

**Birmingham City University**

**Faculty of Health, Education and Life Sciences**

**Doctorate In Education**

**Thesis Title:** An exploration of the professional relationship between Nurse Academic Personal Tutors and Student Nurse Tutees, using the critical lens of Lefebvre and Bourdieu in undergraduate nurse education in higher education.

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## Abstract

The role of the Personal Tutor (PT) in undergraduate nurse education (UNE) is important, with a key focus on student support, progress monitoring and professional learning. Changes in Higher Education (HE) in England over the last 40 years, characterised by the neoliberalisation of universities and increasing student numbers have led to many challenges for nurse academic personal tutors (NAPT) and student nurse (SN) tutees, including inconsistencies within this relationship. The overall aim of this study was therefore to critically explore and understand the NAPT's and SN's perceptions of the professional relationship in personal tutoring. A qualitative research approach was taken whereby 6 NAPT and 6 SN participants undertook a Self-Interview during the COVID-19 global pandemic from January to April 2021. Data was processed by responsive listening and typed narrative capturing noises, pauses and silence and was analysed using the critical lens of Lefebvre's Rhythmanalysis and Bourdieu's field of power. The analysis involved the creation of two Think Tables to facilitate plugging the theoretical concepts into the data and presentation of the findings. Rhythmanalysis of the data revealed the dominance of fast pace, repetitive linear rhythms created by the schedules of the undergraduate nursing course, including the apparent erosion of the NAPT role to that of a submissive neoliberal technician. Findings also illuminated arrhythmic tension in the balance of power and investment in the professional relationship between the key players. However, complex moments of creative heterodox personal tutoring practice were captured as a professional pulse in the interchange between maintaining professional boundaries and acts of caring, compassion and kindness bound together as Professional Love, with the slowing of time to build and maintain professional relationships. In addition, the value of role modelling as a latent form of dressage and educational practice was a key contribution to this study. The arrhythmic impact of the sudden shift to online tutorials on the professional relationship during this time was also highlighted in relation to space, time and Dwelling in the personal tutorial. The study findings offer implications for personal tutoring practice including reconceptualising NAPT guidance and policies in the context of this role, the SN and neoliberal university. Findings also offer implications for research practice in the context of a Lefebvrian Pedagogy and the development of Self-Interview as a research method.

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## Glossary of Abbreviations

<b>Term</b>	<b>Abbreviation</b>
Research Questions	RQ`s
Personal Tutor	PT
Nurse Academic Personal Tutor	NAPT
Student Nurse	SN
Undergraduate Nurse Education	UNE
Higher Education	HE
Academic Assessor	AA
Academic Assessor and Personal Tutor combined role	AA/PT
Nursing & Midwifery Council	NMC
UK Advisory and Tutoring Association	UKAT
International Professional Development Association	IPDA
Higher Education Academy (AdvanceHE)	HEA
Office for Students	OfS
New Public Management	NPM
Teaching Excellence Framework	TEF
Teaching Excellence	TE
National Student Survey	NSS
Higher Education Statistics Agency	HESA
Longitudinal Education Outcome Database	LEO
Cognitive Behaviour Therapy	CBT
General Nursing Council	GNC
United Kingdom Central Council	UKCC
Institute for Learning	IFL
Higher Education Funding Council	HEFCE
National Health Service	NHS
United Kingdom	UK

## Chapter 1 Introduction and Positionality

### 1.1 Introduction

This chapter will outline the rationale for this study and an exploration of my positionality and reflexivity as a dual nurse academic, immersed in this research study. The research questions (RQs) are presented and situated within the context of the study and an overview of the structure and approach to the thesis is outlined.

### 1.2 Study Rationale & Context

As a nurse academic working in the field of nurse education for the last 20 years, the role of Personal Tutor (PT) has been embedded in my professional practice throughout this time. The role of the PT<sup>1</sup> is complex and explored in depth in the literature review but is typically undertaken by “an academic member of staff who supports a number of students on a range of academic and pastoral issues” (Lochtie et al 2018, p13). In addition, Students Nurses (SNs) undertake 50% of their course as practice learning in placement (Nursing and Midwifery Council NMC 2018, p9), which is a key focus of student support, progress monitoring and professional learning and development within the PT role (Braine and Parnell 2011, p905; Holder 2020, p12; White et al 2018, p 52 & 53). However, recent evidence indicates a dearth of research on the effectiveness of the role of the PT in Higher Education (HE) (Lochtie et al 2018, p12-13; Wakelin 2021, p1; Walker 2022, p65). In addition, Stuart et al (2019 p3) claim personal tutoring is an “under-theorised aspect of pedagogy in HE and often overlooked,” hence a justification for this study.

Changes in HE in England over the last 40 years have been characterised by the neoliberalisation of universities, with growth in commodification, marketisation and subsequent increase in student numbers (Canaan 2012, p8-9). More recent reforms include the establishment of the Office for Students (OfS) with a focus on the promotion of quality and the student voice in HE, competition between HE providers, promotion of equality and wider access and participation (Higher Education and Research Act 2017). These changes increase the demand for a multifaceted approach to personal tutoring in an increasingly

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<sup>1</sup> The abbreviation PT is used as a general reference to the Personal Tutor in HE and associated literature and NAPT refers more specifically to the Nurse Academic Personal Tutor related to this study



metrics-driven HE environment, combined with the greater diversity of student need for holistic academic and pastoral student support (Lochtie et al 2018, p5-6). Lochtie et al (2018, p6) also highlight that personal tutoring and its associated models and structures are not always well funded or supported. At the same time, the role of the PT in undergraduate nursing courses is arguably at risk of losing its identity due to the social divisions of labour which has implications for the identity of both the Nurse Academic Personal Tutor (NAPT) and SN within this role as discussed further on page 30. In addition, recent changes to nursing policy (NMC 2018d) has led to challenges in the organisation of the NAPT role at Southside University<sup>2</sup> in the contemporary undergraduate nursing course, including the introduction of the Academic Assessor (AA) Role. These challenges also incorporate the engagement of the NAPT and SN tutee within the personal tutorial, which was the primary troubling for this research based on past and current personal tutoring practice. Past practice involved the same NAPT for the duration of the student's undergraduate nursing course in the NMC (2010) version from September 2011 and the first year of the NMC (2018) course from September 2019. Current practice involves the NAPT and SN meeting for at least three face to face meetings a year, including opportunities for individual and group reflective discussion on placement experience. NAPT's are also encouraged to support students using clinical supervision for group discussions where appropriate (see page 20). However, the changes to nursing policy indicated above, led to the NAPT role being combined with the AA role from September 2020 at Southside University. This new combined role having implications for continuity of the professional relationship and consistency of professional development as the NAPT had to change at the end of each academic year in line with the requirements of the AA role as explained on page 31.

Prior to the changes discussed above, the role of the PT was the stimulus for a pilot study (Holder 2020) investigating the perceptions and experiences of SNs on the role of the PT in an Undergraduate Nurse Education (UNE) course. This pilot study highlighted building relationships with the PT as important for student support whilst recognising inconsistencies in PTs professional boundaries and expectations. Building relationships is also identified as an essential aspect of effective personal tutoring, a consistent theme in the literature (page

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<sup>2</sup> Southside is a pseudonym created to maintain the confidentiality of the author's university

21). This compelling evidence and the recent challenges highlighted above, indicated the need for further study into both the perceptions of PTs and SNs to address the “imbalance in pedagogical relations within this role” (Holder 2020, p13).

### 1.3 Research Title

An exploration of the professional relationship between nurse academic personal tutors and student nurse tutees, using the critical lens of Lefebvre and Bourdieu in undergraduate nurse education in HE

The notion of the professional relationship is central to this study due to the importance placed on the development and maintenance of relationships between NAPT's and SN tutees for effective personal tutoring. The focus within this relationship on professional learning and development also being at the heart of the professional body standards of education, training, conduct and performance (NMC 2022), NMC strategy (NMC Strategy 2020-25) and Enabling Professionalism guidance (NMC 2017, P3).

Rhythmanalysis, or the “analysis of rhythm” (Lefebvre, 2004, p2) was chosen as an underpinning strategy of inquiry for this study, considered by Lefebvre to be a new science and field of knowledge concerned with understanding social life through the lens of rhythm. Rhythmanalysis encompasses how “time and space are lived, produced, remembered and imagined, and how they shape the experience of everyday life” (Lefebvre 2004, p2; Lyon 2019, p2), discussed further in Section 3.3. This research study is therefore deemed an ideal opportunity to embrace this innovative methodological approach by exploring NAPT's and SN tutee's perceptions of their professional relationships within their everyday practice in the time and space of UNE in HE. In addition, Bourdieu's concept of field (Bourdieu 1996, p215), discussed further in Section 3.4, was employed as a lens to critically explore the balance of power between the key players in the professional relationship within the social space of personal tutoring.

The aim of this study is therefore to address the RQs below. The overall aim of the study being to critically explore and understand the NAPT's and SN's perceptions of the professional relationship to generate a deeper understanding and theorised knowledge of the concept of this relationship. The findings and implications of the study will inform NAPT

and wider PT guidance, policies and practices through dissemination at institutional, national and international levels. Findings will also contribute to knowledge development and theoretical debates in research methodology within and beyond this field of practice.

### 1.3.1 Situating the investigation.

The RQs are as follows:

- 1 What are the perceptions of the professional relationship between the nurse academic tutor and student nurse within the context of personal tutoring and professional development as a nurse?
- 2 What is the significance of the professional relationship in the personal tutor/tutee context?
- 3 What is the value of the professional relationship within the context of personal tutoring and professional development as a nurse?
- 4 What does a good professional relationship look like and what are the influencing factors?
- 5 What are the challenges of building and maintaining a professional relationship in the context of personal tutoring in undergraduate nurse education in HE?
- 6 What is the significance of the personal tutorial in terms of space and time on the professional relationship?

### 1.4 Positionality and Reflexivity

As a nurse academic immersed within the PT role in UNE and with experience of working in three different HE settings, positionality is critically and crucially explored within this Section in relation to the context of the research, utilising Pierre Bourdieu's concepts of habitus and reflexivity as discussed below. As a researcher, it is important to be aware of how my ontological, epistemological, social and political positioning and interests shape and influence the choices made about the research topic, questions, approaches, methodologies and how these are interpreted (Corlett and Marvin 2017, p380 & 382). Positionality was considered in my approach to the study methodology to avoid bias, although it is difficult to remain impartial when interpreting the findings due to my ontological standpoint as

discussed below. Reflexivity involves questioning our “ways of doing” by self-monitoring and self-responding to our thoughts, feeling and actions as we engage in research studies (Corlett and Marvin 2017, p377).

The process of identifying my positionality as a researcher in educational practice and exploring the tensions and contradictions of my identity as a dual professional nurse and academic in HE is based on Bourdieu’s concept of reflexivity where “all knowledge producers should strive to recognise their own objective position within the intellectual and academic field,” deemed essential for researchers before embarking on any investigation into the social world (Deer, C 2012, p197). Reflexivity is therefore crucial and transparent in positioning myself throughout this research study. Furthermore, the concept of Bourdieu’s habitus underpins the examination of my positionality as a way of focusing on ways of acting, feeling, thinking and being to demonstrate how my personal history, such as socialisation, class, culture etc shaped my life and influenced the choices I have made/make in the context of the social fields I have traversed (Maton 2012, p51). Maton highlights that habitus is not an isolated concept but how the outer social world and inner personal self, help to shape each other and is therefore a relationship between habitus (personal dispositions), the social field and capital, for example cultural and economic capital where, one’s actions or practice can be explained by the “interlocking nature of these three thinking tools” (Maton 2012, p49 &50).

My current position since June 2020 is Course Leader for Registered Nursing Degree Apprenticeships and Senior Lecturer Adult Nursing in UNE at Southside University. I have also held other similar Course Leader and Senior Lecturer positions in Adult Nursing in undergraduate and postgraduate nursing at this and two other universities since 2002 and during my Educational Doctorate journey from 2016. I am a dual qualified nurse educator and qualified Adult Nurse registered with the NMC, including Specialist Practitioner in Adult Nursing and Teacher, previously working as a Registered Nurse in clinical practice from 1986 – 2002. I have gained significant cultural capital as a dual professional nurse academic during this time, moving across different fields of clinical and educational practice, including as a mentor for SNs in clinical practice and a PT in educational practice. Bourdieu recognises that field conditions change over time and that habitus is in a state of flux and modified in

relation to changing field structures (Hardy, 2012 p127). This indeterminate position or “hysteresis” highlights this disruption between the field and habitus, also known as a “field condition” affecting an individual in a social space rather than a moral interpretation of the change (Hardy, 2012 p128). However, hysteresis is also an opportunity to embrace and develop within the challenges and tensions of this transversal trajectory in terms of professional autonomy, research development and position as a nurse academic with the potential for further development of economic and cultural capital in the future (Bourdieu 1996, p259). I feel that this variety of experience has enhanced my position as a novice researcher in the field of personal tutoring, providing greater insight and a more diverse exposure to this role within different universities which has influenced this study development, including the pilot study (Holder 2020).

As above, a reflexive approach to this study is vital considering my leadership and delivery of the NAPT role within my current job by supporting academic staff and students with this role, including the recent change to a combined Academic Assessor and Personal Tutor (AA/PT) role as discussed within this thesis. Despite the potential for bias within the study, I am not a PT to any of the students on the current BSc (Hons) Nursing course and I do not work in the same academic department as the staff participants within this study, therefore allowing for a degree of objectivity when interpreting the data.

My positionality is also impacted by the socio-political aspects of this role in relation to the neoliberalisation of universities, professionalism in nursing and academia, including changes in NMC policy which is discussed throughout this thesis. I am also aware of my own thoughts and feelings on the PT role and the professional relationship between the NAPT and SN based on my previous and current experience. My ontological position includes my passion for kindness, compassion and caring within my everyday practice as a nurse and academic engaged in personal tutoring as discussed further in Section 3.2. As part of this reflexive approach, I have included brief reflections within the thesis as a way of self-monitoring and reflecting on my thoughts and feelings by listening-in to rhythmic murmurings of the research process as a form of Reconnaissance (Armstrong and Nuttall 2021).

## 1.5 Thesis structure

This thesis consists of six chapters, starting with the introduction to the study. Within this chapter, the rationale and context of the study are outlined in relation to the RQs and my positionality and reflexive approach.

Chapter two is the literature review where the role of the PT and specifically, the NAPT and characteristics of the SN in contemporary nurse education are critically discussed in the context of the evolving neoliberal university. Professionalism in nursing is debated within the context of nursing, healthcare policy and practice and the dual NAPT role in HE. The struggle for autonomy and legitimacy of the NAPT and SN is critically discussed and the notions of Professional Love, Intelligent Kindness and the Compassion Turn introduced and discussed as a critique of the neoliberal university.

Chapter three explains the methodological approach to the study, including my theoretical position, the research paradigm, the conceptual frameworks of Lefebvre and Bourdieu which underpin the analysis of this study and an introduction to the process of data analysis by plugging theory into the data (Jackson and Mezzei 2013). This chapter also outlines Self-Interview as the method of data collection and the process of recruitment and data collection, including ethics approval.

Chapter 4 begins with a presentation of the findings in the context of the participant profile and a summary of the data collection. This chapter focuses predominantly on Rhythmanalysis of the data, captured from Self-Interview recordings and articulated through two think tables, created to support the weaving together of the key concepts of Lefebvre and Bourdieu and the plugging-in of participant data to these concepts to support the analysis.

Chapter 5 draws together and illuminates key revelations interpreted from the findings in Chapter 4 to illustrate possible outcomes of the study. Chapter 6 returns to and responds to the original RQs, what has been learnt and the doctoral claims of the study. The chapter also summarises the limitations of the study and its implications for future practice.

## Chapter 2 Literature Review

### 2.1 Introduction

This literature review is a comprehensive exploration and critical evaluation of relevant literature, underpinned by the RQs presented in Section 1.3.1 as defined by Aveyard (2014, p2). The purpose of this review is therefore to create a detailed insight into the key topics related to the RQs, which ultimately supports the analysis and discussion of findings within this thesis.

### 2.2 Literature Search Approach

A range of approaches was used to locate and access different groups and types of literature that have informed the field of personal tutoring and professional relationships in HE within this research study. To this end as suggested by Lather (1999, p3) “a review is not exhaustive; it is situated, partial and perspectival as well as a critically useful interpretation and unpacking of problems that situate the work historically and methodologically.” The approach to this literature review resonates with Lather’s interpretation of my positionality as “the one who knows, the ‘expert in the field,’ versus the more situated partial knowing, that while not knowing everything, does know something” (Lather 1999, p4). I have therefore widely explored the literature in relation to the PT role as a field expert, narrowing the field to focus on the professional relationship and associated notions of interest and concern based on the RQs. As such a range of appropriate and relevant literature has been searched and selected to outline and critically interpret and discuss the relevant elements of this educational research.

The role of the PT in HE and specifically the NAPT in UNE was initially scoped and explored at the outset of the doctoral journey and focused on in the pilot study (Holder 2020). This aspect of the literature review is a combination of a broad approach using the internet database Google Scholar and the local library resource ‘Summon’ and a more focused, comprehensive and advanced systematic approach using a combination of electronic databases such as ‘CINHAL’ to access literature specific to nursing and ‘ERIC’ to target educational references. Additional search strategies involving expert opinion and references from other sources were also used such as the UK Advisory and Tutoring Association (UKAT), International Professional Development Association (IPDA), relevant educational and

professional policy documents such as the Higher Education Academy (HEA, more recently known as AdvanceHE), Office for Students (OfS), Nursing and Midwifery Council (NMC) and relevant Journals and reference lists that were identified and scrutinised during the search strategy (Aveyard 2019, p80-91). The inclusion criteria were created to remain focused on the RQs and consists of primary and secondary research articles and books, English language and full-text online articles for ease of access, dated from 1990 to encompass the move of nursing into HE during this period. Exclusion criteria, therefore, included non-anglophone literature. Other additional groups of literature sourced as above including searches focused on: professionalism, dual professional, neoliberalism, neoliberal technician, Professional Love, care, compassion, kindness, Intelligent Kindness and National Health Service (NHS) reports and policies. In summary, the purpose of this literature review is to critically evaluate the 'big issues' related to the field outlined above to provide a context for the research study (Murray 2011, p124).

### 2.3 The crisis of the personal tutor role in undergraduate nurse education in the context of neoliberalism and policy

The original stimulus for this topic of educational inquiry was being troubled by the complexity of the role of the PT within UNE in HE and the nature of the SN and PT engagement, professional relationship and ultimately its impact on student retention and success. Stork and Walker (2015, p3) defined the role of the PT as "one who improves the intellectual and academic ability, and nurtures the emotional well-being of learners through individualised, holistic support," informed by an equal partnership approach, mutual respect and shared responsibility (Walker 2018; Yale 2017, p5). However, there is still a paucity of research on the effectiveness of this role as highlighted in the study context in Section 1.2.

Stephen et al (2008, p455) identified a "conundrum" between students' "personal psychosocial needs and expectations" and staff who focus on "structural pressures and constraints" as a barrier to fulfilling their role and hindering the tutor-tutee relationship. Grey and Osborne (2018) described the current PT system as being "in crisis" due to factors including increasing student numbers and worsening of the staff: student ratio, competing demands on resources and expectations of staff, expectations of students and widening diversity of students. Wakelin et al (2021, p2) highlight the student expectations created by



the commodification of universities, which includes the level of support required putting pressure on PTs “to provide increased support without additional time or resources.” This crisis can be attributed to the model of “mass education” where many polytechnics became universities during the 1980`s and 90`s due to government legislation as opposed to the more traditional and elitist universities (Collini 2012, p34; Peters and Jandric 2018, p553-4). This model impacted greatly on undergraduate nursing which moved from smaller schools of nursing into universities during this time as discussed on page 28. This movement was described by Canaan (2012) as the neoliberalisation of universities where HE institutions, which includes traditional and modern universities, operate as providers of educational commodities to be bought and sold under the influence of a capitalistic market force as opposed to previously being funded by the government. More recently these forces led to a controversial impact on nursing recruitment and student expectation due to the withdrawal of a pre-existing government-funded bursary for nursing students in September 2017 (Gov.UK 2017). Although this has since been amended to include a ‘cost of living grant’ from September 2020 for student nurses (Department for Health and Social Care 2019), it doesn’t detract from the destructive influence of these neoliberal forces on nurse recruitment during this period.

The key shift in core commitments of the university moved from “the quest for universal truth within a cultural infrastructure for democracy” in traditional elite universities, to a “knowledge economy” within the neoliberal model, with a focus on quality assurance as defined by the discourse of efficiency and excellence, where neoliberal managerialism has become the dominant model of knowledge performance (Peters and Jandric 2018, p554; French and O`Leary 2017, p14; Giroux 2014, p32). Peters and Jandric (2018, p554) described the introduction of “New Public Management (NPM)” based on a market and consumer-driven system with a shift from process controls to outcome controls, described as the “twin sisters of neoliberalism.” This NPM has led to an increasing influence of competition within the sector by metric-driven university league tables (Morrish 2017, p23 & 24). One of the key external quality metrics influencing university market forces is the Teaching Excellence Framework (TEF) introduced in 2016 to measure teaching excellence (TE), as an indicator of value for money for prospective students, although the legitimacy

and credibility of this as an instrument in measuring excellence in education remains unclear as it is regarded as reinforcing the neoliberal ideology above (Office for Student OfS 2020; O` Leary et al 2019 p10, 11 & 61). By taking part in TEF, universities are awarded an outcome of bronze, silver or gold status based on the submission of sector-wide metrics for example the National Student Survey, (NSS), Higher Education Statistics Agency (HESA) and Longitudinal Education Outcome Database (LEO, from TEF 3). TEF therefore places the microscope on teaching quality, learning environment, student outcomes and learning gain, all of which could increase the pressure on the PT to take a more multifaceted approach to supporting students holistically and their perception of gaining value for money (OfS 2020, Lochtie et al 2018). This scrutiny has intensified with the addition of subject-level TEF measures including curriculum, pedagogy and practices, including nursing from 2018/19 (OfS 2019) and is currently being updated to include a focus on regulating student outcomes from the 2022-23 TEF cycle (OfS 2022).

Consideration for students` mental health and well-being in HE has also grown due to increasing numbers of students disclosing they have a mental health condition and undergraduate students reporting a low sense of personal wellbeing compared to the wider population of young people (Houghton and Anderson, 2017 p9; The Insight Network 2019 p6; OfS 2019, p1-3). Recommendations were made by Houghton and Anderson (2017, p20) to embed support for mental well-being into the curricula in HE. These include exploring the complementary roles of academic staff and student services to raise awareness and consider specific interventions such as mindfulness, self-management and confidence building. Lochtie et al (2018, p136) explore the development of PT skills to include solution-focused coaching with students. Based on cognitive behaviour therapy (CBT), the aim of solution-focused coaching being to “enable students to develop self-efficacy, self-reliance and improve independent learning,” (Lochtie et al 2018, p137). Furthermore, the effectiveness of interventions such as solution-focused coaching within personal tutoring was positively evaluated in a recent qualitative study by Walker (2022, p68 & 73), amongst other developmental interventions in the form of e-learning resources. Although the sample size was small, consisting of 8 PTs from 4 colleges in a UK university, this research indicates the benefits of solution-focused coaching to support professional development as part of

the personal tutor-tutee relationship. Stuart et al (2019, p9) carried out an action research study involving 20 academic staff from two university departments who undertook semi-structured interviews to establish their perceptions of personal tutoring. Findings indicated that some PTs tend to focus on the student`s problems, whereas others identify a “range of solution-focused styles of helping that would the empower students.” The solution-focused approach to personal tutorials is therefore an option for future practice to enable students to explore barriers to learning and find their own solutions, which will in turn lead to more optimistic engagement with their goals to empower students and improved confidence (Lochtie et al 2018, p137; Stuart et al 2019, p9). Essentially this approach could lead to a positive impact on the tutor: tutee relationship in undergraduate nursing courses.

In addition to increasing mental health needs the challenges of a changing and more diverse population of students including growing numbers of students with a disability, an increase in students from minority groups and the need to ensure equality and inclusivity, (Equality Act 2010, OfS 2021 p7-8) means that PTs need to be effective and equipped to support them. Stuart et al (2019, p14) identify “great diversity in the student body” and study findings suggest that “students arrive at university with a range of previous experiences,” which could present a challenge for PTs. Wakelin (2021, p2, 3 & 11) and McFarlane (2016, p79 & 84) also highlight the significant challenge presented by an increasingly diverse student body including those with additional support needs and the impact on the perceived competence and confidence of staff to support these students. Research recommendations include resource development to support PTs including a training package and allied resource pack (Stuart et al 2019 p16), staff handbook and PT training programme (Wakelin 2021, p13 & 14), developmental resources and greater use of non-directive coaching approaches (Walker 2022, p75) and management and negotiation of perceptions and expectations of the PT role (Yale 2020, p 751).

Another important factor to consider is that SNs are also being prepared to enter a profession that is both physically and emotionally demanding and consequently, to be successful in their careers they must be empowered and supported to become resilient, with an ability to overcome adversity and grow stronger from the experience (NMC 2018c, p9; Brennan 2017, p43; Thomas and Revell 2016, p458). Solutions recommended to build

resilience in nurses include discussion of resilience in UNE programmes, including pre-registration nursing courses which have the potential to be absorbed into the PTs' responsibilities (Turner 2014, p90; NMC 2017).

To meet the expectations and needs of students, several PT models have been discussed in the literature. Earwaker (1992, p106, 113, 115) outlined the "pastoral model," where regular contact is maintained with the PT to provide academic, personal and professional support. The "professional model" is based on a professional service such as a student services department but there is an acknowledged overlap and tension between these two systems. The "curriculum model" integrates the PT role within the curriculum with structured meetings, scheduled within the timetable. Mc Farlane (2016, p78) recognises that in some universities a "hybrid" of these three models exists and that although the primary purpose of personal tutoring is to support the students' learning, their personal circumstances can impact on the academic context. Grey and Osborne (2018, p4) and Lochtie et al (2018, p24) describe the integrated model of personal tutoring which celebrates partnership working between students and tutors and involves the PT meeting students at the start of the programme, then individually and for group tutorials, where meeting times are embedded and timetabled within the curriculum. A hybrid model best describes undergraduate nursing NAPT practice at Southside University based on the course Guidance Principles (Anon 2019), Student Agreement (Anon 2020a) and the Faculty PT Policy (Anon 2013), with opportunities for individual meetings and one group reflection activity each year as introduced in section 1.2. Donald Schon's (1987), "reflection on action" model (Bulman 2013, p3) is used to facilitate retrospective critical thinking to make sense of practice situations from placement as learning during these meetings. This model of reflection is well recognised as a form of professional learning in nursing and development as part of the PT role (Ross et al 2014, p1210; White et al 2018, p53). Clinical supervision may also take place where a group of nursing students are offered practice learning supported by their nurse academic personal tutor in placement as outlined by O'Brien (2019, p49). However, as discussed in section 1.2, page 31 below and in Chapters 4 and 5, the PT role at Southside University has been combined with the Academic Assessor (AA) role (NMC 2018d), which has led to a greater emphasis on monitoring student engagement and

academic checks (Anon 2019) and apparently less opportunity for pastoral care and professional development, explored within the findings of this thesis.

Good personal tutoring is therefore becoming increasingly important in UK universities due to the impact of massification and diversification of the student body, hence it is a focal point of this study (Lochtie et al 2018, p6 & 10). Evidence suggests the PT role influences important factors such as: enhancing learning and overall experience (Braine & Parnell 2011, p909; Mc Farlane 2016, p77), offering support and guidance on pastoral matters (Walker 2022, p66); developing personal and professional identity (Roldan-Merino 2019, p82 White et al 2018, p53); student satisfaction (Grey & Osborne 2018, p3) and student retention (Webb et al 2017, p44-45). However, factors such as student satisfaction and retention that are potentially influenced by the PT role suggest that these performative measures have colonised and eroded this role as discussed further in section 2.3.1.

Therefore, it is difficult to define what good personal tutoring looks like, especially as there are no standards for personal tutoring defined by the regulatory bodies governing higher education in the United Kingdom (UK) (Grey and Osborne 2018, p2). National Occupational Standards (NOS) for Personal Tutoring (Education and Training Foundation 2020) have been used by Lochtie et al (2018 p122-3) to suggest a personal tutoring curriculum linked to these standards where building professional and inclusive relationships was highlighted as one of the key aims in the student journey within the NOS. The first year is important, where PTs potentially provide the only opportunity for a “consistent relationship with someone in their institution that cares about them” (Drake 2011, p10; Education and Training Foundation 2020, P5, K5, P16, P17). The United Kingdom Advising and Tutoring Association (UKAT 2022) also provides resources and events to support personal tutors, including the UKAT Professional Framework for Advising and Tutoring (UKAT 2019), which includes core competencies for tutors on relational skills for example, a key focus of this study.

Building relationships is a key theme that is consistently identified in the literature about the PT role and deemed an essential part of being an effective PT (Yale, 2020, p740; Stuart et al 2019, p10; Lochtie et al 2018 p44; Yale 2017 p7-8; Gratrix and Barratt 2017 p9; Braine and Parnell 2011, p908; UKAT 2019). It was also highlighted as a major theme in a recent pilot study as a stimulus for this study as discussed above (Holder 2020, p9 & 13). The findings of

this study strongly reflect an expectation that the PT should be the focus of support for pastoral, academic and clinical support based on the formation of a professional relationship throughout the course with a potentially negative impact on student progression and success if the relationship is weak or breaks down.

Yale (2020, p740, 749 & 750) explored the complexity of the student-personal tutor relationship, using one-to-one interviews with six female undergraduate psychology students, highlighting the first meeting as an important turning point in relationship development. Key themes included: levels of perceived power, where the tutor is seen as a more powerful authority figure; student and tutor conceptions of independence and support; evidence of care and the value gained from interactions and PT proactivity. Recommendations include sensitivity towards the perceived inequity in the relationship and redressing the imbalance and further study into the PTs` perceptions of the relationship, (Yale 2020, p750) addressed within this thesis. Stuart et al (2019, p15 - 16) also identify the restricted time allocated to the role of the PT in the work allocation model and a lack of clarity of professional boundaries and signposting students for support as a tension within personal tutoring. Boundary issues were also highlighted as a dominant theme by Walker (2022, p71 and Wakelin 2021, p10). Furthermore, Stephen et al (2008, p455) and McFarlane (2016, p85) include the impact of tutors` failure to recognise professional boundaries and increased workload on the ability of PTs to form relationships with personal students. The issues of current high workload and tutor: tutee ratios within the field and failure to recognise boundaries can promote a culture of dependency or even oppression resulting in paternalistic modes of thinking and feeling (Nixon 2006, p158). This approach would potentially be counterproductive to the development of professional relationships and the importance of the PT role being “fundamental to realising a student-centred strategy” (Lochtie et al 2018) and promoting student autonomy (Ross et al 2014, p1211).

Whilst curriculum models for the PT role have been recommended such as the integrated model of personal tutoring (McIntosh 2018, p24), the quality of the PT: tutee relationship is paramount (Stephen et al 2008, p453) and fostering a relationship one of the characteristics for successful personal tutoring (Grey and Osborne 2018, p5). Furthermore, Lochtie et al (2018, p33); Grey and Osborne (2018, p5); Ghenghesh (2018, p572); Stuart et al (2019, p10);

Yale (2020, p747); Roldan-Merino et al (2019, p83), Ross et al (2014, p1208 & 1211) and Stephen et al (2008) identify key traits that are valued by students for effective personal tutoring which reflect those within professional nursing values and ethics based on the NMC code (NMC 2018a) such as: acting as an advocate; being empathetic; compassionate; making students feel “cared for;” being supportive; reassuring; friendly; trusting; honest; accessible; helpful; non-judgemental; knowing the student’s name; seeing each student as individual and approachability and equal partnership approach. Building core skills based on these values are key features of undergraduate nursing programmes, particularly compassionate care and respecting inclusivity. These skills “should be demonstrated in the tutors’ behaviour of fostering and engaging in positive relationships with students” (Kilduff, 2014, p74), suggestive of role modelling. Furthermore, Ross et al (2014, p1211 & 1212), recommend a focus on “student-centred care” as compassion and attention to student vulnerabilities as part of the PT role akin to patient-centred care in nursing practice.

Role modelling by NAPT’s can have a positive impact on SN’s professional learning for example: “students being cared for and their ability to care for others,” (Ross et al 2014, p1211 & 1212) as a model of how students should relate to patients (Roldan-Merino et al 2019, p85) and “supporting the professional identity and socialisation of students” (White et al 2018, p53). However, Yale (2017, p9), acknowledges the detrimental effect of bad role modelling, where the perception of the PT not caring had a greater emotional impact and led to disengagement with the PT. Furthermore, Lochtie et al (2018 p41-42) pinpoints building rapport as a soft skill to develop “a harmonious relationship,” needed for effective communication and mutual understanding of feelings and ideas. Grey and Osborne (2018, p5) and Ross et al (2014, p1210 & 1211) focus on building strong relationships to foster a sense of belonging and Stuart et al (2019, p10) identify the vital importance of relational and communication skills in the PT role. It is acknowledged however, that building this relationship and establishing rapport does not come easily to everyone and can be affected by factors such as the tutor’s personality and the nature of the interactions and meetings (Lochtie et al 2018, p44), in addition to the challenges of being an effective PT in the neoliberal university. To add to these potential barriers to building effective relationships, a global pandemic emerged due to a novel coronavirus disease (COVID 19) declared on 12th

March 2020 (World Health Organisation 2020) during this study. This resulted in a national lockdown and closure of the university campus at this time, with strict health and safety guidance for staff and students which led to all individual personal tutorials being conducted remotely on Microsoft Teams as opposed to face to face on campus. The consequence of this change in the nature of the meeting on the professional relationship between the NAPT and SN tutee at this time was unknown and is therefore an additional layer of analysis for this investigation addressed by the RQs.

### 2.3.1 Notion of the personal tutor as neoliberal technician

Critics of neoliberalism have suggested that the qualities of a teacher have been eroded and redetermined globally where the teacher has become a submissive technician, functionally engaged in formalistic rituals without initiative and social responsibility, under the control of a central authority or NPM as described on page 17 (Leaton Gray 2007, p195; Yildiz et al 2013, p154; Giroux 2015, p205; Peters and Jandric 2018, p555). Lyotard (1984) describes the “terror of performativity,” where the performance of individuals or organisations “serves as a measure of productivity or output or displays of ‘quality’ or ‘moments’ of promotion or inspection,” resulting in teachers’ frustration at their lost autonomy and professional integrity (Ball 2003, p216). The term neoliberal professional has also been used to represent the shift to individuality and self-interest where commercial value/incentives of performance replace professional values and integrity and subsequently teachers are de-professionalised then re-professionalised into this new model (Peters and Jandric 2018, p553; Ball 2003, 217 & 218). However, despite this focus on performativity and measurement of teaching excellence as part of the current TEF (introduced on pages 17 - 18), defining ‘good teaching’ and teaching ‘excellence’ are difficult to measure, especially in relation to personal attributes and the quality of the relationship with students (O’Leary et al 2019, p13).

Pietroni (2021 p194) emphasises that “education is a relational practice,” and that the quality of the works of Faculty, including the experience of students, “depends on the quality of these relationships,” whilst French and O’Leary (2017, p5) indicate that teaching quality includes students support and the “softer skills” as well as teaching in the context of lecturing. Furthermore, French and O’Leary (2017, p44-45) debate different aspects of



Teaching Excellence where Su and Wood (2012) and Skelton (2004) distinguish between two views of the teachers` role and argue for essential inclusion of virtuous practice in teaching as opposed to the “technical – rational” approach:

- 1) Technical – with an emphasis on skills, techniques and competence
- 2) Virtuous Practice - with an emphasis on the motivations, emotions and relationships involved.

The notion of the professional relationships within the role of the PT in UNE therefore matters as there is growing evidence of NAPT`s evolving into ‘neoliberal technicians.’ As discussed above, this approach involves completing a series of defined, performative interventions within a constrained timeframe/curriculum schedule and growing student numbers to meet productivity targets such as checking assessment results and course milestones. These interventions may therefore be detrimental to the fostering and building of strong relationships between NAPT`s and their SN tutees. This process itself could lead to poor student outcomes and negatively impact on strategic productivity targets and metrics such as the NSS and TEF that HE`s are actually striving to achieve. It is essential therefore, that to be “current and relevant, one needs to talk about oneself and others, and think about actions and relationships in new ways” Ball (2003, p218).

