   **Social Learning Theory**

This section synthesises the literature placing this within a wider theoretical discourse of social learning theory and specifically communities of practice (Wenger, 1998). A brief discussion will ensue of social learning principles, situated learning and communities of practice, with the aim to locate this research within this theoretical perspective.

The literature indicates that notions of collaboration are inherent within the collective nature of a network. For example, collaboration crafts relationships between those collaborating with trust and equality needed for collaboration to be successful. Therefore, there is a social interaction amongst collaborators which could be significant for understanding how knowledge development and learning occurs within the European Nurse Education Network. It is clear that the research from other disciplines identify that networks can be a conduit for knowledge generation (Centre for the Use of Research and Evidence in Education, 2005; Donert, 2009; Appleby and Hillier, 2012) and in these fields, there are suggestions that learning and knowledge are generated as a consequence of the situated practice and the social pursuit of knowledge. Appleby and Hillier (2012) identifies that theoretical frameworks to understand network activity are needed, particularly those that can assist in exploring the critical and supportive space that enables professional learning. This space can be suggested to occur when learners involve themselves in the social activity of seeking new knowledge, which is associated with a network or community with other practitioners (Inkpen and Tsang, 2005).

However, in considering which theoretical model may be useful for framing this thesis, then a brief review and summation of networking activity with propositions is also needed that addresses the organisation of a network, the outcomes of the network, what enhances network activity and the collective nature of a network:

a) There is a collective agency within a network, whereby action occurs within the whole group rather than at an individual level.

b) There needs to be some structure/governance to a network for success.

c) Relationships and connections exist within a network which may promote motivation for engaging.

d) There can be learning, as a result of collaboration, new knowledge at a collective level and professional development occurring at an individual level.

These propositions suggest that the network may provide the scaffolding that enables the social activity to occur, as such social learning theory is suggested to be applicable as a relevant model to utilise in this thesis. Specifically, the work of Lave and Wenger (1991) and Wenger (1998), on situated learning and communities of practice is relevant. These theorists believe that all learning is social, with ideas firmly situated in a social constructivism theory of learning, which stresses the significance of both culture and relationships in learning processes. Whilst there is a clear relationship between situated learning and social constructivism (Cairns and Malloch, 2011), it is argued that situated learning theory has actually evolved from social constructivism rather than being firmly situated within. That the emphasis is on the culture of the social participation, nurturing of relationships with learning suggested to be not belonging solely to the individual but shared and developed collectively (Cairns, 2011).

Lave and Wenger (1991) published *Situated Learning: Legitimate peripheral practice* which was the consequence of their research in different geographical locations and work contexts and the learning that occurred within these. Both theorists suggested that such situated learning involved a range of processes which were predominately related to relationships and the culture. This notion of learning being situated and a social activity is core to their term of legitimate peripheral participation whereby learners participate in communities of practice and develop knowledge and skills from others that are more experienced in the community. As such, legitimate peripheral participation describes how learners become part of a community of practice through their relationships, activities, and artefacts with the community (Lave and Wenger, 1991). Subsequent theorising and application of this situated learning theory to various contexts and relationships led to an evolution of the theory to the approach of communities of practice which is suggested to be a social theory of learning that offers a clear framework of how people learn within daily life (Wenger, 1998).

2.4.1 Communities of Practice

This discussion will develop further develop how the European Nurse Education Network may be a community of practice by considering relevant dimensions of a community of practice applied to the context of this research. Firstly, it is known that movement of one state of knowledge, either at a collective level or an individual level, to another state of transformed knowledge, has been noted to occur as a consequence of engaging in a community of practice (CoP). Lave and Wenger (1991) and Wenger (1998) suggest that engaging socially in a community of practice creates the opportunity for learning, through legitimate peripheral participation, there is a change in social

practice that occurs with the consequence of learning taking place and a sense of belonging to the community being established. Communities of practice thus act as portals or thresholds to the discovery of new knowledge, through revealing previously hidden interrelatedness and providing new insights into existing problems or challenges (Wenger, 1998).

Wenger (1998) suggests that there are three characteristics of a community of practice and a community of practice can exist without any association to individual organisations as the emphasis is on the practice being undertaken within the connections made within the community. The notion of the community relates to belongingness through relationships with each member and the collective. Communities exist to share practice as a consequence of the group forming together in a collective process of learning.

The following outlines the three characteristics and illustrates how these may be applicable to the context of the European Nurse Education Network through relevant ideas that originated from the conceptual map introduced in chapter one (Figure 1). This is pertinent to consider as it highlights the complexity and the importance of early conceptualisation and the relationship that this has with the literature review.

- A joint enterprise which refers to the common knowledge of the community and provides some sense of identity. This domain is negotiated within the community, inspires the members and guides them regarding how to present their ideas and how to consider what activities they want to focus on. The conceptual map indicates that participants exhibit motivation and that the network has meaning for them, that there are activities which the network undertakes too, all of which may be related to a joint enterprise.

- Mutual engagement which is based within a community of people. A strong community fosters interactions and relationships based on respect and trust. Wenger (1998) identifies that members establish collaborative relationships, referred to as mutual engagement, which bind the members of the community together as a social entity. The conceptual map indicates the importance of relationships and the social practice that this entails.

- A shared practice or repertoire that the participants engage in. This can be a set of frameworks, ideas, tools, language and documents that the community share. This shared repertoire is used in the pursuit of their joint enterprise and can include both literal and symbolic meanings. The conceptual map indicates that there is a framework of

organisation in network that is shared by the network to enable them to engage in the enterprise of the network.

The community of practice theory may assist in framing how learning is occurring in the network, and whether this is at a collective level as suggested. Learning could be through legitimate peripheral participation or through relationships which are indicated to be important in the conceptual map. Participation levels within a community of practice increase as participants develop some connection to the community. After gaining competence of the communities` shared practice, they become more involved in the main community processes and move from what is described as 'legitimate peripheral participation' into 'full participation' (Lave & Wenger, 1991, p. 37).

This concept is pertinent in this context as participants in the European Nurse Education Network have entered at different times with different levels of expertise present. It is suggested in a community of practice that learning is experienced as practitioners become expert in their role with the community (Wenger, 1998) and Fuller et al. (2005) further identify that learning occurs for all participants within the community, with long standing participants learning from the novices within the community and vice versa. This concept may be integral to the learning that is occurring in the European Nurse Education Network and this may occur through engaging with the network or the learning may occur in another manner as follows. Each member of the community is deemed a practitioner who develops a shared repertoire of resources with mutual relationships that are developed over time that may not always be harmonious or collegial. This potential conflict is an integral element of any relationship and in Wenger`s later work conflict is identified as being key to potential learning and this may be more influential in this context (Wenger et al., 2015).

Further consideration of the applicability of the theory of a community of practice for framing this thesis is linked to the artefact production of the network. The European Nurse Education Network has a clear organisational structure with written documents outlining expectations of participation. There are annual reports produced by the network and an identity that is portrayed through a symbol on documents and on a flag. A community of practice designs its own artefacts and tools to express meaning and intention, and Wenger (1998) appears to offer an analytical perspective on artefacts which are developed within a community of practice and related to the

domains of knowledge that are created. He uses the term 'reification' to refer to the process of giving form to the experiences of the community of practice through producing objects, artefacts or tools. This then becomes a focus for meaning and is both a product of collaboration and a process of creation. Participation, collaboration and membership within the community of practice are integral to reification and one cannot occur without the other, which creates the meanings attached to the process and the product. To illustrate, these artefacts and tools are present within the European Nurse Education Network and constitute a significant phase of this research in the form of minutes from meetings. These appear to have been integral to the development of the network.

Finally, there is an increasing interest in the concept of a community of practice and associated learning within the field of nursing and nurse education. As such this research provides the opportunity to explore if this theory is relevant in this context. Andrew et al. (2009), in a small pedagogic study, identified that a community of practice framework offers potential for nurse educators to develop their scholarly practice through the creation of a community of practice between the university and the practice arena. Lin and Ringdal (2013) identified the value of a community of practice in the specialism of critical care nursing which developed partnership between clinical nurses, team leaders, academics and other disciplines and encouraged cross boundary learning. A community of practice was researched by Nerland and Jensen (2012) who focused on how epistemic objects stimulated community formation and knowledge generation within communities of nursing experts. Nerland and Jensen (ibid) consider an epistemic object as an area that attracts epistemological curiosity such as a focus for research or a problem and concluded that epistemic objects may stimulate community formation and subsequently lead to professional learning within the expert communities and wider disciplinary communities.

In summary, although the European Nurse Education Network being researched uses the title of a network there are indicators that this group of nurse educators may be a community of practice. Early conceptualisation of the research suggests that there are similarities of this network to a community of practice. This cannot be assumed, Wenger (1998) points out that a community of practice is not a `synonym for a network` (pg. 74). He clarifies this in later work and identifies that whilst networks and communities of practice are similar they can be quite separate structures. That within such separate social structures learning does occur but the process of learning may be different. A community of practice purpose is to develop learning partnerships around a common theme and learning occurs as consequence of this and is planned for. During this process participants develop a sense of trust and commitment.

Alternatively, a network focuses on developing the connections amongst people and aims to increase these, which can in turn facilitate learning but is not a planned activity (Wenger, Trayner and Laat, 2011). However, other researchers have associated a community of practice with networks, identifying that whilst they may not develop separately, they both can evolve into the other, suggesting that they are similar and often linked which is contradictory to Wenger`s earlier work (Muijs et al., 2010; Donert et al., 2011; Chapman and Muijs, 2014). Clearly within the literature, there is a blurring of terminology and understanding. This research will definitively explore if the European Nurse Education Network, that is the focus of this study, may have some dimensions of a community of practice as previously discussed without imposing this theoretical framework on the research at an early stage. The wider literature review has acknowledged that there is literature suggesting that there is value of a community of practice for the development of nurse educators and as such will consider if this is relevant in this context. At the early stage of the research, it was not clear if the network exhibits all three dimensions of a community of practice and exactly what processes within the network that may create this.

2.5   Conclusion

This literature review has explored the complex nature of the work landscape of the nurse educator which is subject to multiple stakeholders such as quality care standards, workforce developments, EU legislation and professional body influences. That the purpose of their role is to educate and produce a nurse `fit for purpose` for the local health care systems, in addition to undertaking other scholarly activities expected of academics within a university setting such as engaging with research, administration, technological advances and engaging with clinicians in a meaningful manner. Surprisingly, there is little else known about the role of the nurse educator or how educators navigate these wide ranging expectations and landscapes. Perhaps as a consequence of this, nurse educators have become isolated and are shrinking in numbers, weakened by an aging workforce with minimal developmental structures for new academics or professional development for experienced educators (Wells and Norman, 2009; Adams, 2011; Duffy, 2012; Boyd et al., 2015). Informal professional development is suggested as way forward to ameliorate isolation and this can be achieved through networking and as such the literature identified the need to explore this dimension of the nurse educator practice. The review then offered a framework of scholarship practice that provides a useful tool to explore whether there was professional development or knowledge generation as consequence of engaging with the European Nurse Educator Network.

Networks in nursing and nurse education were then considered in terms of their multiplicity, their practice and outputs, acknowledging that a network may be a useful conduit for professional development and learning for the nurse educator. This was followed by an exploration of social learning theory with the aim being to locate the literature in a theoretical frame without imposing a theory on the research. Communities of practice were considered as being a useful theoretical framework to position the network. Although, there was the caveat that the network may not demonstrate the three dimensions required that enables the term community of practice to be used. This will be evaluated in the later stages of the thesis.

Chapter 3: The methodology

This thesis is positioned within an interpretative paradigm and this chapter begins by outlining the ontological and epistemological assumptions underpinning it, as well as considering the position of the researcher`s narrative relative to this paradigm. Interpretivism guides the methodology of an embedded single case study whereby this single case (the European Nurse Education Network) is researched via multiple units of analysis that are qualitatively based (Yin, 2014). The case study is iterative and designed into three phases with each phase being influenced by the previous one. Each phase is presented separately in this chapter using the schema of sampling, data collection and analysis. Thereafter, a cross case analysis of data from both data sets is explained alongside verification processes used. Exemplars from my reflexive diary are provided to illustrate the complexity of this final stage in progressing to confirming the final themes. Finally, this chapter discusses the quality of the research through an analysis of the concept of rigour. Reflexivity was an integral and important feature of this, given the nature of the study, some subjectivity is inevitable so it is important to recognise how this may have shaped the inquiry and its outcomes through exploring reflexivity in this chapter (Forbes, 2008; Simons, 2009; Jelfs, 2011).

3.1 Research Philosophy

3.1.1 Ontology and epistemology

A constructivist/interpretative paradigm is inherent within the thesis; it is an appropriate paradigm for the purpose of the research, the research questions being posed and is reflective of my personal beliefs and world view. Broadly, interpretivism and constructivism are terms that are used interchangeably with both referring to the value of people involved and their active interpretation of reality (Guba and Lincoln, 1989). This thesis will refer to interpretivism as the conceptual anchor with an ontological view that assumptions of knowledge are constructed through lived local experiences and through interactions with others, an approach which is deemed to be an important feature of a qualitative paradigm (Denzin and Lincoln, 2013b; Yin, 2014). My position as a researcher in terms of knowledge and experience is an integral aspect to this study and with interpretivism as the anchor, enables me to consider my own ontological and epistemological narrative. This is particularly relevant, as I have developed a `frame of reference` based on experiences of working in the European Nurse Education Network. Using interpretivism as the conceptual anchor then recognises this professional experience acknowledged as being useful and influential in the interpretation of the situation, this is with the caveat however that

rigour is maintained through reflexivity (Nightingale and Cromby, 2002; Pillow, 2003; Lincoln, Lynham and Guba, 2013).

My own narrative within the field of nurse education is informed by a socially constructed world view whereby any activity is applicable to the context of the situation, shaped by experiences and interpretations that are not static (Lincoln et al., 2013). Therefore, exploring work-related practice has been a natural progression for me within a real world research context where the social dimension is an important aspect of how individuals make sense of their world (Robson, 2011). The nature of my reality or ontology (Lincoln et al., 2013) has evolved from experiences both within my previous role as a nurse and my current role as a nurse educator within which I work with others and value their experiences. Firstly, I believe nursing is an activity carried out by people with other people in a specific context, all of which values people and personhood. This involves acknowledging more than a Cartesian dualist view of being (mind and body being separate entities) and embraces a more holistic interpretative and relational understanding of the world (Green, 2014). This belief has been enhanced by practical experience within education both in the clinical and traditionally academic education settings. As a consequence, I believe that there are multiple realities and a multiplicity of truths so that my interpretation of reality is based not on objectivity but my subjective interpretation of the truth (Gilbert, 2008).

Clearly there is synergy between my ontological perspectives and an interpretive one; naturally this extends to support my epistemological perspectives too. Flax (1990) suggests that researchers need to know their own role as `knowers` before recognising the `real`, therefore as a `knower` my epistemological understanding has evolved from a range of origins. As a nurse, I am very familiar with developing knowledge from practical and professional situations using tacit knowledge alongside propositional knowledge (Higgs, Jones and Titchen, 2008). As an educator, the narrative is similar but with different terminology , informal rather than tacit knowledge is garnered from practical experiences by the practitioner who then utilises this to enable them to work within contexts of educational and sometimes experimental practice in teaching (Usher, Bryant and Johnston, 1997). Eraut (2007) develops the concept of informal knowledge theory further and suggests that a key element of this informal knowledge is cultural knowledge that is based on shared meanings and understandings acquired informally through participation in wider social activities. The opposite of informal knowledge is formal knowledge which has more scientific origins and aligns with propositional knowledge, in education there can be synergy

between informal and formal knowledge via research activity whereby poorly understood informal knowledge can be clarified (Usher and Bryant, 1989).

In framing this ontological and epistemological deliberation, Usher and Bryant (1989) offer the concept of the `captive triangle` as a structure which assists in uniting the terminologies and perspectives into an education field. Usher and Bryant (1989) depicts how practitioners engage in a triangle of practice whereby theory and research are the base and practice is the structure or application. Good practice is achieved when the researcher engages in dialogue with all three realms and the relationship between all three will shift as knowledge and understanding changes. This concept of the captive triangle provides a firm theoretical basis both for the process of the research and the analysis of findings. This influences the development of the following summary schema capturing the relationships between my personal perspectives, the interpretivist paradigm and the captive triangle (see the following Table 3).

Table 3: A schema illustrating synergy between personal views, interpretive paradigm, theoretical framework and methodology (Lincoln et al., 2013)

	Personal belief	**Interpretivist (Lincoln et al., 2013)**	**Captive triangle (Usher et al., 1997)**
Ontology (ways of being)	Reality is constructed and dependent on inter-subjectivity between people and social dimension.	Multiple realities exist and are dependent on the individual. As such, researchers must participate in the research process with the participants to ensure that they are jointly producing knowledge that is reflective of their reality.	Reality is based on the way knowledge; research and practice interact and as such, is socially constructed.
Epistemology (ways of knowing)	Knowledge is multifaceted and is dependent on the interaction between people.	People construct their own understanding of reality; a construction of meaning is based on our interactions with our surroundings. Knowledge development is based on the interaction between the researcher and participant.	Without the interaction of the `captive triangle `, knowledge is developed either informally or formally and in isolation from its application in practice.
Methodology needed	The methodology must encompass a	Hermeneutic interpretation, which incorporates the	Requires a methodology that captures the three

	range of sources in an interpretative manner and be meaningful for the researcher and participants.	recognition and explanation of metaphors and contrasting dialectics, can be beneficial.	aspects of the triangle.
Methodology	Interpretative case study addresses the requirements		

3.1.2   Reflexivity

Addressing reflexivity at this point in the chapter is appropriate because of the significant influence it had within all stages of the study both as an illustration of my development as a researcher and as an acknowledgement to the interpretative foundation in the study. As I developed my educational research skills in this study, I engaged in a range of discourses within the captive triangle and this fluidity, alongside my deepening understanding of my relative position, was explored through reflexivity (Usher et al., 1997).   Secondly, as previously mentioned, reflexivity within interpretative research is integral to the process as this perspective posits that knowledge is socially and culturally constructed. Therefore, at all stages of the study reflexivity enabled me to be aware of my own assumptions that were based on my social and cultural perspectives (Hammersley, 1995). These assumptions impacted on the research in various ways, including the research questions posed, data analysis and outputs. In the context of this study the aim of reflexivity was to make explicit how my values and assumptions impacted upon the way I conducted the research (Simons, 2009).   This was achieved through dialogue with myself, with supervisors, trusted colleagues and peers throughout the research. Gilbert (2008) offers the following definition that captures this concept of self-monitoring and situatedness of the researcher within the research context:

> `Reflexivity is a style of research that makes clear the researcher's own belief and objectives. It considers how the researcher is part of the research process and how he or she contributes to the construction of meaning of the topic under study`
>
> (Gilbert 2008 pg. 512).

Reflexivity has been achieved in this research through the process of journaling; this reduced bias and reduced the possibility of presumptive judgments being made. Journaling also enabled me to explore the tentative relationships developed between the researcher and participants in any co-

production of knowledge that occurred and ensured honesty throughout (Watts, 2007). This was achieved through self-awareness in the continued dialogue of journaling that captured my conscious self-deliberations that occurred through `internal conversations` with myself and also with supervisory support and peer discussions (Watt, 2007).   This was supplemented by using Haikus to focus these thoughts; these are short Japanese poems which can be presented across three lines in a format of five, seven, five words. This encouraged me to reflect and explore succinct manageable text to construct the Haiku, although in this context they are not being used in the traditional sense. I used these to pause and think about the situation, and were useful also as an outlet of creativity in the process of the research that illustrated the transformative nature of undertaking doctoral study (Jelfs, 2011). An example is the following which was created whilst clarifying the questions in the first phase of the study:

Delving into myriad of propositions,

Wrestling with complexity, case study and community.

Phoenix emerging and quagmire rescinding.

From reflexive journal Feb 2013.

3.1.3   Research rationale and aims

This rationale for this thesis developed from my educational experience as an academic and influenced by the practice and informal knowledge gathered whilst working internationally as a nurse educator. This has been further reinforced through an exploration of the formal knowledge available where a review of the literature has highlighted that there is a lack of robust research within educational networks and partnerships. Finally, in working as nurse educator and undertaking Doctoral studies, this facilitated a joining of the captive triangle in aligning research, theory and practice together as rationale for the study.   To appraise how this rationale evolved into research aims requires a consideration of the conceptual phase, which was the first stage of the research.

3.1.4   Conceptual phase

As outlined in the introductory chapter, at the beginning of the study a conceptual framework was established that synergised the main factors being investigated and the presumed interrelationships between them (Robson, 2011). This conceptual development (Figure 1)

informed the evolution of the research questions, methodology and design of the study and aligned the research with a more moderate interpretative stance whereby an informed theoretical approach was developed which was then dependent on empirical validation and confirmation (Nightingale and Cromby, 2002). It is relevant to note that this research did not adhere to a critical realist perspective such as Layder`s adaptive theory that combines the use of pre-existing theory and theory generated from data analysis in the formulation and actual conduct of empirical research (Layder, 2006). This research utilised and acknowledged the value of a moderate theoretically informed approach at the preliminary stages of conceptualisation; thereafter, any theoretically informed approach was weak with analysis being mainly inductive with emergent theory arising from the data. Using this approach was complementary to the wider interpretative context and of the methodology used.

An informed conceptual phase also aligned with my personal beliefs and the theory of the `captive triangle` in two ways. The first used the literature review to establish the current formal knowledge base and theory of the situation, and the second used the analysis of a focus group drawn from members of the prospective sample to gather `practice knowledge` or informal knowledge of the situation. This acknowledged my desire to have the participants as collaborators in the early stages of research and to triangulate my own frame of reference. Thus, the review of the literature and the initial focus group represented phase one of this iterative study. As such, the conceptual phase theoretically informed the research and I have rationalised the importance of discussing this in the introductory chapter to frame the thesis. The conceptual phase produced a framework which is presented in the introductory chapter (Figure 1) that arose from both my informal knowledge and informal knowledge from participants and the formal knowledge garnered from the literature review. The focus group was undertaken during an annual meeting of the network in 2013 and involved the voluntary participation of ten members. It involved an exploration of key concepts of their understanding of the network, what meaning it held for them, their role and participation and any outcome of their involvement with the network. Methodological considerations and findings related to this focus group are discussed later in the chapter.

3.1.5 **Research Questions**

This conceptual framework then led to the development of the following research questions:

1. What is the practice of a European Nurse Education network and what does this mean for the participants?

2. How does the connectedness within a European Nursing Network affect the scholarship practice of the participants?

3. How may an understanding of the meaning and connectedness within a European Nurse Education Network be useful for developing future professional scholarly activity within nurse education?

3.1.6 **Operationalising the research questions**

By operationalising the research questions, this section explicitly links the questions with each element of the conceptual map and the rationale for the choices made:

Q1: What is the practice of a European Nurse Education network and what does this mean for the participants?

This question addresses the five dimensions suggested by the conceptual map as follows: the collective, the participants, the relationships, the organisation and also the notion of connectedness. There is clearly a need to develop an understanding of Nurse Education Networks and specifically the practice of how participants engage with networks, what practice occurs within a network and the impact this may have for those involved (Wells and Norman, 2009; Gobbi, 2014; Manzano-García and Ayala-Calvo, 2014). Therefore, the first question focuses on identifying the exact practice that is formed by the nurse educators within the network, and then explored how they make sense of this practice. The term `practice` of a network is more appropriate rather than the organisational language that is often utilised within the literature. This term recognises the social dimension of the network and as such the connectedness that occurs either as part of or within the practice of a network. The first research question acknowledges the social dimension in the context of relationships and considered theoretical constructs that may be influential in understanding this practice, such as whether the concept of a community of practice was applicable and any implications this might have. Wenger (1998) suggests that it is the meaning which is the relevant level of analysis when considering practice, which involves negotiation of meaning, participation and reification.

Q2. How does the connectedness within a European Nursing Network affect the scholarship activity of the participants?

The literature suggests that connections and collaboration between participants facilitates a successful network (Muijs et al., 2010). In the context of this thesis, connectedness was identified as being important in the conceptual framework and is described as a sense of being part of something larger than oneself, relying on the collaborations of the participants and a sense of belonging to the network. Connectedness within the network was identified as being relevant in the focus group who referred to being part of the network as like being a `member of a family`. This question considers this notion in more depth and explores if this is related with professional learning for the participants. Phase one identified that professional development and learning occurred as a consequence of engaging in the European Nurse Education Network and is also a by-product of engaging with other networks as reported by other disciplines. However, there is minimal research that locates what lubricates this process, this maybe connectedness, but the sense of coherence of the network experienced by the participants is identified in this question to be explored.

The literature further identifies that professional development is a common outcome from successful networks (Muijs et al., 2010). Scholarly practice is a relevant concept to frame the question in order to assess the impact of engaging with the network within a learning domain. The scholarly practice of academics is a broad role that encompasses a range of professionally related activity (Enders, 2005; Boud and Brew, 2013; Courtney, 2013). The definition for scholarship activity within this thesis is based on the definition by Boyer (1990) who proposed that higher education define their practice away from the `teaching vs research` debate to a broader perspective of `scholarship` which has four separate yet overlapping meanings: the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching, as discussed in detail in the literature review.

Q3. How may an understanding of the meaning and connectedness within a European Nurse Education Network be useful for developing future professional scholarly activity within nurse education?

The third and final question provides a synergy of key aspects of the first two questions and is pertinent in considering how the knowledge can be applied to the current situation in nurse

education, where there is little research in work placed practice and a need to identify how professional development can be encouraged. This question also seeks to illuminate the research findings to address the relationship between theory of the research and practice application within the captive triangle (Usher and Bryant, 1989). The recommendations from the research may be useful for academic institutions to consider the future practice for development of nurse educators.

3.2 Research design

This study utilised a case study design. The following is the rationale, plan and an overview of the analytical schema.

3.2.1 Rationale for case study

When deciding on taking a case study approach, I considered the complexity of the research problem and the uniqueness of the work life of the participants, alongside wishing to generate an in-depth understanding of the European nurse education network to inform future professional practice. Therefore, any methodology needed to consider multiple interpretations that could be potentially useful to understand the situation (Merriam, 2002; Simons, 2009). Case study was chosen as this research design is anchored in real-life situations with a unique analysis resulting in a holistic and rich account of a phenomenon that can be applicable to future practice (Basit, 2010; Yin, 2014). Yin (2014) further suggests that the case study is well placed to emphasise the plurality of the real world situation and Gomm, Hammersley and Foster (2000) point out that the researcher can use this plurality to validate their interpretations of the situation. This plurality of knowledge and real world approach is complementary to my ontological and epistemological stance and the captive triangle (Usher et al., 1997) and is also consistent with an interpretative paradigm. It is important that the case study incorporates a clear theoretical development at the beginning of the research to guide data collection and this has been an instrumental influence in the design of the case study as previously indicated in this thesis (Yin, 2014). Thereafter, the study was inductive and interpretative in an attempt to understand a particular situation in greater depth and reflect the fluidity of the real world research (Robson, 2011).

An embedded single case study design was utilised (Yin, 2014). Whilst the single case studied is the European Nursing Network, this design enabled the identification of sub-units of analysis embedded in the whole. These embedded sub-units used multiple sources of data to enable breadth and depth of analysis, both individually and especially when collated together in the

context of the single case. In this thesis, there were three phases in the research design, each dealing with one sub-unit; that each sub-unit used a different source of data acknowledged the plurality of knowledge and data within this context. The first phase was the focus group and literature review, the second phase analysed documents and the third phase gathered interviews with participants. These embedded units enabled an iterative approach to the data collection and the data analysis evolved and influenced the next stage of data collection. The relationship of this process with the wider research design is visually portrayed Figure 3.

Phase one in 2013

Literature review (Theoretical knowledge)

Focus group of Eight participants (Practice knowledge)

Personal practice knowledge

Problem Formation

Research Questions

Phase two in 2014/2015

Documentary Analysis of annual reports using a sample of significant reports throughout the existence of the network.

The aim of this phase was to explore and describe the `practice` of the network.

Analysed using thematic analysis.

Phase three in 2015

Interviews from eight volunteer participants.

The aim of this phase to explore the individuals` perception of their engagement with the network and any impact it has had on their scholarly activity.

Analysed using thematic analysis

Cross Case Analysis

Respondent validation/knowledge

Personal practice Knowledge

Findings from Thesis

Figure 3: Diagrammatic representation of instrumental single case study design Case study methodology

I aimed to gain insight into this particular European Nursing Education Network, but had a particular interest in the participants` practice within the network, their connectedness as a consequence of this practice and how this may impact on their scholarly activity. As such, whilst the research addressed the practice of the network, there are other aspects that were not addressed, such as the wider outputs of its activity or governance of the network. Hamilton and Corbett-Whittier (2012) identify that the instrumental case study is an appropriate choice for such research whereby the aim of the research can be narrowed and determined by the current practitioner focus and not the wider context of the case being studied. An instrumental case study can also be flexible in that it acknowledges the value of using a theoretically informed approach that can also be iterative in its nature and development and allow for theoretical development (Stake, 1995).

The concept of the bounded case refers to the limits of the situation being analysed and has to be defined to provide clarity within the research (Yin, 2014), in this instance the case was the European Nurse Education Network. Defining the boundaries of this case assisted in determining the scope of data collection and differentiating data about the subject of the case from the context of case (Simons, 2009; Hamilton and Corbett-Whittier, 2012).   The network was originally established to link institutions together and to share expertise and knowledge in a collegiate environment.   The network is clearly bounded as each institution has to apply to join and meet certain requirements to be able to participate in the network. The case study gathered information over a two-year period, and as such, all members within the network at this time were within the bounded unit.   The longitudinal nature of the case study allowed time to develop an in-depth understanding of the situation and the opportunity to explore different perspectives (Hamilton and Corbett-Whittier, 2012).

3.3   Phase one – Focus group

In this research there were three phases and each phase will be described and detailed separately using the following key headings: Sample, Data Collection and Data Analysis and, where necessary, key points from data analysis will be highlighted that have influenced the next stage. This initial phase was the first part of the iterative nature of the case study and assisted in framing the following stages of data collection and conceptual understanding of the network. As this first stage required data collection, then ethical clearance was sought and approved (Appendix A) and data collection occurred in April 2013 during an annual meeting using a focus group.

Undertaking a focus group is useful to provide further insight into an area of interest and to evaluate the choice of topics for exploration (Krueger, 1998; Warr, 2005), and are unique in that they offer the opportunity to gain an understanding of beliefs and opinions from individuals and also from individuals within a larger group (Warr, 2005; Massey, 2011). In this context, it enabled the participants` world views, both individually and as a group, to be gathered about their opinions of the network, and what meaning it had for them. To gather this information, a structured focus group schedule was used (Appendix B). This data, in addition to the literature review which occurred in parallel, informed the formalisation of the problem, the research questions and methodology (Robson 1993).

3.3.1   Sample

Eight members from a range of countries and with a range of experiences in the network who were in attendance at the annual meeting in 2013 volunteered to participate. It was a lively focus group with an outcome that was two-fold. Firstly, the participants presented me with rich data and secondly it seemed to motivate their interest in my work with the consequence that they were supportive of my future endeavors in data collection. The focus group participants all knew each other and had a good relationship with one another; this was important as one of the basic goals in conducting focus groups is to hear the participants` discussion and each person should feel comfortable with this (Morgan, 1998). The ideal number to gather information from in a focus group is six to ten participants (Krueger, 1998; Morgan, 1998) and this focus group consisted of eight participants drawn from the 22 representatives of individual organisations who attended the annual meeting in April 2013. Six participants were qualified nurses and two were qualified health care professionals who taught nurse students in a recognised nursing programme (see abridged version of Table 4 for summary). Each participant had a range of experience within the network ranging from one to sixteen years. Prior to the focus group, information was given to all the members who were present and participation was voluntary with the opportunity to ask for clarification about the research questions before deciding whether to participate. Written informed consent was given by each participant at the start of the focus group.

Table 4 : The attributes of the participants in the focus group

Number	Origin of participant	Job Title	Number of years in network
Participant 1	UK	Information removed to ensure privacy	>5
Participant 2	Serbia		<5
Participant 3	Romania		>5
Participant 4	Denmark		>5
Participant 5	UK		>5
Participant 6	Netherlands		>5
Participant 7	Norway		>5
Participant 8	Belgium		<5

3.3.2   Data Collection

The focus group discussion was digitally recorded and this ensured the I was able to manage the group at a low to medium level of moderation so that the discussion generally kept to topic with minimal facilitative intervention that promoted discussion as appropriate (Gilbert, 2008). The focus group was scheduled into the normal meeting activities, occurred in a separate quiet room and a scribe took notes; this provided the opportunity to cross-reference with the recordings. I facilitated the focus group following guidance from Morgan (1998) and Krueger (1998) to manage the process. Ground rules were given at the beginning to ensure confidentiality and equality within the group. The focus group lasted approximately one hour and I followed a flexible thematic schedule and subtly managed the group allowing each member to contribute. There were nine questions posed which were open ended and based on the key aspects gathered from the literature review and from personal knowledge (see Appendix B for schedule).

The language of the focus group was English and understanding of questions and answers were constantly clarified.   This is important when working cross culturally to ensure there is consistent understanding at an individual level and from within the group. The focus group began with a group activity which worked well and the purpose was twofold. Firstly, it was a useful ice breaker and also enabled some exploration of the initial concepts (Colucci, 2007). Secondly, it enabled participants to spend some time reflecting on a simple question and articulating their thoughts in

a different manner by being asked to draw a representation of the European Nurse Education Network using a range of colour pens/pencils on paper. Once completed, they each presented their perspectives to the group which subsequently encouraged further dialogue and reflection (Colucci, 2007). The drawings broadly illustrated the connections and feelings that were experienced by the participants at the time (see Appendix C for examples and illustrative quotes).