A roundtable discussion was presented at the International Professional Development Association (IPDA) conference on 29th November 2019 (Holder 2019, Appendix 8) entitled “Neoliberal technician or professional relationships? Using Rhythmanalysis to creatively explore the nurse academic personal tutor: student nurse relationship.” The aim of this presentation being to promote discussion on this contradiction of academic identity and practice and the methodological proposal for this thesis. The key outcomes of this round table activity are threaded into the discussions below as they predominantly relate to the nurse education framework “standards for nurses” (NMC 2018 b, c, d, e) and the notions of Professional Love and the PT as ‘neoliberal technician’. This contradiction of ideas was also mentioned as an interesting binary in the opening session of the second day of the IPDA conference by Professor Anne Looney, giving strength to these notions as areas of epistemological development within this field of study.

In order to fully understand the professional relationship between the PT as a dual professional nurse and academic and the SN and how this can be understood within UNE in HE, the concept of professionalism, the struggle for autonomy and legitimacy of these key players and the notions of kindness, caring and compassion are critically discussed below. In addition, the emerging conceptual notions of Professional Love, Intelligent Kindness and the Compassion Turn are critically explored to consider how these ideas may positively impact on the enhancement of the professional relationship.

## 2.4 The concept of professionalism in nursing, the dual nurse academic professional and the struggle for autonomy/self-identity and legitimacy

### 2.4.1 The concept of professionalism and the dual nurse academic

A critique of professionalism in nursing and education is essential to articulate the key debates in the context of professional identity for the NAPT and SN and the impact on the development of this professional relationship in HE and the sphere of contemporary health care. The following sections also seeks to reclaim the significance and value of caring, kindness and compassion, all of which appear to have become marginalised and trivialised in the dialectical storm of neoliberal values within UNE in HE and healthcare (pages 8, 17, 24 & 25).

Cribb and Gewirtz (2015, p23) identify professionalism as an “essentially contested concept,” shaped by history and political and ethical ideology. The authors discuss the origins of this concept as a “special status” with high social standing such as medicine and law which does not apply straightforwardly to other health and social care professions such as nursing (Cribb and Gewirtz 2015, p11). Medical professionals were traditionally white, upper middle-class males and considered agents of social control, with an emphasis on “cure” as opposed to female roles associated with “warmth, nurturing and importance of relationships.” The locus of power therefore being with the male doctor and the less powerful female nurses` role as subservient (Cribb and Gewirtz 2015, p15 – 6). Adams (2011, p885) identifies the “crisis of professionalism” influenced by the historical context of nursing and the negative impact of the persistent societal view of nursing as a female dominated career on professional recognition. Both Adams (2011, p886) and Cribb and Gewirtz (2015, p28 - 9) touch on the concept of nursing as a “semi -profession” where it is

has been argued that nursing has historically lacked autonomy and self - regulation and the fundamental nursing values of altruism and virtue are undermined in the quest for professional status.

Lyon (2019, p20) highlights the importance of temporality and sensitivity to recurrent moments as the past haunts the present, reflecting my own experience as a SN in a School of Nursing and then as a newly qualified nurse in the early 1980`s where nursing was predominantly female, of low social status with a range of negative stereotypical female images portrayed by the media (Kelly et al 2012; Hoeve et al 2013). Hoeve et al (2013, p303) described the “Social Identity Theory” where self - concept in relation to the professional self can be derived from perceived public image or opinion of nurses and can be linked to professional identity. At this time nursing was considered a “vocation” or “calling” with a sense of direction or purpose as an important part of identity, shaped by the social hierarchy described above and the social expectations at the time in terms of uniform, values and beliefs of the nurse (Cribb and Gewirtz 2015, p13-14). I can relate to my self - concept as a caring, kind, and compassionate nurse and did not see myself as a professional at the time I undertook nurse training as indicated above. I was comfortable in my choice of career based on my habitus, including my altruistic nature and expectations in relation to my own social and economic capital.

My positionality is in stark contrast to the neoliberal ideology of individual performance and productivity in the current market - driven society and ‘vocation versus job’ as discussed further on page 34. Ballatt and Campling (2011, p146) argue that the introduction of the “commercial paradigm” of the NHS and therefore the commodification of the work of professionals undermines the concept of vocation and poses a threat to the culture of kinship and kindness, with the potential for erosion of the altruistic identity of the nurse. This erosion conflicts with the religious and ethical foundations of the nurses` role derived from Christianity in the 19<sup>th</sup> century, cemented by Florence Nightingale`s vision of the professional nurse, “highlighting the moral virtues of the profession: kind, compassionate and technically competent” (Straughair 2012, p161). The strength of these values is still evident in the 21<sup>st</sup> century within the current NMC Code (NMC 2018a, p5), which places kindness, care and compassion at the centre of its requirements for example, “1.1 treat

people with kindness, respect and compassion and 1.2 make sure you deliver the fundamentals of care effectively.” The aspirational nursing authors, Case (2019) and Watson (2019) also demonstrate their dedication and altruism as part of their professional identity, with a series of reflections on their individual nursing journeys, to inspire nurses in the 21<sup>st</sup> century through the media of contemporary literature. This form of literature could shape professional ideas and visions and provides real life frameworks for others to develop and enact ethically worthwhile dispositions (Cribb and Gerwitz 2015, p6). These examples highlight the diachronic identity of the nurse as a professional and how the past influences and overlaps with the future and constantly reasserts itself (Bourdieu 1979, p344-345). The past is relational in that it is never over and furthermore some positions are still “ill-determined as regards the present they offer and the very uncertain, and therefore very open, both risky and scattered future they promise,” as explored within this thesis (Bourdieu 1979, p345). These diachronic murmurings cannot be ignored when considering the inception of nurse regulation with the creation of the General Nursing Council (GNC) in December 1919 (Gasper and Carpenter 2019, p1490) and the evolution and struggle for legitimacy of nursing as a profession over the last century, in the exploration of the professional relationship as a cornerstone of the PT role in contemporary UNE.

Nursing as a profession therefore remains a disputed concept based on the traditional notion of professionalism as, “knowledge based on theory and complex techniques and mastery of knowledge with a long period of university -based training and an underpinning code of ethics” (Cribb and Gerwitz 2015, p25). Conversely, Hargreaves (2000, p152) argues that defining professional standards in “high-status, scientific and technical ways as standards of knowledge and skill” can neglect the equally important “emotional dimensions” of teachers work including “caring for students learning and lives,” a recurring theme within this literature review. The movement of nurse education from Schools of Nursing into HE in the late 1980`s and early 1990`s (Gasper and Carpenter 2019, p1491), is a period that was pivotal in the evolution of nursing as a profession based on a university education. The United Kingdom Central Council for Nursing (UKCC) superseded the GNC (above) in 1983. This council was then replaced by the NMC in 2002 as the independent regulator for Nurses and Midwives with its emphasis on provision of high standards of care

delivery to ensure public protection in the form of the most recent code of ethics and standards for nursing (NMC 2018a, NMC Strategy 2020-25 p23 - 4). The concept of the dual professional nurse academic was also born out of this movement of nurse education into HE along with the complexities and tensions related to the duality and subsequent identity of this role (Adams 2011, p887). Le Gallais (2006) examined the professional identity of dual professional construction worker teachers in further education who claimed to identify with their community of practice within trade as vocational occupations more strongly than 'academic' teaching professionals due to their working-class background and negative experience of school, despite demonstrating a strong professional approach to their roles as educators. This struggle for legitimacy and identity as a dual professional bears similarity to the vocational origins of nursing and is critically examined in the context of the nurse academic throughout this thesis.

The unique position of the dual professional in further education was defined by the now defunct Institute for learning IFL (2012) as those who "have deep knowledge, conceptual understanding and expertise in teaching and learning processes and contexts for diverse learners, matched with expert subject knowledge and skills," and hold professional recognition and status (IFL 2012, p2). French and O`Leary (2017, p40-41) discuss the emergence of teaching and learning as a scholarly field, including reflective practice in the 1990`s along with frameworks for recognising and measuring teaching quality and student satisfaction such as the NSS and TEF as discussed on pages 17, 18, 24 & 25 above. Centres of Excellence for teaching and learning and the National Teaching Fellowships funded by the Higher Education Funding Council (HEFCE) were also introduced at this time to "reward and promote excellence in teaching and learning across the HE curriculum" (French and O`Leary 2017, p41). Whilst these initiatives could lead to increased professional recognition and status it is argued that they are also a consequence of marketisation of the HE sector and the commodification of 'teaching excellence' which could "actually be responsible for a loss in academic professionalism and quality" (French and O`Leary 2017, p49). This shift to teaching fellowships, staff excellence awards and marketing strategies in HE, or the 'codification' of excellence (French and O`Leary 2017, p50), potentially undermines democratic values and professional autonomy and instead champions efficiency and human capital in the academic teacher. This shift further highlights the increasing neoliberal

pressures on the nurse academic and the need to resist these forces in the reclamation of academic practices such as relationship building in the context of personal tutoring. The NMC is a powerful policy driver in setting the standards for nursing and midwifery education which influenced a recent curriculum review and course reapproval at Southside University in 2019. The updated standards, (NMC 2018b, c, d and e) were developed to ensure that “education standards are fit for purpose and that nurses, midwives and nursing associates are equipped with the skills and knowledge they need to deliver high quality and safe care now and, in the future” (NMC 2019a). Professionalism is at the heart of these documents and a clear vision outlined with the fundamental importance of care and compassion within the NMC strategy and Enabling Professionalism guidance (NMC Strategy 2020-25, NMC 2017, P3). Using Bernstein’s theoretical framework the field of UNE was critically explored in the pilot study for this research (Holder 2020). The pilot study was based on the previous pre-registration UNE standards (NMC 2010), illustrating strong classification and insulation between subject categories within the curriculum that are defined by both external and internal forces such as the core modules, field modules and clinical practice. However, the boundary around the PT role was ill defined and the insulation broken rendering this category at danger of losing its identity due to lack of clarity of social divisions of labour (Bernstein 2000, p6). This loss of identity was also reflected by Stuart et al (2019, p12) within the PT role and Allison, Bassnett and Yale (2022), who considered the lack of value placed on personal tutoring by institutions. This lack of clarity, value and weak boundary definition within the 2010 and 2018 course curriculums has implications for both the NAPT and SN in terms of their role identities in building professional relationships in the context of the PT role, which remains ill-defined as explained below.

Student empowerment is one of the key aspects of the new standards for nurse education, which states that students are to be provided with the learning and pastoral support necessary to empower them to become resilient, caring and lifelong learners (NMC 2018b). However, there is still no clear distinction made on the structure or nature of the PT role within this framework. Furthermore, the perspective of the student is equally as important in the exploration of the professional relationship as they may have a different imaginary model of tutoring based on a different time and place of their own.

Feedback from the roundtable discussion (Holder 2019, Appendix 8), highlights the NMC changes to student nurse supervision and assessment in practice (NMC 2018d) where a new role of Academic Assessor (an appropriately trained nurse academic) works in partnership with the practice assessor to “collate and confirm student achievement of practice proficiencies and programme outcomes ...., for each part of the programme” and “make and record objective, evidence-based decisions on conduct ....” (NMC 2018d). Based on discussions at the round table this was perceived to be an additional layer of complexity and potential confusion for students in terms of accessing support when on placement as well as increasing the need for nurse academic staff to resource these roles. More recently, from the academic year 2021/22 the roles of AA and PT were combined within the BSc (Hons) nursing course at Southside University where the PT is no longer allocated for the full 3 years of the course (Anon 2020, NMC 2018d). Although the intention of the NMC may have been to foster a more pastoral approach to the PT role with the creation of the AA role, the reality of contemporary nurse academic practice is a possible further erosion of the PT role, with the subsequent threat to subjective building and sustenance of professional relationships. As discussed above, this is because the AA (joined with the PT role) has to be re allocated to a different member of nurse academic staff at the end of parts 1 and 2 of the course (NMC 2018d, Anon 2020), as opposed to the requirement for building and maintaining a consistent relationship with a PT for the duration of the course (Holder 2020 p10; Wakelin 2021; Roldan-Merino 2019, p82; Ross et al 2014, p1208; Drake 2011, p10). Furthermore, the NMC (2018d) clearly identifies effective communication and relationship management skills as pivotal to delivery of safe and compassionate person-centred nursing care within the standards. Therefore, SNs must demonstrate proficiency in these areas within the curriculum lending weight to the importance of the fostering of a professional and nurturing relationship, between the NAPt and SN tutees on undergraduate nursing courses.

Despite professional body measures to improve and maintain professional standards for current and future nurses, reports of poor practice in the media continue to confirm that these aims and fundamental moral virtues of the profession are being breached for example the mid Staffordshire crisis (Francis 2013) and Winterbourne scandal (NHS 2012) which

highlight failures in the healthcare system. More recently, another hospital abuse scandal was exposed on the BBC Panorama Programme (Triggle 2019), the latter focusing again on nurses and health support workers failing to protect vulnerable patients in their care. These reports could contribute to reducing nursing morale by the provocative depiction in the media of “demonic and uncaring nurses who had neither the time nor kindness in their hearts to complete even the most basic tasks” (Case, 2019 p44). The power of these reports emphasising the diachronic power of the past and its potential impact on identity of the contemporary nurse. The introduction of the 6C`s including care, compassion, communication, commitment, courage, and competence (DH 2012, p13), the Care Quality Commission (2022) and the NHS Principles and Values (Department of Health and Social Care 2021) for example, aim to monitor and improve the quality of patient care. However as above these initiatives still appear to be failing in some areas. The new NMC Strategy however has stipulated that, “It is imperative that we learn the lessons from major failings in care, to help reduce the risk of future harm” (NMC 2020-25, p17) which promotes a proactive culture of learning and development for nurses, including nursing students as part of their professional education.

The concept of “new professionalism” has also evolved in nursing practice with further development of competency and evidence-based programmes across all levels of nurse education, resulting in a growth in specialised knowledge and practice with implications for the erosion of relational care in the nursing professional-client relationship (Adams 2011, p888; Scott 2008, p240). This is of concern given the focus and expectations that nurses` and NAPT`s` underpin their professionalism on the fundamental values of the nurse identified above. A movement towards evidence- based nursing practice including development of technical skills to advance nurses into specialist and advanced roles and specialist services are increasing to meet dynamic and changing needs of the health service (UKCC 1992; Mills 2004; DH 2019). This represents a proliferation of different professional roles with increasing complex division of labour for specialist expertise (Cribb and Gerwitz 2015 p43). Rolfe (2014) raises concerns that the move to more advanced nurse practice roles was straddling the nurse-doctor interface and whether this is the most appropriate approach post Francis (2013), concluding that the concept of the Advanced Nurse



Practitioner should be re imagined, “focusing on core nursing skills and values rather than extending into a medical role.” Furthermore, whilst the NMC (2018b) standards of proficiency for nurses cite the need for effective communication and relational management skills, the same proficiencies are also expecting SNs to gain additional competence in higher level skills in response to service need, previously performed by doctors and qualified nurses such as chest auscultation, phlebotomy, cannulation, management and administration of intravenous fluids and medicines. As an early pioneer of the Advanced Nurse role as a Clinical Nurse Specialist from 1993 -2002, having completed a MSc within my specialist area, I would argue that my role was not an extension of the medical role as it integrated my fundamental values of nursing with the enhanced knowledge and skills of this clinical role. Based on positive feedback and clinical evidence, for example a reduction in intravenous Parenteral Nutrition Catheter infections, these skills, combined with my roles in education and as a multidisciplinary team leader benefitted patient care and clinical staff (including SNs) in practice. However, I do feel that it is important that SNs have time to develop the fundamental values of nursing as a basis for developing advanced clinical skills which NAPTs can support, given the educational infrastructure to do so.

Scott (2007, p241) identifies the emergence of new professionalism as reflecting neoliberal work values and highlights the concerns raised above about the risks of expanding nurses` technical roles at the expense of caring and the erosion of relational care. However, she also critically examines the controversial argument by Dingwell and Wall (2001, p64) that caring is an “occupational myth” used to legitimise its scope of practice, which it could be argued is at the core of nursing`s professional identity. Based on this discussion, Scott (2007, p241) states that the “emotional” work of caring is devalued by society and is being re-evaluated as nurses delegate care to others as “care by proxy” (Clifford 1995). The development and regulation of the Nurse Associate role in England (NMC 2018f, p4) who are not nurses but have a key role in the provision of person-centred nursing care within the aims of the NHS long term plan (2019, p81), is evidence of the potential for the devolution of care and compassion from nurses.

Straughair (2012a, p161) discusses the growth of the culture of individualisation in society, a key product of neoliberalism (Pearse 2019) and a decline in the value of altruism as a desire to enter nursing, whilst Cho et al (2010) highlights the emphasis on aptitude and job security as the drive for nursing in Korean nursing students. Whilst the latter is a small non-UK study of predominantly female nursing students, “vocation versus job” contests the need for altruism in contemporary nursing and it could be argued, without care and compassion. Furthermore, Scott (2007, p241) identifies the concept of “technical competence as care” (Loscin 1998) as nurses focus on technical and specialised work with a decrease in recognition of caring activities which parallels the perceived crisis of the nurse academic ‘neoliberal technician’ in HE (Section 2.3.1). In addition, nurses are also having to make difficult decisions in relation to their priorities in practice due to the growing shortfall in the registered nursing workforce with 10% or 39,972 vacancies in March 2022 (NHS Digital 2022), with increasing numbers leaving the profession (Royal College of Nursing RCN 2022). The current solutions being the expansion of the number of SNs, an increase in the number of clinical placements, the introduction of ‘cost of living’ grants for student nurses (page 17) and more funding and flexibility invested into alternate routes such as nursing apprenticeships (NHS 2019, Palmer and Hemmings 2019, p7, The Health Foundation 2019, p129, Department of Health and Social Care 2019). This investment, whilst positive, also adds to the pressure on nurse academics and healthcare services to recruit and support more students to become healthcare professionals for the 21<sup>st</sup> century.

It can be argued therefore that the erosion of altruism and care and compassion as a virtue of nursing leads to the dichotomy of technical competence versus compassionate care akin to the notion of the nurse academic PT as a neoliberal technician, performing a series of routine performative interventions in limited time. At the same time, potentially missing opportunities to foster the fundamental values that forge the professional identity of nursing in the building of professional relationships. One of the aims of this literature review is therefore to investigate the fundamental values of caring, kindness and compassion within the NAPT role and potentially enhance or reclaim these values as a vital component of building relationships as part of professional development within this study. Scott (2007, p243) emphasises the responsibility of nurse education to “ensure nurses of the future are

not only technically competent but can implement relational care when the traditional “allegiance to caring is threatened by a general devaluing of caring work in a contemporary society.” Cribb and Gewirtz (2015, p57) also highlight that professional expertise is not just specialist and technical but also includes “relational expertise if professionals are to retain legitimacy. The authors stress that partnership working must include effective communication and “bridge-building” between practitioners and service users which resonates closely with the RQ’s and the NAPT: SN relationship.

#### 2.4.2 The struggle for autonomy, identity and legitimacy

Another aspect of neoliberalism resulting in the shifting sands of nursing professionalism is the emphasis on the changing social contract between the public and the nursing profession and the focus on consumers of healthcare rather than the provider, with a rebalancing of power between professionals and their clients and between organisations and managers (Scott 2007, p244; Cribb and Gewirtz 2015, p33-34). The publication of the Patients` Charter (DH 1991) heralded the need for nurses to be accountable for their actions and be able to justify the care delivered, where patients were identified as consumers with rights rather than recipients of care. The decline of deference and revolt of the client with relationships needing to be built and sustained (Cribb and Gewirtz 2015, p44) and can be described as a crisis of authority i.e a decline in power of individual professional autonomy leading to a rise in team working and pooled autonomy such as the multidisciplinary team where health professionals share their expertise with each other and work in partnership with health service users (Scott 2007, p240). This change has implications for the Nurse Academics` professional struggle for legitimacy as boundaries that shape academic identities are eroded, weakening the bid to become an autonomous and academic professional discipline (McNamara 2010, p769). However, Nurse Academics have a professional body obligation to ensure the safety of people as their first concern and ensure that NS`s meet the values of the Code (NMC 2018a) and are compliant with the Standards for Nurse Education (NMC 2018c). This dual professional role is therefore complex, considering NAPT identity and professional autonomy in relation to the interface with SN`s as consumers in the current HE political and economic climate, potentially leading to a struggle for identity, autonomy and legitimacy between these key players as investigated within this study.

Both Hargreaves (2000, p167) and Stronach et al (2010, p125) consider the end of professionalism or 'post professional' and the challenges of the contemporary professional nurse and teacher in the postmodern condition of marketisation, consumerism and the electronic and the digital revolution. Stronach et al (2010, p109) debates the complex relationship of teachers and nurses between policy, ideology and practice and postulates professionals as juggling between meeting "economies of performance" (audit culture – technical aspects of teaching) and "ecologies of practice," (individual and collective professional dispositions). Stronach et al (2010, p113 & 131) imagines professional performance as a 'pulse' where 'each moment of practice articulates an accommodation between the actual and ideal, the possible and the desirable, where a 'pulse' representing the notion of professional virtue or 'inside – out ethics,' versus 'outside-in' ethics where virtue relates to ethical code (such as the NMC Code 2018a). This notion has implications for investigating the tensions and dilemma`s that challenge the professional relationship between the NAPT and SN within this study.

The recent changes to educational policy and practice to maintain high quality and compassionate nursing care are therefore in stark contrast to shocking examples of substandard care in the media reports discussed above. This clearly demonstrates the importance of the exploration of the professional relationship and the need to consider the challenges and dilemma`s faced by NAPT`s and NS`s in the development and fulfilment of professional relationships in an undergraduate nursing course to capture the fundamental values of nursing within and beyond neoliberalism in the 21st century.

## 2.5 The notion of Professional Love

The notion of Professional Love as a concept and provocation against the neoliberal constraints of personal tutoring outlined in section 2.3.1 is critically considered in the development and sustainability of the professional relationship between the NAPT and SN. Page (2011, p313) explores the notion of Professional Love in early years childcare when working mothers are deciding on childcare for their babies on return to work. This literature draws on the intellectual aspects of caring, where ethics, care and education are bound together in this complex theory of Professional Love. Goldstein (1994) draws on the similarity in roles of teachers, mothers and the feminist perspective of connection, in

relation to the association of female roles with warmth, nurturing and development of relationships and nursing as a female dominated profession. Noddings (2012, p771) also identifies that care ethics is largely based on the experience of women and widely recognised in professions such as education and nursing, although men are employed in these professions and are increasingly represented in the workforce as illustrated in Sections 4.1.1 and 4.1.2.

Page (2018, p126) describes Professional Love as a conceptual model that “characterises Professional Love in order to distinguish healthy and consciously informed practices from those which may put children at risk of harm.” Page uses Bowlby’s (1973) attachment theory to reinforce the legitimacy of Professional Love and the importance of intimacy and bond-formation on children’s development. Furthermore, Pietroni (2021, p194 - 5) suggests attachment theory continues to be active during adult life and should be regarded as normal and instinctive behaviour for students arriving at university. It can be argued therefore, that the complex theory of Professional Love could be interwoven within the nurse patient/client and nurse academic/student relationship through the evolution of professionalism and professional identity in nursing and nurse academia in contemporary health care and HE settings. The key theme of building relationships surrounding the role of the PT in HE (Holder 2020) and evidence to support continuity in educational experience as “consistency in a relationship with someone in their institution that cares about them,” (Drake 2011 p2, Noddings 2012, p776) suggests that the notion of Professional Love could potentially provoke the nurturing of professional relationships without the risk of overstepping boundaries to over familiarity and paternalism.

Professional Love and ‘love and caring’ have also been critically discussed in the nursing literature where “caring, love and intimacy are at the heart of the therapeutic nurse/patient relationship” (Dowling 2004, p1289-1290). Where love should be “totally bound in wanting to do the best for them (patients) by caring, listening, acknowledging and just being with” (Rollings 2008, p53). Dowling (2004, p1290) refers to ‘love’ in nursing as love of a neutral and detached nature or ‘disinterested love’ likened with altruism/selfless concern for others. Rollings (2008, p53) formulates her idea of Professional Love based on a combination of ‘Agape’ or altruism and ‘filia’ or brotherly love based on Dowling’s critical

discussion of 'caring as an affect' in the context of palliative care nursing. Rollings (2008 p54) also considers perceived professional boundaries and how these might limit nurses' capacity for providing loving care, which can be interpreted in the context of the most recent professional standards for practice and behaviour, promoting professionalism by staying objective and "having clear professional boundaries at all times" (NMC 2018a). However, it can be argued that the notion of Professional Love (Page 2011 and 2018) could be considered in both nursing practice and personal tutoring where nurses and educators strive to promote healthy and conscious decisions about relationship building and minimising risk by recognising professional boundaries within the confines of the Code (NMC 2018a) and the HE organisations' Personal Tutor Policy and Course Guidance (Anon 2013 and 2020 respectively).

Page (2018, p130) explains how the framing of Professional Love is shaped by Noddings (2003) conceptualisation of caring, which relies on the human subject being in a relationship with another as discussed below in relation to the student and teacher (See Figure 1, Appendix 7). Steps 1 and 2 of this model, mastering emotional resilience, self-awareness and non-judgemental caring being synonymous with professional development in nursing (NMC 2017, p3). This idea of building a reciprocal relationship is distinctive as it contrasts with the view of caring as a subject-object act and specifically with the maintenance of objectivity and professional boundaries expected by nurses as described above (NMC 2018a, p21). Page (2018, p130-1) outlines Pettersen's view of reciprocity, conveyed as a normative basis for mature care (Pettersen 2012, p376). This concept of reciprocity aligning with Noddings' position on caring relations, whereby she maintains that "caring is a relationship that contains another, the cared-for, and we have already suggested that the one-caring and the cared for are reciprocally dependent" (Noddings 2003, p58). However, Pettersen (2012, p381) emphasises that mature care cannot be practiced equally for everyone and that the amount of care depends on the situation and must be judged and allocated accordingly, for example in the Palliative Care setting above. Both Pettersen (2012, p381) and Noddings (2012, p772) emphasise that not all relationships can reach this equality and by their nature are different such as student and teacher or nurse and patient although, "both parties still contribute to the establishment and maintenance of caring."

This discussion resounds with the notion of the professional relationship within this study and the understanding that “boundaries and reciprocity are essential elements of caring practice, not a sign of lack of compassion” (Pettersen 2012, p380). Noddings (2012, p775 & 776) discusses care ethics as an approach to moral philosophy and highlights key qualities of the carer in terms of attentive and responsive listening being important both pedagogically and emotionally as well as the cognitive and affective dimensions of caring highlighted above as a key aspect of Professional Love. The notion of the professional relationship can also be related to the ‘virtuous friendship’ where Nixon (2016, p156) makes the distinction between capability and functioning in reciprocal relationships and makes references to play, love and learning being reliant on the agency of those who choose to engage. However, it could be debated whether engagement is a choice or a necessity when considering the building of professional relationships on a course where the student is viewed as a consumer of their education (Breslin 2021, p42). This issue is critically discussed throughout this thesis in relation to nursing student and nursing academic autonomy versus legitimacy in the field of personal tutoring.

Page (2018, p132) advocates for a framework of Professional Love in the early years discourse and syllabus, although defining love in professional roles is problematic as there can be no skill that can be applied, taught or measured so it is the debate and theorisation that is important (Page 2015, p2). Recchia et al (2018, p144) acknowledge that the “historical problematic positioning of love, care and teaching is still in force” and that a knowledge gap does exist in the development of loving and caring relationships of educational settings in the context of their research in the early years field of educational practice. However, Page (2015) suggests that education and care are inseparable and that children’s exploration and learning occur when they have consistent, reliable and predictable relationships. Blackburn (2016) establishes the connection of Professional Love as an important attribute valued by parents in health care professional relationships with their children with complex disabilities including “effective and timely communication and pedagogy of listening,” factors that are integral to UNE training as discussed earlier on page 23.

There is therefore the potential for the notion of Professional Love to be embedded into organisational personal tutor policies and strategies in HE to strengthen the ties between care and education within this practice. However, there is a danger that this type of intervention could potentially then be aligned to routine performative exercises of engagement with personal students as discussed in Section 2.3.1 and embedded in neoliberal university targets and local policy without specific guidance on the fundamental development and 'essence' of a professional relationship, thus highlighting the tension between existing cultures of accountability and human capital. The perception of love and care in the professional context could also be considered as a time constraint in relation to the role of the PT in the neoliberal academic setting as discussed previously with limitations as to how the actualisation of Professional Love is measured.

## 2.6 The notion of Intelligent Kindness

Another notion, borne out of the reports of Robert Francis (2010, 2013) into the mid Staffordshire care scandal is "Intelligent Kindness" and its application into the healthcare system that "inspires and directs the attention and efforts of people and organisations towards building relationships with patients, recognising their needs and treating them well (Campling 2015, p4). Kindness or kinship suggests that people are motivated by the recognition to cooperate, be generous and thoughtful whilst 'intelligent' suggest it is possible to think in a sophisticated way about its application to the promotion of compassionate care (Campling 2015, p4). Whilst Ballatt and Campling (2011, p18) argue that a "focus on kinship expressed through kindness will improve healthcare," there is potential for the same approach to have a positive impact on NAPT building relationships with SN. Furthermore, the authors consider the political aspects of kinship and kindness in the context of social capital and health and the extent to which this links to a sense of trust, reciprocity and equality in the relationship, whilst interpreting the two elements of social networks as individuals as nodes and relationships as ties (Ballatt and Campling 2011, p24). Ballatt and Campling (2011, p35) identify that routine and institutionalisation can lead to tasks being carried out mechanically which often undermine kindness and that small acts of kindness such as remembering to pronounce a name or a kind smile can make a big difference to the patient's experience, concurring with the critical discussion above



debating technical competence as care and the NAPT as a neoliberal technician (Section 2.3.1). The authors also consider qualities of the “therapeutic alliance” and the importance of relational factors in psychotherapy and counselling as opposed to the professional mastery involved in the exchange (Ballatt and Campling 2011, p39). Again, parallels can be drawn on the most important relational factors for clients/patients in the context of Professional Love and considering the key traits that are valued by students for effective personal tutoring on page 23, including knowing the student’s name and making the student feel cared for. The authors highlight that trainees need to feel “kindly treated themselves and part of a culture where kindness is valued and modelled,” reemphasising the importance of role modelling in the NAPT: SN relationship.

## 2.7 The Compassion Turn

In response to the “tyranny of neoliberalism in the global academy,” Waddington (2021 p2, 3, 5 & 12) introduces the provocative notion of the “Compassion Turn,” in the evolution of the compassionate university. Compassion as interpersonal work, is deemed a key concept as a form of engagement required between groups or individuals (Waddington 2021, p13), highlighting the importance of the requirement for compassion in the NAPT: SN relationship. Furthermore, Waddington (2021, p15) emphasises the impact of the COVID-19 pandemic and how it has “fundamentally altered the way compassion as a form of everyday interpersonal interactions takes place in organisations and universities,” which is explored in the context of professional relationships throughout this thesis.

Moreover, compassion and care are inherently embedded in the NHS constitution (Department of Health and Social Care 2021) and the professional values of nursing discussed on pages 27-8 above, which are inextricably linked to kindness and love. Coles (2021 p24) discusses the nature of compassion and illustrates how its meaning has originated from rich global cultural histories, culminating in the “Charter for Compassion, based on the golden rule: Love others as yourself,” reflective of reciprocal care and the notion Professional Love (Section 2.5). In addition, Coles (2021 p25) sets out four key components of compassion (below) which resonate with the intellectual aspects of caring encompassed within the notion of Professional Love, and it’s potential within the development and maintenance of the professional relationship in personal tutoring:

- “1. The recognition of a person`s or group`s suffering and a loving response to that misery
2. An understanding of the causes of distress and systems that perpetuate suffering.
3. An active determination to alleviate the distress
4. The practical wisdom, which is based not simply on the mind, but also on the heart, that intuitive wisdom possessed by all but ignored by many.”

Coles (2021, p27) also introduces the CoED Foundation, whose purpose is to bring compassion into education and learning in schools, (CoED 2022) and its definition of “compassion is love and action,” contributes to this contemporary ethos in HE. Coles (2021, p28) summarises compassionate education as a “way of seeing the world that places love in action at the heart of everything we do,..... as the golden thread that should be part of the warp and weft of university life.” Waddington (2021, p169) concludes that “values of compassion, kindness, love and humanity are the ones that see us through difficult times and are infused and amplified in our relationships, educational systems, policies and practices.” Whilst the professional relationship in personal tutoring is only one aspect of compassionate education within the vision of the compassionate university presented by Waddington (2021), it does encompass the key concepts of care, compassion and kindness discussed throughout this literature review surrounding the notions of Professional Love and Intelligent Kindness above (Sections 2.5 & 2.6). These combined concepts illuminate potential for the enhancement of future personal tutoring practice and a framework within which to situate and develop the findings from this research study in the future.

In summary, a critical evaluation of a wide range of literature relevant to the field of personal tutoring in UNE in HE has been explored and discussed within this literature review which, includes an in-depth critical review of the crisis of the PT system in UK universities in the context of policy and practice, although there remains a paucity of research in this area at this current time. The increasing needs of a growing and more diverse student body, amidst a range of personal tutoring models along with competing demands on the nurse academic to effectively fulfil PT roles, has identified that NAPT`s need to be effective and equipped to support this role. Furthermore, desirable key characteristics of the PT have been identified with similarity to the fundamental nursing values and ethics such as caring,

kindness and compassion. Good personal tutoring and what this looks like in UNE forms the basis of one of the RQs and is therefore a key focal point of this study, critically debated in Chapter 6.

The challenges of the PT role are multifactorial and were explored in relation to the impact of neoliberalism and commodification of HE on the nurse academic and SN as key players within this role. The challenges include the apparent struggle for autonomy, identity and legitimacy and maintenance of professional boundaries within this relationship. The increasing performative demands of the NAPT, encompass the recent changes to include the AA (NMC 2018d) which has contributed to the interpretation of the PT as a 'neoliberal technician,' an emerging thread within this study.

The professionalism of nursing has been critically discussed in the context of its historical roots, contemporary literature and key policy drivers such as professional regulatory bodies for nursing, most recently the NMC and the perceived impact on the NAPT and SN relationship. The historical trajectory of nursing as a vocation, a semi-profession, new professionalism and finally post professionalism and the implications for contemporary PT practice were explored and considered in relation to this study. The professional identity of the NAPT and SN was critically debated in relation to the impact of media reports of poor nursing practice on this relationship. Additionally, the nursing profession has been challenged by patients as consumers of care, disputing the social contract between the patient and the nurse signalling a growth in the culture of an individualistic society and a further decline in altruism. This potentially detrimental shift in power has been interpreted in the context of the nurse academic and SN as consumer in the NAPT: student relationship, further justifying the need for this research.

The notion of Professional Love has been critically considered as a provocation against the neoliberal constraints of HE in the context of the NAPT: SN relationship based on research evidence in early years education and healthcare practice. This notion has been debated in the context of the intellectual aspects of caring in early years education and care settings for children with complex needs as well as end of life care and how this may relate to supporting consistent and caring relationships with undergraduate nursing students. This is an important consideration in the interpretation and analysis of the study and implications

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for future practice, considering the notion of Intelligent Kindness with its focus on kinship and kindness within the context of compassionate education and the compassionate university.

## Chapter 3 Methodology

### 3.1 Introduction

The key themes identified within the literature review indicate the importance of building a professional relationship between the NAPT and SN tutee. However, this professional relationship is in danger of being eroded due to the subversion of the nurse academic to become a performative neoliberal technician at the expense of building and maintaining relationships with their SN tutees. Other challenges to personal tutoring in the neoliberal university include the struggle for autonomy and legitimacy and maintenance of professional identity and boundaries of these key players. This study therefore aims to critically explore and understand the NAPT's and SN's perceptions of the professional relationship to generate a deeper understanding and theorised knowledge of the concept of this relationship (Section 1.3).