3.3.3   Data Analysis

Analysis of the focus group data occurred following guidance by Miles et al. (2014), Vicsek (2010) and specific guidance from Braun and Clarke (2006) who suggests the following thematic analysis framework:

1. Familiarising self with data
2. Generation of initial codes (first cycle coding)
3. Searching for themes
4. Reviewing themes (second cycle coding)
5. Defining and naming themes
6. Producing the report
   (Braun and Clarke 2006: pg. 87)

Within the moderation of the focus group I appraised the pictures to start discussion. The pictures were then further used as tools to cross validate against the wider themes identified in the second cycle of coding.   I transcribed the focus group and familiarized myself with the data and identified initial descriptor codes from key points being made by the participants.   These were then collated into meaning making categories whereby I attached an inferential title to each category indicating potential patterns (Miles et al., 2014) (See Appendix D for themes, categories, codes and illustrative data extract for focus group). I then compared the categories and identified similarities and differences, then collated these into four wider meaning making themes from the focus group. These themes were clarified with participants at the following annual meeting in 2014 to check for validity and meaning. It is pertinent at this point to illustrate these findings in the context of this chapter as they influenced both the conceptual framework of the thesis and the subsequent two other phases.

3.3.4   Focus Group Data Analysis and findings

The meaning of the network to the participant and the motivation to engage were identified as different narratives and related to the network itself.   The network appeared to offer some form of a community and cohesive framework that was mutually reinforcing in terms of the meaning

perceived by, and the motivation of, the participations. Learning is suggested as having occurred directly related to the `familial` nature of the network. This relationship is represented below in Figure 4.
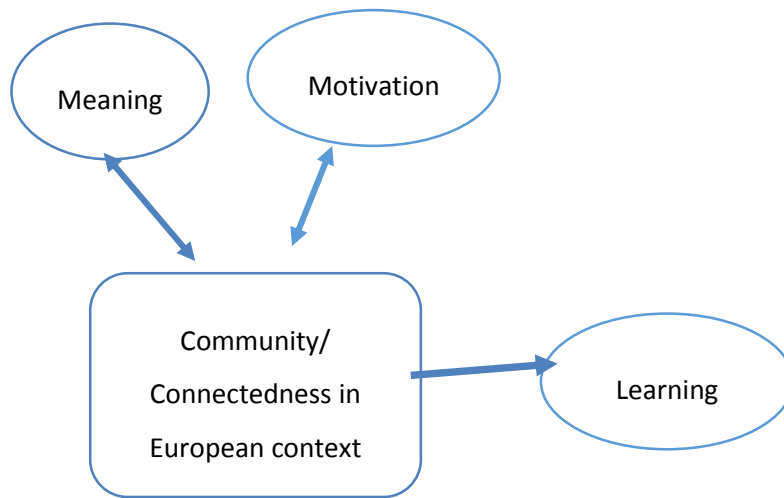
Figure 4: Interconnected four themes in the focus group

The network was perceived to offer opportunities for the participants such as space for sharing and supporting, professional development and an opportunity to improve nursing in a professional context. These findings at the early stage of the project indicated that the participants were extremely motivated to engage in such a network and valued the opportunities that doing so delivered for their students. They articulated that through the process of engaging with the network they gained some sort of professional development which was supported by the connections they had with each other. The theory of situated learning supported these early ideas particularly as Lave and Wenger (1991) identify that people learn from one another through social relationships which results in situated learning. Furthermore, the concept of the community was implicit in this analysis whereby the participants relate to the network in a familial manner.
There was some further evidence which was indicative that the network has a shared practice and mutual engagement, these are two characteristics of a community of practice that can encourage learning which is also present in these findings.

3.4   **Phase Two - Documentary analysis**

A second application for ethical permission was made for phases two and three in 2014 once the conceptual framework had been clarified; approval was granted by the University of Southampton (See Appendix A).

Exploring the documents that were created by the network offered the opportunity to explore in-depth reification production and appraise meaning that was attached to this, an interpretation of the practices of the individuals, their relationships with each other and the community. Documentary analysis can provide an holistic overview through accessing alternative data and in this context clarified the networks practice through situated products and augmented the evidence gathered from the interviews that were to follow (Yin, 2014). As such, triangulation was improved through this multiple format of data collection within the study design.   Using documents was appropriate as they were generally accessible via contact with the secretary and were created for the purpose of the network practice and not created for the purposes of the research, ensuring a real world perspective could be appraised (Merriam, 2002). A community of practice designs its own artefacts and tools to express meaning and intent (Wenger, 1998); this is known as reification or the process of giving form to experiences.   The artefacts/documents in this instance were the annual reports produced by the network since its inception. In all communities, any text production mediates and embodies the:

- identities and practices of the individuals;
- relationships among the individuals;
- relationships of the individuals with their community.

(Freebody, 2003; Prior, 2003)

Prior (2003) suggests that documentary analysis involves a triangulated approach in three connected areas: the production (who produced the documents and the context of their production), the consumption (the intended audience) and finally the content (analysis and reference points). I utilised this triangulated approach in the analysis of the documents which enhanced the veracity of the findings, guided the sampling outline and contributed to the rigour and analysis of the documents (Table 5: Summary of triangulated approach to document analysis).

Table 5: Triangulated approach to documentary analysis

Production (who produced these)	Consumption (who is the audience)	Content (key reference points)
The first three annual reports were produced by the originator of the network, thereafter they are produced by the appointed secretary of the network. Sampling was decided based on the authorship of the documents.	The audience of the reports are the members of the network as these are all circulated after each meeting.	The content of the documents is information discussed at the annual meetings related to the processes and management of the network. These consider the following key aspects: Quality assurance Communication Admissions to network Removal of participants Rules

3.4.1   Sample and Data Collection

In this instance all reports had been written by the secretary or participants of the network which ensured that the documents were authentic (Mcculloch, 2004). Establishing authenticity is the first process in ensuring rigour of data, this is followed by considering the reliability of the data particularly relating to bias and representation (Prior, 2003). In this instance, bias over time was reduced as there were multiple authors of the annual reports over time and annual reports were checked for accuracy by the wider network at the beginning of each meeting.   Bias was further reduced as a significant number of documents were reviewed. The sample for the documents analysed were taken from twenty one annual reports and used a purposeful sampling technique (Prior, 2003). Purposeful sampling enabled critical moments throughout the life span of the network to be identified; including the change of nominated positions such as secretaries, co-ordinators and changes in the governance. The summary of the sample selection is given in Table 6 using Prior's triangulated approach as a framework.

A total of nine annual reports were analysed which equate to the minutes of the second, fourth, fifth, ninth, twelfth, fifteenth, seventeenth, twenty-first and twenty-second annual meetings. These choices arose from analysis of a spread sheet of key points occurring within the life span of the network that indicated movement of members, attendance of annual meetings and key activities (see Appendix E). The second, fourth and fifth minutes all relate to the setting up of the

network and the first student activity/exchange. These were useful as they offered an overview of the original philosophy of the network and the framework used to establish its function. Thereafter, the choice for the sample of the documents related to significant events within the network (See following Table 6 for summary).

Table 6: Rationale for sample selection and stage one of data analysis

Sample - Date	Sample - Production	Content – Key activity	Consumption
Second and third reports 1993, 1994	Written by originator of network (A1)	Key conceptual discussion at beginning	First few participants 1993 – 13 members 1994 – 15 members
1997	Written by first secretary (A2)	Quality assurance being established Recruitment	27 members
1998	Written by A2 New Co-ordinator (B1)	Finalising of structure Student activity Finance	27 members
2001	Written by A2 Co-ordinator B1	Change in governance structure	21 members
2004	Written by A2 New Co-ordinator B2	Pedagogic projects	27 members
2007	Written by A2 B2 Co-ordinator	Admissions activity Review of admission policy Evidence of influence of Bologna circulated	28 members
2009	Written by A3 B2 Co-ordinator	Language of ENM identified New Meeting structure – emphasis on research activity.	28 members
2013	Written by A3 B2 Co-ordinator	Admissions activity	30 members
2014	Written by A3 B3 Co-ordinator	New Governance	30 members

3.4.2 Data Analysis

Inductive thematic analysis was undertaken of the documents using the approaches outlined by Braun and Clarke (2006) as a guide. Miles et al. (2014) discuss data analysis as three concurrent flows of activity starting with data condensation whereby the data are simplified, selected and generally transformed into data chunks. This is similar to the first cycle coding described by Braun and Clarke (2006) and in this context, some codes that were attributed to the documentary data were informed by those developed during the previous analysis of the focus group (i.e. group work or Europeanisation). The majority of codes were assigned inductively using descriptors. Coding occurred after the first stage of familiarisation with the chosen minutes through reading the documents to gain a general picture of the network (basic analysis).   Each set of documents were then analysed individually and a list of initial codes generated. The same list was applied to the next set of documents and codes were refined as the minutes were reviewed. Eventually an overall list of codes that were present in all nine documents was established. This resulted in approximately 150 codes identified at this stage of the research and Appendix F provides an annotated document illustrating the application of these codes.

The next stage of analysis occurred when these initial codes were collated into wider categories, which is described by Miles et al. (2014) as pattern coding whereby large amounts of data are reduced into analytical units. This has the aim to begin to develop a cognitive map for understanding that would contribute to the next stage of data analysis. In this context, these were explanatory or inferential codes that began to identify an emergent theme and start to pull the first cycle of coding into more meaningful units. These were again considered at an individual document level and checked across other documents for fit and relevance, and some began to reflect some of the themes from the focus group (i.e. connectedness) (Braun and Clarke, 2006). This next level of coding is also shown in Appendix D in the annotated document.

I used NVivo, which is a computer assisted qualitative data analysis software tool (Qsr, 2013) to manage this data as it facilitated the development of interpretations by keeping track of ideas as they occurred and assisted with developing coding, organising and displaying the data.   The use of this software package greatly enhanced the audit trail of the research (Silver and Lewins, 2014). This next stage of analysis resulted in codes being categorised into 18 categories (positioned within NVivo as 'sets') and a list of these with first codes and definitions are offered in Appendix G. Miles et al. (2014) recommend data display to aid this process which proved to be useful, as

producing displays using NVivo enabled me to `dance` with the data that enhanced understanding of the relationships between the categories (Simons, 2009), see Appendix H for exemplar of relationship across a selection of categories in documents.

At this point, the categories were used to inform the third phase of interviewing and were influential in structuring and framing the questions of the interview.   It also provided an opportunity to clarify with interview participants my understanding of early themes emerging from the documentary analysis.

3.5   Phase three – interview of participants

Interviewing has multiple aspects and is described as an interpersonal encounter; a conversation with a purpose; an attempt to improve knowledge through interaction and an attempt to understand themes of the daily world from the perspective of the subject (Kvale, 1996; Wengraf, 2001; Tanggaard, 2009).   It is recognised that the interview method is influenced by the paradigmatic underpinnings of the research question and the ontological assumptions of the researcher (Bozeman, 2003). For the purpose of this research, given that my ontological and epistemological narrative that knowledge can be developed from interaction with and interpretation by people, semi-structured qualitative interviewing was utilised. This method allowed for some creative and interpretative design in understanding the experiences and perceptions of the nurse educators involved in the network using a naturalistic and interpretative framework (Rubin and Rubin, 2005; Denzin and Lincoln, 2013a).

3.5.1   Sampling

Interviewing occurred in 2015 and all participants of the network were emailed with a full update of the research, all were invited to participate in an interview which could be planned either to occur at a convenient point in the annual meeting or via a skype interview.   Eight of the 30 network members invited volunteered to participate, and all chose to meet with me during the annual meeting in Romania. When each participant expressed an interest, an informed consent form was sent, in addition to further participant information and the interview schedule.   Six of the sample had participated in the focus group and felt that they wanted the opportunity to discuss their perspectives in more depth. In this sample there was a range of experience both as educators and both within the network (See the abridged Table 7 for more detail).

Table 7: Attributes of sample for Interviews

Attributes of interview participants						
Interviewee number	Country	Job title	Years as educator	Personal Years in network	Institution in network	In Focus Group
Participant 1	Denmark	Removed to ensure privacy	>20	Removed to ensure privacy		Y
Participant 2	Netherlands		>20			Y
Participant 3	Belgium		>10			Y
Participant 4	Norway		>10			Y
Participant 5	Serbia		>5			Y
Participant 6	UK		>5			Y
Participant 7	Spain		>5			N
Participant 8	Spain		>20			N

3.5.2   Data Collection

Interviews occurred at a time convenient for the participant and were digitally recorded with permission in a quiet room at a venue not associated with the annual meeting.   Each interview lasted between 35 minutes to an hour and was conducted in English, with participants each having a good grasp of English and able to communicate comfortably with me. The interview schedule had been sent to the participants prior to the interview to aid understanding as English was their second language. This provided them the opportunity, where necessary, to clarify understanding prior to the start of the interview.   Throughout each interview, I attempted to create rapport and a trusting relationship, this allowed for non-verbal expression which was useful when language was a challenge.

Interviewing is not a process that is independent of influences or an asymmetrical encounter between the interviewer and interviewee (Bozeman, 2003). To overcome this and ensure transparency, my role as a researcher rather than as a representative from my work institution, was made very clear at the beginning of the interview. Whilst I attempted to be neutral throughout the process, this was a challenge due to my own `frame of reference` from previous engagement in the network. However, as each interview progressed, I utilised an active and responsive interview style that was dynamic and developed the relationship with the participant (Rubin and Rubin, 2005; Tanggaard, 2009). This enabled more of a conversation that was flexible

to the context of the interview and enabled some depth to be garnered across the questions that encouraged the participants to share their opinions and views.

The semi-structured interview was framed around pre-determined themes to be explored and with a semi-standardised format there was some opportunity for adapting the guide to suit the interview situation. The benefit of this approach is that there is comparability of data collection across the different interviews undertaken while retaining flexibility which improves reliability of the data collection (Robson, 2011).   Each interview began with verbally collating attributes of the participants to make them feel at ease, before starting with questions around six pre-determined themes which were informed by the analysis of phases` one and two. The following table below (Table 8: Outline of Interview strategy) outlines the six themes and associated categories with the framework of the questions used, however the questions were flexible according to the context and linguistic ability of the participant.

Table 8: Outline of Interview Strategy

Themes	Related Categories	Questions designed to explore the themes in more depth
Role of the network	Student benefit, international exposure, Change	What role do you think the network has within a nurse education context? Is there any value in the European nature of this? If so, what may this be?
Motivation for engagement	Cohesive, professional development and improved patient care `international self` Sustenance, Space	What do you feel you have gained from your participation in the network? What do you think the networks provides for you? What prompted your involvement in the network? How would you define your role in the network?
Meaning of the network	Family, networking Connectedness	Can you comment on the relationships established within the network? Do these have any meaning to you? How do you feel about the network?
Impact of the network	Professional development, skills, new knowledge	What impact do you think your engagement with the network has had? Have you developed professionally as a consequence of engaging with the network? If so, How? If not, why? Why do think this has occurred? Have you developed any new knowledge? If so, what? What benefit has making connections and relationships within the network had for you? Has there been anything detrimental as a result of your engagement with the network?
Communication	How Language is a shared discourse	Do you think you have a common language within the network? IS there specific jargon used? If so, can you share this? Do other participants discuss this language with you too?
Differences of participants? (believed to influence success of a COP)		Do you feel you have much in common with the other participants? If so, what? Do you feel that the participants have similar or dissimilar professional experiences compared to you? Can you expand on this?

3.5.3   Data Analysis

All interviews were transcribed by an external professional and embedded into NVivo within two months of data collection.   To enable all data to be considered before starting any coding, I listened to the recordings and read and re-read the scripts to become familiar with the data set alongside reviewing my journaling that was undertaken at the time of interviewing (Braun and Clarke, 2006).   Data analysis followed the same processes as previous phases whereby the data were transformed and condensed through a first cycle of analysis (Braun and Clarke, 2006; Miles et al., 2014). The first stages were theoretically informed by the questions and previous analysis alongside an inductive and iterative analysis. On completion of the first cycle of data analysis, there were 102 codes assigned to the scripts. These were aligned with a range of types of codes as outlined by Miles et al. (2014) which include in-vivo, process and finally descriptive codes that were a basic summary of the passage of qualitative data. In Vivo coding whereby codes were assigned using words from the participants` own language and process codes were used which recorded observable or conceptual action in the data.   These codes were treated equally and listed within NVivo in a non-hierarchical manner once a full analysis of all the scripts were achieved (Silver and Lewins, 2014).

Each script was analysed individually and Appendix I provides an example of an annotated script illustrating the coding process.   I returned to the scripts again to apply and check that all codes were accounted for across all the scripts. This first cycle coding summarized segments of the data; this then developed into the next stage analysis whereby the summaries were grouped into smaller categories which enabled the data to be condensed into smaller analytical units to enable me to develop an overview of the data. Sixteen meaningful units/categories were identified with pattern codes loosely attached to them to enable future reconfiguration as necessary (see Appendix J). The research questions were useful to identify some of the pattern codes, but overall the codes involved both potential themes, causes, relationships amongst people, and some theoretical constructs. Again, I `danced` with the data through data display to understand how the first few stages of data coding may be related and then to understand the relationships between them all (Carter and Little, 2007; Simons, 2009; Miles et al., 2014) (see Appendix K).

3.6   Cross-case analysis

Having achieved two substantial corpuses of data which had undergone first cycle analysis, I needed to bring them into the wider context of the case itself before making any conclusions or affirming any potential relationships (Miles et al., 2014; Yin, 2014).   A cross-case analysis was undertaken whereby duplication of categories were considered, noting relations of variables identified, and potential themes were explored (see Appendix L).   This enabled progression to the second level of thematic analysis of producing a thematic overview which assisted with defining the themes (Braun and Clarke, 2006).   This second level thematic analysis merged and refined categories across the two data sets, producing a final second level codes and thirteen sub-themes.   These were then applied to all of the data again to check for validity (see Appendix M for sub-themes and second level codes definitions).   To further develop the cross-case analysis, much more `dancing` occurred with the data (Simons, 2009) through the production of `within case` networks that illustrated relationships (Silver and Lewins, 2014).   This aided pattern matching, use of metaphors and generally consolidated the sub-themes into wider themes from the data (see Appendix N of an exemplar of a casual map illustrating relationships between hegemony/conflict and culture/relationships sub-themes which demonstrates this process).

3.6.1   Verifying and concluding themes with reflexivity

Verifying and concluding themes involved building a chain of evidence and identifying conceptual and theoretical coherence of the data to develop a more concrete view of the situation which was considered alongside my own reflexivity.   Reflexivity in this study contributed to the epistemological development in addition to illuminating the complex relationship between the context of social learning theory and the knowledge being produced.   Social learning theoretical constructs, as outlined in the literature review, were considered for relevance and discarded as the picture began to formalise.   The focus eventually began to settle on the evolving substantive themes which were derived from the data.   An exemplar to illustrate this complex conceptual process is presented here as an extract from my reflexive journal, with reference to exploring the relationship between the network practice and evolution of the network.   This involved constant comparison of the codes and categories as initially some of the codes appeared not to `fit` the research question and were placed in an `anomalies` file.   This file became quite large that indicated there was something of substance present that required further in-depth analysis to consider the patterns and potential categories.   The `anomalies` file included ideas of conflict, power and restrictive practices.   The comment from my reflexive journal highlighted some conflict in the document analysis as follows:

`Conflict interestingly is common across all patterns in the documents indicating that this may influence a large amount of the network activity. `

(Reflexive journal – 7th December 2015)

Concepts of conflict and power became further apparent in the cross-case data analysis and were unexpected however; a haiku from my reflexive diary early in this process identified that that I had noticed the restrictions of the entry process into this group:

`Entry and exit to group.

Rule bound and controlled through selection process.

Consequences are stationary unmoving activity. `

(Reflexive journal November 2014)

In using reflexivity my interpretations of the data became clear, being reflexive occurred through journaling that aided in developing understanding and perspective (Watt, 2007; Gilbert and Sliep, 2009). Journaling presented clear examples of narrative which illustrated how I perceived this data to be evolving. A relationship between conflict and power was identified and considered to impede on the evolution of the network. An initial causal map was created to explore how culture was integral to the complexity of the relationships amongst the sub-themes and is demonstrated in Appendix N. The further causal map in Appendix O demonstrates the relationships between the sub-themes assigned to the evolution of the network. Further conclusions were drawn about these inter-relationships, whereby the culture of the network and conflict contribute to the hegemony within the network, all of which impedes the evolution of the network.

3.7   Ethical considerations

This case study has adhered to an ethically approved protocol of case study design with research conducted ethically and in compliance of the guidance provided by the University of Southampton (see appendix A). This has ensured that informed consent was gathered and the researcher had prepared to offer participants support following the interview should that have been necessary. This was not required. Privacy and confidentiality were maintained throughout and considered at

every stage (i.e. in presenting data, through discussions with colleagues, in identifying where data can be stored on server). In achieving ethical clearance, it was acknowledged that due to the public nature of the European Nurse Education Network that full anonymity could not be assured. However, data that is presented in this thesis is presented with confidentiality, privacy and to some extent anonymity, with minimal indication of individual attributes or institutions involved. Participation in the study was voluntary and my research role for this study was made clear at every stage and all communication with the network occurred via the secretary rather than directly with any individual members. By ensuring such strong rigour throughout, key ethical principles were adhered to, such as veracity of findings, clarity of influences and validity of results.

3.8   Rigour

Quality in this study is considered not through a traditional criteria of internal and external validity (Yin, 2014), but in acknowledging its qualitative nature, is replaced by the notion of trustworthiness (Guba and Lincoln, 1989). Rigour or trustworthiness demonstrates the credibility, dependability, confirmability and transferability of qualitative research. Another dimension also considered in this context is authenticity, which is described as the quality of the analysis and how the data was negotiated and understood (Simons, 2009). Implicit in this process is abiding to the research protocol and ensuring ethical issues were considered. The study was conducted over a long timeframe and whilst the sample may be perceived as small, the intensity and volume of the data garnered was significant. Therefore, there were clear strategies as indicated below to ensure rigour was maintained.

Strategies to support and promote rigour (from methodology) are outlined below and elaborated in Table 9.

Table 9: A summary of how the thesis addresses rigour

Credibility	Prolonged engagement Data Triangulation Peer debriefing (through supervision) Respondent validation
Dependability	Audit Trail
Confirmability	Audit Trail Reflexivity
Transferability	Thick descriptors

3.8.1   Credibility

Having experience of the network and collecting data over a long period of time ensured a thorough understanding of the practice.   Data triangulation occurred through gathering data at different times and from different sources which ensured that a complete perspective of the multiple phenomena was established that also served to address any potential un-reflexive personal bias.   Furthermore, through the triangulation process an understanding and interpretation occurred which acknowledged the complexity of the situation. Peer debriefing occurred through the supervision process whereby alternative perspectives were considered within coding categories and conclusions from thematic analysis constructively challenged.

The term respondent validation is used rather than member checking (Simons, 2009) as it recognises the wider use of others in validating data. This process of validation is prominent in democratic case studies in an attempt to represent the data fairly. Respondent validation occurred both in stage one and two of data collection as indicated in Table 10:

Table 10: Outlining respondent validation

Stage 1:	Stage 2:
- Clarification of meanings at the end of the focus group in 2013. - Verification of themes in 2014 at presentation at the annual conference to all members present.	- Themes from documentary analysis presented in 2015 at the annual conference. - Preview of questions shared electronically prior to the interview, based on early conceptual. - Clarification of understanding at end of the interview. - An offer to present the findings to date in the 2016 management meeting via skype if the network or individuals would like this (this was not requested). - Discussion of findings with two nurse educators, one being a member of the network and one not.

3.8.2   Dependability and Confirmability

Throughout this study, I maintained a clear audit trail of decisions made as is evident in this thesis. This provided a clear rationale and transparency regarding the methodological and interpretative

judgements. Rigour in interpretative judgements was further enhanced through using NVivo during data analysis which ensured a comprehensive `trail` was recorded for all analytical decisions made. This was useful as a tool as it aided the iterative conceptual understanding of the data. Finally, through developing a comprehensive level of reflexivity in this thesis via journaling (see Appendix O for an extract) the clear decision making trail has been enhanced.

3.8.3   Transferability

Transferability was enhanced through ensuring transparency, which enables researchers to assess relevance and could be applied to other networks. Hammersley (1995); Sarup and Raja (1996) argue that the situatedness of the researcher contributes to the self-conscious scrutiny or self-monitoring and without this then one cannot truly achieve transparency. In this study my self-conscious scrutiny was aided via journaling and illuminated through the use of haiku`s. Transparency was further developed as the findings are explicitly presented using original data that is clearly described through the use of `thick descriptors (Guba and Lincoln, 1989). There are multiple presentations of raw data and annotations of data illustrating thematic evolution both within the appendices and in the following chapters.

3.8.4   Authenticity

Issues of trustworthiness are addressed through the iterative nature of a collective interpretation of the data and findings presented with direct quotes to illustrate points, this subsequently improves the quality and of authenticity. Furthermore, I have demonstrated a commitment to reflexivity, supervision and coherence through audit trails and exploring the interconnections at all stages between the research questions, the principles of the process used and the theoretical lens used throughout.

3.8.5   Insider status

Clearly this research is in a domain of practice with which I am familiar and as such I have considered the insider role and the impact that this may have had on the research process and its findings. Like the research participants, I am a nurse educator who has had experience of this network; I am a female who moved into nurse education from a senior clinical role in the health sector.

I had a clear understanding of the context and the affordances that this gave me such as the insights and a priori understanding of an insider and professional knowledge. This was useful in structuring the research questions, the enhanced access to and recruitment of participants,

rapport building within interviews and finally the potential to focus the interviews to a more nuanced level (Robson, 2011). Therefore, I followed research guidance (Robson, 2011) about how to mitigate the associated disadvantages of this role through journaling, preparing myself for interviews, likely conflicts and preparing a plan for action such as offering to meet with participants outside of the interview, all of which was evident within the ethical proposal that was granted (Robson, 2011).

3.9   **Conclusion**

This chapter has presented the ontological, epistemological and methodological considerations and processes used within this research. There is synergy between the paradigm, the methodology, the methods and data analysis which has ensured that the processes used have been robust and well considered.

Chapter 4:   Phase Two findings

This chapter presents my interpretations from the thematic analysis of documentary and interview data collected during phases two and three of the research, and the resulting narrative uses data from across both sources to illustrate key points. The schema of the research questions is used to scaffold the chapter thus enabling a coherent account of the themes to be presented. The chapter begins by offering a portrait of the network which explores the activity and practice of the network, its purpose, practices and the outcomes that are achieved. The next section explores the connectedness within the network, then considers how three components of the network practice, culture and relationships are inter-related within the theoretical framework of social capital (Halpern, 2005, Putnam 2000). This is followed by discussion of why social learning theory was not the appropriate analytical framework for understanding the data, which is contrary to what was anticipated at the outset. Finally, the chapter concludes with a scrutiny of data related to the propositions that participant learning is occurring and that this learning occurs in the context of scholarly activity.

Each section of this chapter commences with a brief introduction followed by analytical narrative and illustrative thick description taken from both sets of data. Where direct quotes are used, these are indented in the text and followed by anonymised source information. Those who were interviewed are numbered and quotes are presented with a line reference indicating where they have been drawn from in the related transcript. The educators are referred to as participants throughout, and the documents referred to within the text are the annual meeting reports. Clearly, with participant quotes it is difficult to generalize one perspective across the network as each individual's cultural, political and institutional background will influence their perspectives. Where relevant, and to provide context to quotes, I have expanded on the origin of each participant thus providing an accurate lens through which the comments can be interpreted.

4.1   **Portrait of the network**

4.1.1   Antecedents

The network cannot be explored in an objective vacuum without considering the historical nature of its practices and the professional contexts which have contributed to the development of the organisation and the activity within the network (Chaiklin and Lave, 1996).

There are strategic drivers which were antecedents to the origin of the network and also continue to sustain its activity, these are associated with developments in the nursing profession and higher education. Firstly, the network has evolved within the context of a drive for internationalisation both within higher education and the nursing profession. This has been influential, as engaging with these agendas are significant to ensure that practice is globalised and contemporary. Internationalisation is defined as a process of ensuring that teaching, research and other aspects of higher education activity have an international dimension (Knight 1993). Internationalisation involves institutions developing international programmes that offer cross-cultural perspectives for students and staff, which include study abroad programmes (Altbach and Knight, 2007). This is perceived to have some global prestige for institutions and has been wholly supported at a European level by the European Union (Donert, 2009). There is a requirement from many institutions to have some student exchange opportunity within curricula and all participants articulated their awareness of this and how it is operationalised as a student mobility programme, this is summarized by a Dutch participant:

> `My country, it really is. They really want to go away. And they really want to go out to have a different experience. Some really consider it as a very useful step to experience what it is to be abroad on their own. `

> **Int-2:26**

There are also professional drivers which are perceived by participants as being important and contribute to their engagement with the network. There is a perception that sharing professional nursing practice is beneficial, as suggested here:

> `I think that is very important, for me and for my school. This is the way how we can change our healthcare system, because when we find out and see the different

countries, I can go back home and say to my Principal "I saw that here and here, and I think that is better than what we do." And we can try to do that. `

Int-5: 176

4.1.2 The purpose

In the early years of the network development (1993 – 1998), documents were produced regularly and analysis reveals that the focus of the participants' activity was on deciding the nature and clarifying the purpose of the collaboration between them. The participants involved at the time were described in an early report as:

> `groups of individuals representing educational institutions which offer basic nurse education programmes that lead to the right to practice nursing in their specific country`

1995 report: Introduction, pg. 5

Early documents capture the lengthy discussions that sought to establish understanding across the network of common concepts such as nursing, education and practice, and illustrated the importance of defining a purpose and establishing relationships. The original focus for activity was decided to be in three areas: student exchange through a taught module, professional knowledge development and research:

> `Two days of discussions relating to the development of the European Nursing Module with additional meetings held to discuss other international developments in post registration/professional development and for co-operation between network members in research projects. `

1995 report: Forward, pg. 3

These pedagogic and scholarly foci established a purpose for collaborative working with measurable outcomes together with some potential for development. However, within two years, these three areas of activity were reduced markedly, as illustrated by the extracts that follow. These changes indicate that the focus of activity should only be to establish the necessary student placements across the network and development of pedagogic resources so that the delivery of the European Nursing Module could be realised. The research element was not

considered to be the domain of nurse educators and was not prioritised for different reasons such as expense, complexity and a lack of perceived relevance:

`Teachers undertaking research is difficult and recognised that teachers could be seen as very expensive researchers`.

1996 Report: Section 3

`It was agreed that collaboration in research and other scholarly activities within the network should be encouraged but that it was unrealistic to suggest any formal co-ordination. `

1997 report: Section 5

This was further reinforced by the outline and introduction to the European Nursing Module in literature produced in 1997 that excluded any reference to research and probably reflected the role of the participants at the time of an educational focus that consumed knowledge rather than as producers of knowledge:

`The principle behind the network was to develop a module, agreed and accepted by all member institutions, that could be accessed by student nurses studying within those programmes`

Members handbook pg. 2; 1997

The focus of the network early in its evolution became a practical and pragmatic one focusing on exchanges and implementing a teaching module rather than developing a European network to meet the original aspirational aims. Memorandums of co-operation between institutions formalizing their agreements in 1997 reinforced this more instrumental approach with all activity thereafter focused on the pedagogy of the European Nursing Module and securing student placements.   When a minimal number of students participated in the first exchange in 1998, a collective sense of disappointed was expressed in the report:

`Those who had participated in the first running of the European Nursing Module generally had been positive about the experience. However, the overall response of

students, in terms of the number undertaking the exchange, was extremely disappointing`.

1997 report: pg. 7

Disappointment was expressed when the resource was not utilised, implying that the student placement was more important than considering the quality of experiences of those students that undertook the exchange, or any underlying pedagogy commonly used in the process. This perceived value of the number of student placements for exchange is reinforced by the activity of the network in seeking increases in this resource with the number of placements across a range of participating institutions totalling 347 throughout the year with 162 students participating from May 2014 to May 2015). Current participants' views resonate with the practical and pragmatic purpose of enhancing resources through establishing student exchanges in the context of developing professional understanding:

> `My point of view, the whole idea of the network is to give students the opportunity to gain some cultural experience, not competence, but experience and some nursing culture experience, in order to give a different perspective on their own culture and nursing. So, I think that's really what we're aiming for. Giving students this opportunity. `

Int-1: 23

Therefore, the main purpose and outcomes of the network appears to be centred on securing opportunities for student exchange and then enhancing this resource throughout. There is no evidence in the data of a common domain of knowledge which underpins this activity, nor of a defined competence which may assist in ensuring a good placement experience. This is a relevant point as both are integral domains in considering whether a community of practice exists within the repertoire of practice of the network (Wenger, 2000; Wenger et al., 2015)

4.2   **Practice of the network:**

Practice in this context relates to the activity within the network that enables the network to function and sustain itself. The practice of the network has produced artefacts, rituals and rules which are instrumental in the implementation of the European Nursing Module and the production of these artefacts have become an integral aspect of the network practice. An illustration of this is the annual meeting, which is also referred to as the annual conference. The reason for different terms being used is to facilitate the claiming of travel costs at institutions that would fund a conference, but not a meeting. The annual meetings were established early in the evolution of the network with the premise of supporting the student exchange and the implementation of the module across the network. The meetings also served to establish governance and a common understanding in the network, all of which are normal processes of any new network that involves having to co-ordinate understanding across a range of participants, each with different understandings and political contexts (Helme, 2009). Governance in this context is defined simply as describing the structure of collective activity (Provan, 2007), this is an significant aspect in the annual meeting as highlighted here:

> `Network moves towards a pattern of one meeting per year to be held in April, two parts to the meeting, the first would take the form of a network management meeting.  This would consider organisation, co-ordination and funding. `The second part would be for module leaders and/or representatives. The purpose of this part would be to examine the evaluation of modules, to take forward issues raised by student/staff evaluation and thereby continue to develop of the module. `
>
> **1995 Report: Other issues pg. 25**

Interestingly, this statement taken from the 1995 report of the purpose of the annual meeting, is contradictory to the original aspirational aims of the network stated at the same time, it does not include any consideration of research or professional development. This statement reflects the pragmatic and functional aims of the network that were later amended in 1997, suggesting that managerial issues were paramount for developing the resource of student exchanges and were part of the scaffolding of the governance of the network when it was established.