This chapter will outline my positionality and philosophical assumptions, chosen research paradigm and theoretical framework applied within this study to address the RQs in Section 1.3.1 and the research aim. The methods of data collection and analysis are critically discussed and the ethical considerations and approval clarified. Based on my ontological standpoint below, I welcome this research opportunity as an attempt to re-claim kindness, compassion and caring within the professional relationship of the NAPT and SN tutee which, appears to be marginalised in the dialectical storm of neo-liberal values.

### 3.2 Theoretical position & philosophical assumptions

In designing a research study, the philosophical assumptions including ontological and epistemological beliefs and methodologies need to be considered within an interpretive framework or paradigm (Creswell and Poth 2018, p19, Denzin and Lincoln 2013, p19). The ontological perspective is the researcher's view of reality, as such, the nature of the phenomena or social reality and the epistemological position includes what counts as knowledge and how knowledge is constructed and demonstrated such as the relationship between the researcher and that being researched (Hatch 2002, p11-4, Creswell and Poth 2018, p19-21). As the aim of this research study is to investigate the perceptions of the professional relationship between NAPTs and SN tutees, I believe that there are potentially multiple realities or truths which depend on individuals and their beliefs and interactions

with each other and their environment(s), in the space and time of everyday personal tutoring. This provides my relativist ontological perspective (no absolute truth) and epistemological position in the knowledge and meaning constructed by participants in this study based on these interactions in UNE (Denzin and Lincoln 2013, p20, Creswell and Poth 2018, p19-21).

Key ontological values within the context of this study, stem from my personal and professional positionality as a dual professional nurse and academic tutor include my altruistic nature and passion for kindness, compassion and caring towards students (Section 1.4), within everyday practice as a NAPT and Course Leader within my current educational role. My epistemological position within this subject matter is my need to challenge the current contradictions to the building and maintenance of professional relationships within a neoliberal HE environment, underpinned by my initial troubling (page 9). My current positionality has therefore guided me to take this multidimensional and novel epistemological approach to address the RQs within this study as detailed below. It is important to highlight that I remain aware of my positional ontological values and ontological beliefs for this research and that I accept that others' perceptions will differ from my own based on their own realities of personal tutoring, in an attempt to minimise bias.

### 3.2.1 Research Paradigm

A qualitative methodological approach is essential to this study design as the aim is to explore and understand the NAPT and SN tutee's perceptions of the professional relationship. Denzin and Lincoln (2013, p6 &7) offer a generic definition where, "Qualitative research is a situated activity that locates the observer (researcher) in the world. It consists of a set of interpretive materials which make the world visible by turning it into a series of representations," where interpretative material can include for example interviews and recordings. In the context of this study, participants were investigated as part of their everyday university experience within the field of personal tutoring in UNE using Self-Interview as a method of data collection (Section 3.6.1). However, as explained on page 24, everyday university experience was disrupted by the COVID-19 pandemic at this time, emphasising the unique contribution of this study at this unexpected historical conjunction.

The theoretical framework of this research is underpinned by key concepts of Lefebvre's Rhythmanalysis, also used to mobilise and analyse Bourdieu's concepts of the power of the field as discussed below. This framework also draws on theorists who have influenced these powerful Philosophers such as Martin Heidegger (Lefebvre and Bourdieu) or scholars whose work has been influenced by their concepts for example, Sue Middleton (Lefebvre) and Will Atkinson (Bourdieu) and other influential theorist such as Avery Gordon as discussed in section 3.3.3.

### 3.3 Lefebvre's Rhythmanalysis

"Everywhere where there is interaction between a place, a time and an expenditure of energy, there is **rhythm**" Lefebvre (2004, p25).

The extensive and ground-breaking work of Henri Lefebvre, a 20<sup>th</sup> century French Philosopher and Marxist thinker on the concept of rhythm and Rhythmanalysis forms the basis of the theoretical approach to this study. His concept of rhythm provides a framework or 'strategy for inquiry' for the interpretation and critique of everyday life events in relation to space and time (Lefebvre 2004, p8 &9, Lyon 2019, p102). Middleton (2014, p13) indicates that Rhythmanalysis offers a methodological focus for the critique of everyday life in educational settings where "imperatives of the conceived – deadlines, appraisals, national 'standards' colonise the cyclical pulses of the lived," which resonates well with the literature review and intentions for this research. Furthermore, Dakka and Smith (2019, p157) demonstrate application of Rhythmanalysis to teaching and learning in a contemporary university setting, an influential text in the consideration of this methodological approach to the exploration of PT practice in UNE at Southside University. Rhythmanalysis has also been selected due to its multifaceted approach including its relation to phenomenology (Section 3.3.1) and my relativist ontological position above, recognising the 'lived' experience and "spacio-temporal relations and what they do in the world," applicable to a wide range of settings (Lefebvre 2014, p350, Lyons 2019, p4). The aim of Rhythmanalysis according to Lefebvre (2004, P13) is to 'found' a new science and field of knowledge and as such analyse rhythms with practical consequences, which resonate with the aim and RQs of this study, focused on a specific field of educational practice. However, Lyon (2019, p4 &5) critically debates the concept of Rhythmanalysis as a research method as it doesn't provide a

systematic methodology for 'doing' Rhythmanalysis. The notion of a 'strategy for inquiry' therefore sits between theories that inform a particular study and the specific methods used to collect and analyse data (Lyon 2019, p5). Furthermore, Dakka and Smith (2019, p155) also interpret Rhythmanalysis as a "mode of inquiry" where "we can appreciate the making and remaking of social practice" in a variety of affective states such as institutional teaching and learning. Lyon (2019, p31) also highlights Lefebvre's focus on Rhythmanalysis as 'immersive' using the body as a central tool or 'metronome' as a reference to appreciate external rhythms. She emphasises the need for 'phenomenological tools' to 'grasp' rhythm using all the senses to be susceptible to rhythm and analyse it but at the same time maintain a 'critical distance' (Lyon 2019, p31-32).

The origins of Rhythmanalysis are discussed in *Metaphilosophy* (Lefebvre 2016, p43), a revelatory text where Lefebvre critically explores the idea of philosophy in crisis where the "confrontation between various philosophies leaves zones of shadow between them, behind them or within them," as opposed to the presumed aim of philosophy to see clearly into the human world. Lefebvre (2016, p43) as a university professor in Sociology himself, criticises philosophers, including phenomenologists and Heidegger of "grandiose claims to universality above humdrum concerns of real life" and especially the "belief in the complete mastery of pedagogy and human knowledge over human nature" (Middleton 2014, p8). Lefebvre considers the crises of philosophy or difficulties as 'aporias' including praxis, Poiesis, and Mimesis and which form the foundation of Rhythmanalysis.

Lefebvre explains praxis as social activity such as relationships between human beings, distinguished from relations with nature and matter, where praxis is denoted as a site and origin of concepts situated in a history and a creator of history (Lefebvre 2016, p6- 7). Lefebvre emphasises that state and society must be interpreted from praxis and not according to "the demands of a philosophical systemisation," and therefore showing itself open to possibilities and considerable changes (Lefebvre 2016, p37). Furthermore, Lefebvre emphasises Hegel's view that when analysing praxis "society does not exist without men, individuals, groups, classes and is nothing without their products and works, including institutions," and further describes these actions and interactions between man, groups and



works/products as realities, analogous to those of nature and to praxis (Lefebvre 2016, p38-39).

The key recurring components of Rhythmanalysis that are central to this analytical strategy are repetition (Mimesis) and difference (Poiesis) and linear versus the cyclical rhythms which exist in permanent tension (Lefebvre 2016 p8-10, Lyon 2019, p156, Lefebvre 2004, p16-18). Firstly, “there is no rhythm without repetition in time and space,” however there is no absolute, identical repetition as each repetition produces a difference which is something new and unforeseen (Lyon 2019, p24, Lefebvre 2004, p16 & p40). Poiesis is described as a “creator of works or oeuvres” (Lefebvre 2016, p8). Then, “only an active, poietic (creative) thought or form of energy that is practical and based on a praxis, can cross the point at which differences, contraries, oppositions, contradictions, confront one another and rigidify in an endless confrontation” (Lefebvre 2016, p8, p49). At the same time, Mimesis is defined as an aspect of praxis which is already created and stands between repetition and invention, with a relationship to Poiesis and is therefore an imitation of what has already been said and done (Lefebvre 2016, p10 & p63). It is therefore important to remember that Mimesis “is not reducible to imitative repetition,” and should not be separated from praxis and Poiesis in the “uneven, obstacle-ridden and conflictual character of becoming.” (Lefebvre 2016, p10)

Lefebvre (2016, p10 & p108) provides a breakdown of the everydayness of real life into the domains of work, private life and leisure to make sense of praxis in the town and city. He deduces that “everydayness is increasingly reduced to the repetitive (which is no longer that of the great cosmic rhythms and cycles) but that of linear time, mechanical gestures and movement commanded by signals.” Therefore, quotidian time is separated into linear and cyclical rhythms where linear represents the social practices, the daily grind or routine namely the products of capitalism imposed by technology and industrial labour, whereas cyclical rhythms originate in nature, such as day and night, the seasons, monthly cycles and influence our own bodily rhythms (Lyon 2019, p25, Lefebvre 2004, p17, Dakka and Smith 2019, p155). Lyon suggests that “Lefebvre’s contention was that the less-than-human linear time of modernity is taking over the natural cyclical rhythms of everyday life” and that these rhythms constantly interfere with one another to produce disturbances (Lyon 2019, p26).

Lefebvre's extensive work on the theme of 'everyday life' was therefore dominated by the effects and 'invasiveness' of capitalism and commercialism into routine practices where political power can manipulate 'time, dates and timetables', (the linear) but intuitively also saw the 'everyday as a 'site of revolutionary possibility,' which harbours a "hidden wealth in its apparent poverty." (Lefebvre 2017, p78, Lyon 2019, p13, Lefebvre 2014, p690). Lefebvre (2016, p108-109) states that "everydayness is simply the 'residue' that persists when everything that is determined activity is removed," and postulates whether it is this residue that is most precious and a site of difference and possibility. Lefebvre highlights the 'residual' nature of the everyday which is "profoundly related to all activities and encompasses them with all their differences and conflicts; it is their meeting place, their bond, their common ground" (Lefebvre 1991a, p97).

The critique of the 'thing' or 'thingification' is a key concept underpinning Rhythmanalysis where Lefebvre's interpretation of 'the thing' represents the works of creative activity as praxis which realises man but remains in the background, destroyed by the knowledge of science and technology (Lefebvre 2004, p13, 14, Lefebvre 2016, p126-127). Influenced by Heidegger, Lefebvre (2016, p126-7) illustrates that "the *thing* is the jug, the ring, the mirror, the vase, works of handicraft rather than works of art, but still works, and in no way *products* (of industry or technical operation). The knowledge of science and technology destroyed *things* as things,....reduced to objective function and operation." The thing may, therefore, be described as a variant of capitalism, which has taken over and dominates everyday life. The "thing" can be identified in the present but perceived as "presence" through the act of Rhythmanalysis and attention to rhythm i.e repetition and difference in time and space and in the everyday praxis of personal tutoring and its 'thingification' is considered in the response to the RQs in this study (Lefebvre 2004, p17 & 33, Chen 2017, p3, Lefebvre 2016, p127). Lefebvre (2016, p127-8) maintains Marx's interpretation of the *thing* as "reification" or the loss of self in the abstract object, money or the commodity in addition to the "product or work," where the "abstract thing alienates and the concrete product, or creative work realises man." Lefebvre (2004, p16) offers a critique of the thing where he postulates that "commodity prevails over everything," in the modern era, in the social space and time of the marketplace, dominated by the repetitive rhythms of everyday

production. Lefebvre's concept of alienation, can be explained therefore, where mankind deprives itself of living through creative labour or leisure to accumulate capital and to build business concerns, suggestive of the abnegation (self-denial) of the bourgeois, where the less you are through leisure or creative means the more you have in economic capital (Lefebvre 2014, p180), symbolic of capitalism.

Lyons (2019, p19, Dakka 2021, p44) discuss the 'theory of moments' as one of the key philosophical elements of Lefebvre's theorisation of rhythm and especially "moments of transcendence" which can unexpectedly illuminate the significance of some "thing" and discern possibility throughout the passage of time. The theory of moments is derived from a need to understand language and give it "significance and value," but also more importantly to enable us to "organise, programme and structure everyday life by transforming it according to its own tendencies and laws" (Lefebvre 2014 p637). This is pertinent when addressing the RQs and seeking the significance and value of participant perceptions of professional relationships in personal tutoring. Lefebvre describes the 'moment' as "the attempt to achieve the total realisation of a possibility. A high form of repetition, renewal and reappearance and the recognition of certain determinable relations with otherness and the self" (Lefebvre 2014, p638 & 642). Interestingly, Lefebvre also considers meta philosophical Poiesis and the potential to explore unknown aspects of love, considering love as a moment and a modality of presence. Whilst he considers love in the context of physical acts of love and its creation of joy and pleasure or of pain there is potential for a residue and renewed Poiesis (difference) (Section 3.3) in the findings of this study. This residue potentially denoting distinct moments of Professional Love within everyday personal tutorials in UNE and highlighting possibility for future practice. This theorisation offers potential for reclaiming or reconfiguring kindness, compassion and caring in personal tutorial professional relationships in the neoliberal HE setting as key ontological values underpinning this study.

The rhythms of Dressage are of particular interest to the Rhythmanalyst and are of value to this study as achieved by learning in everyday life, similar to Bourdieu's concept of habitus (page 11), which is based on learning by repetition of accepted values and practices of society (Lefebvre, 2004, p48-9, Lyon 2019, p27, Dakka and Smith 2019, p156). However,

Lefebvre makes the distinction between “education, learning and Dressage (training),” where Dressage is based on repetition, considered as ritualistic in humans and an analogy drawn with the “military model” of training in western societies (Lefebvre 2004, p48). Identifying the rhythms of Dressage can therefore be complex and challenging as the perspectives of dual professional NAPT`s and NS`s may have been shaped culturally by both clinical and educational practices as a result of individuals` relationships between their dispositions (habitus) and positions in a field (capital) (Maton 2012, p50-51). As rhythms of Dressage perpetuate, education on the other hand “opens out possibilities by engaging students in ‘real’ problems of ‘lived’ experience in everyday life” (Middleton 2017, p413). Productive activity can give way to creative activity (Lefebvre 2004, p52) and therefore new possibilities or difference can emerge in everyday educational practice.

Rhythmic assemblages or rhythmic bundles are identified as the sites of rhythmic production and are central to the work of the Rhythmanalyst using conceptual instruments synonymous with biological rhythm including polyrhythmia, eurythmia and arrhythmia where the body is a constant reference (Lefebvre 2004, p27, Chen 2017, p4). As such, polyrhythmia is described as a multitude of rhythms, assemblages, or a constellation of “rhythmic entanglements” (Chen 2017, p5, Lyon 2019, p27, Dakka and Smith 2019, p155), which are not systematically synchronised and not necessarily in conflict with one another (Alhadeff-Jones 2019, p174). Eurythmia is where rhythms unite in a state of health, where intervention though rhythm should strive to establish or re-establish eurythmia. Finally, arrhythmia indicates discordant rhythm i.e suffering or a pathological state synonymous with an unwell person (Lefebvre 2004, p25, Middleton 2014, p13, Lyon 2019, p27). In addition, Dakka and Smith (2019, p154 & 6) suggest that if arrhythmia can reveal the symptom of a disorder it can be used as a tool to address the dysfunction, allowing critique and disentanglement towards eurythmia. As a novice Rhythmanalyst with a health background these familiar terms are an appropriate analogy to support thinking and interpretation of rhythm in the context of the RQs within this study as highlighted within my positionality.

The theorisation of rhythm therefore draws upon the fields of the biological, sociological and psychological, reuniting quantitative elements which mark time and moments and

qualitative aspects and elements which link them together, providing a praxis as a novice researcher (Chen 2017, p2, Lefebvre 2004, p18,19 & 24). This theorisation appeals to this study as these fields are closely associated with the holistic elements of health care within the professional context of nursing as above with scope for detection and interpretation of multiple rhythms/repetitions within the professional relationship in the field of personal tutoring in UNE. Chen (2017, p2) proposes rhythm as a “meta-sense” and Rhythmanalysis as a having a “unique position on the sensory, on bodies and perceptual relationships” where the position and rhythms of the body in time and space are essential. Lefebvre (2004, p29 - 30 and Middleton 2014, p14) also suggests that the Rhythmanalyst be attentive not just to words or pieces of information but also to noises, movement, gesture, touch, murmurs and silence with their own temporality and therefore be multisensory, whilst Yi Chen (2017, p3) “emphasises differential relations of the senses and how they recur and transform i.e perceptual relationships which are critical for exploring the interaction and interconnection of social agents.”

As indicated in the quote at the beginning of Section 3.3, interactions in space and time are essential components of rhythm, which is important when addressing the significance of time and space in personal tutoring (RQ 6). Lefebvre (1991, p73) argues that social space is not a thing or product among others but instead it “subsumes things produced and encompasses their interrelationships in their coexistence and simultaneity – their relative order and disorder.” Lefebvre (1991, p73) also suggests that social space is also the outcome of past actions, which allow fresh actions to occur, suggesting and/or prohibiting others. Furthermore, Lefebvre (1991, p95) considers how time is at the heart of space in nature through the days, seasons etc but, with the advent of modernity time is recorded on clocks synonymous with work time at the expense of natural lived time, which has become the linear time of the daily grind and routines in spaces imposed by capitalism (page 49). Lefebvre`s interpretations of the nature of social space, highlights the importance of analysis of the spaces of enactment of professional relationships in personal tutorials in space as well as time which has implications for this study during the COVID-19 pandemic, when meeting spaces were radically moved online as opposed to face to face on campus. Lefebvre (1991, p93) emphasises that exact pictures of a space would “differ considerably

from the embodied in representational space which its inhabitants have in their minds, which for all its inaccuracy plays an integral role in social practice.” This forms the basis of the RQ discussed above.

Rogers (2002, p30, 33, 35 & 38) discusses Lefebvre`s concept of space, consisting of first space as human production namely social space, second space representing ideology and surveillance (mental space) and the third space or “Espace Vecu,” which is “directly lived by inhabitants and users.” The latter is the space of actual life and virtual interchange between humans and their constructed spatial worlds and a site for the struggle of enactment of power which resounds with Bourdieu`s notion of field (Section 3.4). As such, the third space is conceived as “a veiled place – the lived space that is dominated -passive, muted, subjected. And at the same time, though, this is an active place – the lived space of struggle for liberation and emancipation” (Rogers 2002, p38). When considering how to adapt Lefebvre`s ideas to his own work Rogers (2002, p39), perceived folklore as “any performance that takes place on a particular spatial stage,” which is helpful in interpreting the changes to the social space of personal tutorials within this study.

Lefebvre`s concept of ‘habitat’ is based on the human being`s necessity to house himself in his own private space and “habiter” or way of living is a quality of the person, it is not an accident and links in with actions of building thought and speech, which he divided into ‘habitation’ and ‘dwelling’ (Middleton 2014, p83). Where habitation relates to the functional character of mass housing, Dwelling on the other hand is the connection between building, dwelling, thinking and speaking and is, in essence poetic and a fundamental feature of the human condition (Middleton 2014, p84, p104-5, Dakka 2021, p52). Moreover, Lefebvre (2016, p128) discusses the origins of Dwelling in relation to Heidegger where “the image of the home (dwelling) runs through and inspires wide-ranging reflection on building and inhabiting, deeply connected with techne and Poiesis, ....where being and authenticity have need of a Dwelling,” which for Lefebvre is constructed by praxis as discussed on page 48-9 above. This is an important concept to contemplate within this study as Lefebvre considers the ‘dominated spaces’ of mass schooling “constructed according to technological dictates” (Middleton 2014, p84) and can be related to modern day university spaces where personal tutoring takes place. These spaces should arguably be appropriated for the building of

professional relationships with a potential sense of Dwelling detectable by Rhythmanalysis. Lefebvre postulates classrooms as 'Dwelling places' infused with children's "personal, cultural, spiritual and emotional meanings." As such a "Pedagogy of appropriation would enable children to appropriate space and dwell there," which could be aligned to university space as above (Middleton 2014, p84-85).

Dakka and Smith (2019, p154) contend that place and time exert a 'yet – unexplored influence' on the way that teaching and learning are experienced in space and time and that Rhythmanalysis can offer a 'versatile and embodied approach' to the study of teaching and learning and its critique of everyday life in HE. This assertion is relevant to addressing the RQs of this study as teaching is a multifaceted activity and the key principles of personal tutoring and building relationships, such as listening and relating to people are aligned with those of the academic teacher (Lochtie et al 2018, French and O`Leary 2017, p53). However, Battle and Carr (2021, p158) emphasise the importance of the slower time needed for building relationships and trust as opposed to the fast pace of academia, focused on production and output in HE. Both time and space are therefore "intimately connected" (Lefebvre 2014, p805) and interpreted and critically debated through the lens of Lefebvre's Rhythmanalysis in Chapter 4.

### 3.3.1 Influence of Phenomenology

As discussed within this Section, Lefebvre's work resonates closely with phenomenology and with the work of Martin Heidegger (Zahavi 2018, p1), who introduces 'Dasein,' interpreted as 'Da' meaning 'there' and 'sein' meaning 'being' emphasising our 'being there' in the world as opposed to beyond the world as "presence to self, to the world and to the other, (and of other to self)" as the foundation of individual existence (Lefebvre 2016, p138), and as an "ordinary life led according to conventional norms and standards" (Zahavi 2018, p24). Heidegger also considers that "self, world and others belong to one another and reciprocally illuminate one another and can only be understood in their interconnectedness" e.g the "self-other-world triad" which is expressed as 'Mitsein' or 'being with' which is an important consideration when investigating a relational phenomenon such as in this study (Zahavia 2018, p15 & 58). Lefebvre (2004, p21 - 2) also discusses the triadic character of Rhythmanalysis which separates out three terms in

interaction, conflicts and alliances and grasps a moving and determinate complexity in the presence of the world e.g “relations of past-present-future and time-space-energy.” Indeed, it is the connection of time, space and energy, namely, rhythm that signifies the different but similar approach to phenomenology where “knowledge of the lived would modify, metamorphose, the lived without knowing it.” (Lefebvre 2004, p28)

### 3.3.2 Shepherds of Being

Furthermore, Lefebvre critically explores Heidegger`s investigation of being, particularly the relationship between man (sic) and his works (oeuvres) and the destructive, alienating effects of industrial technology, which resounds with the context of this study. He debates the movement away from the reductionist philosophical tradition of being, as ‘a being’ or “a new figure of the gods” towards a “being-other,” a more poetic, creative, forward looking being in the contemporary/modern everyday praxis of everyday life (Lefebvre 2016, p135-137). Lefebvre draws on Heidegger`s philosophical metaphor “‘Shepherds of Being’ with language as the Dwelling of being (Lefebvre 2016, p134-135). Heidegger situates man as the ‘Shepherd of Being’ which has its archaic, pre-Christian roots from Plato where men are interpreted as “the cattle of the gods, whom the latter guard and protect” (Broglia 2008, p126 & 128, Lefebvre 2016, p137). Lefebvre refers to later Christian imagery where, “the pastor leads the flock, he is god, he is priest and the faithful are sheep,” where the symbol of men (cattle) is diminished to a smaller animal (sheep), destined for slaughter, an unexplored element of Heidegger`s work (Lefebvre 2016, p137, Broglia 2008, p125). However, Heidegger claims that “for man it is ever a question of finding what is fitting in his essence, that corresponds to such destiny (of being); for in accord with this destiny man as ek-sisting has to guard the truth of being. Furthermore, Broglia (2008, p129) alludes to “the primary function of the shepherd of being as one who cares” and “offers ‘pastoral care’ for authenticating the various beings or the standard of being (Broglia 2008p136), which sits closely with the notions of care and compassion within this study. Lefebvre`s interpretation of Heidegger, postulates that men are no longer the cattle of the gods but it is “Being that commits itself to our guard....we permit it to roam the paths of wandering, to cross deserts and forests, to gather in clearings and pastures, to refresh itself at springs, to find temporary Dwellings. To end up where? We lead it where it leads us in an adventure of our own”



(Lefebvre 2016, p137-8). Lefebvre`s more humanistic interpretation therefore illustrating the triadic nature of Rhythmanalysis in establishing presence of the self-other-world triad as discussed in Section 3.3.1.

Rhythmanalysis, therefore offers a broad strategy for exploration of repetition, the emergence of difference and moments in time and space within the world, which can extend to affective states such as relationships, and can be interpreted and disentangled as rhythmic occurrences and assemblages (Zahavia 2018, p15, Dakka and Smith 2019, p155). Furthermore, Lyon (2021, p33) acknowledges Lefebvre`s recognition of the “absent presence” of what we do not encounter as a Rhythmanalyst and what lies beyond the ‘sensible and visible order.’ Lefebvre (2004, p24) likens our economo-political society to modern electric locomotives, “present to the eye as a big box that contains and conceals the machinery,” from visible order. This idea is interpreted by Lefebvre (2004, p24) as “The visible moving parts hide the machinery,” a helpful metaphor employed as a Rhythmanalyst within the findings of this study.

Finally, Lefebvre (1991, p158) considers the importance of structural analysis and the “relations between the whole and the parts, between ‘micro’ and macro’ levels. In their deployment of Rhythmanalysis in a contemporary university Dakka and Smith (2019, p157) categorised the university by different rhythmic assemblages levels: the “macro-level as part of a broader ensemble of rhythms, that connect it to the wider politico, socio, cultural, ecological, and economic landscapes; meso-level including the university as a rhythmic time-space shelter, traversed by linear and cyclical rhythms and micro-level, expressed by the spatio-temporal and affective experiences of teachers and learners.” These terms enable the exploration of the intersection between the linear and cyclical rhythms of everyday life within educational praxis, which is the focus point of data collection and analysis in this study. These terms are also all congruent with the methodology employed and will be a point of reference during the analysis of findings and discussion. This Lefebvrian categorisation is also summarised by Middleton (2014, p25) in relation to research in educational theory.

### 3.3.3 Concept of Haunting and Futurity

Gordon's concept of haunting and futurity (Gordon 2011, p2) allows for deeper Rhythmanalysis of participant perceptions within the machinery of personal tutoring. Gordon (2011, p2), uses the language of haunting to understand abusive systems of power and how they make themselves known and their impacts felt in everyday life where, "haunting raises spectres, and it alters the experience of being in linear time, alters the way we normally separate and sequence the past, the present and the future." This concept, however, can be inverted and applied to nostalgia and the presence of spectres/ghosts of professional relationships from the past, illuminating a key arrhythmic moment of haunting and revealing possibilities for the future considering Gordon's interpretation of Herbert Marcuse,

"We're haunted, as Herbert Marcuse wrote, by the "historic alternatives" that could have been and by the peculiar temporality of the shadowing of lost and better futures that insinuates itself in the something-to-be-done, sometimes as nostalgia, sometimes as regret, sometimes as a kind of critical urgency." (Gordon 2011, p7).

### 3.4 Bourdieu

Pierre Bourdieu produced extensive works and publications over many decades and developed unique conceptual terms to support analysis and discussion of findings in social science research practice or, "language that can be used to think with" (Grenfell 2012, p2). Furthermore, Atkinson (2019, p2) acknowledges that Bourdieu's conceptual toolkit of "[Habitus)(capital)] + field =practice" has been used extensively to critically examine the different facets of social structuring which includes his interpretation of social space and time, a prominent theme within this study which aligns and facilitates deeper Rhythmanalysis of the findings in Chapter 4. Consequently, Bourdieu's notion of field in space and time, why it matters and how it is interpreted using Rhythmanalysis is a key focus when responding to the RQs within this thesis. Bourdieu's concepts of reflexivity and habitus were also explored earlier in Section 1.4 to define my own position as a dual professional nurse academic and researcher within this study.

### 3.4.1 Field of Power

Bourdieu (1996, p215) considers the social world, described as the 'field of power' to be made up of multiple fields including education and its subfields such as UNE and personal tutoring, the key fields explored within this thesis. To investigate and analyse the professional relationship between the NAPT and NS occupying the field of personal tutoring, a deeper understanding of the emergence of the field as a social structure is important. Inspired by Gustave Flaubert, Bourdieu (1996) critically discusses the art and literary fields, in terms of the field of power. Bourdieu (1996, p215) describes the field of power as "the space of relations of force between agents or between institutions having in common the possession of the capital necessary to occupy the dominant positions in different fields such as economic or cultural capital. It is the site of struggles between holders of different powers or kinds of capital which, have at stake the conservation of the relative value of different kinds of capital, which itself determines, at any moment, the forces liable to be engaged in these struggles." This field of power includes the struggle for autonomy and legitimacy for example, between "those who dominate the field economically and politically e.g 'bourgeois art,' as opposed to people with a Bohemian lifestyle aspiring to live life by art and the right to define their own principles or laws of legitimacy or 'nomos' (Bourdieu 1996, p55, 61 & 216). Therefore, Bourgeois and Bohemian represent the polar positions/opposites of the field of art and the struggle for autonomy and legitimacy between the dominant/orthodox view (Bourgeois) and those that challenge i.e the heterodox view (Bohemian) at the time of Bourdieu's writing. The concepts of orthodoxy and heterodoxy are used to support the analysis of the findings in Chapter 4 which emerge from Bourdieu's notion of 'doxa,' an arbitrary set of beliefs linked to field and habitus which, "underpins the related notion of symbolic power," (Deer 2012, p116). These beliefs are mediated by various forms of accumulated capital, such as "cultural capital" (Deer 2012, p115) and includes Bourdieu's interpretation of the "cultural doxa" of individuals that occupy dominant positions in the field of power (Bourdieu 1996, p185-6). Orthodoxy, "refers to a situation where the arbitrariness of doxa is recognised but accepted practice, where the 'rules of the game' are known and played accordingly" (Deer 2012, p118). Whereas heterodoxy, "depends on the recognition of the possibility of competing beliefs and the emergence of such competing belief, which entails a move from practical action to discursive exchanges

and the emergence of a field of opinion and potentially, alternative futures (Deer 2012, p118).

### 3.4.2 Positions and Dispositions

Hardy (2012, p229 & 230), highlights Bourdieu`s specific view on social space as the “set of all possible positions that are available for occupation at any given time or place.” Positions are explained in terms of the cultural and symbolic capital recognised in society at that time and the relative values placed on these different configurations and volumes of capital (Hardy 2012, p230). Furthermore, Bourdieu suggests that it is the agents who define space as their experiences and expectations are differentiated by their position occupied in social space, which also “influences positions available in the future and affords a view on the social space,” highlighting the importance of time pertaining to the future (Hardy 2012, p230).

Bourdieu postulates that the agents` dispositions will predispose them to occupy different positions in the field of power at a given time. For example, in the fields of art and literature in 19<sup>th</sup> century France, where those with aristocratic dispositions such as the traditional nobility and talented bourgeoisie (wealthy classes) as the champions of ‘art for arts` sake’ are linked together in their social trajectory and are therefore alienated from those social positions that champion ‘social art’ such as journalists (Bourdieu 1966, p85-86). Bourdieu (1966, p256) considers cultural practice and consumptions which, may be observed at a given moment in time, which are the product of a meeting of two histories of the fields of production and social space as a whole. He suggests that, even if the position held contributes towards making dispositions through the history of the field, the dispositions are also partly the product of independent circumstances as above which have an “autonomous existence and effectiveness and that may help to ‘make’ the positions” (Bourdieu 1996 p256). However, despite this apparent determination of position by agents` dispositions, “account must also be taken of the effects which are exercised through the structure of the field, and in particular through the space of possibilities offered, which depend principally on the intensity of competition, itself linked to the quantity and qualitative characteristics of the flow of new entrants” (Bourdieu 1996, p257).

### 3.4.3 The Rules of the Game and Illusio

Calhoun (1990, p503) summarises Bourdieu's notion of field as a "partially autonomous arrangement of social relations according to basic forces, power relations, interests, and hierarchies of value and judgement," as articulated above. He describes the heart of Bourdieu's work as teasing out the "unconscious or semiconscious rules and sensibilities informing the play of the game." Thomson (2012, p67) however, interprets the 'game' within the field as "competitive, with various agents using different strategies to maintain or improve their position." Thomson suggests that fields are shaped differently according to the game played on them and also have their "own rules, histories, star players, legends and lores" (Thomson 2012, p67). These analogies being helpful ways of articulating thinking about the personal tutorial as a 'field' or 'social space' in this study. Furthermore, Bourdieu (1996, p227, 228 & 230) introduces the notion of "illusio" as a sense of investment or belief in the game "which pulls agents out of their indifference and predisposes them to put into operation the distinctions which are pertinent from the viewpoint of the logic of the field," therefore, what matters or is of value versus indifference. Bourdieu (1996, p229) emphasises the importance of the "belief in the value of the work (of art),....not only the direct producers of the work such as artists, but also an ensemble of agents and institutions which participate in the value of the work via the production of the belief in the value of art.." The notion of 'illusio' can therefore be interpreted in relation to the belief and value or investment the key players, NAPT's and SNs place in the professional relationship in personal tutoring in addressing the RQs of this study. This notion can also be considered in the context of the wider undergraduate nursing course (meso level) and university strategy at the macro level, in the value and investment in personal tutoring. Bourdieu's theory on social space as a field of power is therefore a critical point of analytical discussion within the findings of this study, where the rhythmic entanglement of professional relationships in the context of the positions and dispositions of the key players within the field and their struggle for autonomy and legitimacy are critically explored.

Thomson (2012, p67) explores the accumulation of "capitals" at stake within the field which, according to Bourdieu are, "economic (money and assets); cultural (e.g forms of knowledge, taste, aesthetic and cultural preferences; language, narrative and voice); social (e.g

affiliations and network, family, religious and cultural heritage) and symbolic (things which stand for all other forms of capital and can be 'exchanged' in other fields such as credentials." When considering the struggle for legitimacy between the fields of art and literature, Bourdieu (1966, p141 - 2) describes the evolution of the market for symbolic goods as an inverse economy identified by the two polar opposites of economic capital and the economy of "pure art." The latter is the outcome of an 'anti-economic,' autonomous history, orientated towards the accumulation of symbolic capital and potentially longer-term economic profit versus the 'supply and demand' economy of the literary and artistic industries. These concepts are explored further below and support the analysis of findings in Section 4.3.4.

#### 3.4.4 Temporality in the field

Batlle and Carr (2021, p158) in their critical reflection on developing relationships underpinned by trust between researcher and participant highlight that, "Establishing meaningful relationships can be neither standardised nor rushed." The authors deemed relationship building to be a slow process as opposed to "fast academia" with a focus on production and outputs (Batlle and Carr 2021, p158). They recognise that there is little reward or recognition for time spent developing relationships contrary to the fast neoliberal university where quantifiable outputs become the markers of success (Batlle and Carr 2021, p163). This reflection emphasises the tension between the slower accumulation of symbolic goods as capital such as building and engaging in professional relationships within the field of personal tutoring in nurse education as opposed to the faster, economical driven performative nurse academic tutor as neo-liberal technician (Section 2.3.1). This is representative of the inverse economy of the market for symbolic goods as discussed above (Bourdieu 1966) and an ongoing struggle for position, autonomy and legitimacy at any point in time between the NAPT and SN tutee.

#### 3.4.5 Time Binds

Atkinson (2019) offers a critique of Bourdieu's treatment of time within social theory, highlighting some of the conceptual gaps which link into the philosophical concepts explored through the RQs of this study. The elements of time identified by Atkinson (2019, p3) are "(i) the general temporal structure of consciousness; (ii) timings in and of fields, or

their rhythms and pace; (iii) timings imposed by agents in certain fields on people who are not agents in those fields; and (iv) time 'binds' or 'squeeze'." In the temporal structure of consciousness, parallels are drawn as Bourdieu was influenced by Husserl and Heidegger in relation to the temporal aspects of present experience and studying of the future and that we do not consciously study the future prior to our 'doings'. However, Atkinson (2019, p954) argues that the future can be brought to consciousness, described as a "compressed 'pulse' of futurity," which may be present in different forms and be short or long term but does not represent other theorist's views of the field as Bourdieu implies. Any 'pulse of futurity' within the data could potentially be detected using Rhythmanalysis when examining participant perceptions.

Atkinson's interpretation of timings and their rhythm and pace bears similarity to Lefebvre's Rhythmanalysis, where he articulates that each field has its own rhythm and pace or "synchrony" which includes the sequence of revolutions i.e a battle of generations where opportunities and perception of what is old and new take a particular form in each field and depends on the balance of power and 'revolutions' (Atkinson 2019, p955). The speed of strategies and position taking, described as 'intensification' or the pressure to be more productive and work quicker to tighter guidelines within current transport and communication technology, all resound closely with the challenges recognised within the field of this research practice. Atkinson (2019, p262) however, challenges Bourdieu's focus on sociological analysis as a single field by presenting the elements of "imposed timings" and "time binds" as part of everyday academic life in relation to managing competing demands from within different fields, including those of familial or personal fields as well as work-related fields. This is important in the analysis of the findings of this study as NAPTs and SNs are often juggling different temporal aspects of their personal and working/student lives which may influence their experience of the professional relationship. Atkinson (2019 p962-3) suggests that "time binds" will "slip from view" if we don't capture the emotional fallout of pressure born out of tension between fields in individual lives rather than in one field to understand the stance of their experience or practice. Therefore, mobilising the critical lens of Lefebvre's Rhythmanalysis, influenced by Bourdieu's concepts of field in time

and space to detect and interpret the professional relationships in every day personal tutoring will be an important contribution of this study.

### 3.5 Thinking with theory

Jackson and Mazzei (2013, p261 & 262) explore the “plugging in” of multiple theorists with research data as a process rather than a concept. The authors challenge the mechanistic process of coding and data reduction into themes and “writing up transparent narratives that do little to critique the complexities of social life” (Jackson and Mazzei 2013, p261 & 262) As part of the data analysis within their study Jackson and Mazzei (2013, p264) worked against “sameness” in order to identify difference within the data by keeping in mind the theoretical constructs while reading the data and characterise this as a moment of “plugging in, of entering the assemblage, of making new connectives” and how this creates a different relationship among the texts to create something new. This was where the authors discovered that focusing on specific concepts of individual theorists who made up the assemblage of thinking, as opposed thinking with theoretical frameworks, opened up thought rather than foreclosed it and as such “grasped onto these concepts as they were articulated in a certain moment and time in a philosopher’s oeuvre” (Jackson and Mazzei 2013, p264). Jackson and Mazzei (2013, p265) suggest that they are “doing and using the vocabulary and concepts as we push research and data theory to its exhaustion in order to produce knowledge differently, focusing on the constitutive and generative aspects of text.” This resonates closely with Lefebvre’s view of praxis as a site of origin of concepts situated in history and not the demands of a philosophical system (Section 3.3).

The concept of ‘thinking with theory’ and ‘plugging in’ theory with data has been attempted within the data analysis of this study based on the critical lens` of Lefebvre and Bourdieu as discussed in Sections 3.3 and 3.4 above. Jackson and Mazzei (2013, p263) acknowledged that, to avoid sweeping generalisations they focused on two transcripts rather than the original 10 interviews and created analytical questions based on the significant theorists to support this process. In this study however, all the data was subject to analysis as I didn’t want to miss any important or revealing data. It is understood that this process could reveal the realities and meaning that participants bring to the notion of the professional



relationship within the complexities of everyday life in personal tutoring to create new knowledge for future practice as discussed in Chapter 4.

### 3.6 Methods

At the time of considering data collection for this study a significant crisis emerged in the form of a global pandemic due to a coronavirus disease (COVID 19) declared on 12<sup>th</sup> March 2020 (World Health Organisation 2020) as highlighted above. The pandemic resulted in countries around the world, including the UK imposing nationwide lockdowns to prevent the spread of the disease with challenging consequences to everyday practices of teaching and learning within the HE sector and for this study in relation to investigating PT practice. Flexibility in the methods of data collection was therefore paramount to allow participants space and time to provoke memory/thoughts of the professional relationship and reflection of their experiences without increasing the risk of transmission of COVID 19 between the researcher and participants. The following methods of data collection are therefore critically discussed below within this historical conjuncture and are considered in the Participant Self Interview guidance sheets (Appendix 1).

#### 3.6.1 Self interview

Self-Interview has previously been used in qualitative methodology and identified as a valuable tool for collecting data in memory studies research in the field of social science (Keightley et al 2012). It is concerned with examining memory as a “post-hoc” representational practice and an opportunity to explore how the past is made sense of in the present (Keightley 2012, p518). This relates well to Rhythmanalysis where an image such as a photograph, place or a view represents the ‘present’ which can evoke ‘presence’ where things such as an image introduces itself as a rhythm in time between past and present “in a dramatic becoming, in an ensemble full of meaning, transforming them no longer into diverse things but into presences” (Lefebvre 2004, p32 - 3).

One of the main strengths of Self-Interview is the notion of promoting self -reflexivity, where the practice of remembering and reflecting are captured as well as the memory recall of the phenomena under investigation (Keightley et al 2012, p514). I undertook a Self-Interview on Self-Interview in a scoping exercise within earlier doctoral study to turn methodology in on itself as a reflexive experience (Holder 2020, p7). I did this by immersing

myself into my own research field, considered essential by Bourdieu to objectify and make sense of the researcher's practice (Deer, 2012, p197). This was very powerful as it gave me insight into the benefits and limitations of this method as a NAPT within the field of nurse education therefore "objectifying" my own practice and position as a researcher in this field. Examples of my own reflexive thoughts included the benefits of pausing and reflecting the self-interview, especially when interrupted and the portability and freedom this method offers, which has inspired me in relation to the flexibility of this method for this study (Holder 2020, p7). One limitation identified was an initial self-consciousness on self-interviewing which was soon forgotten but worth highlighting to potential participants to support their engagement, as it could be off putting to less confident individuals (Holder 2020, p7). Participation in this scoping exercise also made me realise that my perceptions were influenced by my positionality in the field as a nurse academic and experienced personal tutor and therefore led me to consider asking participants in this study and the pilot study (Holder 2020, p14), for an indication of their reflexive experience of Self-Interview within the data collection to inform research theory within this practice.

As mentioned above, Self-Interview allows space for reflection as the recording can be paused and restarted by the participant using a guidance sheet to facilitate and guide the researcher's questions, "allowing the processes and practices of remembering to be recorded as they are performed during the time of the interview" (Keightley et al 2012, p512). Within the findings of the pilot study (Holder 2020, p14) two participants appreciated being able to record the interview without distraction and preferred being able to pause the recorder and think rather than being interviewed faced to face. Whilst the limitations of the Pilot Study were evident in relation to the small number of participants and a unidimensional approach to data analysis, an insight into potential 'triggers' for recollection of memory was detected. One trigger was when the background sound of a bird tweeting was heard on the recording of a participants' reflection and was related to the comment .... "I liked the fact I wasn't restricted to a time and place as that could have given me anxiety" (Holder 2020, p14). The participant acknowledged that she was in her lounge with her budgerigar at the time of recording a Self-Interview, providing powerful insight into the influence of time, place and sound on memory recall during data collection. This recording

provided a situational aspect to the data which may have triggered thoughts on the participant's emotions and feelings within this familiar environment. Keightley et al (2012) identified that participants may choose their setting to aid memory recall and in the case of the participant above, to minimise anxiety to articulate her thoughts. Participants' perceptions of Self-Interview as a method of data collection in this study are subjected to Rhythmanalysis and critically discussed in Section 5.5.

As above, Keightley et al (2012, p512-3) incorporated the use of photography and used music in their study to help participants elicit memories of "themselves actively engaging with their mundane vehicles of memory," as well as supporting the use of mobile methods of data collection as a way of understanding everyday experience through focusing on an "embodied multisensory research experience." However, the authors emphasise that while they presented opportunities for mobility within Self- Interview they did not impose them as it was important to allow the participants flexibility, stillness and movement between locations and context.

Whilst this method of data collection leads to the recording of the participant's voice without the immediate presence of the interviewer, audio technology can also capture noises, murmurs or silence as highlighted above by Lefebvre (2004, p29-30). Lyon's (2019, p65) cites Lefebvre values when recording the sounds to "grasp them in their diversity" and reflect on rhythms which "no longer vanish when they appear." However, whilst Lefebvre was cautious about the use of images to capture rhythm, other scholars visually documented interaction using a camera to reveal rhythm in urban environments (Lyons 2019, p66). Whilst this presents possibility for the use of different audio-visual aids, including photographs, only sound recordings were used to capture rhythm within this study.

### 3.6.2 Walking Interviews

Due to the unpredictability of the COVID 19 pandemic at the time of planning data collection and writing the ethics submission, the concept of the walking interview was critically reviewed and reconstructed as a method of data collection within this study. This situation led to the inclusion of the option of walking with a companion or companion

animal within the Self-Interview to capture the embodiment of rhythm when walking alongside another.

The original justification of the walking interview as a method of data collection was based on an emergent “mobilities paradigm” (Sheller, M, Urry, J 2006, p207). This method involves the researcher walking alongside the interviewee to access and understand attitudes and knowledge within the context of the space they use in their lives and the social networks within it (Kinney 2018, p175). Emmel and Clark (2009) used walking interviews as one method of data collection in their research on connected lives, investigating the complexities of living in networks, neighbourhoods and communities. Whilst the research study above has its basis in ethnography as they are investigating cultural phenomena it was presupposed that this method offered insight into how relationships to space are perceived and imagined (Emmel and Clark 2009, p13). Furthermore, Springgay and Truman (2018, p3) discuss the benefits of walking interviews as a way of recognising how our lived experiences, perceptions and meaning making are constructed through place and special practices of sociality and positionality. The authors discuss four major concepts that are repeatedly highlighted in walking interviews as; embodiment, place, sensory inquiry and rhythm which all relate to the methodological intentions for this research. Springgay and Truman (2017, p2) consider embodiment as both relational and social and describe walking interviews as a ‘bodily methodology’ engaging affective, rhythmic and temporal dimensions of movement which at the same time “helps to overcome the typical power arrangements between researcher and participant” (Springgay and Truman 2018, p19). The authors also posit walking interviews as not only “an aural account but a social encounter both emplaced and productive of place where the narrative of interviews is affected by the spaces participants move through and are materialised during the walk” (Springgay and Truman 2018, p19). This had the potential to be revealing in relation to participant`s attitudes and feelings towards the professional relationship in the context of the NAPT and SN tutee when planning to undertake walking interviews around locations where these interactions are enacted or provide a suitable space for provocation of thought. However, as above the health and safety restrictions imposed by the government at this time meant that face to

face interviewing involving the researcher was not possible in or around the university campus.

Despite this setback however, mobility in Self-Interviewing still presented a possibility as highlighted above (page 67), where participants could be given a choice in flexibility, stillness and/or movement between locations and context (Keightley et al 2012). Lyon (2019, p1-3, p46) introduced the context of walking in rhythm where rhythm is embodied into the routine of everyday life. This is explained in terms of the Rhythmanalyst becoming rhythm 'as the bodies' own rhythms combine with the ebbs and flows of other peoples' actions and interactions, 'tuning into others movements and gestures, attentions and anticipations, letting different rhythms make themselves felt' (Lyon 2019, p80). The rhythmic qualities of walking could therefore explained in terms of the 'collective choreographies of walking' ....and an 'ensemble of rhythms' smooth or eurhythmic or turbulent or uneven and 'arrhythmic' and how they intersect with one another to produce place. Lyon (2019, p47) claims 'institutional arrangements' shape the rhythmic qualities of walking where, Edensor (2010) relates to Lefebvre's` concept of Dressage and how socio economic and cultural norms in specific time and place 'styles' what should be a natural rhythm of walking. In the absence of a walking interview alongside the researcher as above the potential benefits of natural rhythmic walking either alone or with a companion, potentially evoking meaning in a Self -Interview could not be ignored and led to the subsequent creation of the option of a 'walking Self-Interview' in a place/space of choice. The absence of the physical institutional, university time/space for educational practice during this time also provides potential through the study, of detecting rhythm through memory by "unpicking the making and remaking of social practice in time-space, in a way that unveils its relation with the repetition of routines and the emergence of difference or moments to realise possibility and initiate change" (Dakka 2021, p44).

The positive impact of walking and talking also includes the participants potentially feeling more comfortable and therefore willing to talk with less unnatural pauses than occur in a sedentary interview, as well as help overcome the power dynamic between the researcher and participant (Kinney 2018, p175 & 176, Springgay and Truman 2018, p19). The absence of the interviewer/researcher in a walking Self-Interview is therefore an unexpected benefit

to this study to reduce this power dynamic, although their influence is still present through the interview guidance sheet. The limitations of this method of data collection are potentially more complex in relation to maintenance of confidentiality of the participant and other people encountered on the walking route which is explored further in this section. Walking Self-Interview highlights the potential for development of methodological theory in relation to this methodological tool in the context of researching in extremis for example in COVID-19 times as opposed to previous research using the traditional walking interview (Evans and Jones 2011, Emmel and Clark 2009, Springgay and Truman 2018). As discussed above participants were therefore also invited to share their thoughts on Self-Interview as a research method in the Participant Self-Interview guidance sheet (Appendix 1).

In summary, the Self-Interview and walking Self-Interview have been critically discussed in relation to the methodological approach and theoretical framework of this research study during the critical moment of a global pandemic. Furthermore, self- Interview/walking Self-Interview is a flexible method of data collection using audio technology and the use of images and/or photographs (optional) that capture the process of memory and reflection in a time and place of the participants choice, allowing for detection of rhythm within this study. The walking self- interview has been justified in the context of exploring participant`s perceptions of professional relationships through mobility/walking in a chosen social space in response to the social restrictions of the pandemic. This method of data collection considers both social and relational embodiment and the rhythmic qualities of walking either alone or with a companion and can be considered in the context of educational research during the pandemic as a form of Reconnaissance (Armstrong and Nuttall 2021).

### 3.7 Data Collection

On reflection of the current pandemic crisis participants were offered a flexible approach to undertaking a Self-Interview where they were asked to choose one of the following options once recruited and consented to the study:

- a) A Self-Interview in a place and time of choice for approximately 30 minutes, either walking or sedentary (or both) and permitting the use of photography of place or other images (not people) that evoke specific memories relating to the personal

tutor professional relationship and utilising the guidance sheet as a prompt. Walking during the interview in the presence of a companion animal such as a dog was also encouraged to potentially capture the rhythm of walking with 'another' and thus support provocation of memory and thought. The participant was asked to choose the walking route and to provide an outline of the walk/map or a screen shot from a mobile watch/phone recording.

- b) A walking interview for approximately 30 minutes with another person/companion with whom regular contact is already established (i.e a family member or close friend or peer in an established social bubble within COVID -19 safety guidance) who can support the process of a walking interview using the Self-interview guidance sheet and potentially to capture the rhythm of walking with 'another' as above. The use of photography of place or other images (not people) that evoke specific memories relating to the personal tutor professional relationship was permitted and the participant asked to choose the walking route and to provide an outline of the walk/map or a screen shot from a mobile watch/phone recording.

A time guide of 30 minutes and no more than 45 minutes for data recording was provided for the data collection to be manageable within the resources of the study. It was also important to ask the participants to record the timing and route of walking within an interview on a paper map or using digital technology if available to relate to place and time when analysing the data as discussed below. If the participant chose to walk with a companion/companion animal, this was noted at the start of the recording to provide context when listening to the recording. A two - week timeframe was recommended for the participants to collect the data, emphasising that interviews/recordings can be paused and take place at different times, to build up a narrative of thoughts and feelings on the professional relationship within personal tutoring without a research interviewer being directly involved.

### 3.8 Participant Recruitment

The inclusion of nurse academics as personal tutors and nursing students as tutees in the research study allows for in depth exploration into the notion and nature of the professional relationship between these key players in UNE. The research has been undertaken within

the context of an undergraduate BSc (Hons) Nursing course, comprising of approximately 1000 students over two intakes per year, delivered predominantly on one of the main campus of Southside University. The target number of participants included ten NAPT's and ten SNs across the 4 fields of nursing (Adult, Child, Mental Health and Learning Disabilities) to accumulate sufficient data to answer and explore the RQs (Denscombe 2014, p72). However, the target sample size for this qualitative study was also determined based on several factors highlighted by Denscombe (2014, p70-72), including the resources available to undertake the research both in availability and time of the participants and recording equipment and considering other similar research conducted in the area of personal tutoring (Chapter 2) and the current constraints of the pandemic.

Purposive sampling, a form of non-probability sampling was used where the participants are selected for a specific purpose to produce the most valuable data and ensure an appropriate range of people are selected for example gender and ethnic representation (Denscombe 2014, p61-62).

NAPT's with at least one years' experience of personal tutoring were requested from the nurse academic team and SNs from years 2 and 3 of the 3-year undergraduate nursing course as both groups would have had opportunities to meet and engage with their personal tutor/tutee for at least 1-2 years previously. The inclusion criteria is therefore, current NAPT's from the nursing team for the BSc (Hons) Nursing course with at least one years' experience of personal tutoring and year 2 and 3 SNs on the course. The exclusion criteria is NAPT's on the nursing team who are not engaged in the PT role or have been a PT for less than one year, which is only likely to relate to new, inexperienced nurse academic staff within the timeframe of data collection and NSs in year 1 of the course as their experience of personal tutor meetings would be more limited.

PTs were asked how many years' experience they have had of personal tutoring and whether they received training on this role in the Participant Self-Interview guidance sheet (Appendix 1), as this may influence the participants confidence and competence within the role and hence their perceptions of the professional relationship and approach to personal tutoring (McFarlane 2016, p81 - 2). Whilst McFarlane recognises that experience does not always lead to confidence and competence, as personality could play a role, it is still useful



to consider these factors within the context of this study and the potential recommendations for future practice.

Participation Information sheets were developed for NAPT and SN participants to provide full details and expectations of the study and provide a choice in the data collection process (Appendix 2). Putting participants in control of data collection was one of the key 'lessons learnt' by Clark and Emmel (2010) in their guidance of walking interviews based on their study. Prompt questions were developed to guide the data collection process but taking care not to directly influence participants' thoughts and perspectives. On reflection of the pilot study (Holder 2020) the subheadings of the Self-Interview guidance included the words 'pastoral support, academic support and clinical practice,' clearly influenced the responses by the participants as they were highlighted as the key themes of the findings. Therefore, prompts were developed to avoid pre-empting responses where possible (Appendix 1). One of the strengths of the selected method of data collection is the autonomy of the participant in determining time and space for the Self-Interview which is the foothold of the ontological and epistemological position for the research outlined earlier, building possibilities for future research practice.

Recruitment of NAPTs took place by an email cascaded via the relevant Heads of Department containing a postcard including a brief on the study (Appendix 3) and attendance and presentation at relevant departmental meetings where possible. This was followed up by an MS Teams meeting to discuss the study in further detail for interested nurse academic staff members following provision of the participant information sheet(s) and to gain consent where appropriate. (Appendix 3)

Recruitment of SNs also took place by email containing a similar postcard including a brief on the study to student cohorts in years 2 and 3 of the BSc (Hons) Future Nurse course (Appendix 3). My attendance at relevant cohort sessions was followed up by an MS Teams meeting to discuss the study in further detail for interested students and to provide the participant information sheet(s) and gain consent where appropriate as discussed in Section 3.9 below. I reflected on the process for requesting SN participants for the study based on the acceleration of the Covid-19 pandemic during this period and the publication of the NMC (2021) Emergency Standards which indicated that year 3 students nurses can be

deployed with pay within the workforce for the next 3 months. This was also a stressful period for year 2 students who were already in placement during this time – both key participant groups in the study. Rather than target all groups for participation as originally planned I staggered student recruitment for when they returned to university within the data collection timeframe. Again, this disruption to the planned timing of recruitment due to the impact of COVID-19 can be considered as a form of Reconnaissance (Armstrong and Nuttall 2021).

Participants were recruited on a first come first served basis and a record kept of timing of emails and inquiries with a list formed of potential participants kept in the secure Ed D OneDrive account. If extra time was granted for one participant to complete data collection, this extension was applied for others and a deadline supplied to submit the data.

### 3.9 Consent

As the researcher I was responsible for obtaining consent from the participants following the recruitment activities described above in line with GDPR principles (Anon 2020b). An MS Teams meeting was arranged with participants who expressed an interest in taking part in the study following the initial recruitment request. Each participant was provided with the Participant Information Sheet, a Consent Form for themselves and a Consent Form for a walking human companion as indicated (Appendix 4). Each Section on the Participant Information Sheet was discussed in detail with the participant, and up to one week allowed to consider whether they wished to participate to ensure they did not feel co coerced. The participant was required to share the information on the Participant Information Sheet with a companion if appropriate, emphasising their role in the data collection process and to gain their consent using the Companion Consent Form provided (Appendix 4). If a signed paper copy of the consent form could not be provided by the participant or companion due to COVID-19 social distancing measures, a signed copy could be scanned or photographed and sent to my student email account where it was upload to the secure OneDrive account and the email and consent forms deleted from my own PC device. In summary, prospective participants had a deadline of one week from the meeting date to clarify their intentions to take part in the study and submit a signed consent form for themselves and a human

companion as indicated and a walking route if this method of data collection was chosen. A further one-week limit was set if additional time was required to consider participation.

As part of the consent process participants were informed of their right to withdraw from the study at any time during the data collection process and on review of the transcribed data by the participant. However, it was highlighted that withdrawal of data once analysed and incorporated into the thesis would not be possible although reassurance would be provided of anonymity throughout.

I ensured that consent was fully informed by recapping on the study participant information sheet, Self-Interview and walking Self-Interview processes depending on which method of data collection was chosen and provided clear answers to participant questions. There was no pressure or coercion to ensure participation and participants were reassured that the decision to take part was entirely their own choice. Participants were also reminded that if they decided not to take part or withdrew that it would not impact negatively on their progression on the course if they were a student or on working relationships if a nurse academic colleague.

As participants were either staff or students studying or working on an undergraduate nursing course, they would have to be able to read and understand English as a requirement of the course and employment as a nurse academic. However, an inclusive approach was taken to providing information to ensure all staff or students communication needs were met by providing clear written study guidance and verbal support in meetings. Any adjustments required based on participant need were addressed as required.

### 3.10 Data management, transcription and analysis

The local GDPR principles (Anon 2020b) were followed to ensure privacy and safety of personal data used within this research study.

#### 3.10.1 Collecting data

Participants were asked to record their self - interview using one of the following methods depending on whether they planned to remain seated during the interview, walk alone or with a companion or both.

- Software such as Skype for business, Microsoft Teams or the camera App on a PC

- A mobile phone with built in voice recorder or suitable portable recording device and camera (if required)
- A digital camera

Participants were asked to check their interview data before submission and reminded to ensure they did not disclose confidential information about themselves or others within the recordings.

### 3.10.2 Anonymous labelling of data

Participant information and data was anonymised using a username code, with a distinction made between staff and student participants (GOV.UK 2018). The recording(s), walking routes and any photographs/images were saved onto the relevant device and labelled with the assigned participant username code e.g Staff A or Student A, B etc and date of the interview. Participants were advised to pause the self- interview at any time which meant some participants had more than one recording if they undertook the interview in more than one session/day. In this case they were instructed to label each recording with a number (sequentially) and date in addition to the username provided.

Participants were provided with my student email account and asked to download, attach and send recordings and documents from their staff or student email account as any E-mail sent from university email to another university address is seamlessly encrypted whilst in transmission (Advised by the IT Security Manager). Once received the recording(s) were uploaded to a sub folder in my secure OneDrive account for each participant labelled with a code name e.g Staff A. A record of the participants names and email address against their code name was also kept in the secure OneDrive account for reference and for correspondence. Once the recordings were successfully uploaded, they were deleted from my student email account.

### 3.10.3 Interpretation and storage

As above recordings, (no photographs or walking routes were received) were sent securely by participants and uploaded into the confidential OneDrive folder designated to this study by the university Doctoral Research College (DRC). Data interpretation involved responsive listening (page 75) to participants recording(s) using headphones to avoid recordings being

overheard by others. Documenting/typing words verbatim, included all filler words such as 'um', 'er', 'so' etc, pauses and background sounds and documenting situational factors such as the presence of a companion/companion animal, place of interview and routes of walking as appropriate, the use of photographs and/or images, background noises and silences and not just the explicit verbal language of the data (Polit and Beck 2017, p539, Denscombe 2014, p322).

Barad (2003, p802 & 828) questions the power of language as a representation of things or matter as she argues that performativity (language which effects change in the world) is not understood as "iterative citationality" such as participants words within this research, "but rather iterative intra-activity," meaning observers such as researchers are part of the world that we seek to understand. This concept resounds with Rhythmanalysis of space, time and everyday life as discussed in Section 3.3, where Kuntz and Presnall (2012, p734) contest the interview as a linear process "with an unspoken reification of words, the translation of an event to a visual artefact," and questioned how the transcript came to represent the interview. Kuntz and Presnall (2012, p734) explore de Certeau's "politics of reading," by the distancing of the reader from the text so that they may "wander through voice-gaps that narrate interminably the expectation of and impossible presence, which transforms into its own body the traces it has left behind." This has been employed in my data interpretation and analysis in Chapter 4 for example on page 99 in relation to Staff H. Kuntz and Presnall (2012, p738) therefore discuss the concept of "whole body listening" or "responsive listening" where they recognised that meanings from interviews are encounters that inevitably separate the seen from sounds but suggest we can slow it down by learning to witness "lines of flight and possibilities of the unthought in our coming to know." Listening pauses were included throughout the data interpretation to enact responsive listening within Rhythmanalysis. Although only one participant undertook a walking Self-Interview, this is important as the strategy of the Self-Interview and walking Self-Interview implies "what we can know and how we come to that knowing" (Kuntz and Presnall 2012, p741). Participants (and companions as appropriate) were given the opportunity to review the transcribed interview and make amendments to the transcripts within a two-week period during which time they could withdraw consent for their data to be used. As above, the

transcripts were emailed from my student email account to the participants email account. However, as indicated on page 75, participants were informed that once a final version of their data had been agreed and been incorporated into the study`s findings it cannot be withdrawn.

Participants` identity is protected as personal information and data anonymised using a username code as above when interpreting, storing and disseminating the data within the research findings, within any publications or presentations both internal and external to the university. Confidentiality is safeguarded during and after the study in line with Data Protection Act (GOV.UK 2018) and I am the only person who has access to the data in the secure OneDrive folder as the investigator.

Voice recordings will be deleted on completion of the thesis which, for this study is deemed “the very latest date upon final use of the data.” (Retention Schedule 2: Research 2018)  
The transcripts data will be kept for the duration of the study and up to 3 years after study completion (Educational Doctorate award) to enable reference to the data for publication or other dissemination purposes (Retention Schedule 2: Research 2018)

#### 3.10.4 Resources

The research was conducted by one researcher (myself) as part of my working hours and study leave with voluntary co-operation from the participants outlined above, therefore incurring no costs related to salary. However, the course fees as an Educational Doctorate student undertaking this research have been paid partly by my employer, with some self-funding when working in other HE organisations (Section 1.4). The research data was also interpreted in my own time and during permitted study leave and therefore no related financial costs.

#### 3.11 Ethical considerations

I am aware of the potential ethical risk to the involvement of a human walking companion as a ‘proxy’ interviewer for the participant who chose to undertake a walking interview with a companion as they would potentially be exposed to the same physical risks and their voices heard on the interview recording when posing questions from the guidance sheet. Consent was therefore sought from the companion on a separate consent document as

explained above where it is the participants responsibility to discuss the participant information and collect and submit the consent for their chosen companion.

Having another person involved in a walking Self-Interview may also increase the risk of withdrawal of consent from the study as two people are involved in data collection and if one person withdraws their data it would nullify the interview. Despite this risk the value of having a walking companion in relation to the benefits of bodily methodology engaging affective, rhythmic and temporal dimensions of movement in walking as outlined above and the potential for a more natural and less inhibited interview in the absence of the researcher, was considered to outweigh the potential limitation of having an additional person involved.

Another potential ethical risk identified is related to confidentiality in walking interviews as highlighted by Emmel and Clark (2010, p5) and Kinney (2018, p179 & 180), due to the possibility of the participant being seen and encountering others when walking. It was therefore necessary to agree a strategy of action should there be an encounter with anyone else to either disengage with the interaction, introduce the companion (if present), explain the situation and then disengage or gain informed consent from anyone who becomes involved in an interaction, reminding participants that they are being recorded (Emmel and Clark 2010, Kinney 2018, p180), (Appendix 2)

Another potential issue is the impact of the power relationship between myself as the researcher and the academic staff on the nursing team and the students who I may be teaching and supervising. However, this is less likely due to my role at the time as Course Leader on the BSc (Hons) Degree Nurse Apprenticeship, as the apprentices were not recruited to the study. Furthermore, methods of Self-Interview naturally create distance between the researcher and participants as discussed above which will further minimise the power effect, though there is still some interviewer/researcher presence in the interview guidance sheet.

There were no perceived physical risks in relation to Self-Interview but Kinney (2018, p179) outlines the maintenance of safety in walking interviews to limit the interview to the working day and specific acceptable hours and in daylight if walking outside, to avoid

isolated or unknown areas, the latter being important as participants will choose their own personal walking route due to COVID -19 restrictions. Other safety considerations include: the weather, walking surfaces, traffic and pollution risks, especially as participants will be talking into a mobile recording device which could be perceived as a distraction to walking safely. Appropriate clothing, footwear and safe crossing of roads as part of the route were also be highlighted and are included in the participant information. Although there is a potential for psychological distress in the process of recalling experiences as part of the interview processes both to staff and students, guidance on support services for both participant groups is provided (Appendix 2).

Before commencing data collection, the research proposal was submitted to the university ethics committee via the required application form and was approved on 29<sup>th</sup> November 2020 and permission of access was granted for access to participants on 11<sup>th</sup> January 2021 (Appendix 5)



## Chapter 4 Analysis of Findings

The aim of this chapter is to put Lefebvre's Rhythmanalysis to work to interpret data from participant's Self-Interviews. This analysis involves critiquing and exploring what participants said about how professional relationships are formed, sustained or potentially broken within the everyday practice of personal tutoring in an undergraduate nursing course in the midst of a global pandemic. Furthermore, the Bourdieuan concept of the field in time and space with a focus on the 'field of power' is used to critically explore the positions and dispositions of the key players within the PT professional relationship, amidst the rhythms of everyday personal tutoring practice at Southside. The field includes the emerging virtual spaces of educational practice due to the disruption to the rhythms of daily life imposed by government COVID 19 restrictions. A summary of participant recruitment and data collection is outlined below followed by rhythmic interpretation of the process of transcription through listening to the data recordings as a source of embodied rhythmic production, leading into critical discussions of the findings by plugging the theory into the data (See Section 3.5).

### 4.1 Participants and Data Collection

A total of twelve participants were recruited to take part in this study of which six were NAPT's and six were SN's from an overall target of twenty (ten from each group) within the field of UNE at Southside University. There was no overlap of allocated NAPT and SN tutees in the participant group. Recruitment took place between 18th January 2021 and 30th April 2021 by purposive sampling as described in Section 3.8 to target potential participants for this research study. The process of recruitment was initiated by the development of two electronic postcards as discussed in Section 3.8, one aimed specifically at NAPT's and one at SN's to disseminate key information about the study to the prospective recruits (Appendix 3). There was deemed to be a sufficient data sample across NAPT's and SN participants to meet the requirements of the study once the recruitment strategies were undertaken and no further recruits came forward. The final sample is justified based on similar qualitative research evidence within the field of personal tutoring as discussed in Chapter 2 such as, McFarlane (2016, p80) who identified 8 personal tutor participants and Yale (2017, p4), 11 undergraduate psychology student participants. Two separate data collection tables were

created within my secure EdD OneDrive account, where a record was made of the preliminary meeting date to discuss the study, receipt of a signed consent form, the data collection period, the date when data was received and uploaded to the OneDrive account and confirmation that the transcript had been sent to the participants for checking (Section 3.10). A follow up email was sent to participants who exceeded the two weeks data collection period with a gentle reminder and a new end date for data submission was provided, at the same time clarifying that there was no obligation to take part in the study.

#### 4.1.1 Nursing Student Recruitment

The postcard invitation was circulated to all year 2 and 3 SNs across the four fields of nursing via the course coordinators during the w/c 18<sup>th</sup> January 21. In addition, I created opportunities to speak directly to SN groups to explain the importance of the contribution of this study to future personal tutoring practice within the School of Nursing and Midwifery and to invite them to participate. Relevant Module Conveners were contacted to request an invitation for me to attend appropriate scheduled theory sessions delivered online via Microsoft (MS) Teams, which took approximately 10 – 15 minutes to present and explain the study to the students and make a request for participation. Course Leaders and relevant Module Conveners also added the postcard to the course and module Moodle page announcements to increase circulation of this request for study participation. As above six SNs contacted me by email at different points in time following postcard dissemination and explanatory sessions to express an interest in taking part in the study. This interest was followed up by sending a copy of the SN participant information sheet, consent form and the participant guidance sheet by email and to arrange a follow up meeting on MS Teams to clarify the study information and consent form to check their understanding and confirm the voluntary nature of participation as well as respond to any questions. All six SNs subsequently agreed to take part in the study considering the options provided in the participation information and completed the required consent form, which was subsequently signed by me as the researcher. In one case a request was made for provision of the companion consent form.

As discussed in the literature review the undergraduate nursing course at Southside University underwent a significant change from the September 2019 cohorts onwards

following reapproval of the course based on the NMC (2018b, c, d, e) Standards framework for nursing and midwifery education which commenced alongside the outgoing NMC (2010) course based on the NMC (2010) pre- registration education standards. Three of the six students were therefore year 3 students on the NMC (2010) course who had had the same PT for the duration of the course and three of the students were in year 2 and commenced on the more recent version of the course and had been allocated a separate AA/PT at the start of the 2020/21 academic year.

Within this study, the participants reflect the reported statistics of gender in nursing and midwifery in the UK where only 11% of nurses are men compared to 89% women (NMC 2021 p5). Two out of six male students participated in the study, one in year 2 and one in year 3 which provided a 33% representation as opposed to 67% female students. So, although the study is small it resonates with these national statistics.

Four SNs opted to undertake a Self-Interview, audio recorded in their personal space away from the university campus. Whilst the exact reason is unknown their decision may have been influenced by the COVID-19 restrictions at the time. One student participant video recorded her Self-Interview sitting at a computer in her personal space/room and one student participant performed an outdoor walking Self-Interview in a woodland area with a human and animal companion. This student chose not to provide a route or map of the walk, but noises, movement and silence generated by the student and her companion walking and talking alongside an animal companion in a natural woodland environment were detectable when listening to her audio file. Recording time for student participants was between 1.13 - 22.38 minutes, an average of 13.07 minutes. Two student participants recorded their interview in two separate recordings.

#### 4.1.2 Nurse Academic Staff Recruitment

The recruitment postcard aimed at NAPT's was circulated to the Heads of Department by email from 24<sup>th</sup> January 21 to request dissemination to staff representing the four fields of nursing within the departments. This was followed up by requesting an invitation to attend relevant departmental meetings via MS Teams which subsequently took approximately 10 – 15 minutes at each meeting to present and explain the importance of the study to the nurse academic staff in attendance and request participation. The Associate Head of School also

included the recruitment postcard in the School of Nursing and Midwifery newsletter to increase the circulation of this request for study participation.

Nine NAPT's contacted me by email at different points during the data collection period to express their interest in taking part in the study and the same process was followed as above to disseminate study information, the staff consent form and participant guidance with a follow up meeting arranged on MS Teams. Whilst all nine NAPT's subsequently agreed to take part in the study and to undertake a Self-Interview during the MS Teams meeting, only six completed the required consent form and submitted a Self-Interview recording after follow-up emails were sent. Five NAPT participants opted to audio record a Self-Interview in their personal space with two participants creating three separate recordings whilst one NAPT participant video recorded a Self-Interview standing in a personal space/room. Recording time for staff participants was between 21.72 - 34.30 minutes, an average time of 29.29 minutes, which was more than the average recording time of the student participant recordings. This may be an indication of their wider experience of personal tutoring for example Staff H-19 years, Staff B -20 years and Staff I -30 years.

One staff participant was male which equates to 16% representation versus 84% female (approximate ratio of 1: 5) NAPT participants. As above although the study is small, it still resonates with the division of gender in nursing according to the NMC (2021 p5).