4.2.1   Rituals, culture and behaviour

The function of the annual meeting is evident in the structure of the annual reports (see appendix D) which demonstrate the formulaic rituals that have developed over time to begin and end the annual meeting. Some of these rituals are described in a selection of documents and are illustrated as follows:

> `The Friday session began with a presentation and a tour of the Skills lab. The skills lab was modern and very impressive with several simulator dolls.
>
> **2013 Report: Section 1.0**

> `Also XXX, member of the executive board of University of Applied Sciences, formally opened the conference, welcoming all delegates and guests with wishes for a successful conference. She then gave a presentation of the different faculties. `
>
> **2014 Report: Section 1.0**

> ` XXXX passed on the ENM flag to XXX ENM Coordinator at XXX, Dept. of Nursing where the setting for the 2014 Conference will be.  The 21$^{st}$ European Network Management Conference 2013 was then formally closed. `
>
> **Report 2013: Section 10.0**

A key characteristic of a ritual is repetitive formulaic behaviour that reflects information about the wider society which is integral to the culture of a human group (Hofstede, 2001). In this instance, rituals in the annual meeting involve showcasing both the network, its relationship to the host institution and the hosts institutional resources, all aiming to demonstrate the importance of each organisation. The meeting is hosted by different institutions annually with the network providing the opportunity to do this; there is often a high demand from organisations to co-ordinate the annual meeting, particularly from countries where hierarchy and associated display is an important aspect of their culture such as Eastern Europe or Russia (Hofstede, 2001). The beginning and ending rituals of the annual meeting are reinforced by certain artefacts that have been produced (Hofstede, 2001). An example of this is the `European Nursing Module` flag as mentioned in the previous quotation, which displays the symbol of the European Nursing Module

that was designed early in the network development but is deemed to be the `flag` of the European Nurse Education Network. The flag is passed from the preceding host institution to the next host institution at the end of the meeting in a formalised manner, which is celebrated and applauded by the group. This is part of the ritualistic behaviour as such symbols are objects used in rituals which store and transmit information about the society and help to formulate its identity (Turner, 1997). In this instance, it is the flag pictured below (Figure 5: The flag of the network) that highlights the pedagogic focus of the network's practice with the use of the acronym of `emod` meaning the `European Nursing Module`:

Figure 5**:** The flag of the network

The context of the flag exchange is also relevant as it indicates the value that the participants place on this symbol of the network within the annual meetings. Choreographing this ritual as a 'commemorative ceremony' facilitates affiliation to the network and reinforces a communal memory each time the hosting institution accepts responsibility for the organization of the meeting (Connerton, 1989). The rituals at the annual meetings are a valued part of the culture and ensure members become enculturated into it, so that a collective memory is developed that can sustain the network and its activity. A culture within a group encourages behaviours that are patterned and transmitted by symbols such as this flag (Hofstede, 2001). The unique culture of the network has been rationalized by the following experienced participant as being a necessary part of network activity in order to manage and cope with a diverse group:

`The network is a system with its own ways of going on and its own self-built culture.
Trying to cope with the many differences`

INT-2:66

This culture has created certain behaviours based on shared rules and implied understanding within the network, which are reinforced by such rituals. Rules within the network are both hidden and explicit. Explicit rules are evident in the annual reports where there are repeated references to how the module should be implemented across the institutions and expectations of how students are to be managed in each country. The following extract from the 2007 report highlights in capital letters what is expected:

> ` Home institutions MUST ensure students applying for exchanges indicate three different choices for their exchange destinations. Host institutions MUST let the student know they have been accepted for exchange within 1 or 2 weeks following receipt of the Co-ordinator's letter allocating that placement. The home institution MUST ensure that students have access to the projected costs of exchange BEFORE making their destination choice. `

2007 report section 6.1

These expectations are related to the rules that are produced by the network in the module handbook, which is described by one experienced participant as the key for the management of the network and as a 'bible', implying it has a moral code that needs to be abided with:

> `And if we didn't have the handbook, I think it would fall apart. But we've got something that we can always say "Look in the handbook". It's all written, this is our bible. And I think it was really well written out twenty years ago, we haven't changed much. `

Int-1:45

The handbook was devised in the early annual meetings to instruct how the module was to be managed across the network with the aim of ensuring consistency and parity of the teaching and placement experience for each student who participated. The participant quote above believes that without the rules the network would not have continued. The practice and culture of the network is stated within this handbook and other artefacts such as the annual meeting and rituals, all of which have created a communal memory which serves to sustain the practices that have remained generally the same for over twenty years. These practices are perceived as being

supportive as they are suggested by the following experienced participants to facilitate the working of the group:

> `The difficulties are that, even if we meet every year and we have this handbook, the cultural differences sometimes make it difficult. `
>
> **Int-4: 33**

The handbook is suggested to be helpful in mitigating cultural differences which she perceives as being a challenge, this was expanded on later in the interview when asked about whether it is important to have rules within the network to manage differences:

> `Yes. And especially when we have so many different cultures. I think that's really important. `
>
> **Int-4:70**

The following quote from an experienced participant suggests that the culture created also promotes the relationships with others in a positive manner and is therefore conducive for function of the network:

> `The culture of this network is openness and friendliness, interest, curiosity, dialogue. That's some of the words to describe the culture for me.  It`s very much this openness and curiosity towards other people in the network that makes the group work. `
>
> **Int-1:39**

In summary, the practice of the network has produced rituals and artefacts outlining explicit rules and expected behaviour which informs the collective working of the network; these are perceived by the experienced participants as having value in promoting and sustaining the network activity.

4.2.2   Connectedness and social capital

In order to achieve student exchanges and implementation of the module, the network operates as a collective, whereby the group works together to achieve key goals. There is also a perceived collective responsibility amongst participants within the network for providing the opportunities for the students. With a combination of this collective responsibility and collegiate working, the participants have developed relationships and trust each other. This was termed 'connectednesses` in the early conceptual framework and something that participants valued. Relationships and trust are nurtured through the annual meetings during which participants spend three days together in focused network work activity.   The development of trust is an essential aspect of the network as trusting each other facilitates the exchange of the students and also ensures the sustainability of the network, and is reflected in the experiences of a new (Interview 3) and experienced participant (Interview 1):

`Because it makes you feel comfortable. It makes you trust people. And if you trust people, it's easier to give that trust to the students`.

Int-3: 21

`Because that's why we meet every year, to make sure that the network works. And if we didn't meet up every year it would fall apart`

Int-1:25

Connectedness requires trust and positive relationships, and it is these characteristics that enable the network to achieve its outcomes. In theoretical terms, connectedness can be understood as the network having social capital and appears to be an important notion for sustaining this activity. Social capital can be developed through connections among individuals within a group where there mutual obligations and trust (Putnam, 2000). It is known that successful social capital is built and maintained through interactions that have developed over time and, as in this case, involves enhancing group norms and values with reciprocity which are central to the well-being of the group (Putnam, 2000). Reciprocity is apparent within this network in two realms, firstly through student placements which are shared across the collective group for access by all

the members. Secondly, through shared responsibility and obligations for sustaining the network for the benefit of the collective group. The following experienced participant reflects on her involvement with the network and how she perceives her interaction with members of the network by using terms such as `feeling part` and `together` that illustrate the existence of social capital, and collective responsibility, that is manifested within the network:

> `I mean that people feel that they are part of it, not just organising. They feel they really
> – after a while you feel you kind of own the network together with the others. `
>
> **Int-4:23**

There are clearly strong ties amongst the participants which serves to strengthen social capital, in particular a form of social capital known as bonding capital. Bonding capital tends to occur across a homogenous and dense network of people and tends to be exclusive in providing support to members of the network (Putnam, 2000). This is illustrated by comments from two participants; although the first is new to the group (Interview 3) and the other is an experienced participant, both perceive heterachical and familial relationships in their experience of the network:

> `And also, the people that are in the network, there's no competition. It's like a family, `
>
> **Int-3: 19**

> `Because the way that the whole network is set out is that we meet regularly. And it's
> like going to a yearly party with your cousins. You know, meeting the same people year
> after year after year. `
>
> **Int-1: 23**

While there is a sense of exclusivity expressed in the above quote, other participants experience the kinship differently and more partially. The following quotes suggest that there are weaker ties amongst participants that have a more transient nature in terms of the relationships established:

`Probably don't think about members of the E&M when I'm not here. Other than I might be e-mailing you about something`

Int-6:68

`When you are at home, I think that you just forget. `

Int-5:105

These weaker ties are still prevalent within social capital and are known as bridging capital which is focused on gathering contacts and access to information with minimal interaction and support. These are different to bonding social capital which provides a more intense form of support (Halpern, 2005). Putnam (2005:23) suggests that bonding and bridging are not `either-or` categories but rather `more or less` dimensions which can exist within a single network

4.2.3   Managing the network

The network is self-governing and it is clear that the participants perceive that the `rules` of the network and the infrastructure of meetings are integral to its existence.   Sustaining self-governance in the network is also enhanced through social capital as expressed here:

`I mean that people feel that they are part of it, not just organize it. They feel they really - After a while you feel you are kind of own the network together with the others. `

Int-4: 23

This does reflect the wider literature on networks, as governance in networks is known to occur on the premise of trust and established social capital between the participants with a devolution of power that promotes the heterachical relationships which are fluid and highly valued in the network (Gronn, 2008). The management and leadership of this network has become highly brokered whereby it is collectively governed by the participants and requires a level of commitment from all participants, but is generally deemed to be egalitarian and democratic (Provan, 2007). This appears to be highly valued by participants as illustrated in these quotes:

`I think it's a democratic network. I think nobody takes the decisions individually. Everything is in consensus. There's voting. I think it's democratic. It's not a leader that says "it's like that or like that." Everything goes back to the group.`

Int-3:37

`You have to delegate; it's not being democratic. You can't do everything, so you have to delegate this area to this group and they have to develop and present to alternatives and decide on that.`

Int-8:62

There is a perception that the decisions are democratically made within the network in the election of `officers`, these include the coordinator who allocates students to available placements and the secretary who records meetings. There are also two sub-groups which are constituted of three participants: an `application to the network` sub-group and `student bursary` sub-group. Until recently, these roles were democratically elected but with a less democratic outcome in that roles are not time limited and the length of office is at the discretion of the post holder. This following commentary relates to the election of the module coordinator whereby a length of office is suggested. However, all of these roles do not appear to be valued by the group, in particular the coordinator role which is demanding of time to co-ordinate student placements and skills for facilitation of annual meetings. Interestingly in 2013, only one candidate was proposed and the network made the decision to alter the tenureship for the role:

`XXXXX is the only candidate for the new ENM Coordinator. It was discussed if the new coordinator should be elected for 2 or 4 years? It was stressed that it is important with continuity and stability to secure and keep quality. It is also important to have an overlap of all the officers. **Voted:** For XXX as the new ENM Coordinator and that the term of office is for 4 years, starting April 2014. 23 (votes) for proposition`

2013 Report: Section 14

This lack of interest in taking on roles is at odds with the premise of social capital and mutual obligation that is suggested to be present within the network suggesting pseudo-democracy operating within the network. Participants are willing to engage within the network and develop

a certain level of social capital to gain student placements on their terms only, rather than through mutual obligation. They will engage if this is undemanding for them and possibly commensurate with their other roles in their home institution. Again, this is demonstrated when a higher level of commitment is required within the network, participants either do not have capacity or demonstrate a lack of commitment to engage with it. Certainly, the following participant indicates that she engages voluntarily with the network when she attends the annual meetings, but does not wish to formalize this into part of her work role suggesting that she prefers the `choice` of social capital obligation rather than work related obligation:

> `But it's in our spare time. So we don't get any time to come. So also every job we do for the network, it's in our spare time. As long as it has a voluntary character it's a choice`
>
> **Int-3:111**

This concept of pseudo-democracy leads this discussion into the theme which highlights there are other hidden practices residing in the network.

4.3   Exclusivity and maintaining the status quo

A sub-group reviews all applications for entry to the network and decides which application will be presented for consideration to the network, and as such oversees the size, implementation of the criteria and status quo of the network. Admission is limited to three institutions from each country that provide recognised nurse education, once the network has its full quota there is no admission to another institution from the same country unless an existing member leaves, regardless of the size of the country. Each year there is a movement in terms of entry of new members and exit of older members, with an average membership of 25 institutions at any one time. In 2007 there was a change of criteria to encourage recruitment of more members from different countries into the network, reducing the number of institutions to be accepted from each country from four to three. The following extract indicates that the network did not wish to increase its size, only the diversity of exchange opportunities:

`There were no changes proposed to the size of the Network. The policy for Application for Membership was discussed. AGREED: A revised policy "Application for Network Membership" to 2. Total Number of Applications Received & New Members: A total of five applications were received and to date four have been accepted.

Report 2007: Section 2.2

The report in 2009 indicates that this had not been successful as there was a discussion noted about increasing the size of the network, about how to encourage applications to the network and how to promote its presence through Europe. This activity resulted in some increase in membership with new institutions from Serbia, Republic of Macedonia, Belgium and Italy. But memberships generally remain static with a passiveness in recruitment to the network. The following participant reflects on this and identifies the consequences of this as a result of a disproportionate representation of Western European countries in the network:

`But it always strikes me, for example we've got a whole load of people from the left side of Europe and the right side of Europe and not very many in the middle. And anybody's welcome to join, but maybe we could have been a bit more proactive as a group in getting people like that to join, rather than waiting for them to come across us. `

Int-6:28

The limit on numbers appears to be a valued aspect of the admission process but again reinforces a disproportionate representation albeit perceived differently to the participant above:

`I think it's a good idea that we have the limit of a certain amount of institutions per country. But now I see that we have quite a number of people from east and less from the north and less from the south and more in the middle, `

Int-1: 123

It would appear that the admission sub group either consciously or unconsciously serves to maintain the status quo and promote exclusivity of the network rather than diversity, perhaps

also demonstrating a pseudo-democratic practice. Controlling entry to the network though explicit rules of country and institutional representation, limiting external information about the network to deter institutions engaging has contributed to the creation of an unequal spread of countries represented. This promotes a homogenous group maintaining the status quo. The limiting of the membership suggests that bonding capital is more predominant within the network than bridging capital. Bonding social capital generally is an inward looking form of capital which reinforces identities, self-interested norms and promotes homogeneous groups (Putnam, 2000; Halpern, 2005). An identified disadvantage for groups with high bonding and low bridging social capital is that they tend to be isolated and closed communities (Halpern, 2005).

Should an institution be successful in application, there is a clear process of orientation to the network and enculturation to the value set of the network via mentorship, which started in 2009 as indicated in this report:

`XXX suggests a godmother / father / mentor system for new members`

2009 Report: Section 5.2

The terminology used in this comment implies that the aim is to develop bonding social capital amongst new participants to ensure that they become rapidly involved in the network and feel connected within it. Halpern (2005) suggests that whilst stability is reinforced when there are such patterns of socialisation which serve to promote trust and co-operation, these patterns can also enculture new participants to values of exclusivity and homogeneity within certain expected behaviours. There is further evidence of this exclusive behaviour through the language that the network uses within its artefact production. This is indicated by these quotes from two experienced network participants, both suggest that the language ensures a maintenance of the status quo:

`Think it's very administrative, the language. Somehow I'm aware, it reflects that there are certain things that we are`

Int-2: 82

This language represents the hidden cultural norms of the network which participants are required to learn and ensures a gatekeeping to the inner workings of the network. This is a source of power that ensures those who do not understand cannot participate:

`You have to learn the cultural language of E&M, because there is a cultural language`

INT-4: 108

As well as learning the language, participants have also to adapt their behaviour to ensure that they are accepted by the group, or comply with the cultural norms, as illustrated by this quote:

> `You've got little cliques, and you're either welcomed in or you're not. That's not necessarily healthy for a group, but you do need to take time to integrate yourself and become aware of how the group works, how things operate before you go in and are perhaps too heavy handed with "I think we should do this, or do this". `

Int-6:22

This participant indicates that she felt she could not contribute to any change with the network until she felt accepted by the group. That a hidden gatekeeping mechanism and a rite of passage for new participants seems to be in existence which may indicate why the `official` sub-committee for admission appears to be loosely formatted with the `unofficial` gatekeeping being more powerful and hidden. This occurs through mentorship into the network, those that do not understand the language or comply with the explicit rules in the handbook and the hidden rules are then served with sanctions to ensure the norms of the culture or the network are maintained. This is also an integral aspect to the maintenance of social capital (Halpern, 2005) as illustrated by the quotes below. When new participants do not comply with these hidden rules that are embedded within the mentoring process on entry to the network, then conflict can occur as discussed by the following participants. The quotes outline how they perceived the network reacted to a new comer who did not comply with these rules or the cultural accepted behavioural norms of the group:

` I think somebody who came in without seeming to have that awareness wasn't welcomed in the same way. They had lots of good ideas and wanted to move things forward too quickly and be very proactive. `

Int-6:20

`but they want to do it in a particular way. They come in with a whole set idea that this is what they want to put forward to the network. But the way of working is, "Okay, bring it into the group work to discuss it, and be challenged about it and let us make it our own thing. As soon as something has been put upon it, the network almost explodes, like we don't want to have it. And that is, in itself an interesting thing. It's not only that we don't want it, but why are we so strong in opposing that way? And even to the point of, it's very hard to really talk about it`

Int-2:58

This is a tribal behaviour and is common within nursing (Becher and Trowler, 2001) whereby rules are in place to enculture new comers to the profession. This ensures that expected levels of behaviour are exercised, and in this context maintains a status quo and can serve to restrict activity (Becher and Trowler, 2001; Mandy et al., 2004). It is suggested from the data that this ensures a level exclusivity both for gaining access to and also within the network, with suggestions that this is for the benefit of overcoming cultural differences. However, this process may serve to mask inequalities within the network which now will be considered.

4.3.1   Inequality and Hegemony

It is recognised that inequalities may be embedded in social structures (Giddens and Sutton, 2013). Norms and networks that promote certain groups can be obstructive to others and there is evidence of this inequity within the network, particularly in the outcomes of the network regarding student exchanges. Inequity of student exchange across Eastern and Western Europe was identified in the 2009 report with the following commentary which implies there is not such high levels of reciprocity:

``XXX raises the question about the amount of students, the balance between outgoing

and ingoing students; more students from the West European countries are going to the

East European countries than vice versa. Why? Is this a problem? How can we increase

the number of students going from East to West? `

2009 report: section 5.2

Eastern European countries at this time were identified as Russia, Romania, Bulgaria and Serbia

and this statement in the report arose from a participant of the network from Western Europe.

Data that is available indicates that of 124 students who had exchanged in 2009, 71 travelled

within Western Europe and 53 students travelled to Eastern Europe with no students travelling

from these countries to Western Europe. It is worth noting that whilst the Eastern European

placements constituted 24.5% of available placements in that year, they had an 87% take up rate,

indicating the high demand for these placements.   The minutes indicate that there was some

discussion about the question raised, but no decision was made.   From 2009, there was a change

of secretary and data collection regarding where students undertook their placements was

thereafter not captured in a reliable and transparent manner in the annual reports.

The network must have noted this disparity of student movement previously as it had

implemented some action to promote reciprocal exchange in 2004 when a bursary system was

established which was funded by surplus money accrued from the annual fees paid by the

institutions. The bursary system is managed by a subcommittee of the network and students

apply to this committee for a bursary, worth approximately 400 Euros per applicant. There are

clear criteria which students have to meet that include not receiving external funds to support

their studies. The 2009 report indicates six bursaries were administered during the previous year,

with student names given but no indication of their origin. Whilst the annual uptake is monitored

for financial reasons, there has not been any evaluation of uptake across different countries and

as such it is difficult to comment if this has improved equity of student movement. In addition to

the inequitable student movement, there is also a perceived hegemony between the participants

within the network; the following participant who is from Western Europe and relatively new to

the network identifies two key related points, the first being the potential to have exchanges to

Eastern Europe:

`Yes, I think it`s important that it`s not only the west of Europe, because we have

Erasmus agreements in the west, but for us it opens a gate to eastern Europe`

Int-3:53

The respondent further considers how participants and institutions who offer the placements from Eastern Europe may struggle to engage in the network based on access to finance and being released to attend the annual meeting:

`I don`t think it`s very easy for those people to come to every conference, to pay the membership fee, to pay the conference fee. Also, the same for the students for the exchange

Int-3:57

The allure of engaging with Eastern Europe is clear in these comments, engaging with the network is advantageous to this institution as it offers the opportunity for their students to access placements which would not be normally available within the Western European framework. This difficulty of access to less developed countries such as Eastern Europe is recognised by Altbach and Knight (2007) identifying that academic mobility and generally favours well developed education institutions and usually occurs within these, rather than with less developed institutions. It is unclear in the data what underpins this allure of engaging with Eastern Europe and why student demand is high, there is the possibility that it may be purely financial, with costs being cheaper than in home countries, or the difference in cultures being stronger when compared with experiences in Western Europe. Nevertheless, the terms used in the quote indicate an unequal relationship with the use of `we` and `those` implying that there is an economic and cultural difference between those from Eastern and Western Europe with elitism being hinted at. The experiences and engagement of the participants with the network are also inequitable, with the following quote from a participant who speaks fluent English identifying that those who are not fluent in English are on the periphery of the network:

`But language is, English is the language of the network which is sensible, but it does make it difficult sometimes at the conference because there are people, who can't speak English, don't understand and you actually don't know when we vote something even though they have interpreters - are they actually aware of what's going on? And you get the feeling that they are, those from the conference who can't really express themselves in English or speak English- are they on the side-line or are they in? `

Int-1:31

Another fluent English speaking respondent further identifies that this leads to an inequitable participation within the network with a suggestion that those who do not speak English contribute less to the democratic discussions as well as lack confidence to speak within this environment.

`You do have the same people then that tend to contribute, and they tend to be the people that are English or have a better understanding of English and feel quite confident in what is going on to be able to offer their opinion. An awful lot of people don't say anything. And you're not sure if that's because they don't want to or because they haven't understood, or they don't feel that they have anything to offer, or perhaps because they feel nervous to stand up (figuratively) and speak if their English or understanding isn't as good. `

Int-6:30

These comments imply that there is a difference in status of participants within the network based on language and economy with fluent English-speaking and wealthy participants having a more elite and powerful status than those that are not. This is further complicated by participants from different cultural backgrounds who do not regularly contribute to group discussions in their own culture and find this custom and practice difficult, as highlighted:

`In my country we have one guy or woman, you can say "I don't think like you.", but he will say "No, I am in charge, I will say, like this." And that I don't like it. `

Int-5:90

So whilst the network has an exterior façade of egalitarian practice with perceived distributed leadership and heterachical relationships, the practice is much more problematic. This is due a combination of financial restrictions, different cultural practice and language abilities impacting on engagement with the network and experience of participants; all of which tends to support the power of the established institutions in Europe. The following participant further surmises on this, particularly highlighting the dominance of countries in the north west of Europe:

> `Yes. In the communication I see difference as well. Eastern, Western. Sometimes I see a Western dominance, Northern Western dominance. `
>
> **Int-8:141**

Interestingly, whilst this dominance may be apparent, this is not problematized by participants who are suggested to the marginalised group as they exercise power in other areas. Institutions with lower network hierarchy provide student placements which are desired by the powerful institutions and also have fluency in a range of different languages. Having a wider language capacity is not prevalent across all of Europe, particularly in fluent English speakers. The value and currency of using only English linguistic resources is challenged in the network, with a change of requirements within the student exchange programme identified. The following Eastern European participant expressed her pleasure that the application form was changed to accommodate student languages and the range of languages spoken in different countries:

> `I think that is very important that we have changed now is the application form and part of the language. And that we put in that part not only the English, we can choose German, or Spanish or whatever we speak. Because the students in my country, they learn different languages in the school. Some school they learn English and in some schools they study German, and some school they study Russian. `
>
> **Int-5: 76**

This comment is related to the change in the application form in 2014 which broadened the range of languages that could be spoken. Up until this point, the only option was English but this changed for students where English is not achievable. German, French or Spanish was identified as alternatives and that the level of communication in each language to be at a minimum level of B2 which is upper intermediate level in the common European framework reference for language. This change arose from a subgroup discussion about preparation for students by a range of participants from across Europe. It was identified that many students can speak other languages which may aid the allocation of placements and improve access to other countries. Therefore, a counter exchange of students across institutions which have lower positions in the hierarchy of the network has begun where English is the not the required language. Although this practice was actually already occurring in a more hidden manner, as the following participant from Eastern Europe identified that she meets her students' demands through exchanging within the European Nursing Network with Macedonia, Romania and Bulgaria for economic reasons and to access countries that speak similar languages

> `That is because they are cheaper than any other country, and they are more
> economical. Economical reason. And that is the countries from ENM. But in our group
> we have other countries that were the former republics and now are the countries of
> Croatia, Bosnia and Herzegovina and Montenegro and Slovenia, this is not a network, we
> just have the special agreement between us and we are functioning like that. `

Int-5: 145

This practice is created using the resources of placements differently amongst the non-dominant countries to service the needs of their own students, which implies that the inequity is not problematized by the participants of non-dominant countries. Certainly, there have been countries from Eastern Europe and Russia present in the network for the last 20 years and it is suggested that whilst they may be perceived as marginalised groups, these findings indicate that they hold the highest value resources within the network of desirable student placements and linguistic fluency. This is an important point, as these participants do not have to be reciprocal within the network as clearly they can gain placements in other areas where the powerful institutions may not. As such, they have high value of the resource of placements, within the network, and a level power that is neither initially apparent nor acknowledged by the dominant

members of the network. But given the change in the application forms, there are some changes of power which are challenging the status quo of inequitable access to student placements

4.3.2   Evolution of network

Not all participants are comfortable with maintaining the status quo and there is implicit frustration expressed by the participants about the inertia of development across the network:

> `Sometimes I feel a little bit frustrated. I understand as well. I say well "This is it." I don't get frustrated when we are in the meeting. I feel like every time we have the same subject. We don't go further on, and new people are coming and I think it is naturally that new people are coming. But again, the steps are not taken forward, and that is more difficult. `
>
> **Int-8:52**

Participants support the changes being introduced to the network and want it to evolve but identify the paralysing nature of indecisiveness and intermittent social bonding capital which strives to ensure the status quo of exclusivity is maintained:

> `I find sometimes, in a funny way the level of democracy, making us indecisive`.
>
> **Int-2: 96**

> `Lovely to see familiar faces and friends, and new people. But as a network it makes it difficult to make decisions, to move things, change things, if we want to. `
>
> **Int-6:56**

This inertia is evidenced within the minutes of the network where time spent on mentorship and orientation for new members is suggested to impact on other areas of potential development such as pedagogy or research. As such there is a suggestion that there is potentiality in being an area of development, as this is currently absent:

`A lot of time in the annual meeting is spent on process and as the group gets bigger and new members join, the Network needs to move forward via pedagogy or research to introduce academic issues`.

2007 Report: Section 5

Research had been relegated from the core business of the network, is not viewed as a valuable resource within the network and nor as having as much reciprocal worth as student placements. In 2007, it was clearly identified as being useful for the development of the network as illustrated by the quotation above, but when participants were asked about this, there was no further movement in this domain. There appears to be some resistance to undertaking research and this is articulated more expressively by the experienced participants in the group. There is also an acknowledgement that formal structures at home universities also preclude any research activity.

`I think it's, all research is very time consuming. And this is done on a voluntary basis, and if we can't get any funding for whatever we want to do and get some spare time to actually work together on it. It's difficult because we're all very busy people.`

Int-1: 83

This may change with new participants being involved, with some renewed interest described below by one of the new and younger participants in a response to the question about the purpose of the network:

`It`s a group of people from all over Europe, who are related to nurse educating and they have a structure from which they use it as a base to do some things together. The main thing is the student exchange, but there are also some side things. So, other things like possibilities for research may be educational methodology. All sorts of topics can be discussed.`

Int-3: 13

Although interestingly, even in this account, research continues to be viewed as an additional extra rather than integral to the participants` role. Frustration is also expressed by a range of participants about the lack of political activism from the network. Some participants having higher aspirations of the network believing that there is historical professional inequality of nursing within their own countries and that engaging in a European network has the potential to act as a platform to help nursing have a better status. The following participants describe how they perceive the low status of nursing within their own health care setting; the first two are from Western Europe and the latter from Eastern Europe. They articulate this through the potential that they feel the network can offer and are disappointed that there is less collective activism:

> ` It`s a very good profession, but we do not have a lot of power. We are seen more like the doctor's tools and are 90% automatic. I think it`s motivating the nurse if one day they will be well recognised too in the society too.

> **Int-7:54**

> `And it's a pity. It's an incredible pity. Many interesting things are happening or could happen that are not being done. `

> **Int-8: 101**

> `I think it doesn't have the voice that it has to have. And it is because sometimes we don't research, we don't see the impact of nursing on society and it will be great. We don't fight for funds, for grants that are there, because we are so much in ourselves that we don't fight for the funds. This, for me is quite clearly an opportunity. `

> **Int-8: 90**

These frustrations are not new as nursing has a history of low status and lack of prestige across Europe resulting in weak political activism and power (Manzano-García and Ayala-Calvo, 2014). Clearly the participants feel that there is a potential in the network to harness the collective to promote the profession across Europe and disseminate good practice. A lack of evolution in both a collective body of research and lack of political activism is representative of a network with high levels of bonding social capital. High levels of bonding capital are generally suitable for `getting by` in comparison to having more bridging social capital which is useful for `getting ahead` (Putnam 2000: 23). However, it is acknowledged that an advantage of bonding social capital is

that it provides a lubricant for knowledge development which may be why there are such high levels of it within this network (Halpern, 2005; Field, 2008). Exploring the relationship of social capital and learning will now be considered.

4.4   Participant learning

Participants identify that they entered the network hoping that they might develop their scholarly practice and this has been expressed as an individual and beneficial gain. Just as a reminder, scholarship activity is based on Boyer`s definition (1990) who proposed that within higher education a broader perspective of `scholarship` should be used. This has four separate yet overlapping meanings: the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching; this perspective has been supported by the American Nurses Association. The following participant from Eastern Europe highlights that some scholarship of teaching development was identified as being a driver for engaging with the network and as such an expected outcome:

> `Another purpose of the network is for us, like a teacher to find out the different ways to teach our students at home.
>
> **Int-5:26`**

There is certainly a sharing of knowledge or scholarly application of knowledge in the network, as presentations related to professional nursing practice and from peers occur at the annual meetings. This is illustrated by the following example, and there is evidence of similar sharing at previous annual meetings with presentations included in the minutes:

> `The Friday session began with an interesting talk given by Ms XXXXX, University of Applied Sciences, Health department, on the topic: "Practice development – how to improve self -management support"?
>
> **2014 report: Section 13**

These incidences appear to have had an impact on participants, with participant reflecting in her interview on becoming more aware of a strand of developing academic activity:

> ` I don't know which conference it was but two or three conferences ago we had some world expert come and talk to us for an hour about global health. And that's something definitely that we don't have in our curriculum. We do health promotion. She was really good, this speaker. She was really good at showing how it does affect us and we do need to become aware, and perhaps we should be including it in our curriculum a bit more and more understanding`

> **Int-6:128**

Development of scholarly teaching is evident across the participant interviews and has been gained through observation, discussion and experiences within the network:

> `You see different teaching styles, you see different approaches and we learn from each other.

> **Int-3:228**

> `Two years ago we were in Norway, and I saw their simulation room and when I came back home I don't have the same simulation room but I try to do the same thing. And now in my teaching I'm using the simulation room and that is really good. And a couple years ago someone tells me something about they hired the actors to do some things, and we tried that at home. And that is pretty good. `

> **Int-5:212**

The latter comment is relevant because it also implies that prior to attending the network the use of simulation or creative teaching strategies may not have been used within the local curriculum. The same participant earlier indicated the need for their institution to gather different pedagogic teaching strategies as part of their involvement with the network. This participant is from Eastern Europe and it appears that her involvement, which is supported by her institution, means that the institution makes other alternative gains that are no related to reciprocity of student placements.

Younger participants also have appeared to develop confidence in their teaching skills, with the following comment from a younger new participant in the network who answered a question about what she has learnt since attending the network meetings:

> ` Yes. I learn, for example, that I could make the students better if I provoke them. `
>
> **Int-7: 194**

She further contextualises this through a discussion of trying to encourage her students to engage pro-actively, but identifies that sometimes ideas that work in one context are not transferable, but she indicates that she is motivated to try them:

> ` Before I think if I could do it in Spain. Because, there are many good ideas that I see, but I understand that it's not easy to make the difference in Spain. `
>
> **Int-7: 202**

There are other domains of learning which are apparent and these relate to personal learning, even for experienced participants:

> `So it's given me broader view, and personally, being in the network has probably developed me in to being more aware of which way I want to go and what I can tolerate and what I can't tolerate. `
>
> **Int-1: 105**

Learning is expressed here as developing cultural awareness amongst the participants which is above and beyond what might be expected as a tourist:

> `I think it really has expanded my horizons. I was a bit ignorant before really. Still a bit ignorant, to be honest. There's so much to learn. You know, I'd been out of the country before I joined ENM. But going to a tourist place is just not the same. Coming to a real

town and seeing the real people, seeing the actual hospital. It opens your eyes a bit. Broadens your horizons. `

Int-5:128

Learning in these latter domains indicates there is development of a scholarship of integration whereby new insights are gained through considering wider issues. However, learning within the scholarship of discovery which is directly related to research activity, is limited. As previously discussed, the network does not align its purpose with research activity; there appears to be a general apathy to undertaking any research from more experienced participants as demonstrated in the following comment. This participant has to actively create opportunities for involvement in research that is perceived up and beyond an expected part of their role:

`All research is very time consuming, this is done on a voluntary basis, and if we can't get any funding for whatever we want to do and get some spare time to actually work together on it. It's difficult because we're all very busy people. So it's got to be something that you've got to do any way. `

Int-1: 83

This view is contrary to that of other younger participants who feel that, rather than relying on volunteering in network activity, that being in network obliges participants to engage and this includes research.