All six NAPT participants had been NAPT's for more than 1 year as indicated in the inclusion criteria with a range of 18 months – 30 years. Some NAPT participants indicated that that they had received in house training sessions and a range of support for the development of their roles as NAPT, including role modelling by other staff. One staff participant considered her nursing/clinical roles and role as a trained counsellor to be contributory to the NAPT role, but no participant cited formal training to become an NAPT which has implications for future preparation and guidance.

#### 4.2 Method of listening to and transcribing data - what it's like to listen as a source of data production

To capture rhythm within the Self-Interview recordings I immersed myself in the auditory data by responsive listening as "iterative intra-activity" (Barad 2003, p802 & 828) to

establish meaning from the world I am trying to understand rather than focusing on language as the sole representative of the matter as discussed on page 77. I then created a typed narrative for each participant with additional notes about background noises, pauses etc, also highlighting the importance of listening rather than just hearing (Lyons 2021, p83). Lefebvre positions the body as centre stage, likened to a metronome to appreciate external rhythms as a tool and object of Rhythmanalytical research (Lefebvre 2004 p29, Lyons 2021, p81). Within this study it was difficult to “deploy the body as a device to register rhythm” (Lyon 2019, p58) or become embodied in the physical sense of walking alongside participants or sitting with them due to the absence of the researcher in the data collection process as participants recorded their own Self-Interviews. In describing Tim Edensor’s work, Lyon (2019, p58) highlights his going beyond the body as a “direct medium for grasping rhythm, working with talk, text and the visual to gain access to rhythm.” As discussed previously, audio has been employed in this study due to the limitations imposed by the COVID-19 pandemic at the time of data collection to capture what the body could not register. This has the effect of “tuning into mood and atmosphere...as bodies affect and are affected by their encounters” (Lyons 2021, p84).

Therefore, as a novice Rhythmanalyst, to capture the rhythms of professional relationships in the everyday practice of personal tutoring, I needed to develop an “attentive ear” (Lefebvre 2004, p31). To do this I positioned my body at my desk in my personal office space at home to avoid distraction, with headphones on to direct my attention not only to the spoken words but also the background and surrounding sounds and noises as well as the murmurs and the silences. This allowed me to immerse myself and become embodied in a rhythm of interpretation and transcription. This process involved repetition in listening intently to the recordings and typing the data, which was at times tedious, but at the same time vital as I started to hear and feel rhythm emerging in relation to the theoretical concepts of Lefebvre and Bourdieu. This attentive process then inspired me to develop two ‘think tables’ based on the data from the two participant groups as a way of approaching data analysis to help me to organise and create my thoughts to form the basis of the analytical discussions (Appendix 6 - extract from a ‘think table’). Entering the key theoretical concepts into a table enabled me to listen to and broadly plug the data into these concepts

as discussed in Section 3.5, based on the work of Jackson and Mazzei (2013). These tables eventually became significant methodological artefacts in time and space, due to the articulation and creative production of the data, where I moved extracts around within the table constructs and added notes as I immersed myself in this process. I made constant reference to the tables and extracted more precise abstracts from the individual participant`s transcripts to plug the theory into the data throughout the analysis of the findings, offering a unique contribution to creative data collection and analysis within this study.

One key `difference` to previous experiences of working with data was my attunement to sounds and silences, for example the gentle sound of a ticking clock throughout one participants` interview (Staff B), against the intermittent calling and laughing of children playing outside in the background which drew my attention to the significance of the tensions between the linearity and repetition of imposed time (mimesis) and the cyclical nature/difference of creative play (Poiesis) in the context of the interview itself (Lefebvre 2016 p8-10, Lyon 2019, p156, Lefebvre 2004, p16-18). Silence is also explored in the tempo spacial Rhythmanalysis of Self-Interview as a research method, where silence is heard as a slowing of time to articulate thought.

#### 4.3 Finding Rhythm

To find rhythm and begin analysis of the data I practiced being attentive to rhythm when reading fiction and was struck by Lefteri`s descriptions of rhythms and the pertinence of sound within the emotive novel `The Beekeeper of Aleppo,` capturing beauty and humanity amidst the horrors of war-torn Syria:

“I learned how to really listen to the bees and I spoke to them as though they were one breathing body with a heart, because you see, bees work together. Even when at the end of the summer the drones are killed by workers to preserve the food resources, they are still working as one entity. They communicate with one another through a dance. It took me years to understand them but once I did the world never looked or sounded the same again” (Lefteri 2019, p12).

This extract brought to mind Lefebvre`s (2004, p17) cyclical rhythms, originating in nature through the seasons and the polyrhythmia of the bees in their working together and communication, (implying Dressage) and the inevitable arrhythmia of the death of the

drones. Then leading to a kind of eurythmia and an eventual understanding and insight into the rhythm of the bees in their hives in time and space before eventually being destroyed by Syrian civil war as “Political, bureaucratic and commercial power seeking to order rhythms” (Lyons 2021, p13, Lyons 2019, p13), illustrating the ‘heft’ of the hive in this powerful novel. Furthermore, I was inspired by another description that brought to mind the power of nature within Lefebvre’s concept of repetition and difference:

“The crickets sang in unison, they fell silent for a brief moment, an interval, as if they were one breathing body that suddenly stopped, before the sound began again, a thick pounding buzzing noise that stretched far beyond and carved out the depths of the woods and the unknown” Lefteri (2019, p231).

Again, this passage highlights the repetition within nature (insects) but then a sudden moment or interval that signalled the hidden depths (difference) and the unknown. In addition, Lefebvre (2004, p38, 40-41) observes and grasps the rhythms of the gardens from his ‘view from the window’ in Paris and by listening attentively, perceives the hidden depths of the garden in space and time which signifies difference (Poiesis) and possibility the future:

“Go deeper, dig beneath the surface, listen attentively instead of simply looking, of reflecting the effects of a mirror. You thus perceive that each plant, each tree, has its rhythm, made up of several: the trees, the flowers, the seeds and fruits each have their time.....Continue and you will see this garden and the objects polyrhythmically. In place of a collection of fixed things, you will follow each being, each body as having its own time above the whole. Each one therefore having its place, its rhythm, with its recent past, a foreseeable and distant future.” (Lefebvre 2004, p41)

In these three passages, a focus on the natural world resounds and strongly emphasises the language and patterns of Rhythmanalysis. This focus helped me to read and understand socio-cultural practice in the context of this study through the lens of rhythm to identify repetition and difference, the present and presence, the illumination of key moments and an insight into understanding the professional relationship in personal tutoring within the everyday life of the HE setting. The passages above are especially powerful in shaping my understanding and application of Rhythmanalysis as I can draw an analogy between the natural rhythms of the plants, trees and insects in the garden and the participants interacting polyrhythmically within the structure of the nursing course in university space –

time, governed by neoliberal rhythms but at the same time, each body (participant) “having its own time above the whole” (Lefebvre 2004, p41).

In contrast to the cyclical repetition of plants and insects in nature above, Lefebvre (2014, p687) highlights that everyday life results from “conjunctions between cyclical processes and time and linear processes and times.....in present daily life the rhythmical is overwhelmed, suppressed by the linear.” As discussed in Section 3.3, Lefebvre (2016) places repetition (Mimesis) and difference (Poiesis) and linear and cyclical at the heart of Rhythmanalysis and in tension and opposition to one another, which are consequently articulated as key concepts within the methodological approach and in the critical exploration of the findings below. These and other key concepts of Lefebvre and Bourdieu, discussed in Chapter 3, have been plugged into the data (Section 3.5) and critically analysed, employing Rhythmanalysis to detect rhythm and illuminate significant moments which respond to the RQs and subsequently contribute to the production of new knowledge and possible futures within this study.

#### 4.3.1 Repetition

Data from NAPT and SN participants clearly shows repetition derived from institutional educational practices and the resultant linear effects of everyday life in the neoliberal university, imposed by capitalism in the field of UNE. For example, SNs predominantly focus on the busyness of their course schedules, including practice placement and finding time when they are free to meet and form a professional relationship with their personal tutor:

“Erm so students have you know, busy teaching timetables, schedules, they may also have extra-curricular things going on as well and for some, part time jobs and the same for academic staff, the teaching staff and your personal tutor who equally have really busy calendars and trying to fit those thing in..” (Student B)

“this is particularly erm specific as well to the health care degree and that it’s compounded by placement commitments” (Student B)

and highlights the challenges as “barrier to these kind of relationships.” (Student B)

In these extracts, Rhythmanalysis directs attention to the SNs` struggle and tensions within the repetition of everyday university life, structured and imposed by linear sequential activities such as timetables and curricular schedules in competition with extra-curricular activities including part time work where, “cyclical time is dominated by linear time, the



time of accumulation, rationality, work and consumption” (Law 2015, p201). The domination of structured linear time imposing on the cyclical rhythms of personal time is also symbolic of Lefebvre’s concept of alienation as described on page 51. For example, Student B above indicates some students’ reliance on extracurricular part time work to supplement their income, potentially caused by the abolition of the government funded bursary (page 17), whilst striving to achieve the learning outcomes of the course. Whilst this concept could also apply to the busy NAPT as cited by Student B, according to Lefebvre (2014, p180-1), there is a greater threat of alienation for the proletariat/working class, interpreted as the students in this study. This resonates with Student B’s view of students’ juggling studying, placement and part time work to make ends meet financially at the expense of other activities, which may include forming a professional relationship with their NAPT. It could also be perceived that bodily and cultural rhythms are taken over by “the social routines of modernity” (Law 2015, p202). The cyclical being colonised by the linear (Dakka and Smith 2019, p155), where the linear patterns of the course are considered an obstruction to building relationships with the NAPT as indicated by Student B above and Student D:

“In terms of the way my nursing course is organized as well sometimes there can be quite a significant period of time before each suggested meeting and obviously that’s not always ideal when you are trying to build and maintain that relationship.”  
(Student D)

Repetitive, linear rhythms of personal tutoring were also detected within the NAPT data (Staff F below), where the fast pace of linear time and growing student numbers appears to create tension surrounding the need to complete performative tasks associated with the course and the time that can be given to individual students:

“equally it can feel superficial at times and just something you kind of have to do, a form that you have to get signed....” and “issues like time erm the amount of time that you can give to a student and I suppose also coupled with the fact that it feels like there are lots of students that personal tutors have erm and it feels like it’s an ever increasing number that in time might have an impact on that just purely because you are aware as to much time you are allowing to the students when you’ve still got another 10 to see.” (Staff F)

A superficial polyrhythmia (page 52) of repetitive, linear rhythms is therefore apparent within the extracts above, reflecting the fast pace of the nursing course and university time

with murmurings of arrhythmia (page 52) in the professional relationship in personal tutoring. However, as Lefebvrian and Bourdieuan theory is explored further a greater depth and multitude of “rhythmic entanglements” appear as rhythms of difference and significant moments (Section 3.3), with implications for future practice throughout this chapter.

Atkinson (2019, p962-3), in a critique of Bourdieu’s thinking on the field of power identifies the notion of ‘time binds’ (Section 3.4.5) which indicates the “experience and management of competing schedules and demands on one’s time coming from the different fields one is in, recognising the temporal challenges of the struggle within the field of power as an organisational or familial field or both, through pressures to earn money and desires to fit in one’s hobbies or pastimes.” Again, this is illustrated by the extracts from Student B (page 88), indicating the perceived challenge of time binds for both NAPTs and SNs symbolic of alienation and the linear pressures of capitalism (page 88). However, Atkinson interprets this pressure and conflict “between fields in individual lives” and not just within a single field of sociological analysis as claimed by Bourdieu (Atkinson 2019, p962). This concept therefore places significance on the individuals’ disposition and position in the field of power of personal tutoring (Bourdieu 1966, Section 3.4.2) and can reveal difference and tensions that could influence engagement in this process. For example, Student E who is younger and perceived to be in need of personal tutorial support:

“I would say it’s a significant relationship especially for those who erm are away from home, younger with lack of experience of being away from home so it provides that connection while you’re there as throughout the 3 years you maintain the same personal tutor.” (Student E)

Staff B reflects on the challenges of supporting students in what appears to be a greater position of dependency in the relationship based on the students’ disposition on entering nurse education:

“...and I suppose the type of students we sometimes attract you know, erm very young students, students with families, erm single parent families often and trying to juggle that sort of academic work and clinical placements erm that’s all very challenging for the personal tutor to support them.” (Staff B)

On the contrary, Student A did not perceive an emotional need for personal tutor support:

“some students I know relied heavily on talking to their personal tutors and some students including myself had very little contact ...neither of them (also referring to

the academic assessor when it was not combined with the personal tutor role) were people I needed to lean on heavily, but I can understand why students would.”(Student A)

Staff B and Staff I also consider that some students choose not to engage in a relationship with the NAPT, again signalling the potential impact of other social fields of influence external to this field of educational practice:

“perhaps they don’t have problems in their lives or they are confident or competent with what they do erm, you know, they don’t have problems academically or in the clinical area then sometimes you don’t often find out a lot about their background or they don’t share so much with you perhaps.” (Staff B)

“there are students who don’t make use of the resource and your help and erm and they just won’t come to see you basically.....it’s almost like this is just, you know, this is something you’ve got to do, it’s not going to be of great help or relevance so, you know it depends on how the student perceives it.” (Staff I)

The students’ dispositions from their individual lives, on entering the wider field of nurse education and the positions they perceive for themselves could therefore highlight a significant tension in the building of professional relationships in personal tutoring as indicated by Thomson (2012, p67), as fields are shaped differently according to the game played on them and the players within them (Section 3.4.3). Thomson (2012, as discussed on page 61), considers the ‘accumulation of capitals’ at stake in Bourdieu’s concept of field, including social capital which appears to be a determinant of student disposition in the field of personal tutoring. For example, Student E and Staff B above indicate that those with diminished social capital as they are away from home, with a lack family/social contacts may have a greater need for connection with the same NAPT throughout the course. Whereas, Student A (page 90 above), perceive that they do not have the need to contact and talk with their NAPT.

Moreover, the extract below from Student C illustrates resistance to a formally structured meeting, preferring a more informal approach, again with a detectable difference in the perceived positions within the field of power between the NAPT and SN in the personal tutorial. This perception indicates the student’s desire for more autonomy, including space and time to talk within the relationship:

“structure is quite a big factor as if it is very formal then you feel like you have to say formulated and formal responses whereas if it’s more of an informal chatty erm

conversation then it feels a lot more relaxed and you can just talk about what you want, you can lead the conversation.....if the student wants to go on a little bit of a tangent, there'll be a reason why they want to talk about that so if the tutor would just let that happen then I feel like that would be quite beneficial." (Student C)

The different perceptions of position within the field of personal tutoring as indicated in the extracts above, highlight a potential struggle for autonomy between the NAPT and SN tutee. Student A (page 90), demonstrates an autonomous approach towards their position in the field which, could create tension with the NAPT due to their perception of power relations and their interpretation of the 'rules of the game' of personal tutoring within the nursing course (Thomson 2012, p67). To this end, an important moment of realisation was shared by both Staff C and Staff I who, when considering the significance of the professional relationship raised the question:

"who's agenda are we following here? So, it should be student focused, they should be the centre of it but then again, they have to recognise that the reasons for meeting up are about supporting and advising them, but we have a requirement to meet course requirement as it were..." (Staff I)

"if it's a scheduled meeting, you know, what's their agenda and then in the background of my mind I will also have what we would need to cover.." (Staff C)

There were also murmurings of a shift in power within the professional relationship towards the student illustrated by extracts from Staff E and C below. This shift highlights a moment of realisation as a rhythm of difference and heterodox practice, as a challenge to the accepted orthodox practice of the culturally dominant NAPT in the struggle for autonomy and legitimacy between these key players (Bourdieu 1996 as discussed in Section 3.4.1):

...like I say, I've probably said it about not chasing up on people, probably thought, you know, it's their course not mine and maybe hiding behind an excuse..." versus "my approach now is, what can I do for you?" (Staff E)

". I think that's probably what makes a good relationship is that working with the student. You know, I've not got more power over them, you know I'm not in charge of them." (Staff C)

Despite recognising the need for a student focused relationship, arrhythmia (page 52), is detected as the power balance still appears to be dominated by the orthodox practice of the past and professional requirements of the course. Students therefore could be perceived as a fee-paying customer since the abolition of the bursary in 2017 and therefore may know what they want in terms of a professional relationship with their NAPT. However, it could be

argued they do not know what they need in terms of the professional requirements of the course due to their position as a student, which includes the value of building as professional relationship with the NAPT. The extracts and discussions above, clearly illustrate the tensions between positions, dispositions, autonomy and legitimacy of the SN and the NAPT in the professional relationship within the repetitive practice of personal tutoring. What these extracts do however reveal is a significant rhythmic difference by highlighting these tensions between the key players and presenting a significant moment or a “pulse of futurity” where “the future can be brought to consciousness” (Atkinson 2019, Chapter 3, p54), especially in the questioning of the agenda of personal tutorials in the development of professional relationships for future personal tutoring practice, discussed in Chapters 5 and 6.

#### 4.3.2 Difference

The domination of linear rhythms and time constraints within the organisation of personal tutorials and the perceived alienation of NAPT and SNs discussed in Section 4.3.1, has exposed arrhythmia in the development and maintenance of professional relationships. At the same time a significant moment of difference illuminates the impact of individual student lives from other fields or ‘time binds’ on their engagement in building relationships and consequently their position in the field of power within personal tutoring. The revelation of moments as repetition, renewal and reappearance (Lefebvre 2014, Section 3.3) demonstrates how the qualitative elements of professional relationships in the everyday business of personal tutoring are realised and is a recurring phenomenon within this chapter which builds and supports the discussions in Chapter 5.

Murmurings of students` empathy for staffs` busy workloads as well as their own (Student B, page 88), illuminates difference and a significant but fleeting moment where “moments make ‘festivals’ of everyday monotony by imposing new social forms on the spontaneous ambiguity of the everyday,” (Law 2015 p204). This moment indicates the slower, quiet, latent or secret rhythms (Lefebvre 2004, p27, Lyon 2021, p33) of students` professional values (NMC 2018a and c) and caring, despite the linear pressures of time. Empathy is also illustrated by the extract from Student A below in terms of maintaining the professional relationship with the NAPT:

“..... I often find myself very very busy and thinking have I got time to factor in another meeting so I can't imagine that erm the staff members who are lecturers on multiple modules with multiple personal tutor groups and loads of different students, even busier than me even more so maybe maintenance is quite difficult in terms of a lack of contact.” (Student A)

Whilst linear time also dominates cyclical rhythms for NAPT's amidst growing student numbers, there are also murmurings of resistance to the pressures and fast pace of the imposed repetition of performative, tick box<sup>3</sup> actions, with staff not seeing the value of this approach. This indicates significant arrhythmia in the perception of the development and maintenance of professional relationships as illustrated by Staff E below, also revisited later in this chapter:

“We have to keep in touch with our students, erm it felt like a bit of a tick box exercise to be fair. I erm, couldn't really see the value of it, just like I say it was something we had to do.” (Staff E)

#### 4.3.3 Dressage

Dakka and Smith (2019, p168) critique universities as sites of “Dressage” or training (Section 3.3) and concur that “The linearity of rhythms experienced as set programs, fixed hours and institutional targets in the contemporary university enforces the dominant time-space economy that delimits and inhibits spontaneity, creative and innovation.” An extract from Staff B below, highlights the perceived time limited and performative aspects of the NAPT role at the expense of other elements of the PT meeting:

“I think as time has gone on erm sort of the experience I've got I think..., I don't know the time allocated to seeing personal students has often been reduced, you're under a lot more pressure and everything is very much erm you know, using check lists that sometimes it can be forgotten what that meetings sort of about...” (Staff B)

However, an extract from Staff E below (page 95), illustrates a rhythm of difference and a significant moment of educational practice as clinical supervision (page 20), emphasising the “liberating power of education” and its ability to “disrupt Dressage and set time free to recompose eurythmia through immersive teaching and learning experiences (Dakka and Smith 2019, p168).

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<sup>3</sup> The term ‘tick box’ is used to represent other similar perceptions of this performative action such as ‘check list’ within this and subsequent chapters

“probably on a couple of occasions that (clinical supervision) worked really well in the sense that they kind of shared things from the placements and we discussed how to sort of build on it further and debrief things and put things into perspective.”  
(Staff E)

Furthermore, an extract from Student D (and Staff C on page 104) emphasises the importance of the PT meeting for professional development using reflection (page 20) as another key moment of education:

“...in terms of the personal tutor role it’s quite a big focus on reflection which forces you to look at yourself and look at your practice and evaluate it and think about how you can improve your practice and I think that really sets good habits for continuing your professional development as you graduate and throughout your career building that habit of reflection which is so important as a nurse.” (Student D)

In addition to these significant moments of educational practice, distinct rhythms of difference have also emerged in the form of NAPT role modelling within the professional relationship illustrated as a positive impact on student’s professional development in clinical practice by Student D below. The words “sets good habits” (Student D above) and “you take that with you sometimes without noticing” below, captures the essence of a positive, one-sided form of Dressage within the inner machinery of the professional relationship in personal tutoring (Section 3.3 and Section 4.3.4 below). This rhythmic difference indicates the turning of the negative view of Dressage into its opposite and becoming transformational rather than limiting or one-sided as above. The extracts below also illustrate the uniqueness of the NAPT role in preserving its latent value for example:

“it is a great example of how to communicate with another person in that professional manner and you take that with you sometimes without noticing, you take that with you out onto practice when you absolutely do need to communicate in a professional manner.....” (Student D)

“I think that the personal tutor can be a role model for students certainly erm for student to be able to model their behaviour on.” (Student B)

Similarly, NAPTs also perceive the importance of role modelling as a vital element of nursing students’ professional development:

“ as a personal tutor I feel that erm we are role models.....So, I think the student can sort of use the personal relationship erm between the personal tutor and the student, much as I sort of said previously but as guidance for how to conduct a professional relationship with patients.” (Staff A)

“I’m conscious of the fact that I’m modelling the kind of relationships that I would expect them to maintain with their own colleagues and other professions in clinical practice and they also have to be aware of the importance of maintaining professional relationships in the dealings with service users and their families.” (Staff H)

The importance of role modelling in professional development is discussed on page 23 and includes a key component of, “Demonstrating and articulating clearly what professionalism looks like in practice” (NMC 2017, p5). This could be perceived as Dressage or training and is recognised as a valuable and implicit learning experience produced by the professional relationship, hinting at role modelling as a latent rhythm of difference as discussed above, especially for students who do not always recognise its presence. This is a significant moment in Rhythmanalysis of the data, highlighting the permanent tension between the linear and the cyclical rhythms of the everyday practice of personal tutoring. It could be argued therefore, that role modelling as a form of Dressage or linear ‘training’ can be interpreted as a fundamentally creative form of learning or Poiesis in praxis (page 49), emerging from repetition or Mimesis (pages 48) and underpinned by the unique disposition of the nurse academic dual professional (page 29). This form of Dressage can also be entwined with rhythms of the past, present and future, as indicated by Staff H, where nursing apprenticeships are becoming an alternative route into nursing (page 34):

“the history of nursing has always been this model of almost like this kind of like apprenticeship thing whereby the student nurse learns from the more experienced person..” (Staff H)

Despite this significant moment of role modelling in professional learning and development captured within the data above, Student A below failed to see the link between the AA and PT roles, the SN relationship and clinical practice. This could be due to the latent nature of role modelling in the professional relationship, the impact of virtual personal tutorials during the COVID-19 pandemic (Section 4.6) or the students’ perception of not needing to see the personal tutor (Student A page 90):

“I don’t think I ever remember discussing anything to do with relationships with patients and anything to do with clinical practice but this may have been because of the lockdown happened and I’ve not been to uni since March last year....” “I don’t think that either of those roles had anything to do with clinical practice.” (Student A)



Moreover, as discussed on page 90-1, Student A's perceived position in the field of personal tutoring was one of non-engagement, which raises potential tension between the key players in the field as highlighted by Staff I,

“..it's almost like this is just, you know, this is something you've got to do, it's not going to be of great help or relevance so, you know it depends on how the student perceives it.” (Staff I)

The extracts in this section signify resistance in some part, to the tick box linear rhythms of the NAPT role and the emergence of cyclical rhythms of educational practice within the professional relationship as difference which reveal, “aspects of their quotidian education experience that are often overlooked and lost in the habitual repetition of their practices” (Dakka and Smith 2019, p162), such as clinical supervision, reflection and role modelling. Latent rhythms of Dressage illuminate important moments of learning as professional development within the professional relationship, which can also be interpreted as the ‘residue’ or ‘everydayness’ of personal tutoring where, “every system leaves a residue that escapes it, resists it, and from where effective (practical) resistance can take off” (Lefebvre 2016, p299, Lefebvre 2016, p108-109). This is where Lefebvre (2016, p108-109) claims residue to be most precious as a site of difference and possibility.

#### 4.3.4 The noisy machinery

As discussed in Section 3.3, rhythms of personal tutoring can be understood as the “visible moving parts that hide the machinery” (Lefebvre 2004, p24). The extracts below illustrate rhythmic discord as a crisis, hidden behind the machinery of the contemporary and recently embedded NAPT practice with the creation of the combined AA/PT role as discussed on page 31. This combined role representing a significant historical conjuncture, “when lived contradictions become spaces for critique,” Middleton (2014, p181). An extract from Student B below illustrates how these changes appear to move personal tutoring and the formation of professional relationships from a state of eurythmia to arrhythmia:

“There was initially some confusion as to what the academic assessor and the personal tutor did, and I must say that it is still slightly murky for myself erm...” “My preference would be that the tutor remained the same erm throughout the 3 years of study erm just to ensure continuity throughout the degree programme. Having to start again in year 2 sounds a little counter intuitive and slightly unsettling to be honest” (Student B).

The following extract (Student D) is from a year 3 SN who had only experienced a professional relationship as part of the NAPT role before the change to a combined role. This also relates to the extract from Student E (page 90) who perceives the connection with the same NAPT for 3 years to be important in building of the professional relationship:

“the significance of the professional relationship was that it was that one consistent person in the university that is invested in your journey and is with you all the way throughout your 3 years.” (Student D)

Therefore, despite the repetitive nature of time constrained scheduled meetings, some SNs appear to perceive the value of the professional relationship with one NAPT throughout the course, even if others do not perceive a need, such as Student A (page 90). Within these repetitive rhythms above, there is an emerging ‘residue’ of the value of a professional relationship with the same NAPT from past everyday personal tutoring practice, including Student D above who incidentally, referred to the professional relationship in the past tense as if it will not exist in the future.

In addition to the emerging polyrhythmic entanglements and antagonisms of the professional relationship within personal tutoring and the murmurings of arrhythmia from the student extracts above, noisy rhythms of discord were detected by listening to NAPT participant interviews relating to the combined AA/PT role within the course (Staff F and H below). These extracts highlight the additional external linear pressures of the NMC educational framework (NMC 2018b,c,d,e) and the impact of this policy change on the ‘inner machinery’ of personal tutoring practice at Southside University.

Staff F illustrates significant arrhythmia in the availability of time to develop and maintain the professional relationship as repetitive rhythms of personal tutoring gain pace with the need to change the NAPT, combined with the AA at the end of years 1 and 2 of the course (page 31):

“ we have the new erm NMC standards now which means that erm what we do with students might be a bit different as to erm whether we have had the students for a long period of time..... the newer students they will change every year so erm it`s hard to gauge at the moment because this has only just started but my anticipation is that I probably won`t know the students as well as I do the students who I`ve had for 18 months – 2 years just really because of this constant changing and new students every year.” (Staff F)

“ for me there`s going to be a challenge around the fact that I`m only with that student for a year and I don`t feel like I have very much time to build up erm a professional relationship.” (Staff F)

In addition, Staff H, in the extract below strongly appears to contest the new combined AA/PT role with audible frustration and anger and paused the Self-Interview recording when sharing their thoughts on the challenges of this role. As a Rhythmanalyst, I was particularly attentive when listening to this pause as a ‘loud silence’ which was considered a significant murmuring as it appeared to represent the time and space for the NAPT to collect their thoughts. “He will listen to the world, and above all to what are disdainfully called noises, which are said without meaning, and to murmurs, full of meaning and finally he will listen to silences” (Lefebvre 2004, p29). Moreover, Kuntz and Presnall (2012, p737), when referring to converting our listening of a recorded interview to text consider the “separation from sound that makes language possible,” as “embodied expression,” suggesting a pause has its own sound, interpreted by the listener as I have done here. The extracts from Staff H below also resonates with Student B (page 97) in relation to confusion over the combined AA/PT role:

“.. a lot of the arrangements about the personal tutor role, how this fits in with the academic assessor role erm has confused things somewhat. And when I say confused, I don`t think at the moment I really understand very well, what`s required of me in this role....

Erm, so that`s me trying to think about the context of personal tutoring, in the context of personal tutoring in the nursing course. I`m baffled, I`ll be honest with you, I think it`s a right mess...” (Staff H)

The further extract below from staff H, clearly illustrates the diachronic rhythms of the NAPT role in UNE in a key moment of alienation and apparent despair:

“when I first started at the university .....then we would have quite good relationships with our personal students, we`d see them after every placement largely because I think they had to come to see us, we were expected to sign off erm every placement and I think there were consequences for not doing that. But anyway, so students did come to see us much more regularly than they currently do and I developed much better relationships them than I currently do.” (Staff H)

Law (2015, p213) identifies that “the everyday is a product of history and is experienced through the memory and identity of groups and individuals.” Furthermore, Lefebvre (2004, p32-33) considers the dialectical relation between the present and presence and their

rhythms where the present “offers itself in all innocence and cruelty, open, evident, here and there. It can wear a smile or be tinged with melancholy, provoke tears.” Lefebvre (2004, p32) explains that the present is misleading as an “adulterated product that simulates presence” or representations of the thing (Section 3.3). Personal tutorials could therefore be interpreted as a ‘thing,’ a field of creative practice but perceived as a product or commodity of the undergraduate nursing course in the neoliberal university. This perception illustrates Bourdieu’s concept of symbolic goods (Bourdieu 1966, p141 - 142), applied to the tension between personal tutoring as economic capital or a product with an emphasis on fast-paced performativity as opposed to the slower accumulation of symbolic capital in the building of relationships and trust, as discussed in Section 3.4.3.

The personal tutorials of the past have therefore been perceived as a eurythmic state where good professional relationships were created and sustained compared to the arrhythmic state of the present, as a crisis of confusion and unfulfilled relationships, illustrated by the extracts from Staff H and F above. There are also murmurings of a speeding up of linear time of personal tutoring in the present, where students once saw PTs more often than they currently do (Staff H and F page 98 and 99). These murmurings signalling temporal tensions within the professional relationship, with the associated presence, at the macro level of the NMC as a dominant and influential external body imposing a new educational framework on the structure and content of the course. Consequently, there appears to be some resistance to the newly imposed AA/PT role, which emphasises the arrhythmic and repetitive, neoliberal rhythms of the course. These rhythms are in conflict with the pastoral essence of the NAPT role (pages 22 and 23), with murmurs of the students need for “connection,” (Student E, page 90), “continuity” (Student B, page 98) “investment and consistency” (Student D page 98), “conversation” (Student C page 92) and the building of professional relationships (Staff F and H pages 98 and 99). These murmurings, which hint at difference are a provocation of the time limited repetitive and linear rhythms of personal tutoring as explored below.

The nature of the combined AA/PT roles also suggests conflict between repetition and difference, implying arrhythmia within the inner machinery of this role. The AA role is focussed on collation and confirmation of students’ academic achievement and programme

outcomes at the end of each academic year (NMC 2018d), suggestive of the fast linear rhythms of performativity and achieving academic targets. In contrast, the PT role is aimed at improving intellectual and academic ability and nurturing the emotional well-being of learners through individualised, holistic support (Stork and Walker 2015, p3), indicating a slower pace of subjective rhythm and nurturing of professional relationships. Whilst participants didn't comment on the nature of the combined AA/PT role, murmuring of disappointment were detected in the extract from Student E below, who shared their disappointment at the AA/PT's misjudgement of their academic ability, within the repetitive rhythms of collating academic results, with the suggestion of a negative impact on the development of a professional relationship:

"it can also have a negative impact as on my first assignment I failed and when I did sit down with my personal tutor it was said to me that "oh, actually you are quite switched on" after I told them that I was dyslexic and seeking dyslexic support,..... having that image of me before meeting me that I wasn't intelligent and then having to sit down and meet with me and be classed as switched on and an intelligent person" (Student E).

This extract was made more poignant by listening to the cyclical/natural sounds of whistling of the wind in the trees, birds singing and a slow but rhythmic pace of footstep sounds during this student's Self-Interview with a human partner and non-human (dog). The occasional disruption to call the dog creating its own slowing down of pace and time within the interview, representing the student's memory of this arrhythmic moment and change in direction of the tutorial and the affective impact on the student of this exchange. Kuntz and Presnall (2012, p737) suggest that these kind of sounds or tactical disruptions may produce new meaning in the tactical wandering of the listener as actually occurred above.

Staff E below, illustrates the arrhythmic moment of the AA/PT role with a different and contradictory perception of academic and practice monitoring, with the linear 'tick box' rhythms of the past inhibiting pastoral relationships:

"And I think, sadly, the role of academic assessor, even though initially it's a different role is going to put that tick box back on because again we are having to monitor how things are going academically and keep tabs on how they are doing in practice. It isn't a bad thing for a conversation starter, I just think it kind of inhibits kind of that kind of pastoral sense in a way." (Staff E)

This extract is in opposition to the nostalgic view of Staff H (page 99), haunted by ghosts of former undergraduate nursing courses and personal tutoring practice (Gordon 2011, p7) as discussed in Section 3.3.3. The power of control within the field for Staff H (page 99) tends towards NAPT dominance with undertones of punishment and consequences based on professional requirements of the past. This perception signifies the cultural arbitrary power of the NAPT over the SN in the past, synthesised from Bourdieu's concept of Doxa due to the accumulation of cultural capital of the NAPT, accepted as orthodox PT practice (Bourdieu 1996 p185-6), discussed in Section 3.4.1. This orthodox practice signifies the dominant position of the NAPT over the SN, presenting a potential barrier to contemporary professional relationships in personal tutoring, also highlighted by Yale (2020) on page 22 above. In contrast, Staff E appears to perceive past 'tick box' monitoring as a locus of control by the NAPT and considers its negative impact on the pastoral aspect of the AA/PT in the struggle for legitimacy of this role.

As discussed above, the rhythms of repetition and difference detected within the field of personal tutoring, represent a struggle for autonomy and legitimacy of the NAPT in the past and present at Southside University. There are significant murmurings of dominant orthodox NAPT practice, signifying the culturally arbitrary power of the nurse academic in contrast to a conscious struggle and emergence of competing beliefs, or heterodoxy in pastoral care in personal tutoring (Staff E, page 101). In addition, there are murmurings of conflict in the field of power from Student C on page 91, resisting the orthodox practice of structured PT meetings as opposed to a more informal and relaxed approach which is student led and illuminates a key moment and possibility for future practice.

#### 4.4 Difference as provocation

Amidst arrhythmia and conflict within the polyrhythmic inner machinery of personal tutoring (Section 4.3.4), has emerged difference and significant moments of possibility as a provocation against the repetitive neoliberal rhythms of personal tutoring, such as role modelling as a latent rhythm of Dressage (Section 4.3.3). Difference as provocation is therefore explored more deeply in relation to Lefebvrian and Bourdieuan concepts below.

An extract from Staff E below illustrates difference as a significant moment of poietic, creativeness in praxis, where differences confront one another (Lefebvre 2016, p8, p49 –

Section 3.3), as the nurse academic perceives the student's position of autonomy with ownership of their course and the academic tutor in a supportive role:

“.....really I think it's the students' course, it's them that should be erm keeping track of these things really, we should just be kind of overseeing...” (Staff E)

The extract above, indicates students making their own choices as a 'Shepherd of Being' (Lefebvre 2016, p134-135, Section 3.3.2) and master of their own destiny but still within the boundaries of a professional relationship with the personal tutor 'overseeing' (Staff E page 101). There is a significant moment of realisation as the NAPT recognises the need for a student focussed professional relationship with a move away from the alienating effects of the personal tutorial as a transactional exchange and a symbol of the commodification of the nursing course. This realisation includes the student's need to be able to ask for help and support from their NAPT, playing a part in creating their own praxis towards eurythmia within the professional relationship as illustrated by the student extracts below:

“I see the tutor as a knowledgeable person erm a person with whom I can discuss any professional development needs that I consider important to me,.....sort of that personalised tailored support that you can receive from your tutor.” (Student B)

“Having a trusting and friendly relationship with your personal tutor is vital cause it allows the student to be able to feel they are able to open up and talk to you about any worries or concerns they may be having erm, which allows the personal tutor to really help and tailor their knowledge to help you.” (Student A)

Then, a further moment of Poiesis as resistance against the time constrained repetitive rhythms of personal tutoring appear in extracts from Staff B and C below in permitting the student autonomy to 'roam' (Lefebvre 2016, p137-8, Section 3.3.2). This freedom provoking difference by slowing the pace of time, presenting NAPTs with an opportunity to listen and the student an opportunity to present their position. In addition, time for reflection on practice (pages, 20 and 95) reclaimed as a moment of professional learning and presence in the residue of everyday praxis in a co-produced differential space as indicated by Staff C below. This is in opposition to the repetitive colonisation of reflection within the current schedules of personal tutoring at Southside University (page 20). The slowing of time is also encapsulated by Student B and A above, where the development of trust and relationships has a slower temporality as opposed to “'fast' academia focussed on productions and outputs” (Batlle and Carr 2021, P158,161 -164):

“ the student might reveal something that`s quite emotive or sensitive erm and that might relate to perhaps something that`s happened in the clinical area, maybe something they`ve been involved in or something they`ve witnessed or they might have observed unprofessional behaviour erm and it might be something that they want to talk about.” (Staff B) (see footnote<sup>4</sup>)

“this is about really drawing out what the personal tutor can do and I think a lot of that is about really encouraging the student to think about who they are, you know what their standpoint is, where they stand culturally, you know what their incentive was to come into nursing and to really sort of get them to think a little bit wider and ask them to reflect on an experience they have had in clinical practice, or you know or to reflect back on a patient experience they have had and then to really sort of unpick that and challenge some of their thinking and help them to widen some of their perspective..” (Staff C)

There is also a murmur of slower time to allow the students` being to roam in the extract from Staff C below, when considering how to best support the student in a non-judgemental way:

“we do find students who have quite a lot of their own needs in terms of emotional and psychological or mental health erm, and sometimes it`s trying to unpick erm, how best to support that student erm, but also not to erm, not to judge.” (Staff C)

Whilst temporality has been a focus of Rhythmanalysis so far in this chapter the accommodation of room or space in the relationship has also emerged as difference and a key moment from the extract above from Staff B below:

“ ...we know that, you know students and personal tutors/academic assessors are all very different we are all individuals and I suppose that there needs to be room in that relationship, or that professional relationship to sort of accommodate that really.” (Staff B)

Staff E shared their thoughts on the professional relationship in the Self-Interview through telling stories of memorable interactions with personal students, reflecting rhythms of difference as a significant moment of provocation. In doing so, capturing the struggle to maintain the balance between staying objective and maintaining professional boundaries (NMC 2018a, p16) and an emotionally driven empathetic, caring, compassionate and kind approach towards the student nurse in the tutorial:

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<sup>4</sup> NMC (2018a) p14 16.1 raise and, if necessary, escalate any concerns you may have about patient or public safety, or the level of care people are receiving in your workplace or any other health and care setting



“ she sort of erm, kinda fumbled through this tearful, garbled anxious kind of, rundown of things that had happened and I just felt this enormous amount of empathy for her. I just really felt for her and at one point I actually cried with her because I was so connected to what she was saying, I really felt her pain, I really felt the emotions stirred up within her and erm because she was in such a state..... nothing I could say was kinda having much impact and in the end I just said - can I give you a hug? And she said yes, and we had a hug..” (Staff E)

“ it`s probably not the most professional thing to do but it seemed to help, she seemed to calm down, it was like somebody actually believed her,” (Staff E)

This rhythm of difference could be understood as a significant moment and a pulse of post professional performance of the contemporary nurse and teacher (Stronach et al 2010, p113 & 131) or the dual NAPT within this study. The ‘pulse’ is discussed on page 36 and represents the articulation of inside-out ethics, such as personal morals and values and the outside -in ethics of the professional code for example NMC (2018a) of the NAPT within this study. The notion of Professional Love (Section 2.5), encompassing the intellectual aspects of caring, where ethics, care and education are bound together (Page 2011, p313), can be perceived within this significant moment of Poiesis, within this rhythmic professional pulse. This renewed Poiesis reveals the potential to explore unknown aspects of love as a possibility, considering love as a slow moment of Professional Love and a modality of presence (page 51) in student support as a critique against the fast pace of the neoliberal technic approach to personal tutoring, (Section 2.3.1). Moreover, compassion and empathy can also be perceived as rhythms of difference and murmurings of Professional Love, derived from the extracts from Student A and E below, suggestive of the reciprocal aspect of caring in building a professional relationship, (Noddings 2003 and Pettersen 2012, Section 2.5):

“Influencing factors, just, compassion and empathy, willingness to listen I would say and obviously building up a good rapport with whoever it is you are developing the professional relationship with.” (Student A)

“I think any relationship should be on an equal footing where the receiver and provider sort of share a cross community of exchange, support and understanding” (Student E)

An extract from Staff C below also considers compassion and empathy as elements of a good professional relationship, amidst the rhythmic entanglements of maintaining professional boundaries (Section 4.5). These aspects encompass the unique role of the dual

NAPT, influenced by rhythms of caring from professional nursing practice, suggestive of Professional Love:

“...a good professional relationship is respectful, it’s friendly but it’s boundaried, (eerrmm) it’s compassionate, it’s empathic, erm as a personal tutor you are putting yourself into the role of erm, being that nurse who looks after the patient so the personal tutor looks after the student...” (Staff C)

Furthermore, murmurings of the dual professionalism of the nurse academic are detected in the extract from Staff B below in the present, entwined with the rhythms of caring, compassion and kindness as fundamental values of professional nursing practice (pages 27-8), also suggestive of Professional Love:

“, I suppose we often provide a lot of emotional support for patients and their families or carers and that, you know I suppose in our personal tutor role we are so used to doing that clinically that you know, the nurse within us, we want to do that for our personal students as well and we can become very emotionally engaged or involved with their circumstances sometimes.” (Staff B)

“ I think sometimes as a personal tutor you can feel quite sort of erm emotional when a student shares something with you erm, you know sometimes it’s something they tell you about, what they’ve experienced in the clinical area erm or it might be something within their own lives even but you can actually feel yourself, you know, getting quite emotional and I’ve been there where you can feel yourself welling up er, and again I think that translates very much to patient care..” (Staff B)

Staff F below, also reveals the hidden rhythms of caring as a clinical nurse in the past and how they perceive the transfer of care to students as a dual professional NAPT. Rhythms of caring as the ‘same’ or ‘similar’ with murmurings of Professional Love are revealed amidst their concerns about limited time and increasing student numbers (Staff F page 89) and the impact of the newly imposed AA/PT role on building professional relationships on page 98:

“I can draw parallels with how I used to approach, how I used to care for my patients in that I want to care for the students in the same way, or a similar way.” (Staff F)

Latent rhythms of dual professionalism are also revealed as difference in an extract from Staff E below who reflects on their role as an advocate within the professional relationship, an expected behaviour of nursing professionals in prioritising people and protecting those in their care, which includes resilience and compassion (NMC 2017, p3 and NMC 2018a, p7). This rhythm of difference highlights an emerging moment of Professional Love as advocacy

by the NAPT, providing time and space for students to express their needs and for the professional relationships to flourish:

“I found that a lot of the relationship building came when students came to see you for personal issues. I found a lot of the time I was erm, being an advocate for them, especially if they had failed their placement and they`d had some difficulties with erm mentors or placement issues that they, they just wanted to sort of, erm debrief with you really....” (Staff E)

P6 “ Again, I think the course can be so sort of emotionally driven that to have somebody that advocates for you and still sticks up for you and still thinks that you can do it is a big part of that and that`s where I see the value of the personal tutor role.” (Staff E)

Finally, another significant moment of difference and murmuring of Professional Love, unfolds in the awards ceremony for Staff E as another ‘festival,’ in the breaking of everyday monotony which again, challenges the neoliberal constraints of the NAPT role by an overt demonstration of caring and connection, “showing its essence (difference) against the power that crushes it and demonstrates it by trying to crush it is a rebellion” (Lefebvre 2016, p302):

“ ...they`re the ones that you see walking across the stage at graduation and you really give them a really heartfelt clap because you know that it`s been quite a journey for them erm they`re the ones that you really...you know, you really remember and care about really, those ones that you`ve had that kind of connection with.” (Staff E)

#### 4.4.1 Both sides of the coin

The extract below from Staff B articulates the essence of the dual professional as seeing things from ‘both sides of the coin,’ with dual professionalism historically being defined by the Institute for Learning (page 29), as extolling the benefits of knowledge, understanding and expertise in teaching and learning, combined with expert subject knowledge and skills.

“ as a personal tutor you have that skill to be able to, or experience , to see it from both sides really, both sides of the coin if you like erm and that enables you to provide that necessary guidance or direction or support for that student.” (Staff B)

This extract also captures the duality of the professional pulse discussed above (page 105), using a 2-sided coin as a metaphor to illustrate the skills and experience of the dual professional NAPT in navigating the complexity of praxis, illuminating significant moments and possibilities for practice. The professional pulse was illustrated by extracts from Staff E

on page 105 and Staff B on page 106, revealing the tensions between maintaining professional boundaries and physical acts of caring and compassion which emerge as a possibility of Professional Love and a modality of presence by supporting students in giving them a hug (Staff E) and shedding tears of emotion (Staff B).

The professional pulse, as a significant rhythmic moment is also palpable in an abstract from Staff C below, encompassing the negotiation of the agenda of the personal tutorial, including sign off (interpreted as tick box performative checks) and reflective practice as an immersive learning experience, with the potential for restoration of eurhythmia (page 52) in establishing a balance of autonomy and power within the personal tutorial:

“ if it’s a scheduled meeting, you know, what’s their agenda and then in the background of my mind I will also have what we would need to cover and I would negotiate that with the student that we’d need time to perhaps do a sign off or to perhaps discuss their academic work or maybe to do some reflection on placement.”(Staff C)

#### 4.5 Professional Boundaries

In addition to the tensions surrounding professional boundaries, discussed on pages 104 and 5 above, an extract from Staff E below, indicates arrhythmia as conflict in the professional relationship and the blurring of boundaries created by the role of the NAPT in marking the student’s assignment:

“..it was almost it was my fault he’d failed because I was marking it and I know him and I should know that he can pass this course and why was I stopping him from passing this module..” (Staff E)

“ But I just kind of thought, so we’ve had this sort of personal erm professional relationship but you still sort of thought that I’d would just pass you on the basis that I know you and it’s like as if there is again there’s this barrier between erm you’re students think that there’s a personal thing when you mark assignments.” (Staff E)

This abstract represents a further struggle for autonomy and legitimacy between the NAPT and SN, where their illusio or investment in the ‘rules of the game’ of the personal tutorial appears to be in conflict (Bourdieu 1996, Section 3.4.3). This arrhythmia can be perceived due to the NAPT’s additional position as gatekeeper to the success or failure of the assessment as a marker to meet the academic requirements of the course, in addition to the more recent contemporary AA element of the role discussed throughout this thesis. The importance of the clarity of professional boundaries was discussed on page 38, with an

emphasis on the NMC Code (2018a) professional requirements and obligations. This requirement is reflected by repetitive rhythms of professional positionality and orthodox practice from NAPT's such as Staff H (page 99) and Staff H and C below who set out their boundaries and expectations in these extracts:

"It's not an informal relationship, it's not a friendly relationship when you do get...people have to understand there's a certain code of conduct that they have to adhere to erm and so I've definitely got responsibility to the profession in that regard. I also see it about the fact that because I'm still on the nursing register i've still got an obligation to the general public erm to maintain the profession, to maintain the good standing of the profession..." (Staff H)

"So for instance we've got rules about social media<sup>5</sup> so I wouldn't have students as friends on social media erm I wouldn't see them outside work on a friendly basis, certainly not while they are on the course anyway." (Staff H)

"going back to the boundaries that you set, you know it is a professional relationship, a working relationship so it's not a, I'll have your text number and i'll text you and I'll Whats App you in the evening you know, when I'm sat in my leisure time. It's very much about these are set times that we allocate to talk about things but also if you need any extra support then obviously you go through the medium of emailing me or contacting me to make that appointment..." (Staff C)

However, despite these strong, repetitive rhythms of professional obligation and declarations of nurse academic autonomy and legitimacy, there are hidden murmurs of NAPT dual professional past nursing practice pushing against these boundaries, with glimmering moments of Professional Love illustrated on pages 104-8 above. Furthermore, there are murmurs of friendship in the extract below, highlighting the distinct tensions involved in this role and where to draw the line as illustrated by Staff F:

"...you're not the student's friend you're the student's personal tutor erm you know, clearly there's a difference and a line between that and I think kind of being mindful that you're not erm... their mate, which I suppose is a bit like being their friend but to try and maintain that professional erm aspect of what you are doing because we want all students to like us and probably deep down we want to be their friend because that's a nice relationship to have as someone's friend but clearly that isn't the right thing to do erm in this kind of relationship." (Staff F)

Student D also shared their perspective of their own autonomy and position on the expectations of the professional relationship:

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<sup>5</sup> NMC (2019c) Guidance on using social media responsibly. London: NMC

“I found it useful in the start of my 1st year that the expectations were set fairly early on that the student needed to be proactive in organizing meetings and they needed to be the person who was driving the creation of the relationship at the start..” (Student D)

“built on good communication, consistent communication with each other, making sure you are always on the same page and as a result you know what to expect from each other and part of that is definitely respect, both ways and that definitely helps you form that good trusting relationship.” (Student D)

Whilst recognising and accepting the orthodox expectations of the PT to drive the creation and expectations of the professional relationship, at the same time a rhythm of difference appears as a struggle for autonomy and legitimacy for Student D as they set their own expectations of communication, mutual respect and trust in the relationship as a rebellion against the ‘rules of the game’ (Deer 2012, p118), determined by PT guidance and policy (Anon 2020; Anon 2013).

#### 4.6 The COVID moment - The struggle for space and a Dwelling place

As discussed on page 23-4, a significant moment occurred in the time and space of everyday university life caused by the imposition of a national lockdown due to the COVID-19 pandemic, resulting in the closure of the university campus and a move to online learning and tutorials in HE. As highlighted by Lefebvre (2014, p640), all the content of moments come from everyday life and yet the moments emerge from everyday life in which it gathers its materials or the materials it needs.” This quote highlights the significance of the COVID-19 moment and its subsequent impact on the rhythms of daily life as illustrated in the participant data and Rhythmanalysis below.

Study participants shared their perceptions of the impact of COVID-19 on personal tutoring, drawing on past memories of face-to-face personal tutorials and the evolution of virtual tutorials in space and time and the impact of this on fostering professional relationships.

##### 4.6.1 The invisible Barrier

A notable arrhythmia was detected in the newly enforced virtual space of personal tutoring as NAPT and SNs struggled to communicate and form professional relationships over an online platform, MS Teams as revealed by Staff B:

“I think when you are having your meetings online that there’s that sort of, there’s an invisible barrier there that can make it very difficult to pick up on exactly how the

student feels erm and I think they sometimes struggle as well to communicate sort of easily.” (Staff B)

Lefebvre`s concept of the third space (Rogers 2002, Section 3.3), considers the lived space of life and exchanges between humans and their constructed spatial worlds and illuminates a sudden and significant difference due to a shift in the nature of the space of relationship building and communication in personal tutorials. This sudden move to online meetings was perceived as an invisible barrier by Staff B above. Furthermore, Lefebvre considers space as a “veiled and passive place” but also an “active place - the lived space of struggle for liberation and emancipation” (Rogers 2002, p38), therefore a site for the struggle of enactment of power, discussed in Section 3.4.1. The further extract from Staff B below illustrates a key difference in power balance between the NAPT and SN, with their perception of student disempowerment in autonomy and engagement within the professional relationship. This is perceived to be due to the enforced impositions of students` personal lives through the virtual space, consequently blurring the boundaries between the fields of the student`s personal life and the personal tutorial, illustrating a further imbalance of time binds (Section 3.4.5), in time and space and the implied alienation of the SN (pages 52 and 89):

“Erm, thinking about COVID and the tutorials I`ve undertaken, you know often the students are in their bedroom or they`ve got their family around them or young children sort of, there, during the meeting erm and that can make it very difficult to develop a professional relationship.” (Staff B)

The perception of the invisible barrier as an arrhythmic moment of communication and relationship building via MS teams above is also compounded by the accelerated reliance on technology using the internet and necessary IT equipment to access the essential online platforms. The impact of this appears to create further alienation and disempowerment for example Student D and Staff F:

“I think one maybe issue with virtual meets for some people is internet issues and that`s obviously something that`s not always avoidable for some people and that`s not something that you`d have to contend with in a face-to-face meeting. So, it`s obviously a factor that might impede the success of your relationship if you can`t have that stable internet connection” (Student D)

“... a challenge for some students for various reasons that don't want to turn their camera on, or they are not able to because they haven't got the technology to do that..” (Staff F)

The development of industrial technology as a symbol of capitalism sits at the heart of Lefebvre's work in his critique of everyday life (Section 3.3), with particular attention to the historical evolution of television, radio and the media which he describes as “looking at the world as a spectacle which introduces non-participation and receptive passivity” (Lefebvre 2014, p370). Although technology and interactive electronic platforms have developed considerably in the 21<sup>st</sup> century, such as MS Teams, launched in March 2017 (Redmond 2022), this sudden move towards technological engagement is indicative of latent rhythms of technological evolution and illustrated by some participants as a contemporary challenge to building relationships as above. This arrhythmic moment emphasises the penetration of the 'present' at the expense of 'presence' and “defacement of dialogue where the subject has nothing to say” (Lefebvre 2004. P57), as indicated by Staff F above. Whilst technology in the present time relates to meetings over an online platform via the internet using the medium of a screen, virtual interaction can be controlled by a microphone and camera. However, as above and below (Staff F) this technology appears to have led to an additional barrier to communication and a place for the student to hide and find temporary Dwelling (Middleton 2014 and Lefebvre 2016, Section 3.3) in a compressed space behind the screen in these uncertain times:

“I am aware that students can hide a little bit also on teams and even though I might ask them to put their cameras on and a few times the camera might not be working or various reasons why I just can't see the student which can be erm odd...” (Staff F)

Conversely, Student A, emphasises the benefits of the ease of access to online meetings indicating potentially faster rhythms of internet access, although their perception of productivity is unclear:

“Microsoft teams albeit it's amazing because it means you don't have to travel to uni erm, and I wouldn't be surprised if more people attend when it's on teams just because of the ease but I feel the actual meeting wouldn't be as productive” (Student A)

This extract reveals a fleeting moment of acceptance of MS Teams as a compressed meeting space, negating the need to travel to campus as a possibility for future personal tutoring



practice. This moment can be perceived as another 'festival' disrupting everyday monotony (Law 2015 p204) within the imposition of the new social form of interactive online meetings.

#### 4.6.2 A Dwelling Place

The notion of Dwelling is discussed in Section 3.3 and appears to be another moment of arrhythmia and crisis as participants struggle to maintain the rhythms of professional relationships via online interactions in the compressed space behind the screen as above. In the past, Dwelling appears to have rested in the face-to-face meetings in university campus spaces as illuminated by extracts from Staff and Student C below:

"...erm and I find that can be quite difficult to form that relationship because you haven't then got that face contact, that eye to eye contact erm I think is so valuable that sort of body language and nonverbal cues that you pick up..." (Staff C)

"I think it's a lot easier to assess or judge the situation when you are face to face with someone as you are able to read their mood more and their body language and I feel like it's a lot less formal erm it feels more relaxed which I think would make people feel more at ease and able to talk and share through their problems.." (Student C)

A significant difference and moment emerges in valuing in-person meetings in physical space, evoking 'presence' and embodiment where memory of face to face meetings introduces itself as a rhythm in time between past and present "in a dramatic becoming, in an ensemble full of meaning, transforming them (memories) no longer into diverse things but into presences" (Lefebvre 2004, p32 &33) and highlighting relations in the triadic past-present-future (Lefebvre 2004, p21).

An extract from Student F below, also highlights the importance of time and space and the slower pace of relationship building, with the need for Dwelling in the face-to-face meeting as a place of relationship building and belonging in contrast to their perception of online engagement as impersonal. The very name of the online platform, 'Zoom,' in the student extract below is suggestive of fast time as the key priority:

"Building a relationship between a tutor and student takes time and I think it was more effective when we had face to face meetings. Having a meeting via zoom do feel impersonal and my mind does tend to wander." (Student F)

Repetitive rhythms of pre pandemic face-to-face personal tutorials on campus in the past indicates eurythmia, as Student D emphasises the significance of place for this interaction.

Dwelling is therefore negated by the computer screen as a vehicle for the meeting and portrayed as an inanimate object on a desk by Student D:

P2 “.....I think face to face meetings feel a little more significant or meaningful or maybe they are more memorable because there is actually a place that you really associate with that meeting, whether that`s the personal tutors office or wherever else erm and you`ve got that other aspect rather than it`s just another time where you are sat at a desk looking at a computer screen.” (Student D)

However, a murmuring of difference is also revealed in ‘wherever else’ above and by Staff C and F in the extracts below (page 114) as the shared office space is potentially disruptive, signalling arrhythmia in the office spaces of personal tutorials. This signifies a key moment in a search for Dwelling in a place that permits renewed Poiesis in nurturing professional relationships and trust and potentially a material condition for Professional Love:

“I always enjoyed that face to face time with my students erm when I went into a larger open plan office I always found that could be more challenging, particularly if there were other people in the office at the time so often I would suggest to students that we either go and find a small room somewhere down the corridor or at times, if they were happy to even sit in a er, one of these break out rooms in a corridor erm if there was nothing confidential to discuss.” (Staff C)

“I`m also aware that I think for students coming into maybe an office environment they might be a little bit more reluctant to talk about personal issues and only because the office is generally shared with other people and can often also there can be other students in the office as well so potentially a lot of people in the office at one time and I think if that was me I`d be quite reluctant to share personal information in that kind of space.” (Staff F)

Moreover, Student E below offers further insight and arrhythmia in relation to the orthodox practice of using the NAPT office space as a meeting place as an ‘unconscious rule of the game’ (Section 3.4.3), as students struggle for autonomy and a Dwelling place.

“If you`re meeting someone in their office it`s entering their environment and their space and it does have more of an official sort of theme or environment to it as you go in whereas I have met my personal tutor in her office as well as in a communal space on the university campus which was a erm...I can`t remember the name of the place now as I haven`t been there for so long.” (Student E)

However, NAPT extracts illustrate recognition of the challenges of office space in building professional relationships (Staff C and F above). Student E and Staff F extracts below also offer a glimmer of difference and moment of possibility to redress the power balance within the relationship in suggesting a ‘neutral’ or ‘common’ space to meet, including the campus

café but keeping the door open for a separate meeting or break out room if required for confidentiality reasons (Staff C, above):

“a neutral space where we were both on an equal footing....” (Student E)

“so I haven’t met a student in a common area within the university you know, Starbucks or you know a room or a meeting room – I haven’t done that erm but there no reason why that couldn’t be an option that I have moving forwards...” (Staff F)

The notion of Dwelling is discussed further in Chapter 5, Section 5.3.1 in relation to the quest for time-space within the HE institution.

On reflection of my identity and position as a Rhythmanalyst, I feel that I have moved through a doctoral journey, amidst the disruption to educational and my own research practice within a global pandemic, from a novice to an attentive and productive Rhythmanalyst. Throughout this journey, using the theoretical stance of Lefebvre and utilizing Bourdieuan concepts, I have been grasped by and have captured rhythm in this becoming by attentive listening to sounds, pauses, murmurs and silences in the detection of epistemic rhythms, patterns and pulses from participant data, as a form of reconnaissance mission (Armstrong and Nuttall 2021). As a productive Rhythmanalyst, I have revealed affect within the data, manifested in different ways, for example the perception of emotional tension and conflicting values in the voice of Staff E (page 104-5), frustration and anger heard in the voice of Staff H, interpreted as a loud silence in the subsequent pause of the self-interview recording (Staff H page 99), the heartfelt clap for the student remembered and cared about (Staff E page 107) and the emotional response of turning off the camera and hiding behind the flattened and compressed computer screen in the sudden move to online tutorials. This becoming as a Rhythmanalyst has enabled me to create meaning in response to the RQs in the time and space of the everyday practice of professional relationships within personal tutoring as discussed in Chapters 5 and 6.

#### 4.7 Summary of Findings

Rhythmanalysis of the data, incorporating analysis of the field of power within personal tutoring has revealed the dominance of repetitive, linear rhythms of personal tutoring created by the structuring and schedules of the undergraduate nursing courses at Southside University. The findings reveal the alienation of SNs as they struggle to find time to meet

and build a professional relationship with their NAPT's, who are also under pressure due to growing student numbers with increased need of support. Significant arrhythmia was detected in participant extracts including the challenge of time binds, especially for SNs, placing emphasis on individuals' dispositions and positions in the field of personal tutoring and the struggle for autonomy and legitimacy. The findings indicate arrhythmic tensions and challenges in the balance of power and investment in the 'rules of the game' of the professional relationship, which determines both the significance and value of this relationship for NAPT's and SNs. These rhythms raise an important question about realisation of who's agenda is being followed in the personal tutorial.

The findings revealed the arrhythmic challenges of the introduction of the AA role, combined with the PT role in the inner machinery of contemporary personal tutor practice at Southside University. This arrhythmia is perceived as a crisis of confusion and unfulfilled potential in professional relationships, with murmurings of a faster pace of personal tutoring, compared to the perceived eurythmic state of the past where good professional relationships were valued, created and sustained. Extracts also highlighted the arrhythmic blurring of professional boundaries, characteristic of the struggle for autonomy and legitimacy of the key players in boundary setting and maintenance of the professional relationship within the NAPT role. Arrhythmic murmurings were also detected in contradictory perceptions of the orthodox 'tick-box' rhythms of personal tutoring and the emergence of competing heterodox beliefs in contemporary professional relationships. These significant rhythms in NAPT practice illuminate tension within the field of personal tutoring with an economic emphasis on fast-paced 'tick-box' performativity as opposed the slower accumulation of symbolic capital in the building of relationships and trust.

In contrast to the apparent dominance of arrhythmia, rhythms of difference have emerged from participant extracts, aligned to Poiesis, indicating significant moments of possibility within professional relationships in everyday personal tutoring practice. These rhythms include disruption to the sites of 'Dressage' as training within the personal tutorial and have highlighted role modelling as a latent rhythm of transformational dressage. This difference, perceived as Dressage is illuminated as a significant moment of implicit learning and a

creative form of praxis in professional development, supported by the dual professional nurse academic personal tutor role.

Extracts have also illuminated rhythms of difference as provocation, with significant moments of reclamation of kindness, compassion and caring, as murmurings of Professional Love within the professional relationship, as a resistance against the repetitive neoliberal rhythms of the nursing course structure and HE environment. These cyclical rhythms of difference and subsequent moments have highlighted the uniqueness of the dual professional NAPT role and the disruption to the linear rhythm of personal tutoring, captured as a post professional 'pulse' encompassing significant moments of contingency in navigating the complexity of what's possible rather than what's desirable in a moment of practice.

Finally, the impact of the COVID-19 pandemic, presented a significant challenge as a key moment and historical conjuncture during this study. Participant extracts revealed a struggle to communicate and maintain professional boundaries during online meetings as students become disempowered and alienated through the sudden reliance on technology during this time, perceived as an 'invisible barrier' by one participant. Arrhythmia was also apparent in the struggle to find a Dwelling place as a potential condition for Professional Love in the personal tutorial meeting. Participant extracts indicated the NAPT's office as a common meeting place, but shared office spaces were deemed to be arrhythmic and disruptive as a site of dominant orthodox PT practice. However, the findings also revealed rhythms of difference and possibility to redress the power balance in a neutral or common meeting space such as the campus café. Despite arrhythmic perceptions of online meetings within the findings, there was also a fleeting moment of acceptance of personal tutorials via MS Teams as this platform negates the need to travel to campus. This moment highlighted another 'festival' within the everyday monotony of personal tutoring, shaped by the sudden imposition of the new social form of interactive online meetings, revealing possibility for future practice.

The findings will be discussed further in Chapter 5, knitting together the conceptual frameworks of Lefebvre and Bourdieu with the key revelations on the perceptions of the professional relationship in personal tutoring and possibilities for the future practice.

## Chapter 5 Discussion - What`s love got to do with it?

The first research question in Section 1.3.1 is an inquiry into the perceptions of the professional relationship between the nurse academic tutor and student nurse tutee within the context of personal tutoring and professional development. This, along with five further RQs has driven the exploration of a deeper knowledge and understanding of the professional relationship in personal tutoring. The key aim of this study is therefore to positively inform knowledge development, personal tutor guidance and practice in UNE as well as contributing to theoretical debates in research methodology. Consequently, within this chapter I draw together my thinking and illuminate key revelations derived from Lefebvre`s Rhythmanalysis, including a Bourdieuan analysis of the field of power between NAPT and SNs in Chapter 4 to illustrate possible outcomes and the originality of this thesis.

### 5.1 Neoliberal technician versus Professional Love

*“Where does a relationship reside when it is not being actualized in a highly determined situation? How does it await its moment? In what state does it exist until an action of some kind makes it effective?” (Lefebvre, 1991, p.401)*

The question Lefebvre poses above speaks to the key contradiction within this study between the notions of the ‘neoliberal technician’ and ‘Professional Love.’ This quote provides a useful framing for this Section (5.1) in determining the ‘state’ of the professional relationship and significant moments of possibility for future personal tutoring practice. Participant data highlighted the arrhythmic impact of repetitive linear neoliberal rhythms of the nursing course on the development and maintenance of the professional relationship. These discordant rhythms include the alienation of nursing students as they struggle to find time to meet and build a professional relationship with their NAPT (pages 88 and 89) and the increasing pressure on NAPTs due to growing student numbers (Staff F, page 89). Furthermore, professional body expectations have created significant tensions and contradictions with the introduction of the AA role within undergraduate nursing courses, with a focus on the collation of performative checks at the end of each part/year of the course (NMC 2018d). The combination of the AA with the PT role at Southside University (pages 9 and 31) further intensifying the completion of a series of defined, performative

'tick box' interventions within the linear and repetitive rhythms of a time constrained curriculum schedule to meet productivity targets synonymous with this new combined role.

### 5.1.1 Neoliberal Technician

The findings of this study have clearly highlighted that tick box interventions are a challenge to the PT role by nurse academic participants, capturing the notion of the NAPT as a 'neoliberal technician,' debated in Section 2.3.1. These extracts indicate significant arrhythmia of the tick box approach to personal tutoring as participants couldn't see its value (Staff E, page 94), it detracts from the purpose of the meeting (Staff B, page 94) and "inhibits the pastoral sense" (Staff E, page 101). The findings above are suggestive of the erosion of the NAPT towards a submissive neoliberal technician, expropriated under the control of the neoliberal university and external pressures of external professional body (NMC) requirements. This, repetitive neoliberal approach to personal tutoring is also synonymous with Lefebvre's (2004, p48-9) notion of Dressage as ritualistic training as opposed to creative educational practice (Section 3.3 and Section 4.3.3). Returning to Lefebvre's quote above (Lefebvre 1991, p401), the professional relationship within the personal tutorial can therefore be perceived as being 'unactualised' in its current state as a representation of a 'thing' of potentially creative means (Section 3.3 and Lefebvre 2004, p32), but instead is considered as a transactional exchange within the neoliberal undergraduate nursing course. The professional relationship therefore, appears to exist in a state of almost permanent tension and antinomy, potentially overshadowed by the neoliberal rhythmic assemblages of the university at the macro-level for example meeting quality monitoring targets (pages 17 and 18), the undergraduate nursing course and impact of the professional body requirements at the meso-level (Section 4.3.4) and the nurse academic as neoliberal technician at the micro- level of everyday personal tutor practice above (Section 2.3.1).

### 5.1.2 Moments of difference

Despite the arrhythmic perception of the NAPT as a neoliberal technician and the contestation of the value and purpose of the professional relationship in its current 'state', this research has revealed significant moments of difference and possibility which can be perceived as good personal tutoring practice. The findings have illuminated notable poietic

rhythms in the perceived value of the professional relationship with the same personal tutor over the three-year course (Student E, pages 90, Student B, page 97, Student D page 98), which is well documented as a requirement for building successful tutor-tutee relationships (page 21). These distinct moments of realisation are in opposition to the arrhythmic perceptions of reduced linear time for building and forming relationships in the combined AA/PT role (Staff F, page 99). Furthermore, extracts from participants reveal rhythmic difference in contrast to the repetitive neoliberal technic rhythms of personal tutoring, focused on reflection (Student D page 95) and clinical supervision (Staff E page 95) as good educational practice and professional development. The incorporation of reflection as a form of professional learning and its development in personal tutoring is widely recommended within personal tutor practice as discussed on page 20. Opportunities for reflective group meetings are scheduled annually within the current undergraduate nursing course at Southside University, although further evaluation of this practice is required as an aspect of the professional relationship and professional development of the student.

Role modelling has emerged as a latent rhythm of difference and poietic educational practice within the inner machinery of personal tutoring in contradiction to the perception of role modelling as a one-sided form of Dressage (Section 3.3 and 4.3.3), synonymous with neoliberal technic rhythms of personal tutoring. SN participants indicated the value of role modelling as an implicit form of learning for professional development (Student D and Student B page 103), whereas NAPT highlighted the benefits of role modelling as guidance (Staff A, page 95) and important for conducting professional relationships with patients and health care practitioners in clinical practice (Staff H, page 96). Role modelling can therefore appear as a latent, yet active residue (page 97), as a site of possibility and difference within the everydayness of personal tutoring. This difference is interpreted as a creative form of educational praxis, beyond mere rehearsal within personal tutoring and entwined with rhythms of past, present and future and inextricably linked to the dual NAPT role. These findings are synonymous with the discussion in Section 2.3, in relation to the value of role modelling in the development of caring practices, support for professional identity, student socialisation and a sense of belonging. Although one student participant (Student A), did not perceive the value or connection between the PT and AA role, the professional relationship



and clinical practice as discussed on page 96, these findings suggest implications for further guidance on the significance and value of role modelling as a form of professional learning and development in personal tutor practice.

### 5.1.3 A Declaration of Professional Love

Whilst rhythms of difference have signalled role modelling as implicit and creative praxis, the findings of this study have also revealed the notion of Professional Love as a state of potential and possibility within professional relationships in personal tutoring in UNE (Section 2.5 and pages 105-9). Key moments of empathy, caring, compassion and advocacy, with murmurings of kindness are captured in the findings for example (Student E, page 90, Student A, page 103, Staff B, page 106, Staff E pages 105 & 107). These moments suggest the reclamation of the triad of care, kindness and compassion as Professional Love within this study as an explosive critique of the neoliberal technicist approach discussed in Section 5.1.1.

Moreover, these unspoken moments of Professional Love, are caught up in the rhythmic entanglements of the professional relationship between the dual NAPT and SN with the tutor's professional performance appearing to operate as a rhythmic 'pulse,' referred to as a professional pulse within the context of this thesis (Stronach et al 2010, see page 36 and page 105). The extract from Staff B on page 107 encapsulated the uniqueness of the dual professional NAPT by using a 2-sided coin as a metaphor to articulate the complexity of personal student support. Further extracts from Staff B (page 106) and Staff E (page 105), illuminated the unveiling of unpredictable moments of caring and compassion as latent murmurings of Professional Love when confronted with emotional students. In addition, the professional pulse was palpable when listening to the Self-Interview of Staff E related to the extract on page 105, as I could hear the tension in the participant's voice as they articulated their conflicting emotions and feelings of empathy for the student whilst acknowledging that their actions were "not the most professional thing to do" (Staff E, page 105 as above). The contingency illustrated by these NAPT participants within the complexity of personal tutor practice signifies the emergence of the professional pulse as a natural rhythm of moments of possibility for the actualisation of effective professional relationships in response to Lefebvre's question on page 118 above.