`Because you will be obligated, for example to do some research or maybe you will be obligated to do something with the web site. `

Int-3:107

`I think we start to look more for research and I think it's very necessary in the network, the research. `

Int-7: 72

From the eight interview participants, four were actively engaged in Doctoral studies and these four were the most recent arrivals within the network (within the last six years). As a consequence, it appears that there are changes regarding how participants within the network view its scope to support research.

In summary, there is learning drawn from working within the network that has been articulated as occurring predominately in three scholarly domains for each participant, with the potential to develop some in the fourth. This learning is suggested to be a byproduct of the experience of the network and the practices of the network that have developed social capital which creates a conduit for learning. The following comment indicates the impact these relationships seem to have on the personal nature of learning:

> `I think it's so fundamental. It's through being connected, that we learn, that we feel we are not on our own. But we learn a lot. It provides safety, it's provide continuance. It provides the possibility to develop. To grow. `
>
> **Int-2: 118**

> `There are countries that find it difficult to take part in the openness, the discussion, the dialogue because it's very based on trust and dialogue, this group. And if you don't have that as a certainty in you and in the way you work, it might make it more difficult because you think that you can just get through with things, but you can't. The group is a place where you can learn a lot from each other. `
>
> **Int-1: 23**

This suggests that learning occurs because of the network activity and as such is situated within the context of its practice and relationships in the group; that this requires commitment as suggested in the following comments:

> `It was a pleasure seeing you all again and having the chance to spend some time together. `
>
> **2007 Report: Section 10, from Secretary.**

`The network would be like a conference on exchanging educational skills or whatever. Then you see every year different people coming and it's different. The power of the network is that it's the same group over and over again, I think. `

Int-3: 232

Learning at this individual level is thus deemed to be workplace learning (Boyer, 1990; Illeris, 2011) that is enhanced by the social capital that is created by the practice within the network. It is clear from this data, that learning has occurred via this work-related practice, in which the focus of the participants` activity in the network is associated with the outcome of creating student placements. Learning that has occurred is of an individual nature and such is an indicator that the network is *not* a community of practice as such learning would occur naturally and intentionally for the benefit of the collective and not as this suggested contingent and separate activity (Wenger, 2000). This conclusion will be further discussed in chapter five. The dynamic nature of the relationships in the network is important and does seem to enhance to learning, this appears to reinforce the commitment of the participants to the network and the bonding capital inherent with practice of the network.

4.5 **Conclusion**

Three clear themes have emerged from the data which are the practice of network, the participants` learning, exclusivity and status quo. These are all are connected by the practices of the network both creating exclusivity with the outcome of sustaining the status quo and influencing learning for participants. These are simply presented in the following figure 6: The emerging relationship between the themes of the case study analysis of a European Nurse Education Network:

Social capital is present within the network across the three domains and is indicated by the coloured background
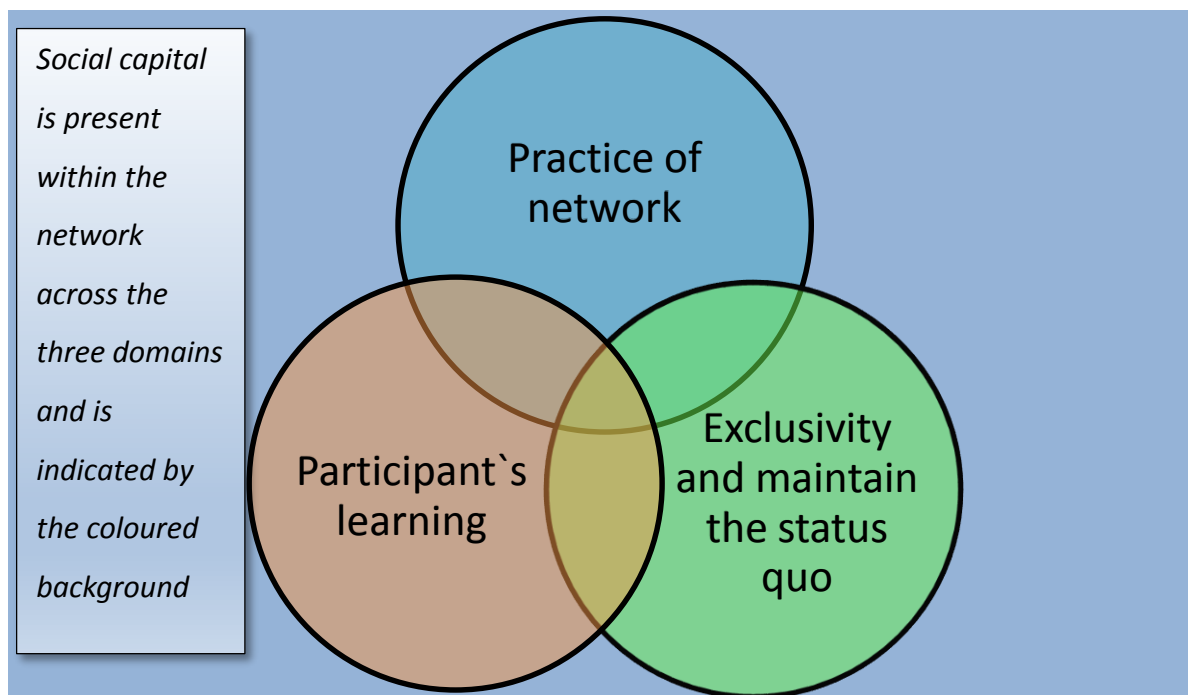
Figure 6: The emerging relationship between the themes of the case study analysis of a European Nurse Education Network.

This Venn diagram captures the emerging relationship of the themes that became apparent from the data and illustrates an overlap and connectivity between these three themes. Participants' learning occurs as a result of practice and is suggested to be affected by exclusivity, whilst the exclusive nature of the network is maintained by aspects of its practice and influences participant learning. Using the lens of social capital as indicated by the surrounding blue colour, then all activity is suggested to be mediated through the fabric of social capital and the figure illustrates its integration within and influence across them the themes. Whilst this may be an over-simplification of the processes occurring within the network at this stage, it nevertheless offers a diagrammatic representation of findings and suggested relationship. This allows a visual representation of how the themes interact with each other both separately and as a whole at this specific point within the milieu of social capital.

The earlier discussion of the portrait of the network suggests that the network has a pragmatic and functional purpose that is contrary to the initial aspirations of the founding members, but is responsive to wider antecedents and influences that the member organisations need to respond to. The practice of the network in achieving its purpose is complex with a veneer of activity of practice that initially appears fair, equitable and democratic on the outside. However, explicit network practice focuses on producing students exchange opportunities for members of the network and as a consequence of this activity, a culture has developed which exists and is

characterised by internal norms, values and expectations that are not clearly visible. These values and expectations have been translated into more visible and explicit artefacts such as policies, reports and symbols which are used as instruments to mediate the activity of the network. These encourage the socialisation of new-comers into the network rather and is an activity that encourages compliance and status quo rather than this being a legitimate peripheral participation into a community of practice(Lave and Wenger, 1991). An outcome of this mediated activity is a culture with a hidden hegemony and inequality that strives to maintain exclusivity and the status quo, yet also sustain the network. It is within this context that the participants have developed relationships and connectedness which is also integral to the activity of the network and ensures collective governance. These findings have been located within social capital theory which, according to Putnam (2000), requires reciprocity and trust to function. It is social capital that provides the conduit for all the activity within the network.

The following discussions chapter will explore the three themes in more depth using wider literature to evolve the discussion and will offer representative final theoretical framework. It will consider how social capital as a theoretical lens is useful to locate the network practice, participants` learning and the exclusivity of the network (Putnam, 2000). This chapter naturally will illustrate the iterative nature and evolving understanding of the network that occurred throughout this study.

Chapter 5:   Discussion

Chapter four illustrated that a single case of a European Nurse Education network has a complexity and depth of activity that was unanticipated, with three emerging themes which are the practice of network, the participants` learning, exclusivity and status quo. Figure 6 simply demonstrates the emerging relationship between the themes of the case study analysis that arose inductively from the data. This discussion chapter will develop this further and explore the themes in depth and the suggested relationship from an interpretive perspective using social capital as the theoretical lens to critique the findings (Putnam, 2000) and will use illustrative data to highlight key points. Social capital as an explanatory framework considers connections as a form of capital that can link the micro level of the individual and the meso level of the institutions and community (Field, 2008). Given that relationships and culture are integral to the practice and affect the outputs of the network there is value in having such connections. Social capital thus enables network practice to be effective, providing there is trust and reciprocity within the connections (Putnam, 2000). In addition to improving efficiency and sustainability, it is these relationships which also appear to be influential for the individual learning of the participants.

5.1   Network Practice

The European nursing network has evolved into a productive organization with a focus on developing and sustaining placement opportunities for the benefit of all the institutions involved. This practice is supported by the production of some pedagogic resources and artefacts which aim to enhance placement experiences and their delivery.   One participant succinctly sums up the outcome of the network practice as follows:

> `But I think, the student exchange works because we trust each other and we know, we have a set programme`

> **Int-1: 115**

This particular quotation illuminates the key categories identified in network practice and frames the discussion in this section. Firstly, it highlights that the success of the network is predominantly focused on the student exchanges; secondly that this has been successful because

of the relationships within the network and finally that there is clear structure in-situ which scaffolds the activity of student exchange.

The origins of the network, however, were to address research, professional development as well as student exchange activity, and it is from these aspirational aims that the current practice has evolved which is more functional and pragmatic, focusing only on student exchange. This evolution is reflective of the curricular requirements within undergraduate nursing across Europe which is heavily controlled by European legislation (EC Directive 77/453/EEC). Workplace learning is a pre-requisite for undergraduate nursing in Europe with the balance of learning opportunities within a three-year programme required to be 50% theory delivered in a classroom setting, and 50% practice delivered in a clinical or clinically related work setting (EC Directive 77/453/EEC). Once work related learning placements are secured as part of a validated curriculum, each institution and partner clinical practice providers are responsible for providing good quality placements. Securing quality placements and learning experience for students is a recognized challenge for most European Institutions (Andrews et al., 2010; Jokelainen et al., 2011; Courtney-Pratt et al., 2012; Murphy et al., 2012).

Therefore, there is real value for institutions in establishing and sustaining nursing placements which drives the network practice of developing the `resources` of nursing placements and strives to increase both the breadth and number of placements available within the network. Being able to offer European clinical placements within a nursing curriculum has become normalized and expected within European curricula (Racine and Perron, 2012; Burgess, Reimer-Kirkham and Astle, 2014; Kent-Wilkinson et al., 2015). This has been influenced by the European Commission and the drive to establish a European Higher Education Arena Education Programme (Marrow, 2006; Coryell et al., 2012) and the wider political agenda of internationalization both in higher education broadly and in nurse education specifically (Altbach and Knight, 2007; Leask, 2009; Killick, 2015; Leask, 2015). Placements as a resource are the accepted currency of the network and this affords access to the network for institutions who can provide the required calibre of placement. This currency motivates and creates reciprocity, whereby placements are reciprocally exchanged for the benefit of the participating institutions. Subsequent network practice then creates and sustains this mutually advantageous resource, and social capital has become established as a result of this practice and the relationships developed within the network. Social capital is based on trust and kinship, which in this case, ensures the actual placement exchange works efficiently and further sustains cohesion and reciprocity (Putnam 2000, Field 2008). Putnam (1993) identifies the features of having social capital in a network as follows:

`Features of social organisation, such as trust, norms and networks can improve the efficiency of society by facilitating co-ordinated actions. `

Putnam 1993:169.

The data revealed that the practice of this network can be regarded as being mediated through social capital which ensures efficiency and sustainability through the reciprocal nature of the student placement exchanges. This reciprocity of resources is important in this context as it serves to maintain the social capital of the network and is fully recognised by Putnam (2000). The value participants place on relationships, kinship and trust was also evident in data from the original focus group and these features of the network were repeatedly referred to by the participants in the interviews. Relationships, kinship and trust were all is enhanced by the physical meeting of each other at the ritual of the annual meetings:

`Because also we have these annual meetings which I think is just very important, because we meet and then we discuss and then you know that you're part of a may be family, but you're connected to the others. `

Int-4:23

Being part of `a family` reflects the social capital and reciprocity within the network, all of which is beneficial for the institutions involved. This analogy represents the close bonding that has developed in the network resulting in affective community attachment. This leads to the commitment and allegiance to the network that is evident in the data, indicating that bonding social capital exists. As such the network has sustained the partnerships and associated activity for numerous years, meeting internationalization antecedents despite the absence of external funding, with each institution funding their representative's travel and an annual fee. The resultant cohesion has produced benefits for those involved, and these are now elaborated upon.

According to theory, Putnam`s (2000) social capital has beneficial outcomes for groups and societies depending on the context of the different forms of social capital that may exist and he differentiates between two versions of social capital. Bonding capital is required for supporting specific reciprocity and he uses terms such a dense or strong bonds and `sociological super glue` to illustrate this point. Bridging capital, in contrast, is described as having weaker ties that are

useful for information sharing and for linking those on the periphery of the group, with bridging capital bonds identified as more transient than those associated with bonding capital (Putnam, 2000; Halpern, 2005). In the context of this case study, the dense bonding capital, which guarantees reciprocity, has served the purpose of sustaining the network without wider funding and participants appear to greatly value the level of bonding capital that is created as illustrated by the following comment from a participant reflecting on why the network is still functioning:

> `And I think knowing each other and to have stability in the membership, I think that's very important for the trust part of the network. And it feels like family. It feels like coming home. `

> **Int-3: 85**

Through bonding capital, relationships are sustained and high levels of trust expressed all of which promotes personal engagement with the engagement and encourages the commitment to the network that has been expressed overtly by the participants. Having individuals engaged from similar professional background reinforces this network's practice as it serves to deepen relationships and promotes homogeneity across the network. Subsequently there are also many shared professional values across the network which serve to reinforce the bonding social capital and contributes to affective community attachment and the notion of being part of the `family` (Billett et al., 2007; Field, 2008).

The findings from this research resonate with literature from other sectors. Dhillon (2009) confirms both the value of social capital in sustaining partnerships, and the importance of trust in supporting collaboration in his study on partnership in the post-16 learning sector. High levels of trust within a network are suggested to promote collegiality and sustainable relationships which are also key within educational networks (Muijs et al., 2010). `Embeddedness` is a term used to describe bonding social capital in economic literature, (Uzzi, 1997) and was noted within strategic alliances whereby there was a sharing of products or services between institutions of different financial positions (Inkpen and Tsang, 2005). That across other sectors which have researched this phenomena, social capital or versions of this also contributes to the sustainability of the relationships, partnerships or networks (Inkpen and Tsang, 2005; Dhillon, 2009; Muijs et al., 2010)

A further practice within the network which serves to reinforce bonding capital is its collective self-governance, this is defined as a set of coordinated and monitoring activities designed to

ensure the survival of the collaboration (Hargreaves and Fink, 2008). Collective governance is symbolic of a brokered management style or distributed leadership and is common practice in networks (Provan, 2007). Distributed leadership is a fluid style of leadership that relies on distributed social interaction resulting in a collective effort to achieve an outcome (Spillane, Halverson and Diamond, 2004; Gronn, 2008). In the context of this case study, this results in the leadership and management practices of the network being exercised through activities, practices and relationships within the network rather than through external governance implemented by a member institution. The consequences of this style of governance however is that the lack of independent scrutiny creates opportunities for practices to occur that are not truly democratic. For example, any decisions made are apparently dealt with democratically although findings suggest that this is pseudo-democratic. The distributed nature of decision making is perceived by the following participant to encourage and reflect group decision making and collective leadership:

> `Because a lot of things are related to decision making for the group and it's a group decision. It's not an individual decision. `

> **Int-3: 157**

However, in reality there is inconsistent distribution of decision making or leadership leading to pseudo-democratic processes. Critics of distributed leadership suggest that this style of governance actually encourages unequal contribution to leadership decisions and serve to maintain the status quo (Lumby, 2013; Jones, 2014). In this network the collective governance is perceived as being distributed and equal, however in reality does not appear to be consistent, even if distributed leadership which relies on social interaction was consistently present, then this would also lead to inequalities. Social capital in the network seems to encourage this shared practice sustaining a pattern of inconsistent management and leadership practices (Hargreaves and Fink, 2008) . Clearly there are consequences associated with relying on this nature of management and leadership practices; in this network it appears to inhibit the natural evolution of the network in addition to reinforcing inequalities. Decision making appears to coalesce around the status quo when the majority of participants appear to be dis-satisfied, this is illustrated in the following dialogue taken from the 2009 report indicating that there is scope for improvement in preparing students for placements. There are repeated problems alluded to, but these are not addressed due a lack of leadership or direction.

`There was discussion on this issue regarding ensuring parity and equality of experience within all host institutions. These issues are discussed on a regular basis at every annual meeting but not much improvement is seen in the readiness of the student for the observational practice exchange visits`

2009 Report: Section 6.3.1

Due to the inconsistency of leadership practice which is suggested to be due to bonding social capital and a heavy reliance on relationships, there is a practice within the network which encourages a pseudo-democratic system and serves to ensure the status quo which means that practice does not change.

5.2   Exclusivity and maintaining the status quo

This section develops the discussion of some of the negative consequences of social capital on the functioning of the network and the following quote illustrates this theme well.

`other than that, I don't think much has changed in the way it runs or the actual, in the handbook there's always little changes every year, but nothing major. `

Int-6: 62

Whilst strong bonding social capital contributes to sustainability, there are consequences related to the associated practices which have also been identified in other academic fields. Uzzi (1997) suggests that where there are high levels of trust between companies, together with strong bonding ties or embeddedness, economic growth can occur with an open and honest exchange of information. However, when the bonding becomes too dense or the firms become overly embedded, the economic output is reduced and relationships become static. The consequences are that no new information enters the network and the ties become redundant as output is reduced. Similarly, studies by Molina-Morales and Martínez-Fernández (2010); Xavier Molina-Morales, Teresa Martínez-Fernández and Torlò (2011) found a direct relationship between high density ties across organisations and diminishing innovation returns for the firms involved. This is described as the `dark` side to firms` which can stifle economic growth. These maladaptive circumstances in the above quote seems to illustrate this situation in the European Nurse Education Network, where there appears to be an absence of change or opportunity for future

development. These negative aspects of bonding social capital are recognised by Putnam (2000), but he refers to this in a superficial manner as he believes that the benefits far outweigh the negative aspects (Field, 2008). Other empirical work from economic and urban development fields contest the perceived insignificance of the potentially detrimental influences of strong bonding social capital. This wider research resonates with the findings in the this case study, suggesting that suppression of growth or development occurs as a consequence of the creation of exclusive groups (Woolcock, 1998; Hoyman and Faricy, 2009; Xavier Molina-Morales et al., 2011).

This paradoxical outcome of bonding social capital is clearly evident in themes from the data indicating the practice of the European Nurse Education network is not evolving. This may be due to the exclusivity of the network, which serve to protect access to the benefits and capital that resides with the network. Therefore, whilst there is benefit in having the same people involved and to developing the bonding capital within relationships as indicated by this quote, there are also problems with this as other people can be marginalised and the network becomes exclusive:

`The power of network is that it's the same group over and over again, I think. `

Int-3: 232

Ensuring that the same people are involved means that the group is exclusive, maintaining the homogenous nature of the participants and the status quo of the network. This is evidenced by the extensive gate-keeping activity controlling access to the network. Entry is controlled by having limited information about its activities publicly available; thereafter, access to the network is only permitted once interested institutions and representative participants observe a network meeting. This is similar to an initiation ceremony within tribes and cultures (Helman, 2007) , as during these stages potential entrants are screened for homogeneity by the network, as is their potential value in terms of providing the resource of student placements. There is a process of acceptance into the group through stages as perceived by this fairly new participant:

`Part of the family. But there's also the old family, that is still in the group and I think that's a good thing. I think the new members are outside that group, but we are accepted within the group. `

Int-3: 147

The initiation continues through socialisation into the network, which occurs in this instance through the use of mentoring, ensuring that new participants become rapidly involved, connected and behaviour moderated. Bonding capital is developing through being socialised into the network and its practices (Putnam, 2000; Edwards, 2007). Participants are expected to adjust their behaviours to fit in to the network or `little cliques`. If a participant does not `connect` with the group, they are denied access the resources of the network. There are some entrants accepted and others, who are not, as indicated by this quotation from one of the participants:

> `It's very interesting to see when new people join. XXXXX has been very much
> welcomed, and other people who were perceived in perhaps not such a positive light. `
>
> **Int-6: 18**

The new entrant has to be the right `sort` of person with the `right credentials` and be prepared to accept the network's practice, otherwise entry is not permitted. This encourages the homogenous nature of the participation, which in turn sustains bonding social capital and subsequently promotes the status quo. Conflict is also reduced in the network as a consequence, which is relevant as conflict can motivate learning and encourage a change of practice (Illeris, 2011; Wenger et al., 2015). This creates an exclusive and passive membership which sustains the network practice, which is important in the context of this study and is illustrated by following figure 7 which indicates the complexity of entry to the exclusive network and that potential participants have to present homogenous characteristics to be socialised into the network. The figure also depicts the bounded nature of the network activity which is encased in a hard shell that protects the resources, and also indicates how potential participants can gain access to the network. Current participants (indicated by the orange oval shapes) endorse a selection and screening process (shown by the thatched area) that controls entry into the network, with potential participants (shown by a yellow oval and green triangle) only being able to access the network via this route. The triangle metaphor indicates difference and as such is not accepted to the network and not able to access the socialisation as entry is denied. Only once there is acceptance by the group and potential members have been successfully socialised into the network practice, can participants access the resources within the network (depicted by a change in colour from yellow to orange). Participants who do not fit with the homogenous nature of the network or do not offer value to the network are not permitted entry (the triangle which remains on the outside). The important point here is that there is no alternative access into the network other than via the exclusive group and socialization process.
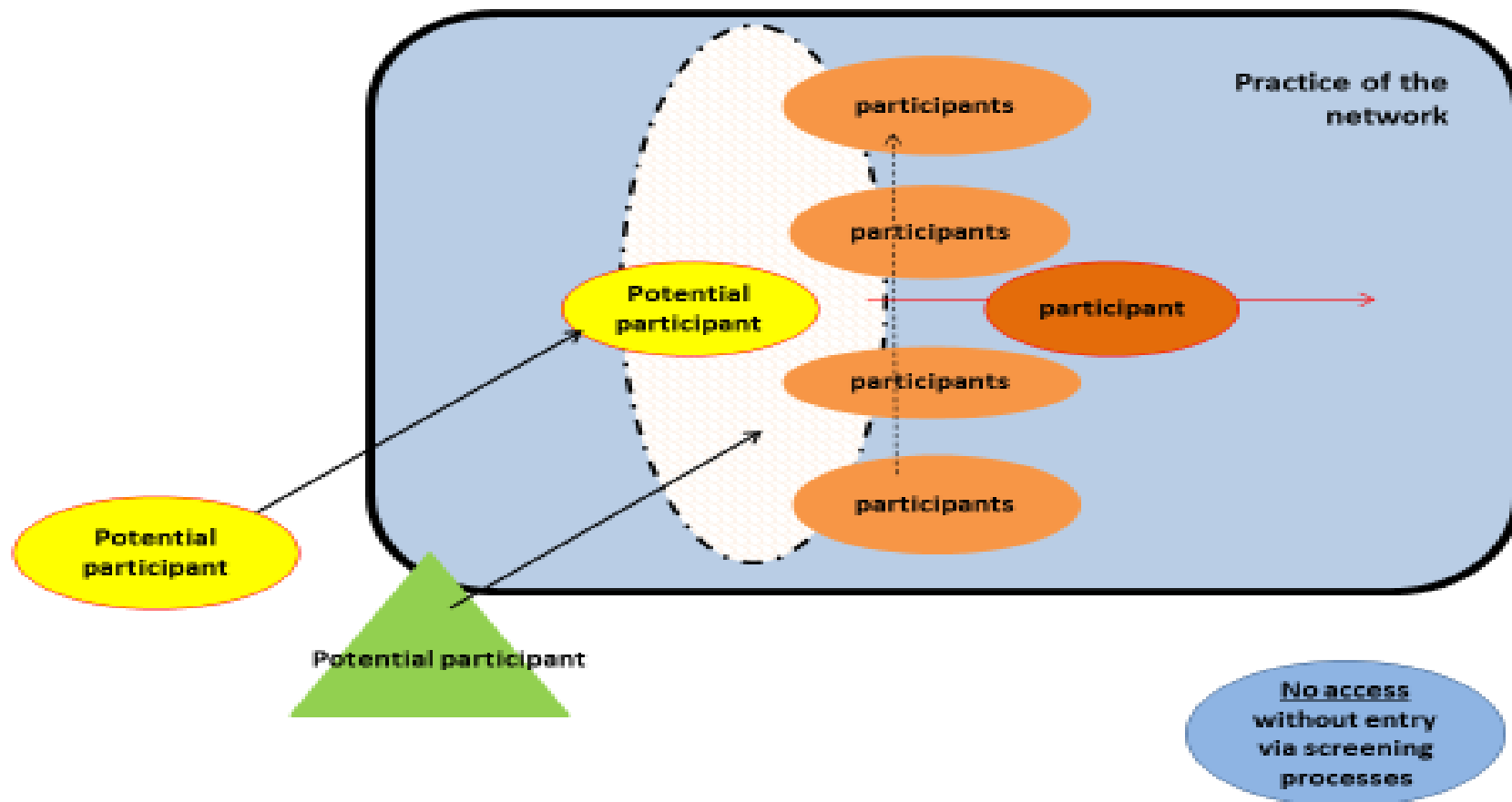
Figure 7: Indicating the complexity of entry to the exclusive network

If there is no alternative access into the network other than via the exclusive group and socialization process this process ensures sustainability and a protection of resources and homogeneity. The network is conceptualised as being encased in a metaphorical hard shell which does not permit growth or expansion, but serves to sustain itself and maintain the status quo. This lack of expansion or growth is suggested to be a by-product of dense bonding capital as identified in other academic fields in which vested interests are allowed to predominate (Woolcock, 1998; Hoyman and Faricy, 2009; Xavier Molina-Morales et al., 2011).

There are other by-products related to exclusion and hegemony identified in organisations that rely on bonding social capital (Jones, 2006). These are also evidenced in this study of the European Nurse Education Network in the exclusive entry process previously discussed, and in relation to how the resources are utilised by certain participants.   Student exchanges are the key resource in the network and it has been identified from the 2009 report and the 2013 report (Section 4.3.1), that these resources are utilised differently by certain participants resulting in inequitable student exchange. Within chapter four, this has been suggested to be an example of hegemonic practice and related to the inequitable balance of power held within the network. This has been identified by participants as having a Western dominance, whereby participants from Western Europe may promote placements mainly to Eastern Europe with no reciprocal student exchange. This serves the purpose for institutions located in Western and wealthier countries in Europe in delivering an internationalised curriculum in their own institution without receiving students who wish to access their own resource of placements. The network provides a framework to enable access placements in Eastern Europe and once within the network, their dominance permits greater movement of students from west to east. This power imbalance is cogently articulated by the following quote from a Western European participant:

> `opens a gate to eastern Europe`

> **Int-3:53.**

Participants in the network can be broadly categorized into those who are native English speakers from wealthier nations which provides the power and form the dominant group, and those who are from less wealthy institutions and do not no speak English and are subordinates. This situation impacts on access to the resource of placements and may underpin a compliance relationship. Compliance refers to both how an individual behaves within the context of others who are more powerful, and the response of those who may be subordinate to the power applied with the outcome of compliance (Etzioni, 1975). Etzioni (1975) identifies that there are three

ways that power is exercised: through coercive power, through remunerative power, and normative power. In this context of the European Nurse Education Network, coercive power occurs through socialisation as evidenced by the entry to the network process and the use of sanctions to ensure compliance; remunerative power is evident through control of the resources of student placements for those who are more powerful and in the allocation of the annual meeting locations which showcases institutions. Normative power is imposed by rituals and symbolic rewards of the network through which compliance is ensured. Where these are exercised they are reinforced through the culture, as is evidenced in this network practice of rituals and planned activities which use network specific language to create a collective memory (Connerton, 1989). For example, the network has `hidden rules` which exist beneath the veneer of the network activity and the pseudo-democratic decision making. The rules are embedded within the rituals of the annual meeting and the artefacts produced such as the annual report and relate to expectations of engagement, compliance and homogeneous behaviour.

However, this is not a clear typology; the following participant highlights the complexity of how power is exercised in this network, identifying the response of the network when there was a lack of compliance by a participant. That there was a resistance to change which occurred when it was perceived there had been a challenge to the status quo, this was met with opposition exercised probably through coercive and normative power in a covert manner:

> `This is something I've noticed in the network. As soon as something has been put upon it, the network almost explodes, like we don't want to have it. It's not only that we don't want it, but why are we so strong in opposing that way? And even to the point of, it's very hard to really talk about it. `

> **Int-2:58**

Furthermore, participants who are perceived to be subordinates due to a weaker language ability and financial status actually have the resources of student placement which enables them to exercise remunerative power and control of these resources. This promotes horizontal relationships among the participants and the exercise of power can vary within this network (Etzioni, 1975). It is recognised that the three versions of power can be exercised at any time but as suggested by Etzioni (1975), this occurs in addition to a range of behaviours that is demonstrated by all participants involved. This is known as variance subordinate involvement and it is the combination of the power being exercised from all participants and the range of

involvement ensures that compliance relationships develop. Involvement is essentially the response a person has to the situation, ranging from high to low intensity and in a positive or negative direction. Positive involvement at one end of the continuum is described as commitment, and negative involvement at the other end is described as alienation. Etzioni (1975) identifies three zones within this continuum: an 'alienated' zone for extreme alienation, 'moral' for extreme commitment and 'calculative' for the middle zone which is of a more neutral stance.

As suggested, the exercise of power varies across group members within the network but there are two types of consistent responsive involvement evidently in operation in this case study, which are calculative and moral involvement. Calculative involvement means that participants adopt a neutral stance where their involvement is transient as they `dip` in and out of the network according to their need for student placements. This was illustrated in the previous chapter when participants describe that they `forget` the network when they are not in contact. Secondly, moral involvement occurs when engagement is high with significant levels of bonding capital and is evidenced by the familial reference to the network offered by some participants. Whilst Etzioni (1975) argues that it is usual that there is a primary type of power and involvement, in this case study the situation is less binary and more fluid. Power and involvement is exercised by all members at different stages suggests that there is a compliance relationship, it is complex and variable according to the needs of the participants, their length of involvement in the network and the context of the situation.

5.3   Participant learning and learning factors

Whilst the previous sections suggest that the social capital created within the network may be fraught with some ominous practices, social capital also creates an interesting juxta-position in the network whereby strong bonding capital appears to create opportunities for the participants. In the findings section, being connected was identified by participants as being fundamental to development and learning through engaging in the network practice. Two particular sub-ordinate themes are relevant here; the first identifies what learning and development has been gained which is considered using Boyers` scholarship domains (1990) and the second involves identifying what learning factors contribute this. A learning factor affects learning either directly or indirectly and can be evidenced within formal learning settings such as the classroom or within informal learning settings such as a work context (Eraut, 2006). Engaging in this network is a work activity and provides an informal learning setting as participants have experienced learning from this activity, the work place is known to provide opportunities for learning and contributes to

academic development that arises from the context of practice (Cairns and Malloch, 2011; Boud and Brew, 2013). Therefore, the European Nurse Education Network is providing an informal learning opportunity through working and engaging with the network's practices which has developed the participants` skills and knowledge. This learning has occurred not through a formal educational experience, but via informal learning that is unstructured and has occurred secondary to the original purpose of their activity (Eraut, 2011; Illeris, 2011; Manuti et al., 2015). Within this work context, there are learning factors which have enhanced this learning and this is suggested to be the strong bonding capital that has arisen from the network practice as is illustrated by this comment:

> `I think it's so fundamental. It's through being connected, that we learn, that we feel we are not on our own. But we learn a lot. It provides safety, it's provide continuance. It provides the possibility to develop. To grow. `
>
> **Int-2: 118**

Having trusted relationships and dense connections is known to aid learning and professional sharing within an informal context (Field, 2005; Eraut, 2006; Cunningham and Hillier, 2013). More specifically, wider research suggests there is a clear relationship of knowledge sharing benefits that are of an individual nature with high levels of social capital in organisations and groups (Field, 2005; Dhillon, 2009; Eklinder-Frick et al., 2011). That when there is a proactive building of social capital within and between organisations then strong reciprocal alliances which are trusted have an effect on knowledge transfer (Inkpen and Tsang, 2005). Therefore, within this network strong bonding capital is influential for participants` learning which is of an individual nature and is a relevant learning factor (Eraut, 2007).

An additional learning factor present in the findings is the individual's intrinsic motivation that is cited repeatedly by the participants in terms of their belief in the outcomes of the network and in shared knowledge acquisition:

`All the people that I know here are working a lot for the network because they really believe in the network, in the intercultural sharing knowledge. Because all the people believe in the network and its objectives. `

Int-7: 20

Participants generally felt a communal motivation exists in the network to obtain and share placement opportunities for their students and also from the social capital that has ensued. These features of the network practice appear to justify the extra commitment required to sustain the network.

The other relevant sub-ordinate theme is the learning that has occurred within scholarly practice. Findings have been discussed in chapter four that indicate learning has developed within Boyer's (1990) three domains of scholarly practice: scholarship of integration, scholarship of application and scholarship of teaching. More specifically participants have described how their teaching skills have developed through a sharing of practices, knowledge and visiting other universities. They have indicated the value of sharing professional, clinical and pedagogic knowledge through presentations and discussions and meeting both clinicians and other nurse educators. Participants also identify further development at a personal level in both their confidence in trying new practices, and developing their cultural awareness and perhaps developing their global understanding, as illustrated below:

`So it's given me broader view, and personally, being in the network has probably developed me in to being more aware of which way I want to go and what I can tolerate and what I can't tolerate`.

Int-1: 105

This quote illustrates that the learning experience has occurred at an individual level is therefore only pertinent to the individual, and as such is almost a private activity as this is related to the participants` own personal subjectivity which subsequently shapes and influences how and what is learnt (Billett, 2010). Given this personal nature of learning there is still a clear impact on the participants` work role in their home institutions as indicated below. So learning is contextualised both at an individual and scholarly level but has an impact on the work context of the participant.

`Sometimes I bring things home, you know, things that I've found out`

Int-2: 200

The key learning factor which lubricates this work related and individual learning is the strong bonding social capital that the network practice produces, this further promotes the individual learning factor of commitment and a belief in the purpose of their engagement with the network activity (Eraut, 2006). Learning through participation in work practice and via social learning, more specifically situated learning and communities of practice was originally thought at the beginning of this research (Section 2.4) to be a useful framework for understand the relationship between practice and learning for the participants (Lave and Wenger, 1991; Engestrom, 2000). Wenger (2000) suggests that a social model of learning and theory of communities of practice which explains how people can transmit tacit knowledge and practices within a situated context. Social models of learning share common features such as engaging in a common goal, communication, reciprocity and common values all of which are suggested to be prerequisites for learning. Certainly, as previously discussed, participants articulate that they share common goals, and that reciprocity and homogeneity are integral within the network practices. There is also evidence of the collective nature of the network and the importance of this for learning:

`It always comes down to the collective of individuals wanting to reach out for the particular way of going on, and encouraging one another, and including one another in that process. `

Int-2: 70

In the early stages of analysis there were other indicators of the relevance of using communities of practice as a theoretical framework, such as the artefact production within the network, suggesting that practices specific to the network have developed alongside a common language or discourse, which promote the cultural and habitual nature of the practice (Helman, 2007). This practice has evolved from mutual engagement and reciprocity in understanding and fine tuning the practices which suggested that a community of practice existed (Wenger, 2000). However, through deeper analysis it is clear that this is *not* the case as there are key domains of activity which are not present, therefore the network cannot be regarded as a community of practice. Firstly, according to Wenger (2000), a community of practice has a regime of competence that is locally negotiated (Wenger 2000:137). This is not evident in this network; in fact, there is no evidence of underpinning knowledge that supports the activity of the purpose of the network, as such there is no competence needed to be achieved the network practice. Instead participants` describe the purpose of the network as functional using terms such as `*giving students opportunities*` and ` *having access to European Placements`,* with the measurement of success not being competence of pedagogic practices that ensure a quality student experience, but rather a more transactional outcome, that of the numbers of student placements secured in the network.

Furthermore, although the practice is situated and social, there is also little evidence of communal knowledge development as a consequence of engaging in the practice. There is some data regarding how participants work together to develop common resources based on knowledge of how to support the preparation of students for a culturally safe nursing placement (Burgess et al., 2014). But this is not prioritized nor consistently evaluated across the institutions, or even considered by the participants as learning. As such the participants do not strive to develop competence in the field of practice of securing student placements. There is no legitimate peripheral participation as socialisation to the network focuses on the delivery of the placements following the `rules` of the network and not developing competence in newcomers. There is however, data suggests that there is a potential to develop a common knowledge of the network in providing good quality student experiences, this could be achieved through shared pedagogic practices using intercultural theories as a basis, but this opportunity has not yet been developed.

Another characteristic of a community of practice that has not been achieved is that learning is for a communal benefit and intentional (Wenger, 1998), In this context, any learning that has been articulated appears to have occurred for benefit of the individual to support their work

related role and has occurred as a fortuitous by-product rather than as a sought after outcome. There is no learning or competence development for the benefit of the network with a resultant lack of evolving practice, as demonstrated through a lack of collective uptake of the potential for research and a lack of political activism.   This is further hampered by the homogenous nature of the group which results in a lack of conflict or evidence of `multiple voices` within the network practice.   Learning occurs as a consequence of engaging with multiple voices and contesting current practice and could be regarded as an asset (Illeris, 2011; Wenger et al., 2015).

Whilst this all reinforces the point that this network is not a synonym for a community of practice (Wenger, 1998) as had originally been anticipated there is still learning occurring due to the learning factor of social capital that has arisen from the network practice and is embedded within the culture of the network.

5.4   The ebb and flow of social capital

Using social capital as a framework to understand practice and learning within a nursing education network is proven to be a useful approach, it is clear that social capital is integral to the practice of this network and is influential in its development and the learning exhibited by the participants. Understanding the network practice and activities mediated through social capital suggests that there is an ebb and flow of positive and negative consequences. Positive outcomes are the sustained partnerships within the network which maintains the practice of the network, a phenomenon which has been identified as important to maintain and sustain the network without financial capital (Billett et al., 2007; Dhillon, 2009). Social capital is positively associated with influencing high levels of performance or outcomes (Field, 2005; Halpern, 2005; Field, 2008). The network is productive in securing student placements across Europe in response to wider internationalization antecedents. Finally, through the creation of social capital in the practice of the network, there is some evidence of self-governance and distributed leadership, which contributes to sustaining practices.

However, in sustaining practices there are negative consequences of social capital that appear to perpetuate inequalities and reproduce wider power differentials. It is well understood that strong bonding networks which have limited external influence can develop coercive behaviours (Field, 2008). This could be through a typology of compliance in relationships which have become established due to strong bonding social capital and is suggested to lead to a 'dark side' of social

capital, seen here as hegemonic practices in the European Nurse Education Network. Hegemonic practices can use coercive power in maintaining exclusivity or remunerative power in the allocation of student placements, with more students from wealthy countries in Western Europe accessing placements in less wealthy countries in the East than vice versa. Alternatively, this can also be exercised by those with the resources of student placements in Eastern Europe withholding access to others. Normative power is also exercised as a mechanism for maintaining the status quo through rituals and symbolic rewards, with the annual meeting being a typical example in that there is a repetitive nature to the displays of prestige from host organisations and a static itinerary. The production of artefacts and symbols such as the annual report and the European network flag convey rules and expectations regarding the behaviour of participants which, if contravened, result in coercive power being used to impose exclusion from the network (Etzioni, 1975). This typology however is complex with different participants using different powers in different contexts all of which are dependent on the resources they have access to and the context of the situation. Strong bonding social capital encourages compliance relationship as it reinforces and encourages the individuals' involvement through moral and high commitment to the network, and having such commitment and dense social capital further embeds practices, which appears to further reinforce wider inequalities within the network (Field, 2008).

Inequalities occur as a consequence of social capital mainly because of an unequal access to the network in the first instance. Furthermore, there are inequalities within the network are evident in language and economy, with fluent speakers of English and wealthy participants having a more elite and powerful status than subordinates who have fewer English language skills and come from countries with weaker economies. Therefore, social capital, when developed to the extreme of `embeddedness` (Molina-Morales and Martínez-Fernández (2010); Xavier Molina-Morales et al. (2011), can also sustain inequalities and be obstructive in challenging them. Interestingly, Putnam (2000) argues that social capital can ameliorate inequalities, and certainly at a superficial level the network presents an image of egalitarian social practices, however deeper exploration has uncovered evidence of hegemonic practice which sustains wider inequalities in an enclosed and static network.

The static and enclosed nature of the network has led to a lack of growth and development which has created frustration for some of the participants who feel that the network could be more politically active in promoting nursing within Europe. A lack of activism is suggested to be as a consequence of high levels of bonding social capital which has created a typology of compliance. This has led to activity within the network being exclusive, homogenous and used for `getting by` rather than `getting ahead` (Putnam 2000:23).

Social capital can also have an equally negative and a positive effect on learning. In this case study it is clear that bonding social capital is a learning factor that enhances both learning and encouraging a commitment to the network that has ensured some development in the scholarly practice of the participants.   On the other hand, strong bonding social capital has simultaneously stifled the development of new ideas or new areas for learning.   Social capital as learning factor has not previously been well explored in the field of adult education so it is difficult to elucidate the finding of this study to those of others.   There is a significant lack of understanding of the production and maintenance of social capital in the field of adult education and more particularly nurse education (Mcclenaghan, 2003; Field, 2008).   Putnam (2000) examined the relationship between education and social capital at primary and secondary school levels, identifying that social capital increases educational attainment. Although he did not explore adult learning, he did allude to the potential for it to have an impact.

5.5   Summary

Practice and learning within this European Nurse Education Network is shaped and influenced by wider discourses which are mediated through the relationships between the participants within the network.   These relationships have occurred as a consequence of network practice and a culture that has produced significant levels of strong social capital which has both positive and negative consequences.   Findings from this study indicate a veneer of practice which implies that the network is a proactive, egalitarian collective that does something more than gather student placements in a sustainable manner. But in reality, practices are of a static nature without any underpinning theoretical domain, little development or evolution, and appear to reinforce inequality and hegemonic discourses.   By examining data from documents and participant interviews through the lens of social capital, tensions and contradictions have arisen and a critical understanding of the nature of network practice and learning has been identified. There is an ebb and flow in the benefits and consequences of social capital; on one the hand social capital has ensured the sustainability of the network over many years and secured the resource of student placements for all of the institutions involved. Learning has also occurred as a by-product of the work related practices within the network with social capital being a learning factor. On the other hand, social capital has created an exclusive group which, due to its strong bonding capital, has created a culture that has resulted in practices which have inequalities and contradictions.   The complexity of these relationships has resulted in a complex compliance typology (Etzioni, 1975) which serves to reinforce inequality and hegemonic discourses.

Chapter 6:   Conclusion and recommendations

In concluding this thesis, this chapter returns to the captive triangle of knowledge, research and practice (Usher and Bryant 1989) to present conclusions and recommendations and within which a theoretical framework will be offered that captures the findings of this study. In discussing this framework, I will answer each of the research questions and position the findings within the field of nurse education.

This study was approached from a moderate social constructivist approach (Nightingale and Cromby, 2002) and utilised an interpretative case study methodology to address the purpose of the research. Using the theoretical lens of social capital (Putnam 2000) has produced a powerful interpretation of the practice of the network that illustrates the impact on both the network outcomes and participants. Thus, the study has illuminated the shadows of an education network practice which has previously been unexplored and provides answers to the questions posed as follows:

1. What is the practice of a European Nurse Education network and what does this mean for the participants?

2. How does the connectedness within a European Nursing Network affect the scholarship practice of the participants?

3. How may an understanding of the meaning and connectedness within a European Nurse Education Network be useful for developing future professional scholarly activity within nurse education?

6.1.1 Contribution to knowledge

In conceptualising the problem at the early stages of the research, an iterative conceptual architecture emerged from data garnered from a focus group and propositions gathered from the literature review. This served to formalise early considerations, frame the research questions and informed the subsequent case study development. In considering the contribution to knowledge, there is value in reflecting on this early conceptualisation and evaluating its appropriateness in light of the findings. The early conceptual framework had five dimensions that were identified as being applicable in the context of the research. It suggested that each dimension (participants, organisation, relationships, the collective and connectedness) was related and each was as important as the other in function, practice and impact. This is presented in Figure 1 (pg. 9).

This conceptual map was useful but misleading and perhaps typically should not represent the final findings of this research study. It was misleading as the early conceptual considerations implied that situated practice and communities of practice may be a useful framework to understand the practice of the network, with hints that the network may demonstrate the domains required for a community of practice. As discussed, this European Nurse Education Network is not a community of practice. The conceptual map was helpful because it did indicate that a connectedness was present and as the analysis evolved through the lens of social capital, it was evident that connectedness was present as strong bonding social capital which mediates all the activity within the network. A further simplistic diagram (figure 6) in chapter four indicated my evolving understanding of the findings and again this was useful, but did not embrace the inter-relatedness of the themes and the bounded nature of the activity fully. Therefore, a final theoretical framework is presented in the following figure 8, this demonstrates the evolution of my conceptual thinking and the contribution to knowledge.

Veneer of democratic and proactive practice

Entry to the network

Below is the private and hidden practice

Exclusivity and maintaining the status quo

Network Practice

Bonding Social Capital

Participant Learning in the following areas:

Scholarship of integration

Scholarship of Teaching

Scholarship of Application
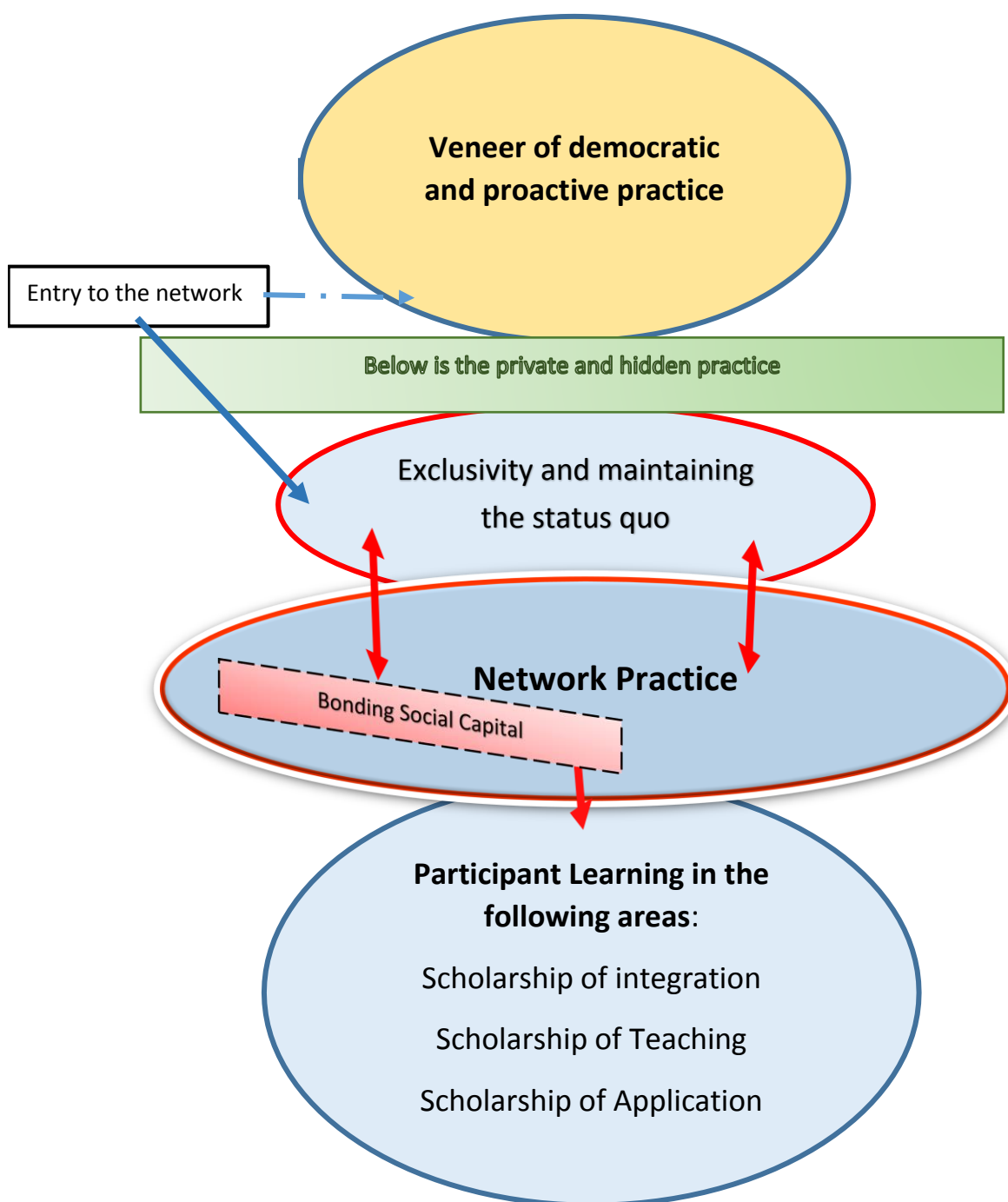
Figure 8 : Theoretical representation of practice and learning in the shadows of a European Nurse Education Network

There are four domains presented in this figure (veneer, status quo, network practice and participant learning) which surmise the themes and the figure illustrates the inter-relatedness of these themes. The thesis has identified the network practice as being integral to this network and has a pragmatic and functional purpose that is contrary to the initial aspirations of the founding members. Network practice focuses on producing students exchange opportunities for members of the network and as a consequence of this activity, a culture has developed which exists and is characterized by internal norms, values and expectations that are not clearly visible. This culture and practice has created bonding social capital, this subsequently mediates the activity within the network. Bonding social capital is presented as a thread that occurs integral to network practice and is presented as red which signifies its importance. Exclusivity and maintenance of the status quo occurs as a consequence of the bonding social capital and is represented as red arrows that interweave into this domain which are double headed arrows. The double headed arrows represent the reinforcing and interdependent nature of bonding social capital which maintains the status quo through ensuring bonding social capital is sustained within an exclusive group. The red arrow to participant learning indicates the individual and one-way nature of learning that is not used for the benefit of the network. Learning is presented as separate to the activity of network

Findings also indicate that the network has public veneer of network activity beneath which the shadow of network practice and participants` learning reside in private. This veneer is that of a democratic practice that initially appears fair, equitable and community orientated and this is all presented above the green line. Below the green line is the exclusive practice with compliance relationships which serve to maintain the status quo and promote the needs of the individual organisations. It is the veneer which attracts new participation but entry is permitted only via the exclusive processes of the network (see figure 7 which indicates the complexity of entry). All activity is bounded in both figures 7 and 8, and encapsulated to demonstrate a lack of evolution.

From this pictorial representation it is clear that the first contribution of knowledge in the nurse education field is the identification that strong bonding social capital occurs and is influential within a European Nurse Education Network. Network activity in nurse education has not been significantly researched despite the plethora of networks in existence; therefore these findings provide an interesting insight into how networks may function. There are both negative and positive outcomes of this activity. It illustrates the risks of bonding social capital that creates embeddedness in conjunction with a reliance on internal self-governance that contributes towards exclusivity and inequality. The repercussions of this are that the network is bounded, without growth or evolution, and is exclusive and can be very difficult to enter for some

prospective participants. This study offers a new perspective illustrating that bonding social capital could also be a useful resource to sustain nurse education networks and mitigate poorly funded activity. This is relevant in a complex nurse education landscape that relies on networks and partnerships for curriculum delivery requirements. That through proactive development of social capital within partnerships and networks, then activity could be sustained and influential with the potential for positive outcomes

The second contribution is associated with the learning experienced by the participants and how this was framed in a scholarly practice framework (Boyer, 1990). The European Nurse Education Network provides an informal learning opportunity identified as work related learning. That learning is influenced by the bonding social capital occurring from the network practice and is represented in figure 8 as separate but connected to the network, illustrating that is also at individual and solipsistic level. Social capital is indicated as being influential and is identified as a learning factor that promotes informal learning in three areas of scholarly practice. This contributes to the body of knowledge regarding collaboration and networking in education particularly when considering the nurse educator`s work role and how this may affect their scholarly development. Putnam (2000) suggested that social capital could be of positive benefit for adult learning. Field (2008) has attempted to take this perspective forward, and this study adds to the growing body of knowledge of how bonding social capital could be utilised as a relevant learning factor (Eraut, 2007). That social capital encourages informal learning at an individual level across the domains of scholarly practice. Bonding social capital also creates another learning factor or enabler through enhancing the belief and commitment of the participants in the purpose of the activity. Finally, the application and relevance of using Boyer's scholarship domains of (Boyer, 1990) to frame how learning occurred in a European context adds a new perspective to knowledge of professional development of nurse educators. Interestingly since this study was conceptualised, recent developments in Higher Education in the UK acknowledges the value of Boyer`s scholarly framework within the UK Professional Standards Framework (Higher Education Academy, 2011). This framework provides scaffolding to aide understanding of the breadth and range of teaching and learning roles with the aim to support scholarly development to teaching and learning. Additionally, this is being used to support individual and organisational responses to a rapidly changing nature of higher education in the UK (Lea and Purcell, 2015).

6.1.2 Contribution to practice

The findings of this research have an impact on two spheres of nurse educator practices resulting from this research. Firstly, universities both generally and within the nurse education rely on networks and collaboration to expand their resources through increasing strategic advantage and providing wider educational opportunities, including transnational opportunities, for their students and staff (Boyer, 1990; Altbach and Knight, 2007; Donert et al., 2011; Fell et al., 2012; Wakefield and Dismore, 2015). This exploration of how a network has sustained its practice and successful in meeting the internationalisation agenda will inform future collaborations between universities and educators. Developing social capital may be useful and this could be garnered as a resource to sustain activity but with a caveat that the practice is externally moderated. This would mitigate the risk of embeddedness as a consequence of dense bonding social capital. Furthermore, the findings illustrate that network development would benefit from a range of participants being involved to promote diversity and that promote contemporary educational practices.

Secondly, this research responds to the call to better understand the complexities of the nurse educator landscape and how nurse educators can productively respond to them (Wells and Norman, 2009; Adams, 2011; Duffy, 2012; Boyd et al., 2015; Mcdermid et al., 2016). There is inconsistency in the scholarly development of nurses both at the time when they become nurse educators and later in their education careers (Mcallister and Flynn, 2016). There has been a lack of faculty development with consequences such as weak leadership and limited research in nurse education activities (Gobbi, 2014; Gobbi, 2016). The findings of this research contributes to enhancing scholarly development programmes by encouraging the use of selected work place practices and wider networks for informal learning and to enhance scholarly activity. This all may facilitate stronger academic practices and leadership in nurse education which is suggested to be lacking. The findings from this study demonstrate that this boundary spanning activity can facilitate knowledge transfer and transformation, which if wider activity within an enabling network were encouraged then informal learning could continue in the scholarly domain.   There is also the potential of using social capital as a learning factor created as a by-product of work, which appears to be a practice that nurse educators value and is reflective to the changing landscape of learning (Brooks, Fuller and Waters, 2012). Certainly, other recent research suggests that the social dimension of both formal and informal learning in an academic development programme should not be under estimated (Rienties and Kinchin, 2014).

6.1.3   Contribution to research

Contributions of the findings to research are two-fold. Firstly, from a methodological perspective, case study research is increasingly being used in education and health settings (Bassey and Dawsonera, 1999; Taylor, 2013). The qualitative methodology used within this study contributes towards the argument pursued by Thomas (2011) regarding the value of case study in developing practical knowledge gathered from understanding and behaviour in particular situations. Secondly, there has been wide spread use of social network theory and instruments to measure the dimensions of social capital in research examining networks (Muijs, 2011b; Díaz-Gibson et al., 2014). However, social network theory does not consider the importance of relationships, possibly due to the limited application of the tools used in its research. Using an iterative case study approach has added to the knowledge base and demonstrated that this methodology is applicable and relevant to gaining a more holistic view of network activity and its outputs.   As Mujis (2011) points out, gaining a full picture of networking and collaborative activity requires an appraisal of a range of research techniques and methodologies.

6.2   Limitations

Whilst this study has made some significant contribution to the field of nurse education it is not without its limitations. With all case study methodology there is a critique suggesting that findings are non-transferable to other settings, however this has not been the aim of this research. Therefore, considerations of generalisability are not relevant but the richness of the data and transparency of all stages of methodology provides readers with the opportunity to draw their own comparisons with other networks with which they are familiar.

The part time nature of my doctoral studies, together with balancing the demands of a career alongside an expanding family with associated sleepless nights, has impacted on time scales. This has been compounded by a repeated change of my primary supervisor that occurred three times during the early stages of conceptualisation of the research, all of which has also impacted on the achievement of timely outcomes. Consequently, the research has evolved over a significantly longer period of time than originally anticipated and there is a risk that the data may become obsolete. However, to address this, the focus will be on disseminating the findings as soon as possible to a wide range of audiences.

6.3   Recommendations

Dissemination of findings are integral to this this section which will consider recommendations that are applicable at a micro (personal) level, the meso (organisational level) and finally at a macro level of wider research development.

At the micro level, I will address the recommendations of dissemination; findings will be shared through my scholarly practice via collegiate activity and through my leadership role within the institution that I work. For example, as a direct consequence of this research I have made an impact in my teaching and learning practice and I have implemented activities within an inter-professional Postgraduate teaching course for health practitioners/educators that develop social capital and inclusivity. The aim of this is to enhance learning factors within the curriculum and to provide the scaffolding for their implementation in different work related settings by the educators themselves. This pedagogic practice of developing social capital within a Post Graduate curriculum will be researched in the future. Findings will also be offered to the European Nurse Education Network at their next annual meeting, which could be used to evaluate and guide their future practice and development of their network. This is a positive outcome that I hope they will beneficial and useful, as without the network`s assistance this research would not have been possible

At a meso level, and continuing the theme of dissemination, the findings from this `production' will be shared on stages via conferences and through publishing of papers in both education and nurse education arena`s. It is hoped that this will promote a dialogue with other interested researchers and educationalists and will subsequently contribute to associated knowledge and practice. Recommendations will also be directed at curriculum developers and managers within Higher Education. The findings provide greater clarity on how partnerships could be developed and maintained through the use of more transparent processes for all participants. It is therefore recommended that middle and senior academic managers who are responsible for developing partnerships within their institutions consider how social capital can be created to sustain partnerships. Certainly I will use this practice in my role as academic lead for all international partnerships within the Faculty that I work. This is particularly pertinent for both my Faculty which utilises a large amount of partnerships to ensure curriculum delivery, and for future nurse education practices which also rely on educational partnerships within an inter-connected educational climate. Furthermore, networks could be a vehicle for scholarly development for

experienced nurse educators to encourage boundary crossing and work related learning. Further recommendations can be made to middle and senior managers within a Higher Education Institution to support future development of new educators, by creating a constructive learning environment through the availability of network involvement and the management of professional development programmes all of which offer social capital, resources and reciprocity.

At a macro level, there is much potential for future research exploring how social capital may be useful in the work related learning of other health care practitioners, through the generalisation of these findings to other similar contexts. There is also a further need to research the wider practice of nurse educators that address the four domains of scholarly practice so that a comprehensive picture can be established of the workforce both in the UK and across Europe. This is even more relevant in light of the UK Professional Standards Framework (Higher Education Academy, 2011) and the dated Nursing and Midwifery Council standards for supporting assessment and learning in practice (Nursing Midwifery Council, 2008). This would promote future work force planning in an environment of restrained resources and limited numbers of nurses who wish to become nurse educators. An immediate impact as a consequence of this thesis is related to the European Nurse Education Network itself and their interest in receiving the findings and the potential to develop this network into a knowledge producing community. Finally, the relevance of social capital for work-related learning should not be under estimated particularly and requires further research particularly in nurse education.

6.3.1   Summary

This thesis has addressed the research questions thoroughly and thoughtfully with an explicit overview of the methodological processes used and through an interpretative and iterative analysis and synthesis of findings. Practices which have not been previously explored have been illuminated and the complexity of navigating this landscape is clear within the thesis.

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Appendices

Appendix A   :Ethical approval stage 1 and stage 2

Ethics and Research Governance Online
ERGO

Accessibility toolbar ● Help
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A case study of one European Nurse Education network and its impact on the scholarly activity of the participants involved

Submission ID:12247

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Amendment History

📑 Original Submission

Current Status

✔ Approved

Category B Research.

Click here for more information on research categories

This study ended on 30th September 2015

To apply for an extension for this study please click this link

If anything else is changing in your research other than the study dates please use the 'Amend and resubmit' option below

Submission Checklist

IRGA Form   ✔ Complete

Ethics Form   ✔ Attached

Risk Form   ✔ Attached

Comments

I have made the minor recommendations for this ethics submission and indicated the revised documents in the resubmission and highlighted changes. Would appreciate a speedy review. Many thanks.

Co-ordinators

Nita Reynolds

Appendix B   :Focus group interview schedule

Engaging Questions – to ensure participants introduced to topic and increase their comfort.

1. Introduction of participants – to ask each participant to introduce themselves and how long they have been involved in the network

2. Was this a voluntary choice to engage or were you requested to do so?

3. How would you define the network?

    a. Prompt if little response, offer terms such as organisational, educational, research based, student orientated.

Exploring questions

4. What does it mean to you be participating in this network?

5. Can you explain in what ways it provides value?

6. Have you experienced a promotion in your role or new opportunities that you believe maybe as a consequence of being engaged in this network?

7. Do you think participation in this network has had any effect on your professional practice? If so, in what ways and how?

8. Do you think participation in this network has had any effect on how you define yourself as an educator? If so, in what ways and how?

9. Is there anything else you would like to add that you feel is relevant that we have not already discussed?

Thank you for your time and so to sum up some of the discussions as follows:

Appendix C   :Drawings from Focus Group

Photograph one	
	Photograph one - `the network is a flower.  It is a bit fragile, it is from the roots.  The network has roots and its can`t contain it-self without this. It has got a handbook, and all the other things that the network has such as friendships are all part of the roots. But it can`t sustain itself without water and you have got to water the plant.   That's why we are here, that's symbolises the conferences and we have to meet up to sustain this.  We need energy (the sun) from people doing it, the co-ordinator and secretary to help do these things. It's a bit symbolic. ` FG- 4: 12 (Focus group, participant 4 – line 28)

Photograph two - `I am not so creative; I have kept is simple. ENM can be at top of the bottom, there is no hierarchy and these are all the partners. It started with all the contracts with partners, and this is ENM. It is all new and ENM brings it together, it offers possibilities as it brings Europe together but for me it offers a pool of knowledge, I learn a lot. It makes me rethink what we do in our nursing education, for me it is a start for improvement in others way in our own country ` FG-8: 34

Appendix D   : Illustrative data extract for focus group

Focus group analysis			
Theme	**Example of one Category**	**Example of Initial descriptor codes**	**Data Extract (FG = Focus group and number of participant)**
Community/ connection: There is a construct underpinning the network which is unclear, the network is referred to as being connected and as a family which is found within communities, there is also a clear infrastructure which maybe more culturally based that influences this too	Cohesive and supportive	Supporting each other Professional links Europeanisation Feelings of being involved	*The network means supporting each other and to understand how hard is our profession. Because we find here to understand the culture, economy and the curricula. I represent East and West Europe and I put together each other to understand attitudes and psychology of each people. I am very proud to be here. (FG-3: 29)*
Motivation: These are influencing factors which promote engagement	Benefit for nursing	Benefit of wider nursing practice Own professional development	*I volunteered, yes, I think that this is pretty much a matter for the nursing practice. I want to be here because I am a nurse, I don`t need to be here for my school but this is my wish to be here. (FG-2: 12)*
Meaning for participant The network has meaning for participants in that	Space	Differences Openness and motivation Personal development in safe	*I learn more about being a person every time I am here because we are all so different because there is so much openness here and a will to understand which is unique. (FG-4: 32)*

it offers opportunities which are valued, there are associated emotions expressed.		place	
Learning for participant Some development impact described as a consequence of engaging in the network, termed as learning.	International self and Practice enhancement	Internationalisation Europeanisation Practice development	*It has made me look outside of the box and outside of the health care system in XXXX and what about all of Europe. It has made me look at the wider picture and consider the wider picture and perhaps where I am we and what I think about internationalisation. (FG-5: 46)*

Appendix E: Spread sheet of activity within annual report

Number	Date	Hard or Electronic copy	Influencing factors/timeline	Issue
1	1994	Paper copy	Preliminary stages	Few members, explored concepts and ideas
2	1995	Paper	Preliminary stages	Agreeing terminology and sharing curriculum
3	1995 (a)	Paper	Extra meeting	No minutes available
4	1996	Paper copy	Co-ordinator: XXX, Unsure who is secretary - No exchange this year	**Student exchange, Research and continuing education strands**
5	1997	Paper copy	- **New Co-ordinator**	S**igning of MoC`s, agreement of 4 countries, firming up of report.** Research and other scholarly actives much less present
6	1998	Paper copy	XX	**Formal structure of meetings confirmed, review of student activity**
7	1999	Paper copy	XX	Finance officer present, Socrates funding bid
8	2000	paper Copy	XX	Health care education - Europe - Shared learning, research challenged, post registration module
9	2001	Paper copy	XX	Steering group discussion, **Memorandum of co-op,** development of post registration module, ECTS **assessment**
10	2002	Paper copy	XX	Nil of note
11	2003	Paper copy	XX	Pre-registration education being reviewed, ONLY publication, IT influences, election of new co-

				ordinator
12	2004	Paper Copy	**(New co-ordinator)**	Pilot for eLearning
13	2005	Paper Copy	XX	Beginning of some research interest, review of literature, student scholarship
14	2006	CD copy and on Drop box	XX	interest with Belgium joining, difference between east and west costs. Evidence of influence of Bologna and all graduate nursing. Stopping of e learning/contact.
15	2007	CD copy and on Drop box	xx	**4 new members in one year and revision of admission policy**. Change of meeting structure and new group work
16	2008	CD copy and on Drop box	xx	No Secretary, to be appointed. New group work. Review of membership policies
17	2009	CD copy and on Drop box	xx	ENM ish - language and cultural development, group formation, 2 new and 2 out, new format for meeting introduced
18	2010	Hard copy	xx	Meeting overshadowed by ash cloud
19	2011	drop box	xx	Meeting held in (non EU)
20	2012	drop box	xxx	Nil of note
21	2013	drop box	XX	4 new Members in one new year, new co-ordinator and change of management of the meeting
22	2014	drop box	**New co-ordinator**	Co-ordinating panel for conference established and worked