To realise the significance and value of the professional relationship in personal tutoring as an effective state for Professional Love to take place, this notion is critically considered in relation to the individual parts of the triad, caring (Section 2.5), kindness (Section 2.6) and compassion (Section 2.7). Study findings highlighted murmurings of hidden rhythms of caring from dual NAPT participants' clinical nursing past as unexpected but significant moments. For example, Staff C (page 106) putting themselves into the role of the nurse to look after the student, Staff B (page 106) reflected that the "nurse within us" wants to provide emotional support synonymous with patient care, whilst Staff F, (page 106) wants to care for students in the same way as patients. Furthermore, extracts from Staff E (page 107) revealed powerful moments of advocacy and compassion when supporting personal students and considered these attributes as a valuable aspect of personal tutoring. These implicit polyrhythms (page 52) of caring from the dual nurse academic clinical past, being expertly woven into current personal tutoring practice are claimed as Professional Love within this study and concur with similar findings of personal tutors caring for students as discussed on page 23. A highlight of the study findings was a fleeting and significant moment of caring and connection towards a student at an awards ceremony (Staff E, page 107), again suggestive of the essence of Professional Love and expressed as a festival within the monotony of everyday neoliberal constraints. In addition, reciprocal caring, compassion and empathy were detected in participant extracts as potential murmurings of Professional Love: for example, Staff C (page 106), Student B (page 88), Student A (page 94 and 105) and Student E (page 105) who described tutor: tutee relationships as a "cross community of exchange, support and understanding." Noddings (2003, p58, Section 2.5) postulates a caring relationship as "reciprocally dependent," although she emphasises that student and teacher cannot reach this equality. However, findings above indicated that latent moments of reciprocal caring, suggestive of Professional Love, exist as a possibility in nurse academic and nursing student professional relationships in the field of personal tutoring.

Furthermore, SN participants value NAPT role modelling as an implicit and affective form of learning for their professional development and professional identity as discussed on page 120 above. This indirect learning includes caring and compassionate behaviours, indicative of Professional Love in student extracts B, A and E as summarised on page 120. Role

modelling of these key attributes of nursing professionals (NMC 2017, p3 & 5) is identified as a significant moment of professional learning and support for the professional identity of the student nurse, especially in light of media reports demonising nursing such as (Triggle 2019) and influential public enquiries into poor nursing practice (Francis 2013) discussed on page 32, which could negatively impact on student nurses' professional development. These findings therefore add further weight to the value of role modelling as a moment of good educational practice within the professional relationship, which warrants further exploration in personal tutor practice.

The emergence of role modelling and Professional Love as contestations of the fast pace and alienating neoliberal rhythms of personal tutoring, indicates the need for a slowing down to foster and build professional relationships discussed in Section 4.4. The findings illustrate arrhythmic perceptions of less time to build and form professional relationships and deep arrhythmic murmurings of longing and loss for past professional relationships, illustrated by the frustratingly few opportunities to build relationships in contemporary personal tutor practice (Staff F and H pages 89 & 99). Participant extracts illustrate how students desire the autonomy to 'roam,' akin to shepherds of their own being (Section 3.3.2) within the tutorial. For example, Student B (page 103), needs opportunities to ask the NAPT for professional development support, whilst Student A wants the opportunity to open up and talk about worries and concerns. These extracts relate to the notion of the professional pulse above and how nurse academic tutors have permitted student autonomy to emerge in contingent moments of, yet to be understood Professional Love within the professional boundaries of the personal tutorial (Section 4.5) and Section 5.2 below. The promotion of student autonomy and independence by the NAPT is deemed as important for nursing development in the findings from Ross et al (2014, p1211).

Within the triad of care, compassion and kindness, the significance of compassion, has been bound with empathy within the professional relationship as shown by participants, for example Student A (page 105) and Staff C (page 106) in relation to caring. Compassion as interpersonal work is identified as a key concept of engagement between individuals in organisations and universities (Waddington 2021, p13 in Section 2.7). Waddington (2021, Section 2.7) describes the 'Compassion turn' as the evolution of the compassionate

university and as a resistance to its commodification, including the notion of compassionate education. Waddington (2021, p12) suggests that seeing care and compassion through an organisational lens offers new possibilities and emphasises that “the values of compassion, kindness, love and humanity are the ones that see us through the difficult times and must be infused and amplified in our relationships, educational systems, policies and practices.” These combined ideas offer a potential framework in which to situate and realise Professional Love as a manifestation of the triad of care, compassion and kindness within the professional relationship in undergraduate nursing and the wider field of personal tutoring in HE.

## 5.2 Struggle for Autonomy and legitimacy in the professional relationship in personal tutoring

*“who`s agenda are we following here?” (Staff I, page 92)*

This participant extract highlights the struggle for autonomy and legitimacy between the NAPT and SN tutee, underpinned by the concept of the “field of power” (Bourdieu 1996, p215, Section 3.4.1). The extract above also speaks to the origins of this study on page 9, including concerns about engagement of these key players within the professional relationship of personal tutoring. The extract therefore offers a useful frame to debate the arrhythmic struggles and tensions of the field of power within the personal tutorial and the consequences for the development and maintenance of professional relationships and boundaries.

The findings from this study suggest an inverse relationship between student participants who appear to lack social capital and perceive a need for conformity and engagement with the NAPT for the duration of the course such as Student E (page 90). SNs with a perceived accumulation of social capital, for example Student A (page 90-1) demonstrated an autonomous approach by absolving tutors of the responsibility for providing emotional support, as well as their apparent lack of connection between the personal tutorial and professional development needs. Furthermore, Staff E, (page 103) emphasised that it is the students` course, with the personal tutor ‘overseeing’, illustrating their perception of the development of the student`s autonomous position as ‘master of their own destiny’ (Section 3.3.2), potentially creating the conditions for an effective relationship and the students` investment in the game or “illusio” (Bourdieu 1996, p277, Section 3.4.3 and page 108).

Empowerment is one of the key aspects of student nurse professional development (page 30) and is embedded in the updated corporate values of Southside University in the context of creating opportunity (Anon 2022). In addition, Waddington (2021, p17) emphasises that being at university should be an individually empowering experience as opposed to the neoliberal university discourse as something 'delivered' under the impersonal banner of the 'student experience' as a commodity. Waddington's views above align closely to the discussion of findings on page 99, illustrating the alienating effects of the personal tutorial as a neoliberal commodity and the need for a more student focused professional relationship to promote student empowerment, creating room for Professional Love to evolve in the actualisation this relationship. Solution focused styles of coaching discussed on pages 18-19, support confidence building, independent learning and student empowerment and have the potential to impact positively on the NAPT: SN tutee relationship as an essential aspect of PT practice.

Whilst the findings suggest some students have a clear sense of what they think they want and need from a professional relationship with their personal tutor such as Students E and A respectively, discussed on page 124 above, NAPTs perceived that some students do not see the relevance of this relationship such as Staff I (page 91). Conversely, Staff participants highlighted their professional obligation as a NAPT in supporting students' meeting of the course requirements (Staff I page 96 and Staff H page 109). Two extracts from Staff H on page 99 were suggestive of diachronic arrhythmia in their current struggle for autonomy and legitimacy as they expressed frustration and confusion over their understanding of the contemporary combined AA/PT role, as opposed their nostalgic perceptions of good relationships with personal students when they signed off every placement with potential consequences if this didn't happen. The latter is suggestive of repetitive rhythms of orthodox personal tutor practice from the past (Bourdieu 1996, Deer 2012, discussed in Section 3.4.1) and murmurings of the personal tutor's symbolic position of power as a cultural arbiter of the nursing profession. This position of power is discussed in Section 3.4.1 in relation to Bourdieu's concept of Doxa (Bourdieu 1996), due to the NAPT's culturally dominant disposition as a nurse on the professional register as well as an academic tutor (Staff H, page 109). In addition, Staff E (page 101) indicated the contemporary role of AA,

combined with the PT role as putting “that tick box back on because again we are having to monitor how things are going academically and keep tabs on how they are doing in practice,” synonymous with a symbolic position of power and the notion of the neoliberal technician discussed above.

Staff C (page 92) also raised the question “What’s their agenda?” and highlighted a key moment of heterodox practice (Section 3.4.1) as they suggested that a good professional relationship is working with the student. Staff C perceived themselves as having no more power over the student, although they clearly emphasised the need for establishing professional boundaries (page 109). The findings discussed above suggest a clear struggle for autonomy and legitimacy in the professional relationship with some SNs being empowered by creative moments of professional development and the professional pulse of heterodox personal tutor practice such as Staff E and B (pages 104 and 106). However, some NAPT participants cling onto the repetitive rhythms of orthodox practice, empowered by their culturally arbitrary disposition as a dual qualified nurse and academic as discussed above. This apparent tension within the professional relationship illustrates arrhythmia created by difference in the positions and dispositions (Section 3.4.2 and pages 91-3 and 115) of the participants in the field of personal tutoring with a potential impact on the *illusio* of these key players (Sections 3.4.3, page 108 above). Therefore, there appears to be conflict between repetitive rhythms of orthodox personal tutor practice and significant moments of heterodox practice, suggestive of Professional Love as an antipode to the neoliberal technic rhythms of personal tutoring. This tension signals the need for consistent personal tutor support and guidance within the contemporary NAPT role to clarify the significance and value of the development and maintenance of professional relationship and restoration of the *illusio* of the key players within the neoliberal constraints of time and space in HE.

Furthermore, the struggle for autonomy and legitimacy is apparent in establishing professional boundaries in NAPT and SN relationships as discussed in the findings (Section 4.5 and pages 104, 105 and 107) and recognised as a significant tension requiring clarity by others (Chapter 2, pages 22 and 38). NAPT participants cite their obligations to maintain the NMC professional standing, protect the public, adhere to social media guidance and establish meeting times and modes of communication and contact (Staff H, page 109 & Staff

C page 108), as an indication of their culturally symbolic position as a qualified nurse academic and tutor. However, one nurse academic (Staff F, page 109) clearly struggled to identify the line between friendship and the professional relationship, which again signals murmurings of the need for the recognition of Professional Love as a 'thing' in the knitting together of caring, education and professional ethics within NAPT practice (Section 2.5). One student participant (Student D page 109-10) indicated the value of setting the expectations of the personal tutorial guided by the Personal Tutor and the Student Agreement (Anon 2020a). At the same time, they also resisted these expectations with a rhythm of difference emerging as they set out their own expectations and reclaimed autonomy and legitimacy within the professional relationship as a rebellion against the 'illusio' of this neoliberal technic approach. As discussed on page 126, a good professional relationship is about working with the student, despite the importance placed on setting professional boundaries. This practice emphasises the possibility of discussion on mutual expectations and establishment of the students' position or 'standpoint' (Staff C page 104) by the NAPT in the building and maintenance of the professional relationships within the agenda of the initial personal tutor meeting.

### 5.3 Time, Space and Dwelling Place

*"Social relations, which are concrete abstractions, have no real existence save in and through space. Their underpinning is spatial" Lefebvre (1991, p404).*

Space and time are essential components of rhythm and Rhythmanalysis (Section 3.3) with each field having its own rhythm and pace within the space of relations of force between agents for example in the professional relationship between NAPT and SN tutee (Atkinson 2019, Section 3.4.5 and Bourdieu 1996, Section 3.4.1). Space itself is a significant area of inquiry for this study as meeting spaces were moved online due to the COVID-19 lockdown as opposed to previous physical spaces on campus (page 24). The quote from Lefebvre (1991, p404) above emphasises the importance of the spatial underpinning of social relations, where glimmers of possibility have emerged through significant arrhythmic moments in the findings of this study, illuminating the tensions created by online tutorials in time, space and Dwelling (Section 4.6) for NAPT and SNs.

The 'invisible barrier,' was a term used by Staff B (page 110-1) to describe an arrhythmic moment of the students' struggle to communicate and maintain professional relationships as they become disempowered and alienated through the virtual space of personal tutorials on MS Teams. This notion resonates with Lefebvre's contradictory view of space as discussed in Sections 3.3 and 4.6 above, which signifies a renewed struggle for autonomy and legitimacy in this newly conceived virtual space of personal tutoring. Notable arrhythmia includes the blurring of boundaries as students struggled to balance the time and space of their personal lives and engagement in the personal tutorial (Staff B, page 111) and unstable internet connections with students either being unwilling or unable to access or turn on their camera as indicated by Student D & Staff F on pages 111-2. Whilst Universities UK (2021, p3 and 12) predominantly address the benefits and flexibility of on online and blended learning, this report does highlight digital poverty, including slow or unreliable internet connection as a challenge for students. Development of technology as a symbol of capitalism is at the heart of Lefebvre's work as discussed previously, where latent rhythms of technological evolution were considered as an arrhythmic moment in building relationships for some participants in this study (page 111-2). Despite the development of interactive technology such as MS Teams, these virtual spaces could still be perceived as passive and veiled places for some students as they struggle to cross the invisible barrier to engage in the active and lived space of effective professional relationships. These issues therefore have implications for how students are prepared for online interaction during their course.

### 5.3.1 The search for a Dwelling Place

Study findings, for example Staff C and Student F (page 113) valued face-to-face meetings for developing professional relationships, Staff C claiming the benefits of reading mood and body language as opposed to expressed difficulties in forming relationships in online meetings. These extracts signify difference and a hidden moment of Poiesis in relationship building through in-person meetings in physical space, evoking 'presence' where the memory of face-to-face meetings introduces itself as a rhythm in time between past and present PT practice. Furthermore, an extract from Student D, page 114 places significance on the face-to-face meeting as it is more memorable as a place associated with the meeting



as opposed to the students “hiding on teams” (Staff F, page 112) and not being able or willing to access the camera. Arrhythmia is therefore apparent as students struggle to find connection and an authentic Dwelling place (Section 4.6.2), appearing to seek refuge and temporary Dwelling behind the compressed and flattened space of the self-muted computer screen as opposed to participant perceptions of more meaningful Dwelling places on campus.

Despite the value placed on face-to-face meetings for developing professional relationships voiced above, the meeting place of the personal tutorial on campus was also illuminated as a site of contention. Stuart et al (2019, p9) indicated a varied location of PT meetings including the NAPT's office, classroom and café but did not analyse the meeting place in their study. Findings from Staff C and F on page 114, highlighted the challenges of meeting students in open plan and shared offices and Student E (page 114) revealed an arrhythmic moment as “it`s entering their environment and space,” referring to the NAPT`s office. This extract implies that shared office spaces could be arrhythmic and disruptive sites of potentially dominant orthodox personal tutor practice, representing the alienating rhythms of the university, as opposed to Dwelling places appropriated for fostering confidential relationships and promotion of student autonomy (Section 4.6.2). Participant findings however, also illuminated significant moments of possibility to redress the power balance for example Staff C (page 114) suggested break out rooms, Staff F (page 114) a common area such as the campus café or separate meeting room and Students E (page 114) “a neutral space where we were both on an equal footing....” These finding suggesting the need for more specific support and guidance for PTs planning suitable and neutral spaces for tutorials to take place on campus within the neoliberal constraints of university space and growing student numbers.

Another avenue of possibility was revealed by Student A on page 112, in a fleeting moment of acceptance of personal tutorial meetings via MS Teams which negated the need to travel to campus, despite their concerns over productivity of the meeting. Concerns are raised throughout this thesis of the arrhythmic impact of the growing pace of linear time, accelerated by online personal tutorial meetings as opposed to the slower time needed to build relationships and seek Dwelling in face-to-face meetings on campus as discerned

above. However, with growing student numbers and widening diversity, there is potential for a balance between scheduling online and on campus meeting spaces based on the purpose of the exchange which needs to be considered in contemporary, post pandemic NAPT practice.

#### 5.4 Emerging Methodology

The three subsections of this chapter above have focused on analytical discussions surrounding knowledge production of the professional relationship between NAPT's and SN tutees, to enhance PT guidance and practice in UNE. Another purpose of this research is to contribute to theoretical debates in research methodology and includes the Lefebvrian and Bourdieuan theoretical concepts which underpin the study. This Section illustrates the contribution of this research to the development of an emerging Lefebvrian Pedagogy in personal tutoring, considering the concerns of Stuart et al (2019, p3) over personal tutoring as an under theorised aspect of pedagogy, discussed on page 8. In addition, plugging theoretical concepts into the data to facilitate data analysis and exploring Self-Interview as a method of data collection within this study form potential contributions to future research practice.

##### 5.4.1 The development of Lefebvrian Pedagogy

Middleton (2014, pages 178-9) identifies four pedagogical principles within Lefebvre's work, which are considered in relation to the key findings of this study as a proposal of the development of the Lefebvrian pedagogy in relation to personal tutoring and wider educational research.

The principle of Pedagogy of Appropriation is described as self-management of learning or autogestion, in contradiction to the bureaucratic imposition of Dressage (Middleton 2014, page 179). Using Lefebvre's Rhythmanalysis has allowed key moments and possibilities to emerge in everyday personal tutoring which would otherwise pass by unnoticed for example, role modelling as a latent residue of creative educational practice and as a One-sided form of Dressage in contradiction to its notion of ritualistic training (page 120). Professional Love has also been revealed throughout this thesis as a substantial claim of potential and possibility within the professional relationship and a contestation against the neoliberal technic rhythms of personal tutoring. Another key moment of compromise and

contingency, interpreted as the professional pulse within the rhythmic entanglements of dual NAPT practice offers space for student autonomy within the relationship and Professional Love to emerge. This moment also indicates a restoration of eurythmia in the struggle for autonomy and legitimacy between the key player within the professional relationship in the context of Bourdieu's field of power (Section 3.4.1). Two major historical conjunctures or moments (Middleton 2014, page 181) have also impacted on the findings of this study, which are the collision between the COVID-19 pandemic and the introduction of the AA role by the NMC and its integration with the NAPT role at Southside University. The appropriation of these key moments revealing significant arrhythmia and at the same time possibility for NAPT practice, recognising the need for student autonomy and positionality within the professional boundaries of personal tutoring, discussed in section 4.5 and above. Study findings also illuminated significant moments of tension in the struggle for autonomy and legitimacy of students in the field of personal tutoring with the move to online tutorials in time and space during the COVID-19 pandemic, which included participants reflections within the extracts on pre pandemic tutorials on campus (pages 114 -5). These moments highlight a need for participant Dwelling (Sections 4.6.2 and 5.3.1 above) within the tutorial with possibilities raised for future practice.

The second and third key principles of the Lefebvrian Pedagogy suggest students and teachers are mutually engaged in the critique of everyday life and must centre on contradictions and moments that render critique possible (Middleton 2014, p179). A Lefebvrian Pedagogy is drawn to Rhythmanalysis as a key thread of Lefebvre's work (Middleton 2014, p10), which has been mobilised as a strategy of inquiry within this study to facilitate the exposure and critique of significant moments of practice and possibility within professional relationships of the personal tutorial. Furthermore, findings indicate participant's mutual engagement in the everyday offers a critique against the neoliberal rhythms of everyday personal tutoring practice which could be perceived as a pre-requisite to the emergence of a Lefebvrian Pedagogy as a central aspect of professional practice. However, these findings illustrate staff and student participant views independently of their own tutees/tutors so further investigation into specific NAPT: SN tutee relationships would offer a deeper insight into this principle within the context of this study.

The final principle of the Lefebvrian Pedagogy involves the encouragement of critique through engagement with the arts and through doing special histories (Middleton 2014, p179). The findings of this study reflect the special histories of nurse academic participants and illuminate critique and contradiction within the professional relationship, as participants appear to engage in a struggle of transcendence from the NAPT as a neoliberal technician to more visible and embodied acts of Professional Love. This debate also raises the question of whether Professional Love is an art or disposition in the Bourdieuan sense as opposed to a technical science for example, a professional virtue (pages 27 and 36), a learnt behaviour through role modelling as a transformational form of dressage (4.3.3) or a combination of these factors. The Lefebvrian Pedagogy is therefore a key platform to launch further debate and investigation into personal tutoring as an under researched area of educational practice as highlighted within this thesis.

#### 5.4.2 Plugging the theory into the Data

The Lefebvrian pedagogy proposed above, has been applied retrospectively to this study but has the potential to provide a methodological framework for future educational research as it clearly facilitates the drawing together the key moments and possibilities for future personal tutoring practices. Jackson and Mezei's (2013) notion of plugging in the theory to the data appealed to me as a researcher as it worked against "sameness" to identify difference within the data by keeping in mind the theoretical constructs of Lefebvre and Bourdieu while reading the data to create some-thing (page 63). Merging key Lefebvrian and Bourdieuan concepts and plugging these into the data using bespoke think tables (Appendix 6) is discussed on pages 84-5 and offers a unique contribution to critiquing the complexities of professional relationships within this study. Utilising a Lefebvrian Pedagogy framework as suggested by Middleton would potentially enhance this creative form of data analysis in future educational research.

#### 5.5 The Self- Interview moment

The collection of data for this study occurred in a significant historical moment during a global pandemic where the research methods had to be significantly amended and modified due to the health and safety restrictions imposed due to the COVID 19 pandemic as indicated on page 61, with a consequent reliance of Self-Interview as a sole, but effective

method of data collection. As part of the data collection participants were invited to share their thoughts and feelings on Self-Interview as a research method.

Rhythmanalysis of Self-Interview as a research method revealed repetition in participant approach as all but one recorded the Self-Interview in their personal space with Student E recording a walking Self-Interview with a non-human and human companion (Section 4.1.1). However, Self-Interview also highlighted difference and possibility compared to face-to-face interviews, hiding fast data as time and temporality is slowed down as participants are allowed to navigate the interview in their own time and space unhindered by the presence and pressure of an interviewer. This is illustrated by some extracts from participants below which concur with a previous pilot study (Holder 2020):

“with a Self-Interview, I don’t know, you have a bit more time maybe to think and I suppose you know, I could have stopped the interview at any time and at least I suppose you can choose to do it at a time and in a place that’s convenient and comfortable for you I suppose..” (Staff B)

Interestingly, when listening to the Self-Interview of Staff B a clock can be heard ticking in the background signifying the dominance of linear time as a “Hallmark of modernity” (Lefebvre 1991, page 96) at a significant moment when the participant realised the value of slowing time and selecting a suitable Dwelling place to think and speak to conduct a meaningful interview (Section 3.3). Students B, C and D also valued the slowing and breaking up of linear time using self- interview to think and construct their responses to the interview guidance:

“One thing that I did find particularly useful for myself was actually having the time to sit and think about the questions that were being asked....” (Student B)

you get the time to fully digest and pose your answer and it’s the answer that you want to give and you can be more considered in your thoughts and your responses..... also flexibility, and you haven’t got pressure to have all your thoughts together by a certain time and you can even do it over the whole day or a few hours or however you want to do it or however you want to break it up and I feel like there’s a lot less pressure with the self-interview....” (Student D)

“I think I do quite enjoy this method because you get to complete it at any time when you are free... it also gives you the opportunity just to, if you wanted to not to do it in one big video just do a question at a time or like a Section at a time and have breaks whenever you want and you are able to read through the questions and

just think about it and because it's done on your time and your own accord it's a lot more relaxed..." (Student C)

Other extracts below from Staff F and B, signified rhythms of difference in the absence of the interviewer to allow more thinking time and time limiting pressure of a quicker response in a face-to-face interview:

"it's helpful that erm you get to have a look at the prompts and interview questions before you actually have the interview which is helpful for me just to do a bit of pre thinking around that...." (Staff F)

"...like when you're at an interview you know, you are always told to take that time to digest the question and think and I suppose when there's a person there asking you that you still feel like you should respond quite quickly" (Staff B).

Student B and E below in particular, illustrated preference for their own autonomy as they fear judgement and pressure in the presence of an interviewer, where Staff C also values the time and space Self-Interview offers without engagement with an interviewer:

"...not having someone staring at you does sort of allow for more candid responses erm you know there's no fear of judgement or anything like that.." (Student B)

I like Self-Interviewing because you are in a comfortable space where you are not obligated to answer any of the questions or under pressure to give an answer." (Student E)

"for me it's been ideal to be able to do it in my own time and to do it at a time that suites me so I haven't had to think about getting somewhere else, meeting someone erm there was almost no sort of preamble with a conversation erm I could just get on with just answering the questions and just thinking about it.." (Staff C)

The extract from Student E below, expressed the significance of freedom in a comfortable space with their companions afforded by a walking Self-Interview allowing questions to be answered openly and freely.

"Whereas, it just me and you (the companion), I can answer openly and freely out in a nice bit of forest area, with my dog I'm quite happy to answer any questions.... yeah, happy with my human and animal companion (laughs) human of my choosing, animal of my choosing I'm in a comfortable space so answer questions however I please." (Student E)

Embodiment in walking interviews was discussed in Section 3.6.2 as 'bodily methodology' engaging affective, rhythmic and temporal dimensions of movement which helps to overcome the typical power imbalance between researcher and participant. As a Rhythmanalyst, a rhythmic pattern was palpable as the companion could be heard taking

the role of the interviewer, posing questions from the interview guidance to the participant, responding and probing the thoughts of Student E below:

“...I can't remember the name of the place now as I haven't been there for so long. It was...., it's not the café in the university but somewhere outside...(Student E)

“oh ok, neutral space?” (Companion)

“...a neutral space where we were both on an equal footing which we can come back to earlier as you know, which any relationships should be on an equal footing and understand that if you are going to go on that basis you should meet on a neutral ground.” (Student E)

“oh ok. Do you want me to move onto the next question?” (rustling and sound of footsteps) (Companion)

“yeah” (loud sound of birds) (Student E)

However, despite opening up the possibility of Self-Interview at the site of data collection, arrhythmia is detectable in some aspects of the Self-Interview as Staff C and F enjoy the interaction involved in a face-to-face interview, as opposed to talking to computer screen. The participant's personal space and the computer screen being deemed as a barrier to effective interaction which resounds with the notions of the invisible barrier and temporary Dwelling on pages 112 and 129 above, limiting the potential for a fulfilling interview experience:

“I enjoy the interaction, I enjoy talking to people so the fact that I'm actually sat in my home-made study erm talking to a blank computer screen erm I think for me is probably more of a challenge,” (Staff C)

“I suppose what might be missing for me as well which would have probably been have helpful if I was doing this in a face-to-face capacity is to have that interaction I think with someone is always nice as well..” (Staff F)

Arrhythmic murmurings of the alienating effects of technology were also detected in the extracts below due to technical difficulties, also suggestive of the invisible barrier as an arrhythmic moment in communication through an IT platform as discussed on in Section 4.6.1 above:

“I've had a few problems with erm how to record and my IT skills aren't of the best and this is the 3<sup>rd</sup> method of recording that I've tried and I'm hoping that it will be successful....” (Staff I)

and it works the other way as you can't ask questions cause it's a recording and erm technical difficulties ..." (Student A)

Interestingly, although the Self-Interview reduces the impact of the "interviewer effect," (Denscombe 2014, p184-186) as indicated by Students B, E and Staff C above (pages 134), there was a perceived need by some participants for reassurance and affirmation of their responses as an assumed imbalance of power between interviewer and interviewee demonstrated by Staff H and Students A and D below. However, these extracts also illustrate the limitations of not being able to interact or create dialogue:

"As I was answering some of these questions, I was trying to think what it is that you were after with those questions and I was trying, trying to guess where you wanted me to go with it." (Staff H)

"I think the trouble is that you only have the prompts on the screen and I don't know if I'm saying the right thing or the wrong thing..." (Student A)

"no sort of scope for follow up questions,..... maybe there might be some opportunities missed to talk about relevant content" (Student D)

In summary, Self-Interview offers significant benefits in the slowing of time, allowing participants to connect place with thinking and speaking in the creation of a suitable Dwelling place for the interview. The absence of an interviewer can promote greater autonomy as highlighted by Students E and B above, as well as convenience in time and place as there is no requirement to meet or interact. There is also a distinct moment of possibility for walking Self-Interview in future research studies as highlighted in this analysis, as this study revealed the benefits of mobility with chosen companions in a place they feel comfortable, as rhythm is palpable in the movement and sounds on the recordings identified above. On the other hand, some participants still value an interactive face to face interview, predominantly due to the alienating effects of technology as they struggle to engage and find Dwelling on an IT platform as most recordings were conducted through MS Teams. Some participants also valued the presence of an interviewer for reassurance and prompting as they did not appear confident in their own reflections. On my own reflection of Rhythmanalysis of Self-Interview as a researcher, I can relate to the latter concerns as there were times where I would like to have offered a prompt when listening to recordings, but this was outweighed by the wealth of data gathered from participants own



interpretation of the interview guidance and one staff participant who used short stories to reflect on particular personal tutoring experiences.

## Chapter 6 – Conclusion

The main purpose of this final thesis chapter is to respond to the RQs of the study and draw together the implications for personal tutor practice in UNE, considering key strengths and limitations. The RQs in Section 1.3.1 were addressed through the application of the critical lens` of Lefebvre`s Rhythmanalysis, influenced by Bourdieu`s concept of field to the study data, gathered from NAPT and SN participant self- interviews during a global COVID-19 pandemic. The creation of two unique methodological `think tables` as artefacts of this study (Appendix 6), facilitated the plugging-in of key theoretical concepts of these influential theorists and contributes to the doctoral nature of this thesis. Coming from a scientific and positivist research background as a nurse and being awarded with an MSc in 2001, I am very process driven and found this way of organising the data and my thinking helpful. However, these tables also became artefacts of creative production of the data over time and in this tabulated space, illustrating a shift in paradigm and a significant growth in cultural capital from a positivist researcher, through a qualitative research journey encompassing a MA Ed (2010) to this doctoral research study as a Rhythmanalyst and its dissemination (Appendix 8, Holder 2023, Holder 2021a, Holder 2021b, Holder and Armstrong 2020, Holder 2019 ).

### 6.1 Response to the research questions

The perceptions of the professional relationship between the NAPT and SN within the field of personal tutoring (RQ 1), has illuminated the dominance of fast pace, repetitive and linear rhythms created by the structure and schedules of the undergraduate nursing course in a large neoliberal university, presenting challenges to participants` building and maintaining these relationships. One of the significant challenges identified in this study (RQ 5), was the apparent erosion of the NAPT role to that of a submissive neoliberal technician, intensified by the accommodation of professional body requirements in a combined AA/PT role at Southside University. Findings highlighted the ongoing tension and conflict between neoliberal HE and professional body policies and fostering professional relationships. For example, some participants do not see the value of a neoliberal, performative tick-box approach to personal tutoring (Section 5.1.1), with a consequent impact on their ability to form, maintain and enhance professional relationships (Staff F page 99, Staff H page 99 and Staff E page 101).

Participant perceptions also revealed the struggle for autonomy and legitimacy between the NAPT and SN as a challenge to the building and maintenance of the professional relationship (Section 5.2). These perceptions resounding clearly with the initial troubling of their engagement in the personal tutorial as a motivation for this research study (page 9). Findings illuminated apparent tensions in the balance of power and investment in the professional relationship with different implications for SNs who appear to lack social capital, compared to those with a clearly autonomous outlook. These tensions occurring at a time when universities are promoting student empowerment and autonomy, synonymous with the principle of Lefebvre's pedagogy of appropriation, discussed on pages 55 and Section 5.4.1. Tensions were intensified by the recently combined AA/PT role as above, illustrated by nostalgia for repetitive rhythms of orthodox personal tutor practice from the past (Staff H, pages 99), where some nurse academics perceive their symbolic position of power in professional relationships as a justification for their need to establish clear professional boundaries as a contradiction to the shift towards student autonomy.

Conversely, participant perceptions have revealed the significance of the professional relationship in the context of the unique dual NAPT role as a contradiction to the challenges above (RQ 2). Complex moments of creative heterodox personal tutoring practice have been captured as a professional pulse in the interchange between maintaining professional boundaries and acts of caring, advocacy, empathy and compassion bound together as Professional Love. Findings also revealed murmurings of hidden rhythms of caring towards tutees from dual NAPT participants' clinical nursing past, highlighting unexpected but significant moments indicative of Professional Love. This was considered by Staff C, B and F (page 106) as an influencing factor of a good professional relationship (RQ 4). This study demonstrates that the professional relationship can create an effective state for Professional Love to exist (Lefebvre, 1991, p.401), as an art or disposition (or both) in the Bourdieuan sense and is a significant doctoral claim of this study. This condition presents an alternative future to the professional relationship as a neoliberal transaction, promoted and assumed by the neoliberal university. Furthermore, analysis revealed the significance of the professional relationship (RQ 2), in the context of having the same Personal Tutor for 3 years on the course in providing connection, continuity and consistency as discussed on

page 100, potentially offering the space for Professional Love to take root as an aspect of Lefebvrian pedagogy (Section 5.4.1) and in otherness to participants experiences of overbearing neoliberal technic rhythms of personal tutoring in HE. The promotion of Middleton`s (2014) Lefebvrian Pedagogy as a guide for personal tutoring, an apparently neglected area of pedagogy, is considered to be a strength of this study.

Participant perceptions revealed the value of role modelling, as a latent form of Dressage and professional development within personal tutoring (RQ 3), including the development of caring practices as discussed above, synonymous with building relationships in clinical practice. The professional relationship thereby offers the opportunity to re imagine role modelling as a transcendence from the one-sided interpretation of Dressage as a mechanistic form of training to a poietic and more holistic form of educational practice and professional development as discussed above. Participants valued the slowing of time to foster and build professional relationships, allowing time to establish positionality and mutual expectations of a good professional relationship, thereby creating opportunities for students` autonomy to roam and alternative forms of transformational Dressage to evolve within a Lefebvrian Pedagogy.

RQ 4, asks what a good professional relationship looks like and the influencing factors. However, `good` can be considered as a contestable term within this study as it could be interpreted in the neoliberal sense within the neoliberal technic personal tutorial, meeting the performative targets of the university at the macro, meso and micro levels as discussed on page 119. Alternatively, it can mean the slowing of time to build and develop good professional relationships as a condition for Professional Love. The battle of the `goods` therefore remains controversial for NAPT`s as they navigate priority in the time and space of scheduled personal tutorials to meet neoliberal targets in opposition to building relationships and providing pastoral support in the guise of the little-known notion of Professional Love. The recognition of Professional Love within the professional relationship is important to me based on my ontological and epistemological approach to this study (Section 3.2). This approach includes my enthusiasm for challenging the contradictions to building and maintaining professional relationships and providing the effective state for Professional Love to develop and grow. What constitutes a good professional relationship is

also still debatable in the struggle for autonomy and legitimacy between the NAPT and SN tutee. However, participant extracts within the findings have revealed compromise and contingency in the maintenance of professional boundaries and provision of time and space for the students` autonomy to roam and accommodate expectations of communication, mutual respect and trust, treading the neoliberal line between HE policy and professional nursing values as illustrated by Staff B, C and E pages 104-6.

In response to RQ 6, participant perceptions revealed the significance of space and time in personal tutoring and the impact on the professional relationship as meeting spaces were quickly and unexpectedly moved online due to the COVID-19 lockdown. This had the effect of intensifying pre-existing contradiction and tensions within this role as discussed above. Consequently, data collected during this research moment at a time of online interactions and reflection on face-to-face meetings, illuminated arrhythmic alienation and disempowerment of the student (Section 4.6) amidst the growing pace of online personal tutoring in the neoliberal university. With the imminent return to a post pandemic university, analysis indicates the value of a more neutral or private meeting space and the need for more specific support and guidance for NAPTs planning a suitable meeting space for tutorials on campus. This raises key challenges for NAPTs working within the constraints that characterise the neoliberal university, such as the intensification of the use of campus space and rapidly expanding student populations.

The request for participant views on Self-Interview as a research method (page 66 and Appendix 1) was based on a reflexive exercise discussed in Section 3.6.1. This reflexivity created a powerful insight into my own position as a NAPT and researcher (Holder 2020, p7). Participants` response to this request highlighted the benefits of this research method, including perceptions of the slowing of time to navigate the interview in their own time and space and finding Dwelling within the place of the Self- Interview, whereas others emphasised the challenges of the alienating effects of technology as they struggled to engage and find Dwelling in an interview through an electronic device (Section 5.5). Walking Self-Interview as a rhythmic bodily methodology appeared to promote participant empowerment and autonomy (Student E, page 134) and is suggested below as a possibility for future research practice. However, whilst the findings illustrated the benefits of greater

participant autonomy in the absence of the interviewer, conversely some participants indicated a preference for a face-to-face interview for reassurance and prompting as discussed in Section 5.5. This additional data collection and Rhythmanalysis within the methodology, contributes to theoretical debates and knowledge development of this method of research practice as a doctoral claim of this study.