Appendix F : Annotated document illustrating coding from documents

	Initial codes (descriptor)	Categories (Inferential/Explanatory)
Wednesday 9th April 2014 **17.00:** Meet at Reception Hall. **17.30:** Welcome Wine at the University, Faculty of Health. **18.00:** Conference opening. Welcome speech **19.00:** Walking dinner / buffet	Ritual Ritual	Culture of network Culture of network
The host, XXXXX, welcomed all delegates and guests and thanked everyone who has contributed in launching the 22nd ENM conference. XXX also had greetings from XXX, who unfortunately was not able to attend the conference.	Institutional reputation	Institutional reputation
Also XXX, member of the executive board of University of Applied Sciences, formally opened the conference, welcoming all delegates and guests with wishes for a successful conference. She then gave a presentation of the different faculties. Nurse XXXXX took us on a short, but interesting, journey through the Nursing history of The Netherlands. She closed her talk with a quotation by Eleanor Roosevelt: "Do one thing a day that scares you". A walking dinner / buffet was served entertained by a group of three musicians singing and playing the guitar and other string instruments.	Clinical knowledge sharing	Clinical activity

1			
	Thursday 10th April **9:00 Opening session.** The Network Co-ordinator XX welcomed all delegates, new and old, to the 22nd ENM Management Conference. New delegates; XXX, The Netherlands, XXX, Antwerp, Belgium, XXXX of Plovdiv, Bulgaria, XXXX Bucharest, Romania, XXX Rep. of Macedonia, XXXX, Serbia, heart fully welcomed, as were the guests and observers. Apologies from Dr XXXX, Russian Federation, who was not able to attend the Conference due to illness. Also apologies from XXXX, Antwerp, Belgium, for not being able to attend the Conference. Domestic information and arrangement for clinical visits were presented An informative presentation of a European University was given by Mr	Ritual Admission to network Increase of members Institutional Reputation	Culture of network Entry and exit to network Community Institutional reputation
1	1.0 This Conference agenda (Appendix 1) 1.1 Any other items for the agenda: None 1.2 Information update: All current information for updating (Network Member information, placement available, cost of the exchange, requirements for clinical placements, contact details, exchange activity) to be placed on table and filled in during coffee breaks. All new updates will be distributed to members in May. Will also be shown in	Network working practices Artefact production	Internal communication Culture of network

	Handbook section 7 (Appendices).		
2	2.0 2013Conference report 2.1 Corrections: Dr XXXX, Russian Federation, attended the conference in Norway. His name was unfortunately not on the list of attending member institutions and delegates. Apologies from the Secretary. 2 Approval of Report approved. 2.3 Matters arising not on this agenda None	Institutional reputation Artefact production	Institutional Reputation
3	**3.0 Network Coordinator's report** (distributed in March) 3.1 Correspondence XXX sent a letter of condolence to Romania on behalf of Prof. Dr XXX death earlier this year. XXX has informed XXX that they are going to sleep. XXX read the letter from XXX, Cuprija, apologizing that she no longer will be the ENM coordinator for her institution, 3.2 Size of the Network (MJC) No new applicants for membership since last conference. XXXX , Switzerland, represented by Ms XXXX and Ms XXX observers at this years' conference, have shown their interest in joining the Network. Withdrawn members None Sleeping members: XXXXX, Portugal from 2012 XXXX, Romania from 2014		

	3.3 Comments on report none 3.4 Matters arising not on this agenda None		
3	**4.0 Agree Conference Agenda (Appendix 1)** **The 2014 Conference Agenda AGREED** ***15.0 Roles of the officers and Conference Planning Committee*** At the 2013 Conference the Secretary suggested to add two more persons / members to assist in preparing and chairing the Annual Conferences together with the Coordinator and also assist in mentoring new Network members. The two added members should have good knowledge of the Network. It was decided that XXXX and XXX will be on the committee, one for one year and the other for 2-3 years (see issue 16.0 Reflection on Conference, conference report 2013). XXX and XXX presented the draft they have prepared on "Roles of the Network officers and committees". The draft was sent the Network members in March 2014. The delegates were asked to read through it carefully and prepare for voting on Saturday the 12th (last day of the Conference). A discussion followed. What do new Network members want / need of support / mentoring? Some of the newer Network members agreed that support is important and useful. It can be difficult to find what they need of information only looking	Annual conference Artefact production Governance of network – roles and rules Development of network Artefact Mentoring of new members Governance of network – voting Development of network Early stage decision making Mentoring new members Admission to network Marketing Module activity	Culture Culture Aspirations Entry and exit Culture Network management Aspirations Network management Exit and entry

	through in the Handbook. Others reported they had no problems. XXXX thinks that all members need some kind of support throughout the year, as the Network is growing and new people are taking over as Network officers. Not always clear in which order what or where to send applications etc. and also because there is no feedback. It was suggested to put all the documents on the website. It was also suggested to make a list on administration. XXXX is willing to inform about the steps when she sends out the lists of student exchanges. XXX has made a flow -chart on ENM student exchange.		External communication Pedagogic sharing
4	**5.0 Financial issues** 5.1 Financial report: Third Officer : XXXX presented the Financial report. 5.2 Revision of: **Membership fee (400€):** **Voted:** For the Network annual fee to stay at 400 €. 27 for. 0 against. (27 qualified to vote) *AGREED* The Network Annual fee to stay at 400 €. XXX appeals to all that the annual invoice must be paid within the deadline which is January 31st. XXX will send a reminder to all members first week of January. **To be put on TO DO list.** **Conference fee (300€ + social event):** **Voted:** For increasing the conference fee 27 against. 0 for. *AGREED* The conference fee to stay at 300€ + social event **Amount and number of student subsidies (350€ x4)**	Finance Artefact production Financial change Network activity (voting) Financial change Decision making process	Ghost rules Artefact production Network management Network management Network management

22 students applied for grants last year. 10 students were awarded grants.	Rules and regulation	Network management
A discussion followed on whether grants that are not given should be passed on to the next period. See Conference report 2013, 5.2, revision of amount and number of student subsidies, where we voted: *"Grants not given for one period can be moved forward to the next period".* This is also the easiest way to manage grants. XXX pointed out that we should stick to the 12 grants as this is the standard, and continue to roll over what is left to the next period. A suggestion to put the money from grants not used, back to the network and to use it on new plans, for example to make a students' Information Handbook. It was also suggested to increase the grants to 400 €, as it was before.	Network activity (voting) Finance Expectations and rules Finance Financial Change	Culture of network Network management Culture of network
Voted: Increase students' grants to 400 € or stay at 350 € x 4 2 for increasing to 400 €. 25 stay at 350 €. *AGREED* Students' grants and numbers to stay at 350 € x 4 To be revised annually.	Artefact production	Ghost rules Network management
XXX reminds the members that the application form for applying for grants, must be sent before the authorization. After the students have been given an exchange placement, the students can apply for a grant. The sooner the students send the authorization to the finance officer, the sooner the student will get be awarded a grant. The forms should be printed, not handwritten. See Handbook, Appendices, Application form, section 7.8.		Culture

	Secretarial honorarium (500€): *AGREEED* The Secretarial honorarium to stay at 500€. 5.3 Management of the ENM Network funds and budget From April 2014 XXXX, Romania, will manage the ENM Network fund and budget for a period of three years, from 2014-2017. The Annual Invoices will be sent from The Finance Dept. XXXX Romania in December 2014. **Financial report APPROVED.** **See Income and Expenditure and Funds sheets attached.**		
5	**Jean Monnet Action funding** XXX has been looking for different grants for exchange students and gave information of the opportunities. She found that there are some grants that could be of interest for the ENM Module (see also e-mail sent the Network members in January 2014). A power point on ERASMUS PLUS - Jean Monnet Activities (attached with the report) was presented. XXX pointed out that some activities are not suitable for the ENM (table 2) and that we should concentrate one discipline: **nursing** (table 3). ENM could fulfill J.M support to institutions and Associations (table 4) as we are teachers within intercultural nursing disciplines. ENM could also fit J.M. projects (table 5) and Key action 2 (table 6). Looking at table 7: Key action 2: Strategic for Higher Education, it is essential that the module has plans / goals for the ENM, something we already have. But we have to be able to measure the	Student relations Communication Europeanisation Education policy Nurse identity Debate about funding Group work Europeanisation	Student relations Internal communication Europeanisation Europeanisation Equity in network Network management

	activities and to be more visible. XXXX suggested using the ENM module evaluation results when applying for funds. A discussion followed on this matter. XXXX is positive that ENM can get some funds from J.M. It was decided to have a subgroup: XXX for the Jean Monnet group for funding access and XXX to follow up with a visit to European Commission, Brussels. Results to be presented within September 2014. *MEMO – that there is some recommendation for change to occur here but not fully explored		
6	**7.0 Self Audit Form (SB)** XXXX reminds the members that it is important that all institutions send the Self Audit Form for each academic year. This is an important document, as it gives the documentation that the institution is accredited. XXX will send the updated Self Audit forms for the Academic year of 2014-15 to all institutions in the beginning of September 2014 with a reminder to return the Self Audit Forms stamped and signed by September the 30th 2014.	Governance – rules Network management Governance - expectations	Culture Network management Culture
6	**8.0 Web page** XXXX will no longer be trained in monitoring the webpage. We have to decide who can take over this work and also update and develop the page. It was agreed that the ENM Module website needs to be upgraded, developed and modernized. See group work this conference. In the mean time XXX will continue to receive information on students' experiences on exchange and put the comments on the webpage as a hyperlink. XXXX will make the comments available on	Early stage decision making Marketing –website No change from current practice Expectations	Network management External communication No change from status quo

			Culture
	the ENM web site. **To be put on TO DO list.**	Decision making process English Language Network language	
	Every institution is responsible for updating the information they want to be available for students and others. XXXX has made a good information page on the ENM on their website.		Network management
	9.0 Application Form XXX suggest a small addition to be put in the Application Form for student exchange: put in the **City** and the **Country** in the Form. It is suggested that the **language spoken** needs to be clarified. A table will be put in the Application Form that marks the level of communication in each language (see Handbook, appendices section 7.3)		Network management Internal communication
6	**10.0 Feedback on "Evaluation of Student Exchange Experience" May 12 to March 13** A Power Point presentation on the issue was shown. 78 % of the students answered the evaluation form. Conclusion: All over, the students have good experience on their exchange. It was decided to keep the Evaluation Form as it is also for the next year.	Student evaluations No change from current practice	Student relations No change from status quo
7	**11. 0 Presentation of project** XXX, gave a presentation of her project "". This is a part of her stage 2, of her research. She presented the results so far. This will be followed up with interviews and a possible focus group at next conference in Romania. XXX thanked the members who participated in the focus group interviews at last years' conference.	Research activity	Role of research

7	**12.0 Group work.**		
	12.1 2013 Subgroups		
	XXXX presented group work from the different groups that were agreed on last year in Fredrikstad.	Group work

No change | Network management

No change for status quo |
| | Strategy for evaluation / case-study finished their work last year. The group is closed. | | Role of research |
| | Research group: XXX has been on her own in this group. She asks what was the intension of a research group? XXX invites new people to be in the research group. | research | Pedagogic sharing |
| | Leaflet group: Notes from the leaflet group on 26th April 2013, XXXX was sent the ENM members before this (2014) conference. The contents of the leaflet will be (in short): | Module activity

Marketing
Artefact production | External communication
Culture |
| | Front page nursing student exchange, ENM logo, Europe map in the background. What's in for me? (learning outcomes); intercultural understanding, health, concepts.
ENM Philosophy – Profile
How to apply, which countries, periods for exchange, deadlines (see website), contact persons, practical information. | Marketing
No Change | External communication
No change to status quo |
| | The group will continue their work in the afternoon on Friday 10th April. | Group work

ELearning | Network management

Aspirations |
| | Website and Social media group: The group needs more time and more expertise. They will continue to work on the issue in the afternoon on Friday 10th April. | Reflective practice | Pedagogic sharing |
| | Module / preparation /reflection: The group has been confused. It is an important issue to continue this work. We | Development of network | |

	need a purpose on all group work.		
	12.2 Establish purpose of group work and group rules.		Aspirations
			Network management
	It was decided that XXXX will lead each ENM subgroup for 2014/15 for the ENM Network.	Accountability	
	All agreed that all group work need a key purpose to work from.	Any changes to network	
	It was also decided that each subgroup should have a leader. The name of subgroups and members are shown in the last page of the report.	Decision making process	Network management
	12.3 and 12.4 Allocation of groups and group work.		
			Network management
	After a discussion the delegates agreed to have group work for Friday on:		
	Preparation group (group divided into two groups): Preparation and pre-orientation)		
	Research group.		
	ENM Leaflet group		
	Website/social media group:	Group work	
	Evaluation / reflection and Jean Monnet Acton Funding group:		
	Group work to be presented on Friday.	Clinical focus	Clinical activity
	Afternoon session: Clinical visits.		
8	**FRIDAY APRIL 12th 2014**		
	13.0 Talk		
	The Friday session began with an interesting talk given by Ms. XXXX RN, MSc., University of Applied Sciences, Health department, on the topic: "Practice development – how to improve self-management support"?	Professional knowledge sharing	Clinical activity
		Student relations	
			Student relations
	During the coffee break the May exchange students from Leiden had a meeting with their host coordinators.		

8	**14.0 Student exchange activity** A question arose regarding the evaluation; Is it possible to have an access to the results of the exchange to the institution which the students belong to? XXX will look into the matter.	Data information – module	Student relations
	14.1 Exchange numbers Student exchange numbers: May 2013: 26 students exchanging from 6 institutions October 2013: 63 students exchanging from 10 institutions. March 2014: 73 students exchanging from 12 institutions. All together 162 student exchanges.	Student numbers Data information – module	Student relations Student relations
	XXX asked the delegates if they still want to document other exchange activities in the report? The answer is yes. And; does this include the international student programs? Yes, other disciplines / activities and contact names are still of interest and important to have and also to be put on the website. Send to XXX, she will make a hyperlink to the institutions on the website. The information should be the Erasmus year (the normal academic year).	Europeanisation Student numbers	Europeanisation Student numbers
	Exchange numbers within the Module May 2013-March 2014 shown in the grid of exchange, is attached. (Data for exchanges NOT within the Module were not collected).		Conflict in the network
	14.2 Experiences from institutions (March 13 to March 14). Issues related to the exchanges (All). Some language problems were reported. It is important for the students to have competency to understand and speak a certain level of English, which is the Module language. XXX suggests to put a box / table which shows levels of language competency in the application form. The	Concerns with student experience Student language competency	Student relations Network management

	box was shown on the screen. Level B 2 should be a reasonable language level. A more detailed explanation of the different levels will be on the agenda for the conference in 2015. **Voted:** Add to the Application Form a box / table showing levels of competency in languages. 20 for adding to Application Form. *AGREED:* A box / table, showing levels of competency in languages, will be added to the Application Form for Student Exchange. The following is taken from last years' conference: **Important that all practical information on exchange is given the students together with the application.** The students should be made aware of that it is difficult to give the exact cost of accommodation, cost of meals etc. **Lots of information in the Handbook. Make it available!**	Decision making process Proposal for change Expectations and rules Student relations Artefact production Network working practices	Network management Network culture Student relations Culture of network Network management
9	**SATURDAY APRIL 13th 2014** XXX on group work: XXX points to the importance of the group work. We need the Network to be sustainable and alive, this can be done through the group work and results of this work. Important that group work has a key purpose to work from. Each subgroup should have a leader. Schedule for group work: E-mail to XXXX on the subgroup work, using the following schedule:	Group work Development of network Accountability within the group	Network management Aspirations Network management

	First report: **31.08.2014** **Second report:** **31.12.2014** **Third report:** **28.02.2015** A summary report to the Network by February 28th 2015 in order to meet the planning for the agenda for the Conference in 2015 **To put on TO DO list.**	Accountability within the group Artefact production	Network management Culture of network
10	**15.0 Roles of Network Officers and Conference Planning Committees PI/SB/MB/MV** The draft on "Roles of Network Officers and Planning Committees", sent to the Network members in March 2014, was presented on Thursday 10th. (see issue 15.0 Thursday 10th). The delegates were asked to read through it carefully and prepare for voting on Saturday the 12th (last day of the Conference). **Voted:** For approving the draft: "Roles of Network Officers and Planning Committees" 23 for (4 members were absent). **AGREED:** The draft: "Roles of Network Officers and Planning Committees" To put in Handbook, section 6.1	New management roles Governance – voting Decision making	Network management Network management
11	**16.0 Network officers term of office (PI)** 16.1 Coordinator This was XXXX last year as Coordinator. XXXX was elected Coordinator from 2014. The term of office is 3 years 2014-2017. XXXX chaired the conference together with XXX from issue 5.0 Financial issues.	Governance- roles Network activity	Network management

16.2 Secretary XXXX term as Secretary concludes in April 2016. We need to think about new candidates for the secretary job. XXXX contacted XXX(ENM contact for the school in, Estonia, when member of the Network), asking if she would be interested to run as candidate for the secretary job. She replied positivly to the request. Some discussion on the matter followed. A question arose; why not choose someone in the Network? XXXXwas suggested as a candidate. We all agreed that the new ENM secretary should be elected before the next conference in order to take over the job from XXX in April 2016. Conclusion: send names of candidates to XXX and / orXXX by the 5th of May. They will then write to the suggested candidates and ask them to send an application and letter of motivation by the 31rst of May. In the beginning of June the names of candidates, together with will the letter of motivation, will be sent all ENM member contacts. They will be asked to vote for one of the candidates to be the next secretary. The voting will be done electronically on the 16th June, sending e-mails to XXXand XXX. The members will be informed of the result of the voting shortly after the 16th June. **The issue will be on the agenda at the next Conference.** 16.3 Third officer (PI) XXXX will be Third officer when XXXX takes over as Coordinator in April 2014. Term of office is 2014-2017.	Early decision making New Participants New management roles Network activity - voting Governance Communication Governance -roles	Network management Entry and exit to group Network management Network management

11	**17.0 Exchange dates and deadlines** Exchange dates and deadlines for 2014 - 2015 agreed. **To be shown in Handbook chapter 7.2** Important to keep all the deadlines of exchange dates etc. Other dates of exchange will be a bilateral agreement, and communication will be between the two institutions involved and need not go through the ENM coordinator. Also important to keep the student exchange expenses stated in the latest update (7.4 in Handbook). Remember to tell the students to put **three** options in their application form. Do not send the application forms to XXXX, only names, e-mail address, dates of exchange, wishes for placements and also which year of study the student is in (taken from 2013 report).	Artefact production Communication within Artefact production Governance –rules Expectations	Culture of network Internal communication Culture of network Culture of network
12	**18.0 Date and venue of upcoming Conferences** The XXXX, Romania, will host the 2015 Management Conference. Agreed at the 2012 Conference. **The dates of the Conference are 22nd April to 25th April 2015** The venue for the 2016 Management Conference is: XXXXX Dates to be decided at the 2015 Conference **2017:** The following institutions are interested: To be decided at the 2015 Conference	Ritual Annual conference Network working practices	Culture Network management
12	It was pointed out by XXX that it is important to reflect and to continue group work. XXXX agreed. It's good to share	Reflective practice Group work	Pedagogic practices

	knowledge, and refers to the colleague of XXXX, who had the introduction speech. XXX thanks everyone, and agrees with XXXX on the value of group work. XXXX thanks, good to have a larger group, the planning committee, that will assist the Coordinator, Secretary and conference-host in preparing and chairing the Annual Conference. XXXX and XXX are happy to stay in the committee. XXXX has prepared an USB stick with all the useful information for the next conference host. XXX thanked XXX for preparing and hosting the conference. She suggests that "the board" should be nearer the delegates. XXX also suggests to do research on student exchange. XXXX suggest to have the ENM song, written by XXX, in the Handbook. All agreed. The song is shown as section in Handbook	Group work Artefact production Research aspiration Artefact production	Network management Culture Aspirations Culture
12	**Conference Closing session** thanked the host, Ms. XXXX, lecturer and ENM coordinator for the Department of Nursing, for the hard work in preparing and successfully accomplishing the 22nd Management Conference. Also thanks to Ms XXXX who kindly assisted XXX through the conference, together with other staff at the Department of Nursing, XXXX also thanked all delegates, new and old, and guests, for their contribution and good work during the conference. A special thanks to XXX, for the help and support during her first conference as ENM coordinator. She concluded with thanking all delegates for given her confidence in holding the position as ENM Coordinator for the next four years. XXX past on the ENM flag and ENM USB stick to XXXX, the Manager XXXX, Romania	Annual conference ritual Ritual Artefact production	Culture Culture

Appendix G : Documents categories and first level codes

Categories (ascertained by reviewing for patterns in analysis) in Yellow with individual codes underneath	Category definitions and code definitions
Aspirations	Where the network has identified how it wants to progress includes some change of pedagogy (E-learning) memberships, network size new modules and research.
development of network	Where there is record of how the network could evolve
E- Learning	New project identified in 2007 to develop E learning across the network
module development	A record of how the module could evolve
Pedagogy	Discussion of change of pedagogy within the module
Post registration module	Identification of development of new module, predominately in the early records
research	Where there is some aspiration to develop research
Achieve funding of network	Where there is an aspiration to achieve external funding of network
Understanding of within network	To improve the understanding of the module within the network
Clinical activity	Any association with clinical nursing work
clinical focus	Where activity is provided or achieved related to clinical work or visits
Professional knowledge sharing	Where there has been activity of sharing of professional knowledge through presentations
Nurse identity	Where nurse identity of participants is explicit
Clinical knowledge sharing	Where clinicians have been involved in the annual meeting
Conflict within the network	Where there is discord, unhappiness or obvious conflict within the network
Concerns with exchange experience	Record of problems with module exchange experience from both student and co-ordinator perspective
Governance of module	A change in the management of the module to prevent future conflict
rules of module	Where the rules are emphasised as a consequence of a problem
Lack of met expectations	Where there is a lack of met expectations and nothing `done about it`.
Validation of module	Early discussions about validating module in each institution to overview difference
Connectedness	Whereby there are clear relationships identified in the network and the feelings associated with them.

Commitment to the network	Whereby documents indicate the commitment of either institution or participants to the network
Increase of members	An increase in membership is noted with pleasure
Relationships	Where clear relationships between participants are evident in the documentation
Emotions of engagement	Some documentation of emotion associated with the work of the network
Feelings about each other	How participants feel about each other in the documents
Feelings about membership	Feelings about membership by participants and expectation of others.
feelings about the network	How the network is referred to in the documents in positive terms.
Feelings of loss with reduced membership	How the documents capture loss when participants leave the network
Relationship between network and participants	A repetition
<mark>Culture of network</mark>	<mark>Rules, norms and hierarchy of the network, Standard ritual at each annual meeting including the opening ceremony, Agenda</mark>
Annual conference (AC)	The ritual of the annual meeting/conference
Show casing school resources at conference	How the annual meeting provides opportunity to `display` their resources
Funding of network or module	Where there are clear expectations of how the network could be funded and not funded
Governance - roles	Where roles of the network are ritualistic
Governance of network - rules	Where rules have been documented to manage the network
Expectations and rules	Documentation of how the rules have influenced the expectations in the network
Language of network and exchange	Abbreviations and commonly used words in the network specific to the network
Ritual	Evidence of ritualistic behaviour
Artefact production	Production from the network of culturally related objects such as handbook, song.
Role of network	How the role of the network is perceived
<mark>Entry and exit to network</mark>	<mark>How new members are recruited, inducted and how members leave the network</mark>
Admission to network	Discussion related to admission to the network of new institutions
New participants	Whereby individuals are nominated to re-enter the network
Applications	The amount of applications received and location
Entry applications and new participants	Progression of applications to entry to the network and identification of new participants.
exit from network	Discussion of withdrawal from network

Governance of network - exit	Rules related to withdrawal policy of network and any amendments to this
mentoring new members	Discussion of how new participants will be mentored
Admission to network	Discussion of how to encourage admission to the network
Entry applications and new participants	Who has applied and who has been accepted
Network admission and movement of members	How participants are admitted and moved through the network
Equity in network	Whereby there is an indication of power and equity or ethical discussion
ethical debate about funding	Recorded discussion of funding sources and ethical situation of this from private funders
Ethics of exchange movement	Discussion about movement of students mainly from West to East of Europe
Failure of governance	Discussion of what to do when there is a failure of the governance
membership of ENM	Who should be permitted to enter the network
Europeanisation	References to Europe – indication of relationship with Europe
Education policy	How Erasmus's, Socrates, Leonardo and other educational drivers within Europe affect the network
External communication	How the network relays messages to an external audience
Governance of network	How voting to communicated to the institutions
Marketing	How the network is marketed externally, this is haphazard
Ghost rules	Hidden rules within the network, not explicit
Governance of network	Where the management of the network is not explicit
Finance	Where the finance of the network appears to follow implicit rules.
location of network meeting	How the location of the annual meeting is allocated against hidden agenda`s
Show casing school resources at conference	The hidden importance of each institution wanting to show case their resources.
Institution reputation	Where activity is relevant to the institution reputation from which the participants come from
Internal communication	How the network relays messages internally and the language used.
communication of	Communication within the network using email, skype and minutes
Network language	Network language is English but this is written/spoken in a particular manner
Handbook communication	Information that is communicated via the handbook
Network working practices	How internal communications contributes to work

	practices
Knowledge development	**Where further learning or knowledge from engaging in the network or potential is identified**
Professional knowledge sharing	How knowledge related to nurse education is shared across the documents i.e.: presentations amongst the group
Clinical knowledge sharing	How clinical knowledge is shared in the documents
research	Any research activity
actual activity	Research activity achieved
Potential projects	The potential for future research activity
Sharing of knowledge conferences	Presentations to the group from hosts at the annual conference
Network management	**How the network is managed includes a range of governance and finance and policy developments**
Any changes to network	Documentation of changes to the network
Decision making process	Decisions made during the annual conference and their impact
Financial change	Discussion around finance management and suggested changes
English Language	References to English language being used
Module set up	How the module was established
group work	How group work contributes to network management and activity
Accountability within the network	Where clear responsibilities are allocated to people
Network activity	Activity within the network related to the management (including voting)
Early stages decision making	Decision making at an early stage
New management roles	How new roles are decided upon
Proposal for change	Proposals for change documentation
Pedagogic sharing and teaching of module	**Where teaching practices are shared amongst the group**
areas for improvement	How teaching practice can be improved across the module
Cultural development from membership	How participants identify that students develop cultural competency as a consequence of the institutions involvement
Cultural knowledge within network	When cultural knowledge is referred to within the network
Evaluations of student exchange	Reporting of evaluations
module activity	How teaching occurs within the module
Purpose of module and learning	The aims and learning outcomes of the module
Pedagogic resource development for modules	How resources for the module evolve ad are developed
Reflective practice	Reference to reflective practices both in the network and in the module

Sharing of experiences and teaching others	How participants present their experience to each other
teacher exchange	Any discussion related to teacher exchange processes
Role of research	Research related activity and view of research by the network
Publication	Reference to any publications that have arisen from the network
research and aspirations	Any research activity (repeated in knowledge development)
actual activity	Research activity achieved
Research resistance	Resistance to research development
Project presentation	Presentations to the group from hosts at the annual conference
Student relations	How students are referred to, managed and their identity
Language competency of student	Stated language expectation of students
student numbers	Student exchange activity
Data information module	How student's data is managed within the module
Evaluations of module	Students evaluations
Students within module	Any reference to students within the module
Positive experience - student exchange	When students have positive experiences these are reported in the documents
No Change from current practice	Where a decision has been made to keep the status quo
No research development	Where there is no research activity identified
Lack of group work progress	Where group work has been identified, then there is a lack of group work progress

Appendix H   : Exemplar of relationships between categories
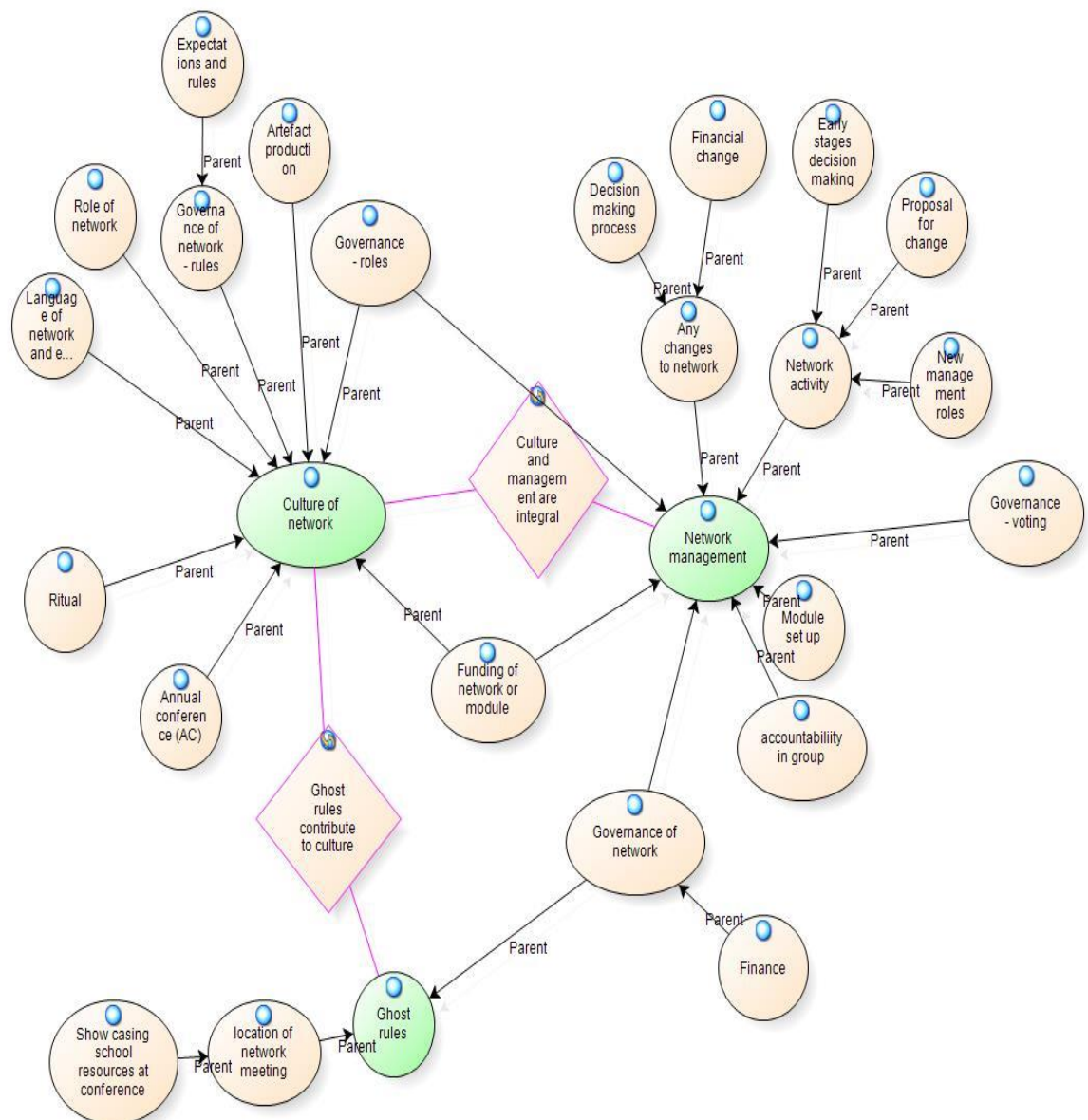
Appendix I : Annotated document illustrating coding of interview

Section number	Full section of interview	Speaker	Initial descriptor codes	Categories
2	So, I'm interested in six key areas. I think the questionnaire I sent you indicates kind of where those areas are. But the questions, we can work with. It's just the areas I'm interested in really. Your name?	Interviewer		
3	XXX	Participant 3		
4	How long have you been participating in this network?	Interviewer		
5	In this network we have been, since the XXXX conference. We were an observer at the XXX conference and we started exchanging students after the conference.	Participant 3	Tenure ship Novice in network (career position)	Connectedness Participants
6	April 2012. Yes. How long have you been a nurse?	Interviewer	Novice in network (career position)	Participants
7	I've been a nurse since 2000.	Participant 3	Experienced nurse	Participants
8	And how long have you been an educator?	Interviewer		
9	An educator since 2004.	Participant 3	Experienced educator	Participants
10	So, in your own words can you describe the purpose and the function of the network?	Interviewer		
11	Well. I have one question, because I read the question and I was wondering, do you want me to describe how we as a member make use of the network, how we look at the	Participant 3		

	network, or what I think the network is?			
12	What you think the network is.	Interviewer		
13	What I think the network is. It's a group of people from all over Europe, who are related to nurse educating and they want to have, they have a structure from which they use it as a base to do some things together. The main thing is the student exchange, but there are also some side things. So, other things like possibilities for research, may be educational methodology. All sorts of topics can be discussed. For me the network is a way to bring things together. Look at it from your own point of view. Try to understand also, the other one's point of view, like in culture, background, things like that.	Participant 3	Purpose of network

Student exchange

Developed own cultural awareness

Pedagogic development

Research development

cohesiveness/glue | Practice of the network

Student placement

Cultural competence

Learning

Research

Community |
| 14 | And is that the thing that brings it together, this concept of cultures? | Interviewer | | |
| 15 | The network, for the students they need to think about their own culture, the other one's culture, the country they're going to, bringing back to their homes. After the exchange they will be integrated with their thinking and everything. But also for the network members, coming to the conference is also a cultural thing. | Participant 3 | Student cultural experience

Student exchange

Student cultural learning

Value of annual meeting

Develop own cultural awareness | Student placements

Practice of network

Cultural competence |
| 16 | I know it's been around for twenty plus years. That's a long time. | Interviewer | | |
| 17 | Yes. That's a long time. | Participant 3 | | |

18	Why do you think it's lasted so long?	Interviewer		
19	Because it's a good thing. I think it's also a double thing. First of all, the short exchanges. The short-term exchanges are very accessible for students who are not capable of going on, very example, an Erasmus exchange. It also lowers the language barriers, because you can speak English, you don't need to learn all the other languages. And also, the people that are in the network, there's no competition. It's like a family, I think. People know each other. We come here every year. There's no competition, just acceptance as a person as well.	Participant 3	Student exchange Alternative to Erasmus English language Family relations Value of annual meeting Feeling valued	Student placement European Opportunity Connectedness Practice of network Participant Community
20	And why is that important?	Interviewer		
21	Because it makes you feel comfortable. It makes you trust people. And if you trust people, it's easier to give that trust to the students.	Participant 3	Trust and openness in group	Community
22	To make them feel comfortable.	Interviewer		
23	Yeah.	Participant 3	Trust and openness in group	Community
24	Because you trust where they're going to.	Interviewer		
25	Yeah. Completely.	Participant 3	Relationships Student exchange	Student placement
26	And you think that's why the network has been so managed, I guess. So long.	Interviewer		
27	If the same people stay in the network and it's the same people meeting again and coming to agreements. And also, it's not too big. It's manageable because it's not too big.	Participant 3	Same people representing relationships	Practice of network Connectedness
28	What would be big?	Interviewer		

29	I think, three schools per country is fine. Because if you get more schools per country you get subgroups, I think. No you have to mingle.	Participant 3	Static nature	Development of network
30	So, what do you think the challenge has been of the network? Since you've been in or what you think?	Interviewer		
31	The challenges for the network. I think change of coordinator is a big challenge. I think XX, for me as a person, she was really welcoming, warm person. She made me feel welcome in the network, because I was alone also in XXX. There was no problem at all. Then it was strange last year, in XXX, XXX was there, but she wasn't a leader any more, and now she's not here. So that's, I think it's a challenge to keep the group together now.	Participant 3	Value of co-ordinator Welcoming new people Lack of taking responsibility	Participants Development of network Participant
32	So do you think the coordinator is the leader?	Interviewer		
33	I think the coordinator. It's not because she is the coordinator, I think. Because she had the profile of a leader.	Participant 3	Value of co-ordinator	Participants
34	Her style?	Interviewer		
35	Her style. For me it doesn't have to be the coordinator. I think now the most important people for the network will also the people that are the longest. The longest lasting in the network, because they know everything from the start in the experience, they have the warm welcome.	Participant 3	Tenureship Mentorship	Connectedness Connectedness
36	Organisational memory in a way really. I guess that leads me to the question about making decisions. How do you think the network makes decisions if there's no leader?	Interviewer		
37	I think it's a democratic network. I think nobody takes the decisions individually. Everything is in consensus. There's voting's. I	Participant 3	Democratic decision making	Practice of network

38	And why do think that's been like that?	Interviewer		
39	Why? Maybe that's what keeps the network together. If you make everybody as important as the other one. I know that my opinion counts as well.	Participant 3	Feeling valued Relationships	Community Connected ness
40	So you feel valued?	Interviewer		
41	Yeah	Participant 3	Feeling valued	Community
42	And that's important?	Interviewer		
43	It's also difficult to express myself in another language. Because I need to think about the words.	Participant 3	Language	English language
44	That's why I sent the questions first. Just to kind of get you thinking about it. And it's easier then, but I do realise because I'm asking you to think [interrupted]	Interviewer		
45	Maybe. I'm not sure if I say stupid things around this. It's the language.	Participant 3	Language	English
46	It's being confident. I understand.	Interviewer		
47	But that's E&M also.	Participant 3	Language of Network	Culture
48	And that's E&M as well. And do you think that's been a hindrance of the E&M or not?	Interviewer		
49	No, I don't think so. I think may be the native English speakers are a bit in an advantaged position. But no, I think everybody - nobody looks in a weird way if you say something strange. So no. It's no problem.	Participant 3	Communication	Practice of network
50	And do you think the European nature of it has been helpful?	Interviewer		
51	What do you mean? In the language.	Participant 3	(Clarifying meaning)	
52	I guess in the language. Who's in it. Who's not in it.	Interviewer		

53	Yes. I think it's important that it's not only the west of Europe, because we have Erasmus agreements in the west of Europe, but for us it opens a gate to eastern Europe. I see that our students are also very interested in other cultures, and they see the east as a totally different culture than the west of Europe.	Participant 3	Europeanisation Student demand for travel Student cultural exchange	Internation alisation Student placements
54	What challenges do you think that might bring?	Interviewer		
55	What challenges. For the network, or for the students?	Participant 3	(Clarifying meaning)	
56	The network.	Interviewer		
57	A lot of challenges. Not only the differences in communication, things we expect others to say or do, but also money wise. I think it's not, for us it's easier to pay the membership fee, to come to our conferences, we come with two people. But if the conference is organised in for example Norway or Sweden, or even Belgium, I don't think it's very easy for those people to come to every conference, to pay the membership fee, to pay the conference fee. Also for the students for the exchange.	Participant 3	Communication Finance concerns Power difference	The practice of network Power
58	There's power differences then?	Interviewer		
59	Yeah	Participant 3	(Clarifying meaning)	
60	So in terms of what, you say you "expect others". What do you mean by that?	Interviewer		
61	Well we have our own. Every culture has its own way of looking at things, of expressing things, of communicating. So you expect others, it's automatic, it's an automatic thing to expect others to respond in a way that is known to you. But, it could be different. I can't give an example.	Participant 3	Cultural competence of participants	Cultural competenc e
62	I'm sure it will come through as we chat [interrupted]	Interviewer		

63	I'm thinking about practical things like, Italy sometimes for our students it's sometimes strange. We used, to wash the patients we have the washing glove. It's the fabric of a towel. We use it to wash ourselves, we use it to wash the patients. But I know in Italy, they don't. They shower the patients with the gloves. And I know that if a nursing student should just wash a patient with rubber gloves, it's strange, it's too intimate. We use a barrier. So that's a practical thing. But the same is in communication [interrupted]	Participant 3	Student cultural exchange experience Student cultural learning Clinical development	Student placements Professional identity
64	It's a cultural thing really.	Interviewer		
65	Yes. It's a cultural thing. That's just Italy. So what does Romania.	Participant 3	Developed own cultural awareness	Cultural competence
66	And in England we don't use those things, we use gloves.	Interviewer		
67	Only gloves?	Participant 3	(Clarifying meaning)	
68	Only gloves.	Interviewer		
69	Okay. So if I were a patient I would find that odd.	Participant 3		
70	Not if you're an English patient [laughs]	Interviewer		
71	[Laughs] No, but if I would go to an English hospital.	Participant 3		
72	Yes, people would wear gloves to wash.	Interviewer		
73	Just gloves, nothing else?	Participant 3		
74	And may be a flannel. We may use a flannel.	Interviewer		
75	But that's something.	Participant 3		
76	I do understand your point though. And there is a lot written.	Interviewer		
77	There is a lot of things like that, and that is just one example.	Participant 3		

78	But there's lots of things written about cultural effect on nursing.	Interviewer		
79	Only people agreeing with everything and thinking "No, I'm not going to do that." In Belgium people are quite empowered, I think. They are very good in defending themselves. But I don't know if it's everywhere. Also, the nursing role is different in different countries.	Participant 3	Clinical development Power difference	Profession developme nt Power
80	And that can bring challenges when you're trying to discuss what nursing is.	Interviewer		
81	What nursing is, what students need to be doing when they go an exchange.	Participant 3	European professional development Pedagogic practice	Learning
82	So, since you've become in the network. What do you feel about it?	Interviewer		
83	What I feel about the network?	Participant 3	(Clarifying)	
84	You use very positive language, when you described it. You talked about family.	Interviewer		
85	I look forward to coming every year. It's a very important thing for me. Not only for my students, but also for me as a person. I want to be here. I could send another colleague. But it wouldn't work for me. Because I know the people who are in the network. And I think knowing each other and to have stability in the member, I think that's very important for the trust part of the network. And it feels like family. It feels like coming home. Because, this week, last week a friend of mine died. So it's the burial, funeral it's Friday. But I'm here. Because the funeral is important, but I wanted to come here because this is important too.	Participant 3	Value of annual conference Trust and openness Family relations	Practice of network Connected ness Connected ness
86	Why is it so important for you?	Interviewer		
87	I think all the things I said. You are valued. You have an important contact here. Contact	Participant 3	Feeling valued	Community

	moment. You can discuss things. It's so much easier to discuss face to face than by e-mail. I think also the moments, for example going to the mall with XXXX, we had so much fun. And you get to know each other in a different way. It's not only working, but also a bit of pleasure. And while you have the pleasure part you also communicate about the network and students exchange. And it's a mingle, a mix of things.		Relationships Precursor for relationships	 Community
88	When you say you feel valued. Do you feel valued in your own institution?	Interviewer		
89	Yes.	Participant 3	Feeling valued	Community
90	You do. So it continues.	Interviewer		
91	Yep	Participant 3		
92	The feeling of being valued.	Interviewer		
93	And I also feel like the network is a good network. A good network, a strong network. It's something that adds value to my institution.	Participant 3	Perceived value for institution	Institutional value
94	And that adds value to you?	Interviewer		
95	Yeah.	Participant 3		
96	Has there been anything in particular, since your time starting, which has stood out for you in your experience within the network?	Interviewer		
97	Positive or a negative [laughs]?	Participant 3		
98	Either. Whichever you want to share.	Interviewer		
99	Well. There are a couple. One is the second conference I went to, that people recognised me. It sounds like it's all about me, but. People welcome you, they recognise you. It's not like "Who are you, I don't remember you." You know that people value you and the job you are trying to do, because they remember it. And the other thing, that I will never forget is that I was left behind in the first conference to the castle.	Participant 3	Relationships Feeling valued	Connectedness Community

100	Oh were you. Were you really?	Interviewer		
101	Together with XXXX And then they discovered that XXX wasn't on the bus. But no body missed me. [Laughs]. But it was really nice, how things got fixed afterwards. It's a good experience. It was funny.	Participant 3	Dealing with each other	Connected ness
102	You've been in the network the last few years. Can you describe any changes in the network at all? I guess the coordinator is the biggest change.	Interviewer		
103	Yes, the coordinator is the biggest. There's a change also in the scholarships for the students. But it's shifted from exchange periods to exchange periods, if it's not used.	Participant 3	Finance concerns Value of co-ordinator	Practice of network
104	Okay. It that positive?	Interviewer		
105	I think it's positive. Because otherwise students miss out on the opportunity to get some funding. The other thing that is changing now I think, and I don't know how I feel about it. I was in the subgroup working, looking in to funding for the network. Making the network a legal network. Find some funding is very difficult. I think it might give another character to the network. Because we've been looking at the options and it's the network that needs to decide. But if you want funding or something else you need to formalise the network and you need to do other things. You need to write lots of things down. You need to write an application so it makes things different, I think. It makes it more structured. You need to get some deadlines while now. It's more informal.	Participant 3	Student exchange Subgroups Lack of responsibility Resistance changes	Student placements Practice of network Participant s Conflict
106	And do you like the more informal side?	Interviewer		
107	I'm afraid that if you make it too formal, that you're also restricted in certain areas. Because you will be obligated, for example to do some research or maybe you will be obligated to do something with the web site. So there is a obligation that may be different	Participant 3	Resistance to changes Conflict with purpose of network	Conflict Conflict

	from the main aim that I see the network has.		Purpose of network	
108	Do you see that you're obligated already, in some way?	Interviewer		
109	Yes. But it's voluntary. And once there is some money to get, an official structure, then it's not voluntary anymore. Because then you are responsible for the network. You are responsible for making it work. If one person doesn't do what he or she was expected to do then it's [interrupted]	Participant 3	Voluntary nature of involvement Lack of taking responsibility Resistance to changes	Participants Conflict
110	And do you not think that's of value?	Interviewer		
111	I'm not sure. I think, I don't know how it works with the other members, but for us coming to the conference, our institution pays, but it's in our spare time. So we don't get any time to come. So also every job we do for the network, it's in our spare time. As long as it has a voluntary character it's a choice, but the moment that it's obligatory, that changes.	Participant 3	Spare time Resistance of change Frustration	Voluntary nature of involvement Conflict
112	So do you institution value what you're doing here?	Interviewer		
113	Yes. Of course.	Participant 3	Perceived Institutional value	Institutional value
114	But not so much as to offer you time here.	Interviewer	Perceived Institutional value	Institutional Value
115	It doesn't offer time, because there's no money. And time and money are things, I think in every school, is difficult	Participant 3	Perceived institutional value	Institutional value
116	If the network was formalised.	Interviewer		
117	Then we could have some time.	Participant 3	Negotiate with home	Institutional value
118	Then you'd have time. Do you feel that the network has a lot of rules and regulations?	Interviewer		

119	It depends. For students, yes. And I think that should be. Because if you don't have the rules and the regulations for students it's impossible.	Participant 3	Rules and regulations	Practice of network
120	And I think that's the formal side.	Interviewer		
121	Yeah. But for the participants. There are the rules about sleeping partners and things like that. And when you arrive, what your role is during the conference is, it's a choice.	Participant 3	Rules and regulations Hidden rules	Practice of network Culture of network
122	There's a level of participation.	Interviewer		
123	And leaving it open for me. I think I volunteer for more jobs, because it's a choice. If it's obligatory, I would wait a bit, I think.	Participant 3	Voluntary nature of participation Lack of taking responsibility	Participants
124	That's really interesting. As a newer person coming in seeing that, as a choice I think that's great. And so, in terms of the network working and communicating is key for any network. How does it communicate?	Interviewer		
125	How does the network communicate? I think we communicate at the conference. Everything about finance. It's a management conference, so everything about management is communicated, or most things, during the conference. And then it's e-mail. The handbook is also a way of communicating. And we also call each other. If we have questions we skype, we call.	Participant 3	Value of annual meeting Communication Cultural artefact	Practice of network Cultural competence
126	If there's a student orientated question. And, is that enough?	Interviewer		
127	I had some things missing in communication, but we started working on it. It was a flow chart, for example. I think there are things that the long lasting members, for them it's a logical thing. But, for me as a new member all of the information is in the handbook, but it's in strange order. So subjects are not	Participant 3	Cultural artefacts Hidden rules	Cultural competence

	really put together in a way to work with. May be to read, but not if you really need to know what to do with a new student. But we have been working on that for the last conference.		Suggestions for change	Development of network
128	So you initiated the change for that.	Interviewer		
129	May be. I remember saying it at the last conference.	Participant 3	Suggestions for change	Development of network
130	To try and get that change.	Interviewer		
131	Yeah. Also the web site. When we try to be a new member, we looked at the web site and tried to find some aims and things. It's not really clear what to do. Then we got an e-mail saying that we can be an observer first. And only after you've been an observer once, only then you can be a member. But the Italian partner never wanted to observe, they were members straight away. So we noticed that there was some difference. For me that's not a problem. But I don't know, not even now, what the rules are for entering.	Participant 3	Entry to the network Rules and regulations Unhappy with practice Hidden rules	Network Practices Conflict Culture
132	And do you think there should be rules?	Interviewer		
133	May be not rules. But I don't know how to enter, if you know what I mean. It's not clear on the web site. But may be that's also intentional. Not to have too many members. I don't know.	Participant 3	Hidden rules	Culture
134	Why is it vague? That would be the question	Interviewer		
135	Should it be vague. Or shouldn't it. I don't know. For students it would be easier if they have more information on the web site. Because we have the handbook and we print out something. But we had a problem this year with students. I think they went to Sweden. And they didn't have the [health screening?].	Participant 3	Digital student Cultural artefact Student exchange	Student placements Culture
136	Oh dear	Interviewer		

137	Because they didn't look at the right thing in the handbook and it's their own responsibility. And they fixed it in Sweden, so I was very happy. If they have a web site and they click on the country, they see the regulations. I think it would be easier. May be pictures. We have a programme in Belgium. But I think in other countries the programme is different.	Participant 3	Website development	Network development
138	And that's how students work. They don't work in handbooks.	Interviewer		
139	No. They are digital. That's something that I miss on the web site.	Participant 3	Digital students	Student placements
140	I agree with you there. To evolve with the students. As part of this project work I am reviewing documents from previous minutes, which is quite tedious, but quite insightful to see how things evolved over time. But what I have noticed, doing that is a lot of abbreviations. Abbreviation would be a shortening of something to make it quicker to say. So if you were to say for example, you say i.e. I've noticed a lot in the written word in this network.	Interviewer		
141	Yes, I agree, In the reports or on the agenda even, the names of the people who are responsible for a subject. Who is XX, for example. Probably XXX. But it's a guess.	Participant 3	Cultural artefacts	Culture
142	So there's a assumed understanding. So in a way it's its own language. Have you noticed that. I guess you're just beginning to notice that it's there. What do you think about that?	Interviewer		
143	That the network gets its own language. I think that's a good thing. I think we have that, it's normal if you work with a partner, or even if it's just one partner you start have your own language. And I think it's faster if it's one partner, but if it's twenty-nine, or something like that it takes a little bit more	Participant 3	Language in network	Specific network language

	time, especially when new members are coming. But, I think it's also something that makes a group, if you have your own language and you understand each other.			
144	But was it helpful when you started? Did it make you feel inside or outside?	Interviewer		
145	I think, I don't remember. But I think in every new situation, if you read reports you feel that it's a report made from a certain group of people. You are always an outsider, until you understand the inside.	Participant 3	Exclusive nature of the culture	Culture
146	It's interesting, because what I'm interested in is the way the group was formed and been sustained over time. And language is key. Language and identity is key for the group, any group to be sustained.	Interviewer		
147	I think now I feel a group member. Part of the family. But there's also the old family, that is still in the group and I think that's a good thing. I think the new members are outside that group, but we are accepted within the group. Do you understand what I'm trying to say?	Participant 3	Family relations Entering the network Exclusive nature of the culture	Connected ness Practice of network Culture
148	I do I do understand. I have been a new member too. I do understand. And in terms of language. Some of the discussion that is coming out is that you have the formal language, but there's an informal language too. And that's around how you teach, how you work with students. Have you seen that? Have you noticed that?	Interviewer		
149	You mean a language within the network?	Participant 3	(clarifying)	
150	Well no, yes. It's kind of a hidden language. Like this concept of reflection for example. It's a style of teaching and there's a language associated with that.	Interviewer		
151	I don't know, because language, it's English which is not the easiest way for us. But I	Participant 3	Mention of language	English language

	think, are we talking about the people who are presenting things during the conference, for example? I think it's also very informal. It's not like you're teaching a group and you are the leader of that group. It's more like a discussion that somebody's presenting. People ask questions. It's more like communicating.		Communication	Practice of network
152	And it's comfortable communicating is what you're saying?	Interviewer		
153	Yes, it is.	Participant 3		
154	And that's important.	Interviewer		
155	Yes	Participant 3		
156	Why?	Interviewer		
157	Because it's not easy to present things in an international group. Because a lot of things are related to decision making for the group and it's a group decision. It's not an individual decision.	Participant 3	Democratic decision making Challenge of network	Practice of groups Conflict
158	And do you think people, if they didn't feel comfortable in communicating, they wouldn't contribute to the decision making?	Interviewer		
159	I don't know. I think that it's. There's one person who is telling something, but everyone is part of the decision that we need. Also the one's I remember people being there with a translator. They are also part of the decision making	Participant 3	Democratic decision making Power of English language	Practice of group Power
160	If it had been a different language being used in the network.	Interviewer		
161	It would depend on the language. May be French would be okay. But Italian, or Spanish, I would send other colleagues.	Participant 3	Power or English language	Power
162	Okay. That's interesting. But if it were French, would it have been a different make up of people?	Interviewer		
163	I think so. Then we have more contribution of the French speaking countries.	Participant 3		

164	I'm just thinking that through myself. How would that look?	Interviewer		
165	And I think more France, may be Luxembourg. I don't know.	Participant 3	Power of English Language	Power
166	I'm thinking that through now and how nursing is in France. It's very different.	Interviewer		
167	I think that more people speak English than French. People from Finland, Sweden, Denmark, England. Would you go to a French speaking conference?	Participant 3	Communication	Network Practice
168	I have been to French speaking conference and I found it very difficult.	Interviewer		
169	It's difficult.	Participant 3		
170	And nursing is very different in France.	Interviewer		
171	Yeah. It's different.	Participant 3	Professional identity	Professional identity
172	Very different. Which made it harder to communicate.	Interviewer		
173	There's also something if I look at the questionnaire the students make after the exchange. I read, they see nurses in action, but not so much. And I think how, how is it possible in our school, because they go to a ward where nurses work so I think it's about the nursing role also. May be they have another image of what nurses should be doing.	Participant 3	Clinical development	Professional identity
174	I think that's very common with different cultures. You talked really positively about your working relationships with your colleagues. And that's really important for you, about being part of the family. Would it be fair to say that you trust your colleagues?	Interviewer		
175	Yes	Participant 3		
176	And you respect your colleagues?	Interviewer	Trust and openness	Community
177	Yes	Participant 3		

178	As you've got those feelings. If you trust and respect your colleagues and you engage in the network and it gives you a feeling of comfort, from what you're saying and space. So coming in to the network and each time you meet is something you want to do and you're doing it in your own voluntary time. What else does that give you?. What do you seek the space and the comfort?	Interviewer		
179	That's a hard one. I think it's a personal benefit, but also a benefit for the school. And I think we can also offer some benefit to the others. For example, who was it that had the Spanish research project about nutrition? We wanted to help them. They needed some questionnaires filled in, we did it. You want to help. I wouldn't do it for everybody.	Participant 3	Personal learning Institution value Research development	Learning Institutional value Research
180	But you would do it for people in the network.	Interviewer		
181	It's also about respecting them.	Participant 3	Trust and openness	Community
182	And, I guess what other rewards do you get from these relationships? It's a personal reward. It's something you want. Benefits to others and benefits to your organisation.	Interviewer		
183	What about in terms of your teaching. Has that changed at all?	Interviewer		
184	I'm not teaching. I'm the coordinator of the nursing course.	Participant 3	(Clarifying)	
185	So the director. So you don't do any teaching within that role?	Interviewer		
186	No. But I have the team of teachers, which I need to be steering.	Participant 3	Own pedagogic practice	Participants
187	I understand. So in your directing, I guess that's teaching practice. Has that changed?	Interviewer		
188	I think it's very important. What we are trying to do now is give every teacher international experience.	Participant 3	European professional development	Learning

189	And has that come from being here, that you see the value of that?	Interviewer		
190	Also yes. Because I go on teaching exchanges and monitoring visits myself. But, it was write hard to motivate other people to do the same. But if you know the people you are sending them to, it's easier.	Participant 3	European Professional Development Pedagogic development	Learning
191	So is this something the organisation wants to do or is this something you personally want to encourage people to do?	Interviewer		
192	I think its both. But for me it's the organisation that says you need to have your teachers having an international experience. But for me it's important that it's for all teachers. And I fight to have them go in pairs. Because that's also safer, and a barrier.	Participant 3	Internationalisation demand	
193	So I guess coming here has strengthened that. Perhaps a view of yours always, which is probably why you're here.	Interviewer		
194	And I also learn lots about the other cultures. About everything. Just walking around in a different country gives you an image of the country. You can motivate students to go. Now I can tell the other teachers "May be you should go to Romania. Because if you land at the airport you can take a taxi, it is safe. You can go there. The hospital is [inaudible]". Because we are going to visit a hospital, so you get another image and you can motivate the other colleagues as well.	Participant 3	Developed cultural competence Experiences in network	Learning Learning
195	And in terms of the network. The network had two aims in the beginning. And you clearly identified there are two things they are looking at; the student exchange and the research. But the research has never really kind of taking off. Any ideas why not?	Interviewer		
196	I think, well I wasn't there at the beginning of course, research needs funding and	Participant 3	Lack of taking responsibility	Participants

	getting funding is difficult. You need to write an application. You need to agree an application. Writing an application is hard work. Who is going to write it? Who is going to be the leader, the coordinator? Who is going to, what are we going to apply for? What research, because it is different. The needs are different in different countries.		Resistance to change	Conflict
197	So, but you understand the value of research.			
198	Yeah.	Participant 3	(Clarifying)	
199	When you were giving out the questionnaires for the people in Spain, Madrid I think it was. Had you done research activity prior to that, or was that the first time?			
200	In our school?	Participant 3	(Clarifying)	
201	Or for you personally.			
202	For me personally, I have done research before, yes.	Participant 3	(Clarifying)	
203	So this something you felt quite comfortable to engage in. What about European research?			
204	Yes. We are in involved in some projects.	Participant 3	(Clarifying)	
205	Doing currently?			
206	Yeah	Participant 3		
207	And this was just another project. This is something you're doing already. So you just wanted to help rather than gain that experience in that particular area. And have you done anything else within the network in terms of research?			
208	We have key action two applications.	Participant 3	Research development	Research
209	You have?			
210	Key action two. Erasmus applications. It's key action two. It's a strategic partnership	Participant 3	Value of network for research	Research

	within key action two. If you search for a partner, it's easier to say "But we know somebody from Romania, form the network, maybe we can contact them." So from that point of view we use the contacts we have.		Europeanisation	Internation alisation
211	And you've put in for an Erasmus application?			
212	We have now with Italy and I think last year with a project it was Tarragona that was involved, but they now left and I think Valencia, but Valencia is not in the network.	Participant 3	Value of network for research	Research
213	So these are key things that have arisen in the network for your institution.			
214	Actually the key things didn't come from the network, but if we search for a partner, the network helps to find good partners.	Participant 3	Value of network for research Europeanisation	Research Internation alisation
215	So your institution, your school says that want to do a strategic thing			
216	We get two student exchange applications, from Erasmus. From two different Danish schools, for example. I choose the one I know from E&M.	Participant 3	Institutional demand for placements	Institutiona l value
217	So your Erasmus applications, you take anyone that applies. They come in, if you know them then you take them.			
218	If somebody within the network asks me "I want to send a student to your school next year I can make it happen.	Participant 3	Europeanisation	Internation alisation
219	And do you have many of those requests?			
220	We had one from XXX last year.	Participant 3		
221	Oh, XXXXX.			
222	That was the first one. So we are open. And now we have one who wanted to go to XXXX	Participant 3	Europeanisation	Internation alisation
223	What I'm also interest in is this idea of these nurse education networks, and supporting nurse education in Europe. So the idea of			

	having this network where people can come and engage and develop the profession, I suppose, of nurse education. How do you think a network could do that in the future, or this network could do that?			
224	To support education.	Participant 3		
225	Yes. To contribute to the profession of nurse education in Europe.			
226	Well, also a hard one because, I think bringing the cultures together is an important one. It also opens borders for students. I'm not sure if we would change our educational style because of something happening in other countries, but it can help. You see different teaching styles, you see different approaches and we learn from each other.	Participant 3	Pedagogic development European professional development	Learning
227	So the opening of borders for students. So, if there wasn't a network, you don't think the students could navigate the borders.			
228	I think they could not so easily.	Participant 3	Student cultural learning	Student placements
229	And do you think the relationships that have formed in the network are key for the network?			
230	I think so.	Participant 3	Commitment and exchange	Trust needed for exchange
231	And therefore the relationships within the network are key for your organisation?	Interviewer		
232	Yes. The network would be like a conference on exchanging educational skills or whatever. Then you see every year different people coming and it's different. The power of the network is that it's the same group over and over again, I think.	Participant 3	Same representation from each school Cohesiveness	Practice of network Community
233	That's key. Many networks never meet and work in a very different way. And I think there's something unique in meeting	Interviewer		

	regularly.			
234	I also think if I would go on an exchange for some kind of reason to another country, I would visit the network members if I am in the neighbourhood.	Participant 3	Relationships	Connected ness
235	I think that's useful. I agree actually. And, the European nature of the network, I've talked about it before and I think I just want to clarify that you think it's useful because there are differences coming together. And do you think there are similarities.	Interviewer		
236	Also. You have European legislation. We all want our students to have the cultural experience. We want to have the experience ourselves as well	Participant 3	Europeanisation Belief in the network	Internation alisation Motivation to engage
237	Is there anything else you wish to add? [end of interview]	Interviewer		

Appendix J : Interview categories and first level codes

Categories of codes are indicated in Yellow with associated codes underneath	Definitions of individual codes and categories
Community within the network	All aspects associated with developing the community including membership and feelings associated with this alongside the relationships formed
Trust and openness within the group	When trust and openness are identified as being important
in or out of the group	When participants feel either included or excluded
Positive feelings associated with network	Feelings expressed that are associated with the network
Feeling valued	When participants feel valued by each other and the network
The glue of the network	A hidden commitment and allegiance to the network - related to relationships
Conflict	When participants identify a clash of interests and how they manage this
Conflict with purpose of network	When there is a description that there is a clash with focus of the network
Cultural conflict	When cultural conflict is referred to
Navigating the networks rules and regulations	How participants navigate the network to overcome challenges
Frustration	When participants indicate that they are frustrated with practices
resistance to change	If there is some resistance to suggested change discussed
Not meeting potential for professional development	Where the network is identified as not fulfilling the potential for development in a professional domain
fear of changes	When participants are fearful of change
False pretence for engaging	Whereby participants/institutions are described as not engaging

	honestly in network
Connectedness	**Codes that evidence of how people engage and experience the relationships with others**
relationships	When participants relate to each other
Family relations	When relationships are described using familial metaphors
Mentorship	Where participants describe the process of mentoring each other when new to the network
Tenureship	The length of time of involvement in the network
Culture of network	**Codes related to constructs of culture, either with the underpinning theory of the network and awareness of the delegates**
Hidden rules	Where there are practices in the network that are hidden but expected
Culture of network	When the culture of the network is referred to
Cultural artefact	The production of artefacts such as handbook, flag,
Cultural competency of network	All attribute related to cultural competency of the network
Exclusive nature of culture	Where a lack of knowledge of the culture leads to exclusion
Language in network	When specific language of network is referred to
Development of network	**codes which relate to ideas of moving the network forward or changing some practice of the network**
Welcoming new people	Changing practice of welcoming new people through mentoring
Expanding the network	That the network needs to continue through new membership
Network development	When participants suggest some areas of change of network practice
Static nature	When participants comment on the static nature of the network
suggestions for change	When participants refer to the

	development of the website
sustain network through new membership	What development the network would benefit from
Website development	An increase in membership
English language	Codes which relate to English as the language of the network
Mention of language	
Hegemony	Power between institutions or countries
Awareness of power difference	Where language and codes are used that indicates some power inequity in network
Gender in network	How women are referred to in the context of powerful positions
Network has no power or influence	Indications that the network has no influence
power of English language	When there is a difference due to English language abilities
Motivation for involvement	Why participants cite that they are involved in the network
Belief of the value of the network	Discussion of how participants believe their institutions value the network
Country representation	Proud to represent their country
Network offers something different for participants	Because they value the role of the network for other opportunities
perceived role of network	Because they value the role of the network for wider opportunities
Transformational learning for students	Because of the transformational learning noted in the students
Participants Learning	Identification of learning experienced
Being a collective gives potential to grow individually	Indication of collective nature contributing to learning
Developed cultural competence	When participants identify their own cultural skills and knowledge development.
European Professional development	Learning for `international self`
experiences in network	The experiential nature within the network and how this affects development
Missed opportunities for professional development	If there has been a perceived

	missed opportunity for development by the network
Personal Learning	An indication of the personal nature of learning
Pedagogic development	Where there has been some development of teaching practice
Participants practice	The participants practice within the network (includes scholarly activity)
Participants practice	How participants describe their own practice and others within the network
Career position	The level of experience and responsibility in their roles
Experienced nurse and academic	Where the participants is an experienced nurse and academic
Novice in network	Where the participant is a novice in the network
forget network	That the network is forgotten about after the annual conference
Lack of cultural competence of participants	Where participants believe others have a lack of cultural competency
lack of taking responsibility	Where no responsibility is accepted or noted
Multiplicity of roles	Codes that relate to the network being one of many for participants
Own pedagogic practice	What their own pedagogic practice is
ownership	When there is some sense of ownership
Role within network	If participants have a particular role in the network
Type of participants involved	Participants refer to similar personalities involved
Voluntary nature of involvement	Participants belief that they volunteer to participate in the network
Professional domain development	Reference that the network develops the professional domain
Clinical development	Where clinical learning or sharing is present
Emancipation	The network offers some emancipation for the participants

Potential for value of profession	How the network is deemed to be of value for the profession
Research	Research related activity codes
Research development	Research activity
Value of network for research	Where participants identify some value of the network for research activity
Student learning and placements	Codes Where student exchange and placements are discussed
digitial students	How students want to be in touch digitally.
Professional knowledge learning	Where student learning is within the professional domain
Student cultural learning	The amount of students being exchanged across network
Student demand for travel	Where cultural learning is identified by student
Student exchange	Discussion of the exchange programme
Student cultural experience	How students experience the cultural aspect of the exchange
student numbers	Evidence of student learning in the professional domain
Commitment and trust needed for exchange	Where trust and commitment is identified as being a requirement for student placements
The network has institutional value	Where participants believe their institutions value the network
Alternative to Erasmus	Provide an alternative to structured opportunities - Erasmus
experiential learning for students (value)	That the institutions want experiential learning in nursing for students
Institutional demand for student exchange	Institutions demand for student placements to improve international opportunities in their courses
Negotiation with home	When participants have to negotiate time from their `normal` working patterns
new programs from ENM	That the network has the potential for other programs within it
Other networks	Access to other networks via this European network

The practice of the network or organisation	Codes which relate to how the network is described to practice
communication	How the network communicates
Democratic decision making	Decision making in the network is democratic
Entering the network	How participants/Institutions refer to entering the network
Group work will promote commitment	The belief that the group work will improve the commitment to the network
Organisation	How the network is organised
division within network of groups	How work is organised within the group
Finance concerns	How network needs external finance to support it
leadership (2)	Any reference to leadership
Same representation from each school	Usefulness of having same participants at each meeting
Purpose of network	Any discussion related to the domain of theoretical underpinning of network
Rules of network	When rules of the network are commented upon
Value of annual meeting	Reference to the value added nature of annual meeting
Value of co-ordinator	Reference to the value of the co-ordinator within the network
Wider context of Internationalisation	All codes related to internationalisation and its impact on participants and the network
Europeanisation	Related to Europe and educational policy (Erasmus)
Exclusion from Europe	Where institutions are not part of Europe and Erasmus
Internationalisation demand	Where institutions demand international student experiences
Internationalisation of profession	Where there are references to internationalisation

Appendix K   : Exemplar of relationships
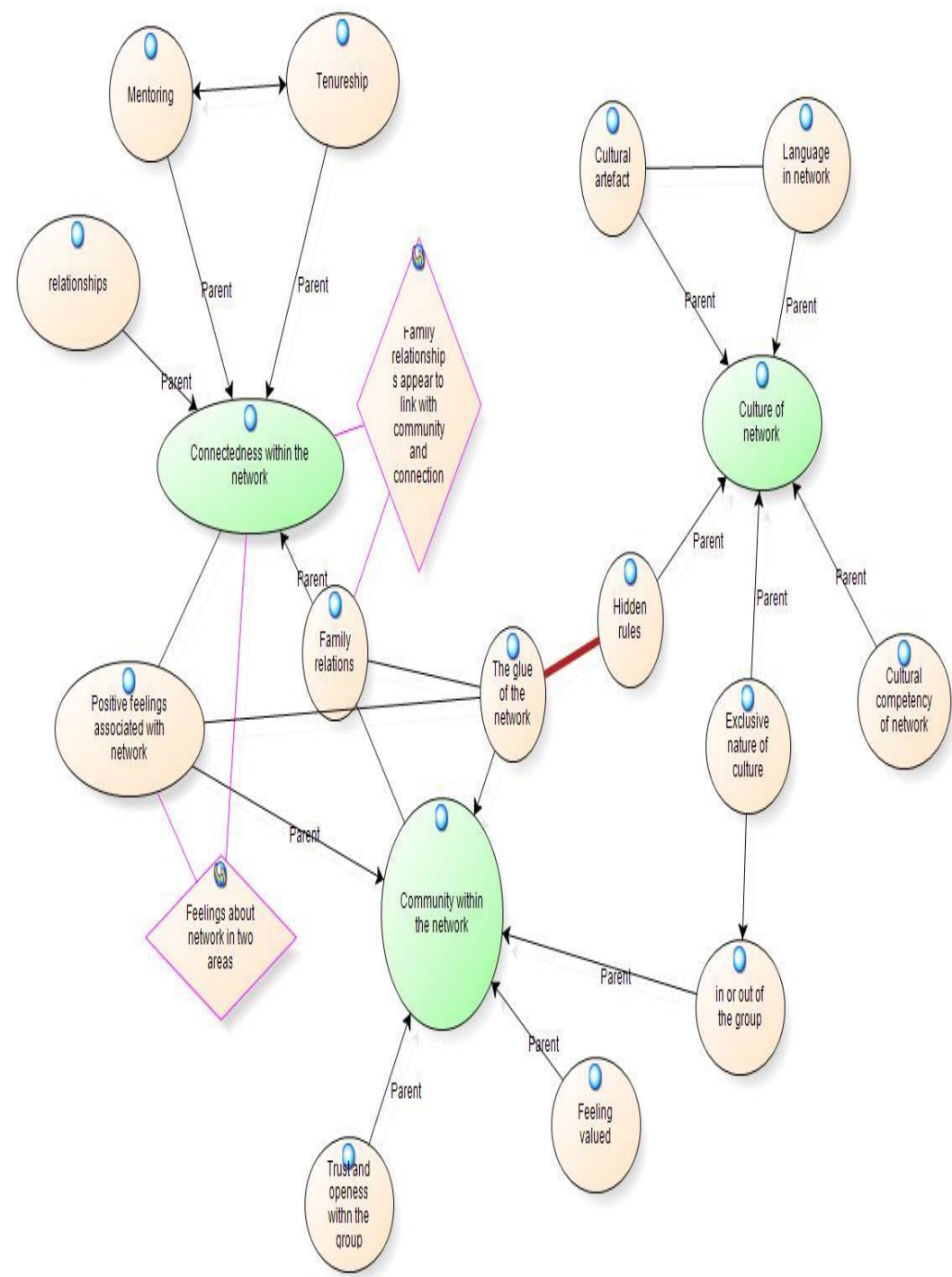
Appendix L : Cross case analysis between categories

	Aspirations	Clinical activity	Conflict	Connectedness	Culture of network	No Change from current practice
Coded categories from Interviews						
Community within the network	No	No	Yes	Yes ++	Yes +	No
Conflict	Yes	No		Yes	Yes	Yes ++
Connectedness	No	No	Yes	Yes +++	Yes ++	No
Culture of network	Yes	Yes	Yes +	Yes++	Yes+++	Yes+
Development of network	Yes+++	No	Yes ++	No	Yes	Yes++
English language	No	No	Yes	No	Yes+	No
Hegemony	No	No	yes +++	Yes +	Yes++	Yes+
Motivation for involvement	Yes	No	No	Yes++	Yes+	No
Participants practice	Yes	Yes	Yes	Yes+	Yes +	No
Participants Learning	No	No	No	Yes+	Yes +	No
Professional domain development	Yes	Yes++	No	No	No	No
Research	Yes	Yes	Yes +	No	Yes+	No
Student learning and placements	Yes+	Yes++	No	Yes++	Yes	No
The network has institutional value	Yes	Yes	No	No	No	No
The practice of the network or organisation	No	Yes+	No	Yes	Yes	No
Wider context of Internationalisation	Yes	Yes	No	NO	No	No
Definitions	Yes	Possible connection, one node related				
	Yes +	Small Connection, two nodes related				
	Yes ++	Definite connection, three nodes related				
	Yes+++	Strong connection, likely to be the same so to merge category				
	Entry and exit to network	Equity in network	Europeanisation	External communication	Ghost rules	student relations
Community within the	Yes +	Yes +	No	Yes	Yes	No

network						
Conflict	Yes+	Yes ++	Yes	Yes +	Yes +	Yes
Connectedness	Yes +	No	No	No	Yes	Yes ++
Culture of network	Yes++	Yes++	Yes	Yes +	Yes++	Yes++
Development of network	Yes+	No	Yes+	Yes ++	No	Yes+
English language	Yes++	Yes++	Yes+	Yes+	Yes	Yes+
Hegemony	Yes+	Yes+++	Yes++	No	Yes+	Yes
Motivation for involvement	No	No	Yes++	No	No	Yes++
Participants practice	No	No	Yes ++	No	No	Yes+
Participants Learning	No	No	Yes++	No	No	Yes
Professional domain development	Yes	Yes+	Yes+	No	No	Yes++
Research	No	No	Yes+	No	No	Yes+
Student learning and placements	Yes	No	Yes++	No	No	Yes+++
The network has institutional value	Yes	No	Yes++	No	No	Yes++
The practice of the network or organisation	Yes+	Yes	Yes	Yes+	Yes	Yes++
Wider context of Internationalisation	No	No	Yes+++	No	No	Yes++
	Institution reputation	Internal communication	Knowledge development	Network management	Pedagogic sharing and teaching of module	Role of research
Community within the network	No	Yes +	Yes++	No	No	No
Conflict	No	Yes ++	Yes	Yes +	No	No
Connectedness	No	No	Yes+++	No	Yes +	Yes
Culture of network	No	Yes+	Yes ++	Yes +	Yes	Yes
Development of network	No	No	No	Yes	Yes+	Yes
English language	Yes	Yes+	No	Yes ++	Yes++	No
Hegemony	No	Yes	No	Yes	Yes+	No
Motivation for involvement	Yes+	No	No	No	Yes++	Yes+
Participants practice	No	Yes	Yes	Yes	Yes++	Yes+
Participants Learning	No	NO	Yes+++	No	Yes++	No
Professional domain development	Yes+	No	Yes	Yes+	Yes++	Yes
Research	Yes	No	Yes+	Yes+	Yes++	Yes+++
Student learning and placements	Yes+	Yes	Yes+	Yes	Yes++	No

The network has institutional value	Yes+++	No	No	Yes	Yes+	Yes+
The practice of the network or organisation	No	Yes	Yes+	Yes+++	Yes++	Yes+
Wider context of Internationalisation	Yes++	No	Yes	Yes+	Yes++	Yes+

Appendix M   : Definitions from cross case analysis

Sub themes are in yellow with codes related to these below	Definitions of sub-themes and codes
Community in network	**All aspects associated with developing a community including membership and feelings associated with this alongside the relationships formed. A community being defined by Wenger as having mutual engagement, a joint enterprise and a shared repertoire (Wenger 1991)**
Feeling valued	How participants feel valued by the network
in or out of the group	When participants feel either included or excluded
Positive feelings associated with network	Positive feelings expressed associated with the network
Trust and openness withn the group	The network has trust within the memberships
The glue of the network	A hidden commitment and allegiance to the network
Commitment to the network	Whereby documents indicate the commitment of either institution or participants to the network
New members welcomed	An increase in membership is noted with pleasure
Relationships	Where there is a relationship between the network and participants, described as familial
Conflict	**Where there is relationship conflict**
Concerns with exchange experience	Record of problems with module exchange experience from both student and co-ordinator perspective
Cultural conflict	Where there is a cultural conflict (conflict between two opposing ideas)
False pretence for engaging	Whereby participants/institutions are described as not engaging honestly in network
Frustration	When participants indicate they are frustrated with practice
Lack of met expectations or rules	Where there is a lack of met expectations and nothing `done about it`.
Navigating the networks rules and regulations	How participants navigate the network to overcome challenges
Not meeting potential for professional development	Where the network is identified as not fulfilling the potential for development in the professional domains
resistance to change	If there is some resistance to suggested change
Culture of the network	This is defined as all aspects related to the concept of culture, either with cultural competence of the

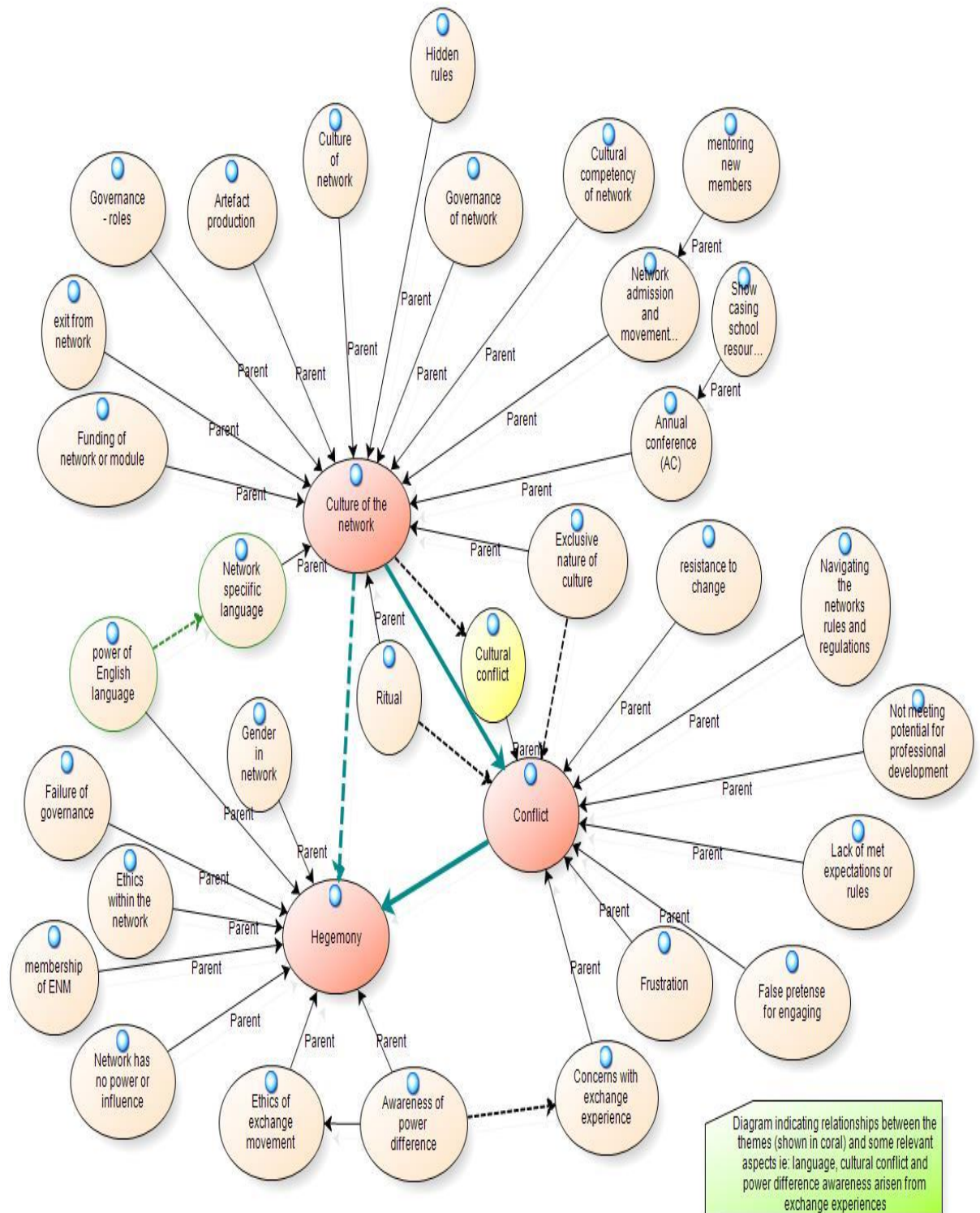|	
	network, awareness, cultural conflict and associated rules.
Annual conference (AC)	The ritual of the annual meeting/conference
Show casing school resources at conference	How the annual meeting provides opportunity to `display` their resources
Artefact production	The production of artefacts such as handbook, flag,
Cultural competency of network	Where the network demonstrates cultural competence (have awareness, understanding)
Culture of network	When the culture of the network is specifically referred to
Exclusive nature of culture	Where a lack of knowledge of the culture leads to exclusion
Exit from network	Discussion of who is withdrawing from network
Funding of network or module	Where there are clear expectations of how the network could be funded and not funded
Governance - roles	Where roles of the network are ritualistic
Governance of network	Where rules have been documented to manage the network
Expectations and rules	Rules that are explicit within the network for the organisation of the network
Hidden rules	Hidden practices and rules within the network
Network admission and movement of members	How participants are admitted and moved through the network
mentoring new members	Mentoring and enculturation for new participants
Network specific language	Abbreviations and commonly used words in the network specific to the network
Ritual	Ritualistic behaviour and practices which are influenced by the culture of the network
Evolution of the network	Where the network has identified how it wants to progress includes some change of pedagogy (ELearning), memberships, network size and new modules and research
Development of network	Where there is a record of how the network could evolve
Expanding the network	Attract new members
Sustain network through new membership	To maintain network through new members
Website development	To develop the external website
Research	Where there is some aspiration to develop research
E- Learning	New project identified in 2007 to develop E-learning across the network
Module development	To develop the core module (aims/outcomes)
Pedagogy	Discussion of change of pedagogy in the module
Post qualifying module aspiration	To develop a new post qualifying module, predominately in the early records
Static nature of network	Critic of static nature of the network

Achieve funding of network	Where there is an aspiration to achieve external funding of network
suggestions for change	Identified areas for development
<mark>Hegemony</mark>	<mark>Leadership or dominance by one group within the network</mark>
Awareness of power difference	Where participants cite power differences
Ethics within the network	Reference to ethical debates
Ethics of exchange movement	Discussion about the high percentage of movement of students from west to east Europe
Failure of governance	Discussion of what to do when there is a failure of governance
Gender in network	How women are referred to in the context of powerful positions
membership of ENM	Who should be admitted to the network
Network has no power or influence	Indications that the network has not influence
power of English language	Where there is difference due to English language abilities
Power of English Language in network	How the English language influences the network
<mark>Institution value</mark>	<mark>The benefit of being involved in the network for the institutions</mark>
Alternative to Erasmus	That the network provides different opportunities to gain experience in Europe
experiential learning for students (value)	Network offers experiential learning which is key to all nursing curricula and in high demand
Institution reputation	Prestige in hosting the annual meeting
Institutional demand for student exchange	Institutions think students want this
Negotiation with home	When participants have to negotiate time from their `normal` working patterns
new programs from ENM	Network provides access to other new developments
Other networks	Network provides access to other networks
<mark>Internationalisation antecedents</mark>	<mark>Where internationalisation is a precursor for outcomes</mark>
Europeanisation	How Europe agenda influences network, includes Erasmus/policy
Exclusion from Europe	Countries not in EU
Internationalisation demand	Student demand for international experience
Internationalisation of profession	How participants describe the influence of internationalisation on the profession
<mark>Network practice</mark>	<mark>The practice, rules and activity of the network</mark>
Democratic decision making	How decisions are made through democratic practices such as voting
Entry and exit to network	The process of how new members are recruited and how they leave the network
External communication	How network relays messages to an external audience

Group work to achieve tasks in network	Reference to group work activity, that this provides commitment and accountability for members
Internal communication	How messages are relayed internally and language used
Module set up	How the module was originally established
Management and organisation in the network	Management and organisation practices within network, focusing on achieving the tasks
Rules of network	When the network adheres to the rules that have been developed
Role of network	The purpose of the network
Role of annual meeting	The annual meeting is the conduit for the activity and it is valued by the participants
The role of the co-ordinator	The importance of the co-ordinator role for exchange activity
Participant beliefs about the network	How participants refer to the network and what their view of the network is
Belief of the value of the network	Discussion of how participants believe their institutions value the network
Country representation	Proud to represent their country
Network offers something different for participants	Because they value the role of the network for other opportunities
Clinical development	Through clinical sharing and work
Emancipation	Through increasing the European standing of the nursing profession
Potential for value of profession	Where there is potential for the network to develop this more
perceived role of network	How they perceive the function and role of the network
Transformational learning for students	The belief that the network can provide this for students
Participant Learning	Where there has been cited development in all domains of scholarly practice
Being a collective gives potential to grow individually	Indication of collective nature contributing to learning
Developed cultural competence	Where participants identify their own cultural skills and knowledge development
European Professional development	Learning for `international self`
experiences in network	The experiential nature within the network and how this affects development
Missed opportunities for professional development	If there has been a perceived missed opportunity for the development by the network
Pedagogic development	Where there has been some cited development of teaching practice
Personal learning	Where there has been some persona learning identified

Participants Practice	How participants describe their own practice and others within the network
Career position	The level of experience and responsibility in their roles
Experienced nurse and academic	Where the participants is an experienced nurse and academic
Novice in network	Where the participant is a novice in the network
forget network	That the network is forgotten about after the annual conference
Lack of cultural competence of participants	Where participants believe others have a lack of cultural competency
lack of taking responsibility	Where no responsibility is accepted or noted
Multiplicity of roles	Codes that relate to the network being one of many for participants
Own pedagogic practice	What their own pedagogic practice is
ownership	When there is some sense of ownership
Role within network	If participants have a particular role in the network
Type of participants involved	Participants refer to similar personalities involved
Voluntary nature of involvement	Participants belief that they volunteer to participate in the network
Research activity	Research related network activity and view of research
Publication	Reference to any publications that have arisen from the network
Research activity	Where there has been some research activity undertaken by network
Research development	Where there is a potential for research activity
Shared research at annual conference	When other academics from host institution share research activity at annual meeting
Potential value of network for research	Network perception of the value of research
Student exchange	Activity related to student exchange
digital students	How students want to be in touch digitally.
Evaluations of module	Student evaluations
Language competency of students	English competency expected for module engagement
Professional knowledge learning	Student learning that is within the professional domain
Student cultural learning	Where cultural learning is identified by student
Student demand for travel	Student demand for international experience
Student exchange	Discussion of the exchange programme
Trust needed for exchange	Where trust is identified as being a requirement for student placements

Appendix N   : Exemplar of Casual Map

Diagram indicating relationships between the themes (shown in coral) and some relevant aspects ie: language, cultural conflict and power difference awareness arisen from exchange experiences

Appendix O   : Exemplar of Casual map

Diagram indicating relationships between themes. The green lines indicate an influence of the this theme on another
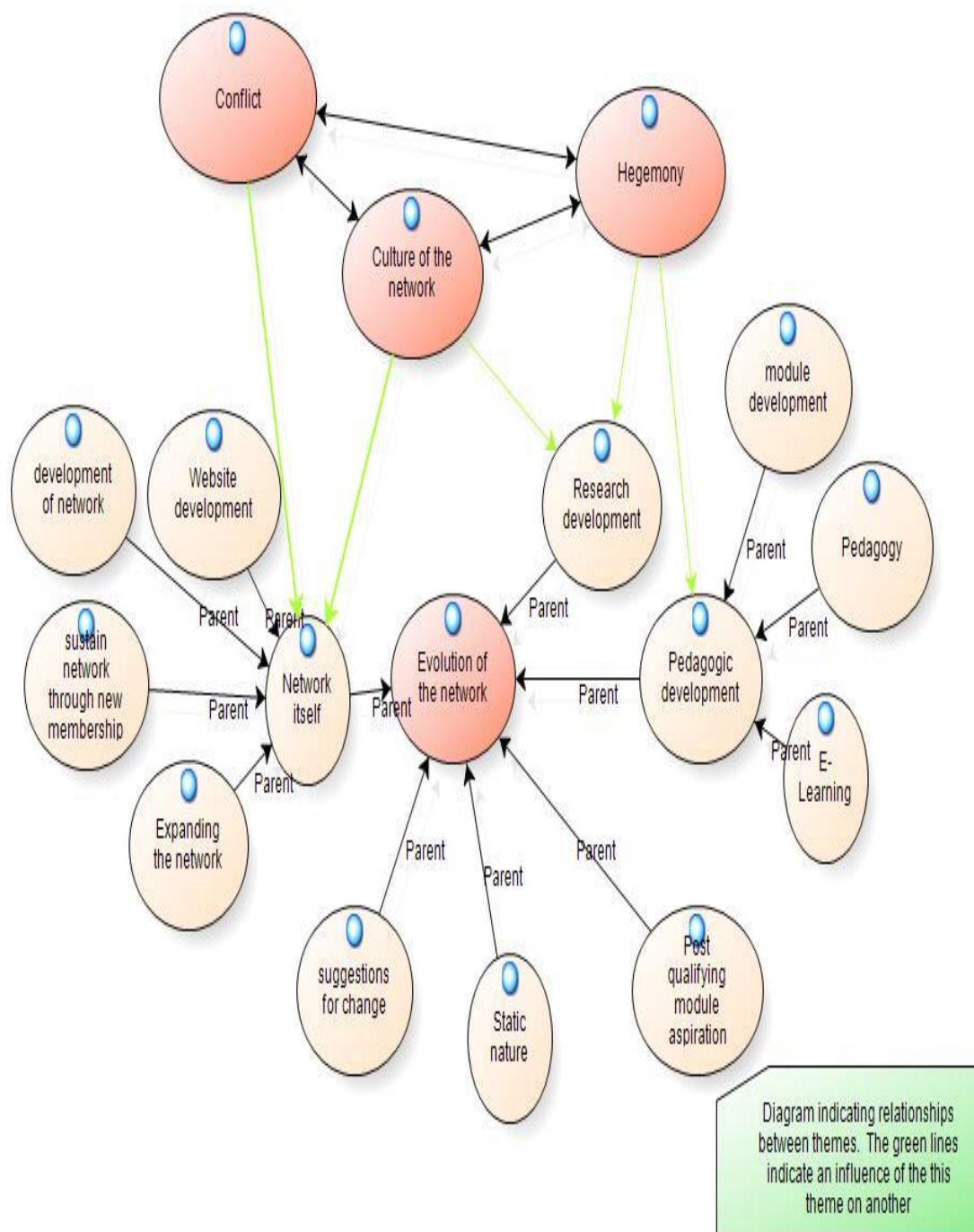
Appendix P: Extract from reflexive journal

DATA COLLECTION Data collection – April 2014	I am apprehensive about the interviews, but the initial response seeking volunteers has been extremely positive and enthusiastic which is encouraging. I am being diligent in sending out information prior and arranging specific times with each participant, I want them to feel that this is a scheduled time rather than a `slot` in time and as such is perceived to be of more value. It was a challenge to be a `participant` in the conference and also collect data and be anonymous with the data collected as much as able. Some of the participants were unfavourable about their experience in the network and I was beginning to think that undertaking the review of the network could easily unearth some difficult truths. This was further compounded by the `experience` of being at the conference, there was much more ritual than I recall which made me feel quite uncomfortable at times and emotions within the meeting were much more prevalent. I was extremely aware of my role as researcher during this meeting and whilst I was also representing the University my colleague was able to be much more engaged in the decision making processes.	Haiku
<u>Interview Analysis</u> 20th September 7th October	Experience educator (INT -2)- Now 37 nodes (or codes) all labelled separately but with some overlap and will need to be careful of this when collating the themes together. Conflict is not dealt well by the network and those that challenge the status quo are ostracised. Some research development and pedagogic development. Clearly is attractive for participants if the `practice` of the network is reflective of their own philosophy. Something about a lack of taking responsibility also within the network. A big theme of the 3rd and 4th interview was around the perceived stability of the network and the length of people involved in the network - I suppose similar to organisational memory. Feelings about the network appear to be directly related	Breadth of opinions and feelings Passion, anger, joy and learning all evident But what sense is there?

10th October	to the transformational nature of the exchange for the students, that when this is positive then the participants then greatly value their involvement in the network. Also relationships appear to be a conduit for exercising and navigating of problems and perhaps the hidden rules of the network. Also to consider the Erasmus nature of the European links? Some new links to be considered for other interviews This analysis was of nurse educator from eastern Europe who clearly felt that the network was an opportunity to learn. There were many new nodes created With most interesting being the transient nature of the network involvement and gender in the network. She identified that she liked the idea of difference and of change, as this was something she was used to. Need to consider these new nodes against 1.2,3,4	
w/b 23rd November	Returning to the documents before progressing with cross case analysis between two sets of data. I want to review the data for any incongruence and with a new lens. I am particularly aware of how my preconceptions may have influenced my initial analysis of the data. From reviewing the documents using the framework of Braun and Clarke, wanting to review the themes across all the data set. I considered the data set in a whole sense and attempted to identify any consistencies or inconsistencies across the whole data sample. Student relations theme is much stronger in the documents than originally thought and as such this theme became `stronger` and perhaps may need to evolve more when considered with the theme identified within the interviews. Reaction to problems within the network appeared swift when this was related to student activity. Knowledge development as a theme resides in other nodes such as conflict and pedagogic sharing has lots of overlap too and is not so `tidy` as originally thought and these needed amending.	Scholarly practice becoming hidden now. Familial relationships foster functional activity and output

		Participants not developing as anticipated.
	Entry and exit to the network theme was mapped against a more specific time line of network activity, this has assisted in considered key themes related to entry and exit to the network and culture of the network. Gaining a longitudinal perspective indicates perhaps how the participants join and leave the network against the network management and whom is permitted into the group.	
	As a longitudinal perspective was considered of the documents it was clear where there was little development in the network where minutes were considered sequentially and actions identified in one set of minutes were not completed by the following meeting. This may relate to how participants do not take accountability within the network, that there is a general lack of responsibility at times if the activity is not deemed to be important. In the 2014 report there was some attempt to begin to manage this more. When I considered this in more depth it felt appropriate to identify absence of progress as theme in its own right and consider if the group had direction at all and how this may relate to the concept of whole group learning. This may be worth considering in terms of how group and aspirations of the network may be related.	Entry and exit to group Rule bound and controlled through selection process; Consequences are stationary unmoving activity
W/B 30th November	This week is aimed at reviewing the interviews with a new lens and try to consider the original codes with a new lens across this data set to identify any inconsistencies. There are some key differences in this review related to the mentoring of each other within the network and conflict was more prevalent. Also, in linking the attributes of each participant to their interview data it is apparent that there are some differences in what is identified that may be perhaps related to the experience within the network This review of the data has led to some codes and categories related to conflict and learning. There was	Scholarly practice becoming hidden now

	clear evidence of learning by the participants particularly related to cultural competence and Europeans issues. Internationalisation was also more prevalent than originally thought. When reviewing number 8 as this is the outlier interview, the idea that the network has no power either within Europe as a professional organisation and also within institutions is clear. She expresses a lot of disappointed in missed opportunities from the network. All participants talk about the difficulty of being released from their home institutions, perhaps this indicating the lack of value of the `network` for the institutions but the need for placements for their student `permits` people to become engaged. Has nurse education navigated the power structures at home to allow them to engage in a network that gives them some connectedness?? Each interview was individually coded and analysis and a descriptive chart created to cross reference the attributes of the participants against the majority of the codes. The main attribute that appeared to influence this was related to experience as the novice participants in the network (<5) cited a higher level of pedagogic and personal development in comparison to the experienced participants (>5) spoke more about the potential of network for development. Hegemony and power issues were cited by the most experienced academics. Analysis also occurred across the themes identified, this allowed for comparison of who indicated what across the themes. This is described as a checklist matrix (Miles and Huberman), this reinforced that there were instances of the concepts across the whole of the data set and also identified some outlier cases.	Open yet functional relationships prevail and prevent Conflict and power influencing too
W/B 7/12/15	Outliers were considered which relate to power and conflict within the network and a relationships explored as to whether these affect the development of the network if these seem to paralyse the network in some way. The next stage is to review overlap across the two sets and begin to merge some key similarities together. This was	

	done using a meta-matrix chart whereby each individual code was cross referenced across the code in the alternative data set and similarities identified.	

Appendix Q   : Overview of literature search strategy

Research questions:

1. What is the practice of a European Nurse Education network and what does this mean for the participants?

2. How does the connectedness within a European Nursing Network affect the scholarship practice of the participants?

Table 11: Identification of search terms for Question 1

(Bettany-Saltikov and Dawsonera, 2012)

Question part	Question Term	Search Terms
Population	Participants (who are nurse educators)	Academic OR Faculty OR Teacher OR Educator OR Lecturer (Boolean connector) AND Nurs*
Exposure 1	Practice	Educat* AND Pract* AND Nurs*
Exposure 2	Education network	Educat* AND Network NOT Digital NOT Social Educat*, Network, Collaboration, AND Nurs*
Linked 2 with Europe	European Education network	Educat* AND Network NOT Digital NOT Social Educat*, Network, Collaboration AND Nurs* AND Euro*
Outcome	Meaning	Impact, Outcome, Meaning AND Academic OR Faculty OR Teacher OR Educator

Table 12: Identification of search terms for Question 2

(Bettany-Saltikov and Dawsonera, 2012)

Question part	Question term	Search terms
Population	Participants (who are nurse educators)	Academic OR Faculty OR Teacher OR Educator (Boolean connector) AND Nurs*

Exposure 1	Connectedness	Community OR Connection OR Cohesion
Exposure 2	Education Network	Educat* AND Network NOT Digital NOT Social Educat*, Network, Collaboration AND Nurs* AND Euro*
Outcome	Scholarship practice	Scholar* AND Acadamic OR Teacher OR Educator AND Nurs*

Appendix R   : Exemplar of data management strategy (LR)

Year	Author	Context	Key Findings and methodology	Theme
2005	Inkpen & Tsang	Management Organisation	Social capital affects knowledge transfers of organisations Literature review	Outcomes of network
2005	Ottewill	Networks in HE	Memberships of network creates innovative practice Personal reflections	Outcomes of network
2005	Centre for Use of Research and Evidence in Education	Educational networks	Systematic review Identified outcomes of networks for participants	Outcomes of network
2006	Balogun et al.	Nurse Education	What influences tenureship, Cross section study identifying heavy teaching load as problematic	Landscape of nursing
2007	Billet et al.	Partnerships	Ten social partnerships investigated via interviews with key informants and strong respondent validity of findings	Collaboration
2009	Andrew et al.	Nurse Education and COP	A reflection on the journey of a development of COP	COP and Nurse education
2009	Donert	Networks in EU	Documentary analysis of thematic networks in EU	Networks
2009	Hamza	Professional development	Learning occurs as a consequence of international practice. Interviews with nine educators	Scholarly Development
2010	Brew	Academic development	Discursive paper reviewing scholarship and learning for academics	Scholarly development

2010	Muijs et al.	Networks	Discursive paper on four main theories for networking	Networks
2011	Adams	Role of nurse tutor	Literature review of current nurse tutor role in UK	Landscape of nurse education
2011	Andrew & Robb	Professional identity in nursing	Two action research cycles of a COP`s development	COP in nursing
2011	Donert et al.	Geography networks	Case study of geographical networks and how successful collaboration occurs	Network Outputs
2011	Law et al.	Nurse Education practice	Cross case study design over three years, seven participants indicating that teaching exchange are beneficial	Collaboration and output
2011	Casey	Nurse Ed partnerships	Action research case study of five inter-professional organisational partnerships	Collaboration in nursing
2012	Appleby & Hillier	FE Partnerships	Two networks surveyed with 15 participants, suggested to be valuable for professional development	Learning from network
2012	Coryell et al.	Internationalisation	Four companies evaluated for internationalisation processes	Internationalisation
2012	Kram et al.	Professional Identity	Clinical inquiry of 25 scholars/practitioners with recommendations for future socialisation	Scholarly development
2012	Duffy	Nurse Academic roles	In-depth interviews of 14 experienced academics, multiple challenges with professional development needed	Scholarly development
2013	Nardi & Gyurko	Nurse Faculty Shortage	Systematic Review with 181 recommendations from 62 publications including how collaboration can improve nurse faculty	Scholarly development
2013	Ross et al.	Nurse	Ten interviews with nurse Ed. Leaders,	Scholarly

		Education	need strong academic identities and legitimacy in university	development
2013	Sousa et al.	Networks in Education	Discourse analysis of data from networks in municipalities in Portugal	Networks
2014	Lahtinen et al.	Nurse Education	Documentary analysis of the system of nurse education across Europe. Broad overview	Nurse Education in Europe
2015	Wakefield & Dismore	Networks in Geography	40 interviews from learning and teaching networks in field. COP`s not present but networks needed	Outputs of network
2016	McAllister & Flynn	Nurse Education	Questionnaire on self-development from 266 nurse educators in Australia. Identified success of professional development	Scholarly development
2016	McDermid	Nurse Educator and resilience	14 new nurse academics narrative on resilience development and important of relationships	Scholarly development