## 6.2 Limitations

This study aimed to make an in-depth qualitative study of professional relationship making in personal tutoring to generate knowledge and understanding within this field of UNE. As such it focussed on a small sample of NAPT's and SN tutees from the BSc (Hons) Nursing Course at Southside University using Self-Interview as a method of data collection within the limitations of health and safety restrictions imposed by the government at the time. The study makes no claim to generalisability but offers important 'relatable' insights into professional relationships in personal tutoring within this field and Self-Interview as a research method. The diversity of the participants in relation to age, ethnicity and gender (page 37 and Section 4.1) was deliberately not documented or disaggregated for analysis in terms of the power dynamic within the professional relationship. However, these factors should be considered in future research in this area as could potentially impact on the perceived balance of power within the relationship. Furthermore, the COVID moment imposed limitations on the setting of personal tutoring as meetings were moved online via MS Teams as opposed to in person meetings on campus. The place and space of personal tutoring therefore warrants further investigation in the post pandemic university.

## 6.3 Implications for Personal Tutoring Practice

This thesis offers a potential framework in which to situate and realise Professional Love within the professional relationship in personal tutoring in UNE. These ideas have been drawn together in the context of the NAPT, SN and HE policy and placemaking.

Implications for NAPT Practice include the need to review, update and disseminate policies for preparation and guidance of this role at course level (meso-level of the university) to resituate everyday practice within a framework of Professional Love. The aim being to embed caring and educational practices in the development and maintenance of the professional relationship within the confines of professional body and HE policy

requirements in the neoliberal university setting. Consistency in preparation and guidance of this role is also important as NAPT participants reported little or no formal training as discussed in Section 4.1.2. Implications for guidance from the analysis of this study includes the incorporation of professional role modelling as an explicit element of NAPT practice to affirm this poetic form of dressage and the purposes of personal tutoring. This would involve reconceptualising role modelling as a form of professional development, bound together as professional behaviour and educational practice relating to professional nursing and university core values. This guidance could include reference to professional nursing values such as, “Treating others with a positive regard” and “Providing meaningful and constructive feedback to others,” within NAPT support for clinical supervision and reflective practice (NMC 2017, p4 and 5). Organisational values for example, Core Values at Southside University could refer to (but not exclusively), “Accepting others for who they are, fostering an environment of mutual respect” and “initiating opportunities for growth and development” (Anon 2022).

There are also implications for embedding the notion of Professional Love into NAPT guidance as a platform for pastoral care within the professional relationship. The implementation of this notion could redress the balance between performative interventions synonymous with the neoliberal technic NAPT and the actualisation of the professional relationship as site for Professional Love to flourish. This initiative involves re-imagining the NAPT role in relation to the PT and AA elements (NMC 2018d) for the duration of the students` course as discussed above on page 139-140. Returning to the same NAPT for the duration of the SN`s course, would create more time and space for development and maintenance of professional relationships, whilst adapting the AA role within the requirements of the NMC (NMC 2018d), to ensure the performative aspects of the NMC and neoliberal university are met.

The ongoing struggle for autonomy and legitimacy between the NAPT and SN tutee, highlighted in Section 5.2 above, has implications for the revision of NAPT preparation and guidance. Suggestions include the re-evaluation of the NAPT`s symbolic position of power in the professional relationship by creating space for student autonomy and positionality in negotiating the expectations of the professional relationship within professional boundaries

set out by professional body and university policy. As indicated previously, a Student Agreement statement (Anon 2020a) on the professional body and university expectations of the student is signed by the NAPT and SN at Southside University. However, creating time and space for students to discuss their individual position and capture potential 'time binds' that may impact on the course is important in establishing the field of power between the NAPT and SN (Atkinson 2019 in Section 3.4.1). There are also implications from this re-evaluation of the field of power, for guidance to include the establishment of student expectations of the NAPT and the course within the agenda of the personal tutorial. This position-making (Bourdieu 1996, Section 3.4.2) would consequently nurture student empowerment within the professional relationship and in accordance with, for example, University Core Values (Anon 2022).

Significant and complex moments of compromise and contingency, articulated by participants within the unique role of the NAPT, have implications for nurturing student autonomy and Professional Love in the navigation of the actual (inside-out ethics) as opposed to the ideal (outside-in ethics) aspects of professional practice in challenging situations as discussed on page 36 and 105 (Stronach et al 2010), illuminated by extracts from Staff E and B (pages 104 and 105). These defining moments of practice interpreted as a professional pulse within this thesis, have implications for the support and development of NAPTs within a Lefebvrian pedagogy of appropriation (Section 5.4.1). This element of the pedagogy involves drawing together key moments and possibilities for creative educational practice as discussed and demonstrated throughout this thesis, in contradiction to the performative neoliberal model of modern universities. The adoption of the concept of the 'professional pulse,' within NAPT guidance can also be used to support reflective practice of this role as professional learning to maintain registration with the NMC (NMC 2022b), as can include "an event or experience in your own professional practice".

Participant perceptions with this thesis also have implications for planning of the place and space of personal tutorials in the post pandemic university. This planning should include the need for strategic appropriation of suitable campus spaces for the fostering of Professional Love and Dwelling (Sections 4.6.2 and 5.3.1) within professional relationships, considering the confines of post pandemic agile working practices. The agile approach to working



includes hybrid and flexible working such as hot desking and remote working at Southside University (Anon 2021). This approach has implications for the inclusion of guidance on the scheduling of face-to-face personal tutorial meetings at the macro level of the university. In addition, despite the participants value placed on face-to-face personal tutorials and the arrhythmic interpretations of online meetings through MS Teams on the professional relationship (Section 5.3.1), there are implications for the re-imagining of the place and space of face-to-face personal tutorials to include online meetings considering what benefits who and where in the post pandemic university setting. Updated NAPT guidance should therefore consider the place required for planned personal tutorials in the context of the need for development and maintenance of effective professional relationships and available campus space balanced against other scheduled activity on the course and the economy of time for example the convenience of online meetings (Student A page 111).

The study implications for the SN at the micro level of personal tutorial activity and engagement are predominantly discussed above in relation to the development of NAPT guidance. However, the key implication of this study for nursing students is the value of having the same NAPT for the duration of the course and the slowing of time for Professional Love to take root within a Lefebvrian Pedagogy. This renewed practice has implications for the promotion of student empowerment in the ongoing struggle for autonomy and legitimacy in the field of personal tutoring, as a move towards eurythmia in the balance of power between the NAPT and NS within the professional relationship.

The findings of this study also have implications for wider PT policy and practice within the rhythmic assemblages at the macro level of university (Dakka and Smith 2019, discussed on page 57). Whilst this involves PTs and students who do not have a background in caring practices, there are still implications for a framework of Professional Love, drawing together the values of compassion, kindness, love and humanity within the wider context and culture of the University Core Values and potentially encompassing the strategic concepts of the Compassionate University, described as the “golden thread that should be part of the warp and weft of university life” (Waddington 2021, p169, Section 2.7). There are also implications for preparation and guidance of recognised approaches to PT practice such as Solution-focused coaching which can empower students and increase confidence as

discussed on pages 18 and 125, which also respond to Southside University Core Values on creating opportunity (Anon 2022). The implications for placemaking are discussed on page 144 and includes a strategic approach to the appropriation of campus spaces for personal tutorials to foster student autonomy and confidential meeting spaces. However, as above placemaking for personal tutorials should be considered in the context of the post pandemic shift to agile working spaces and the growing reliance on online platforms such as MS Teams. Despite this being a small study, it has revealed the need for time and suitable space in the actualisation of professional relationships in personal tutoring, as a site of possibility for creative educational and caring practices in the post pandemic neoliberal university.

#### 6.4 Implications for Research Practice

The implications for future research practice based on the findings of this study, include the promotion of a Lefebvrian Pedagogy (Middleton 2014, p179) as a potential theoretical framework for research into personal tutoring as a neglected area of pedagogy as discussed within this thesis. The creation of unique think tables (Appendix 6) which supported my analysis of the data may also be a useful platform within which to utilise this pedagogical framework in the application of Lefebvre's theoretical concepts in future research practice.

Self-Interview as a method of data collection has been critically explored within this study and has implications for wider dissemination as an evolving research method (Appendix 8 Holder 2022a, Holder 2022b). The option of a Self-Interview or Walking Interview (with the presence of an interviewer) was originally planned for the methodology of this study (Section 3.6.2) but had to be reconsidered due to the disruption to face to face activity at the historical conjuncture of the COVID-19 pandemic. The reconstruction of this methodology created flexibility in the creation of a choice within the participant information to undertake Walking Self-Interview with a human and/or non-human companion (Appendix 2). Although only one participant opted for a Walking Self-Interview in this study (Section 4.1.1), Rhythmanalysis of the participants perceptions of Self-Interview has implications for further exploration of this research method as it appeared to capture the affective, rhythmic and temporal dimensions of movement synonymous with bodily methodology (Section 4.1.1). In addition, Self-interview helped to overcome the power imbalance between researcher and participant (page 135). Self-interview therefore has the

potential to facilitate a greater breadth and depth of data collection in future qualitative research practice that has resonance with professional learning in nursing and beyond into other professions that share similar practices.

## 6.5 Contribution to Knowledge and Practice

The Doctoral contributions to a deeper understanding and theorised knowledge of the concept of the professional relationship in personal tutor practice and knowledge development in research methodology, as outlined in the study aims in Section 1.3 are summarised below:

### **I. Methodology and Theory.**

- a. The use of Rhythmanalysis as a strategy of inquiry and weaving together of the concepts of Lefebvre and Bourdieu within the data analysis.
- b. The employment of an innovative data analysis process, explored by Jackson and Mezzei (2013) which involved the “plugging in” of the theoretical concepts of Lefebvre and Bourdieu into the research data. This was achieved by the creation and production of two think tables as unique artefacts which can be claimed as an example of “how to do” Rhythmanalysis.
- c. The proposal of the Lefebvrian Pedagogy (Middleton 2014) as a framework for further research practice in the under theorised area of personal tutoring and wider educational practice.

### **II. Method**

- a. Due to researching in extremis, the sole use of self-interview (Keightley et al 2012) as a flexible method of data collection. Collection and interpretation of data reflecting on the use of self-interview as a research method revealed possibility for future research practice.

### **III. Contribution to Personal Tutor Practice**

- a. The implications of Professional love as a potential and possible framework for personal tutoring in UNE as an explosive critique of the arrhythmic neoliberal technician PT.

- b.** The articulation of the post professional pulse as a contingent moment of dual professional NAPT practice with implications for professional learning and development as reflective practice.
- c.** Reconceptualisation of role modelling as a transformational form of Dressage in the modelling of professional behaviour and educational practice.
- d.** Recommendation of solution-focused coaching approaches to personal tutor practice to empower students and increase confidence.

#### **IV. Personal Tutor Policy**

- a.** The need to review, update and disseminate policies and preparation of the NAPT at course (meso) level and PT at the wider university (macro level).
- b.** Returning to the same PT for 3 years within local policy and practice.
- c.** Position making of the key players in the agenda of personal tutoring in negotiation of the expectations of the professional relationship and university expectations from the initial meeting.
- d.** Re imaging the time, place and space of personal tutoring in the agile working practices of the post pandemic university.

(Word Count 54,196)

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## Appendix 1

### Participant Self Interview guidance sheet

Thank you for agreeing to undertake a Self-Interview as a participant in this study, “A critical exploration of the professional relationship between nurse academic personal tutors and student nurse tutees in an undergraduate nursing course in higher education.”

Some prompt questions are provided below to help you to share your thoughts and feelings on the professional relationship between the nurse academic personal tutor and student nurse tutee. This is called a self - interview as it allows you to talk about your thoughts and feelings into a personal recording device at a time, day and in a setting of your choice. Please see the accompanying participant Information sheet for instructions for recording and transferring your data to me, the researcher.

The Self-Interview should take approximately 30 minutes (max 45 mins) within a 2 - week period. You have the option to pause the recording at any time and restart when you are ready.

### Prompt Questions

These prompt questions have been provided as a guide to help you draw on your thoughts and feelings of the professional relationship with your personal tutor/student nurse tutee. These prompts should not prevent you from sharing any other thoughts and feelings on the professional relationship in personal tutoring that you feel are relevant to this topic. Please remember not to disclose information that is likely to breach your confidentiality such as your name or that of your personal tutor.

### Interview Introduction

Please state the following at the beginning of your interview:

How long you have been a personal tutor and have you had any training for this role?

**OR**

Which academic year are you in as a student nurse?

**Prompt Questions - please explain your answers in as much detail as you can. Some prompts have been offered in brackets to help you if needed.**

- What are your thoughts on the professional relationship between the nurse academic tutor and student nurse within the context of personal tutoring?
- What is the significance to you of the professional relationship in the personal tutor/tutee context? (Why is it significant – or not?)
- What is the impact of the professional relationship within personal tutoring on professional development and success? (does the professional relationship matter in relation to professional development and success?)

- Does nurturing of the professional relationship in the personal tutorial support the development of the professional relationships with patients and clients in clinical practice? Please explain your answer.
- What does a good professional relationship look like and what are the influencing factors?
- What are the challenges of building and maintaining a professional relationship in the context of personal tutoring in the nursing course?
- What is the significance of the setting/place of the personal tutorial on the success of the professional relationship? (e.g consider face to face in an office or other space versus online meetings via MS Teams)
- Does the timing and structure of the personal tutorial impact on building and maintaining professional relationships? (consider when the meetings take place and how the meeting is organised and managed)
- What are your thoughts on self- interviewing as a research method? (consider the method of Self-Interview chosen, whether you conducted a walking self- interview and/or walked with an animal or human companion)

Thank you for your valuable contribution to the development of this research study.

## Appendix 2

### **Participant Information Sheet (Staff)** **(Student Example not included as similar content)**

<b>Study title</b>	A critical exploration of the professional relationship between nurse academic personal tutors and student nurse tutees in undergraduate nurse education in higher education
<b>Aims of the study</b>	The purpose of this study is to explore and understand the nurse academic personal tutors` and nursing students` perceptions of the professional relationship in order to generate a deeper knowledge and understanding of this concept to positively inform personal tutor:tutee policies and practices and to contribute to knowledge development and theoretical debates in research methodology in nurse education.
<b>Research questions</b>	<p>The following questions will address the aim of the study:</p> <ul style="list-style-type: none"> <li>• What are the perceptions of the professional relationship between the nurse academic tutor and student nurse within the context of personal tutoring and professional development as a nurse?</li> <li>• What is the significance of the professional relationship in the personal tutor/tutee context?</li> <li>• What is the value of the professional relationship within the context of personal tutoring and professional development as a nurse?</li> <li>• What does a good professional relationship look like and what are the influencing factors?</li> <li>• What are the challenges of building and maintaining a professional relationship in the context of personal tutoring in undergraduate nurse education in HE?</li> <li>• What is the significance of the personal tutorial in terms of space and time on the professional relationship?</li> </ul>
<b>Invitation to participate</b>	I would like to invite you to take part in this research study as nurse academic personal tutor on a BSc (Hons) undergraduate nursing course in the School of Nursing and Midwifery. The purpose of this accompanying guidance sheet is to inform you about the study so that you can decide whether you want to take part in the study.
<b>Explanation of why the</b>	You have been invited to take part in this study as a nurse academic personal tutor with at least one years` personal tutoring experience as you will have had opportunities to meet and engage with your

<p><b>participant(s) has been invited</b></p>	<p>personal students during a BSc (Hons) Nursing course for 1 - 2 years.</p>
<p><b>Participation is voluntary</b></p>	<p>Participation in the study is entirely voluntary, therefore non-participation is your choice and will not have any adverse effects on your access to services, education or pastoral care.</p>
<p><b>What you expect of participants if they consent</b></p>	<p>As a participant you are being asked to record a self - interview in a place and time of choice (outlined below) for approximately 30 minutes and no more than 45 minutes using the interview guidance sheet provided and audio software such as Microsoft Teams, the camera App on your PC or a mobile device with built in voice recorder or suitable portable recording device and camera (if required).</p> <p>A Self-Interview allows you to talk about your thoughts and feelings based on the questions posed in the guidance sheet without the physical presence of a research interviewer. The Self-Interview is recorded into an electronic recording device as above within a 2 - week period agreed with me, the researcher. During the Self-Interview you can either be seated, walk, or both to record the interview and you can pause and restart the interview providing the total recording length does not exceed 30-45 minutes. You are also permitted to take photographs of places or other images (not people) that evoke specific thoughts or memories relating to the personal tutor:tutee professional relationship which you are asked to submit to the researcher with your interview recording. Walking during the interview in the presence of an animal such as a dog or a human companion is also encouraged if you think this will help you to conduct your Self-Interview.</p> <p>If you agree to take part in this research study you will then be asked to consent to ONE of the following options as a participant within the 30-45 minute timeframe of the interview;</p>

- a) To record a Self-Interview either seated or walking within a confined area such as a house, office or garden using a personal audio recording device and digital camera (optional) using the interview guidance sheet provided.
- b) To record a walking Self-Interview alone or with an animal companion, using a personal audio recording device and digital camera (optional) using the interview guidance sheet provided. The route of the walk should be submitted by email to me, the researcher prior to the walking Self-Interview and the risks outlined below taken into consideration. Walking routes recorded on mobile devices can also be submitted to me after the interview.
- c) To record a walking interview with a person/human companion with whom regular contact is already established (within current COVID-19 government guidance) using a personal audio recording device and digital camera (optional) and the interview guidance sheet provided. The route of the walk should be submitted by email to me, the researcher prior to the walking Self-Interview and the risks outlined below taken into consideration. Walking routes recorded on mobile devices can also be submitted to me after the interview.

The companion can support you in the walking Self-Interview by using the interview guidance sheet to ask you questions and prompts to aid your Self-Interview. The companion can reply to acknowledge your answers but does not have to enter into a discussion. You will therefore need to gain the consent of the companion to take part in this research by sharing the information on this sheet and on the companion consent form before asking them to sign as their voice and any comments will be heard on the recording. It will be important that you both stay focused on the questions in the interview guidance sheet as any discussion or comments that do arise will be recorded.

The audio recording(s), walking routes images (and/or screenshots from mobile apps) and any photographs should be downloaded and saved onto a suitable electronic device and labelled with the assigned participant username, date of the interview and recording number (if more than one recording). The audio recording(s) and additional documents should be attached and sent from your xx staff email address to my student email address xxxxxx to ensure safe transfer of your data. Once received this data will be uploaded, interpreted and stored in a secure OneDrive folder. Once the recordings and



	<p>documents have been successfully uploaded they will be deleted from my student email account.</p> <p>Signed consent forms should also be submitted using this email address.</p> <p>You and your companion (if appropriate) will be given the opportunity to read the interview transcript and submit any corrections to me, the researcher within a 2 week period during which time you and/or your companion can withdraw consent for your data to be used if you or your companion no longer want to take part in the research study. However, once the transcript has been approved and the content has been used to formulate the research findings it will then not be possible to isolate your data from that of other research participants and therefore cannot be withdrawn at this point. As above xxx email addresses will be used to ensure safe data transfer.</p>
<p><b>Potential benefits of participation</b></p>	<p>The potential benefits to you as a staff participant include; reflection on your own role as a personal tutor within your educational practice and the experience of flexible methods of data collection during a pandemic which could inform future research practice. In addition, your contribution to this study may also influence policy or practice change in personal tutoring in nurse education.</p>
<p><b>Potential risks of participation</b></p>	<p>There are no perceived psychological risks to this research. However, if at any time you become upset whilst recalling your thoughts and feelings in relation to a personal tutor meeting or communication exchange by telephone or email you are advised to pause or stop the interview. You can contact the employee wellbeing iCity site at xxxx if you feel that you need support on any personal issues that this process has raised.</p> <p>There are minimal physical risks to undertaking a seated Self-Interview or when walking around a familiar place such as your own home, garden or an office. However, if you choose to undertake a walking Self-Interview on a specified route, with or without a companion you will need to consider the information below as a self-risk assessment before carrying out your Self-Interview to maximise your own safety and that of your companion (if appropriate – see Companion Information Sheet);</p> <ul style="list-style-type: none"> <li>• Only use a route to walk that you have previously undertaken as part of your everyday life activities or routine and submit</li> </ul>



	<p>the route to me, the researcher prior to the walk as directed above.</p> <ul style="list-style-type: none"> <li>• Whilst you can pause and restart the interview it is recommended that you only undertake one walk as part of the data collection to keep risk to a minimum. You can therefore continue a Self-Interview at home or in an office environment after the walk (within the time limit stated above), using any pictures taken on the walk to support memory recall of specific and relevant events to aid your interview process.</li> <li>• Before undertaking the walk, consider personal safety in relation to daylight, the weather, walking surfaces, traffic and pollution risks, especially as you will be talking into a mobile recording device which could be perceived as a distraction to walking safely. You should also consider appropriate clothing, footwear and safe crossing of roads as part of the route at appropriate places and following relevant local and national highway codes.</li> <li>• You are advised to conceal recording equipment to maximise personal safety whilst walking and also to protect the device from wet weather if it rains.</li> <li>• If you encounter another person on the walk who is not involved in the interview you can pause the recording and hide the recording device if necessary to ensure your confidentiality and for personal safety reasons. However, this may not be necessary if the person is deemed to be far enough away not to hear or interrupt the interview.</li> </ul> <p>If you are walking with a companion as above they will need to be consulted on the risk assessment recommendations before consenting to take part in the study.</p>
<p><b>Confidentiality arrangements</b></p>	<p>In order to protect your identity and anonymity the recording(s) and any photographs should be saved and labelled as above. Instructions are provided above for safe transfer of your recordings and photographs which will be uploaded into a confidential OneDrive folder designated to this study by the Post Graduate Research Hub. Data transcription will take place by listening to your recording(s) using headphones to avoid recordings being overheard and transcribed verbatim, including all filler words such as ‘um’, ‘er’, ‘so’ etc, pauses and background sounds. Any photographs provided will saved with your recording(s), consent form and transcripts in a sub folder labelled with your participant username as above. Transcribed documents will be only be saved into your designated OneDrive folder which will be subsequently accessed for data</p>

	analysis and formulation of the study findings. The transcript of your recording(s) will be sent to you for review by email using the safe data transfer guidance above for approval before being analysed and incorporated into the research findings.
<b>Data protection</b>	<p>Voice recordings will be deleted on completion of the thesis and transcripts will be kept for the duration of the study and up to 3 years after study completion based on GDPR guidance for research (Anon 2020b). Only me, the researcher will have access to the OneDrive account containing your data at all stages of the study. Any data that is disseminated will be presented confidentially using the coded participant usernames to maintain your anonymity.</p> <p>If you wish to raise a concern about how your personal data is or has been used at xxx you can contact the Data Protection Officer on xxx or Data Protection Officer, Information Management Team,xxxxx. They can complain directly to the Information Commissioner at Information Commissioner’s Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF, further information available at <a href="http://www.ico.org.uk">www.ico.org.uk</a></p>
<b>Participants’ rights</b>	As explained above as a participant in this study you have the right to informed consent, the right to withdraw from the study at any stage (without prejudice), the right to anonymity and data protection.
<b>Who the funders are</b>	The research is funded by xxx as an Educational Doctorate.
<b>Details of anyone who has been responsible for reviewing the study</b>	Supervisors of this study on the Educational Doctorate Team include; Dr xxx, Professor xxx
<b>Details of Supervisors/senior academics</b>	See contacts above
<b>Details of who to contact if participants have a complaint</b>	If you have a complaint about the conduct of this study please send your concerns by email to one of the addresses below: xxx
<b>Researcher contact details</b>	Helen Holder, Senior Lecturer and Course Leader BSc (Hons) Nursing Degree Apprenticeship, School of Nursing & Midwifery,
<b>Details of providing informed consent</b>	I will be responsible for obtaining consent for your participation in line with GDPR principles (Anon 2020b)*. You have been provided with the participant guidance sheet, interview guidance, a consent form and separate forms for a walking human companion if

	<p>requested. Each section on this participant guidance sheet has been discussed in detail, time allowed for questions and up to one week to consider whether you wish to participate (if necessary) so you do not feel pressurised to take part. You can consent by signing a paper copy of the consent form or if this cannot be provided by you or companion due to COVID-19 social distancing measures a signed copy can be scanned or photographed and sent to my xxx student email when it will be upload to the secure OneDrive account as above and the email and consent forms deleted from my own PC device.</p>
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## Appendix 3

Example of postcard to invite students to participate – university logo and email address removed for confidentiality




### An invitation to take part in a research project on the professional relationship in personal tutoring in undergraduate nurse education

I am undertaking a research project for my Educational Doctorate entitled;

“A critical exploration of the professional relationship between nurse academic personal tutors and student nurse tutees in undergraduate nurse education in higher education”

The purpose of this study is to explore and understand nurse academic personal tutors’ and nursing students’ perceptions of the professional relationship in order to generate a deeper knowledge and understanding of this concept to positively inform personal tutor:tutee policies and practices and to contribute to knowledge development and theoretical debates in research methodology in nurse education.



I am therefore seeking nurse academic personal tutors with at least one years experience of personal tutoring to record a self - interview in a place and time of choice for approximately 30 minutes using an interview guidance sheet and suitable audio software to record your interview. There are different ways of conducting and recording your self-interview and further information will be supplied if you are interested in taking part in this research study.

There is no financial reward for involvement in this project but as a member of academic staff the professional value of your own reflections based on the research questions may enhance your insight into research design and self- interview as a methodological tool for data collection.

If you are interested please contact Helen Holder via the email address below for further information.

## Appendix 4

### Consent Form - Staff Participant (Example)

<b>Study title</b>	A critical exploration of the professional relationship between nurse academic personal tutors and student nurse tutees in undergraduate nurse education in higher education
<b>Summary of the study</b>	<p>The aims of the study are to:</p> <ul style="list-style-type: none"> <li>• Explore and understand the nurse academic personal tutors` and nursing student tutee`s perceptions of the professional relationship within the field of undergraduate nurse education in HE.</li> <li>• Positively inform personal tutoring policies and practices.</li> <li>• Contribute to knowledge development and theoretical debates in research methodology within the field of personal tutoring in undergraduate nurse education.</li> </ul>
<b>Statement about voluntary participation</b>	Participation in the study is entirely voluntary, therefore non-participation is your choice and will not have any adverse effects on peer relationships within the School of Nursing and Midwifery.
<b>An invitation to participate</b>	I would like to offer you to take part in this research study as a nurse academic and personal tutor on a BSc (Hons) undergraduate nursing course in the School of Nursing and Midwifery. The purpose of the accompanying information sheet is to inform you about the study so that you can decide whether you want to take part in the study. As above, participation is entirely voluntary and you can withdraw your consent at any time by informing me, the researcher without prejudice.
<b>Space for participants to consent to participate in different ways</b>	<p>Please tick the following to indicate that you:</p> <ul style="list-style-type: none"> <li>d) Have read and understood the participant information.</li> <li>e) Had the opportunity to ask questions.</li> <li>f) Understand that participation is entirely voluntary.</li> <li>g) I understand that I have the right to withdraw at any stage of the study without prejudice.</li> </ul>

	<p>h) I understand I have the right to anonymity/confidentiality, for example where anonymous quotes will be used in reports and papers.</p> <p>If you decide to withdraw from the study you will be asked to confirm your intentions to me, the researcher by email. On receipt of this information any data collected will be deleted from the secure OneDrive account and the recycle bin. However, it will not be possible to withdraw data once the transcript has been approved and content used to formulate the research findings as it will not be possible to isolate your data from that of other research participants.</p> <p>Data will be kept for the duration of the study and up to 3 years after study completion to enable reference to the data for publication or other dissemination purposes.</p> <p>Please select and tick one of the following options for recording the interview:</p> <ul style="list-style-type: none"><li>i) Agree to take part in this study by recording a seated Self-Interview or walking within a confined area such as a house, garden or office as selected from the enclosed participant information sheet using a personal audio recording device and digital camera (optional).</li><li>j) Agree to take part in this study by recording a walking Self-Interview alone or with an animal companion, as selected from the enclosed participant information sheet using a personal audio recording device and digital camera (optional).</li><li>k) Agree to take part in this study by recording walking interview with a human companion as selected from the enclosed participant information sheet using a personal audio recording device and digital camera (optional).</li></ul>
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\_\_\_\_\_  
Name of Participant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name of Researcher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

**Consent Form - Companion (Example)**

<b>Study title</b>	A critical exploration of the professional relationship between nurse academic personal tutors and student nurse tutees in undergraduate nurse education in higher education
<b>Summary of the study</b>	<p>The aims of the study are to:</p> <ul style="list-style-type: none"> <li>• Explore and understand the nurse academic personal tutors` and nursing student tutee`s perceptions of the professional relationship within the field of undergraduate nurse education in HE.</li> <li>• Positively inform personal tutoring policies and practices.</li> <li>• Contribute to knowledge development and theoretical debates in research methodology within the field of personal tutoring in undergraduate nurse education.</li> </ul>
<b>Statement about voluntary participation</b>	Participation in the study is entirely voluntary, therefore non-participation is your choice and will not have any adverse effects on your relationship with the participant.
<b>An invitation to participate</b>	I would like to invite you to take part in this research study as a walking companion as requested by a nurse academic or student nurse participant of this study within the School of Nursing and Midwifery. The purpose of the accompanying information sheet is to inform you about your role in the study so that you can decide whether you want to take part in the study. As above, participation is entirely voluntary and you can withdraw your consent at any time by informing me, the researcher without prejudice.
<b>Space for participants to consent to participate in different ways</b>	<p>Please tick the following to indicate that you:</p> <ul style="list-style-type: none"> <li>l) Have read and understood the participant information sheet.</li> <li>m) Had the opportunity to ask questions.</li> <li>n) Understand that participation is entirely voluntary.</li> <li>o) Agree to take part in this study as a companion during a walking interview which will be recorded using a personal audio recording device and digital camera (optional).</li> <li>p) I understand that I have the right to withdraw at any stage of the study without prejudice.</li> </ul>



	<p>q) I understand I have the right to anonymity/confidentiality, for example where anonymous quotes will be used in reports and papers.</p> <p>If you decide to withdraw from the study you will be asked to confirm your intentions to the student or staff participant who will inform me, the researcher by email. On receipt of this information any data collected will be deleted from the secure OneDrive account and the recycle bin. However, it will not be possible to withdraw data once the transcript has been approved and content used to formulate the research findings as it will not be possible to isolate your data from that of other research participants.</p> <p>Data will be kept for the duration of the study and up to 3 years after study completion to enable reference to the data for publication or other dissemination purposes.</p>
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_____	_____	_____
Name of Companion	Date	Signature
_____	_____	_____
Name of Participant	Date	Signature
_____	_____	_____
Name of Researcher	Date	Signature

## Appendix 5

**Re: - A critical exploration of the professional relationship between nurse academic personal tutors and student nurse tutees in an undergraduate nursing course in higher education**

Thank you for your application and documentation regarding the above activity. I am pleased to take Chair's Action and approve this activity.

Provided that you are granted Permission of Access by relevant parties (meeting requirements as laid out by them), you may begin your activity.

I can also confirm that any person participating in the study is covered under the University's insurance arrangements.

Please note that ethics approval only covers your activity as it has been detailed in your ethics application. If you wish to make any changes to the activity, then you must submit an Amendment application for approval of the proposed changes.

Examples of changes include (but are not limited to) adding a new study site, a new method of participant recruitment, adding a new method of data collection and/or change of Study Lead.

Please also note that the Academic Ethics Committee should be notified of any serious adverse effects arising as a result of this activity.

If for any reason the Committee feels that the activity is no longer ethically sound, it reserves the right to withdraw its approval. In the unlikely event of issues arising which would lead to this, you will be consulted.

**Keep a copy of this letter along with the corresponding application for your records as evidence of approval.**

If you have any queries, please contact xxx

I wish you every success with your activity.

## Appendix 6

### Extract from Student Think Table

Analytical Table Students HH version 1 April/May 2021

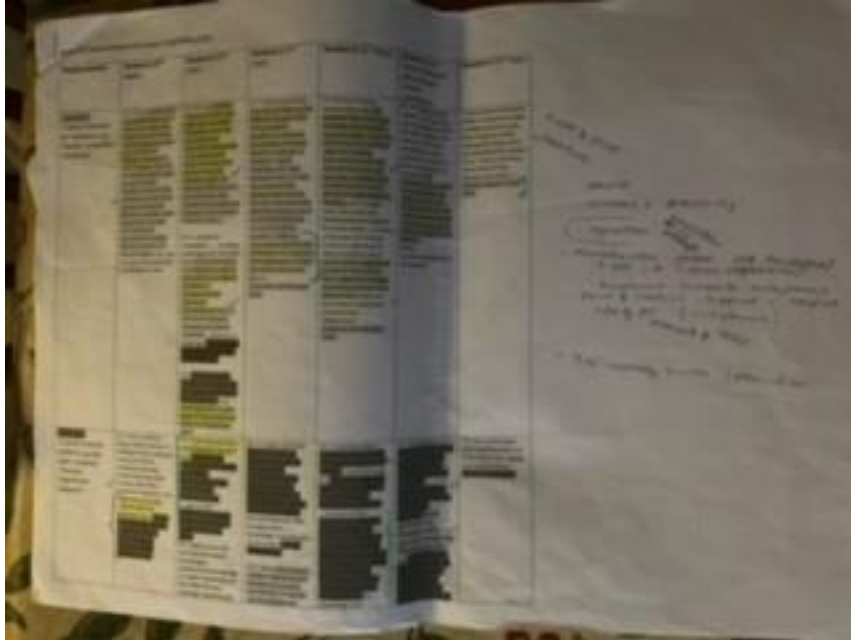
Rhythmanalysis	Student A (2 <sup>nd</sup> year)	Student B (2 <sup>nd</sup> year)	Student C (2 <sup>nd</sup> Year)	Student D (3 <sup>rd</sup> Year)	Student E (3 <sup>rd</sup> Year) Walking SI with dog and human companion	Student F (3 <sup>rd</sup> Year)
<p><b>Repetition</b></p> <p>~Linear (imposed by capitalism e.g. routine, timetables, checklists)</p>	<p>p2 "Erm maintaining I would definitely say is time erm I often find myself very very busy and thinking have I got time to factor in another meeting so I can't imagine that erm the staff members who are lecturers on multiple modules with multiple personal tutor groups and loads of different students, even busier than me even maintenance is quite difficult in terms of a lack of contact that way erm also that would be a challenge as well.</p>	<p>P3 "Erm so students have you know, busy teaching timetables schedules, they may also have extra curricular things going on as well and for some, part time jobs and the same for academic staff, the teaching staff and your personal tutor who equally have really busy calendars and trying to fit those things in..."</p> <p>P4 in context of availability "....to allow meetings and I do think that this is particularly erm specific as well to the health care degree and that it's compounded by placement commitments erm, so with the frequently changing placement schedules, I think are a challenge ... that can be a barrier to these kind of relationships"</p>	<p>P2 "I think specifically time for nursing is quite difficult because I feel many students wouldn't as such see the benefits of having monthly meetings or however regular meetings with their personal tutor so, they may not prioritise setting aside time for this erm, and especially with the nursing course as it's 50:50 learning and out on clinical practice, it adds an extra dimension erm for trickiness to try and find time when you are both free and to erm meet up erm..."</p> <p>(Linearity and the pace time)</p>	<p>P2 "On the nursing course obviously, the students have very busy schedules but as do the personal tutors. They are often lecturers and they might be studying themselves as well and both parties have very very busy schedules and as such erm it can be a barrier to organizing that meeting erm it might mean you know the meeting doesn't happen for a few weeks. In terms of the way my nursing course is organized as well sometimes there can be quite a significant period of time before each suggested meeting and obviously that's not always ideal when you are trying to build and maintain that relationship."</p> <p>(Linearity and the pace time)</p>	<p>P1 "It certainly does matter erm studying can be highly stressful for many people and having a link to the university (rustling sounds) sorry where was I... (prompted by companion) it definitely does matter and studying can be highly stressful and having that link to the university and welfare is definitely beneficial and reassuring for any student."</p> <p>(linear considerations/expected routines)</p>	<p>"I have been frustrated when I wanted to make contact with my tutor only to get an email stating that they were not available for a week or so. I know that they need time off but (pause) you know..."</p> <p>(instant answer in fast time)</p>

### Extract from Staff Think Table

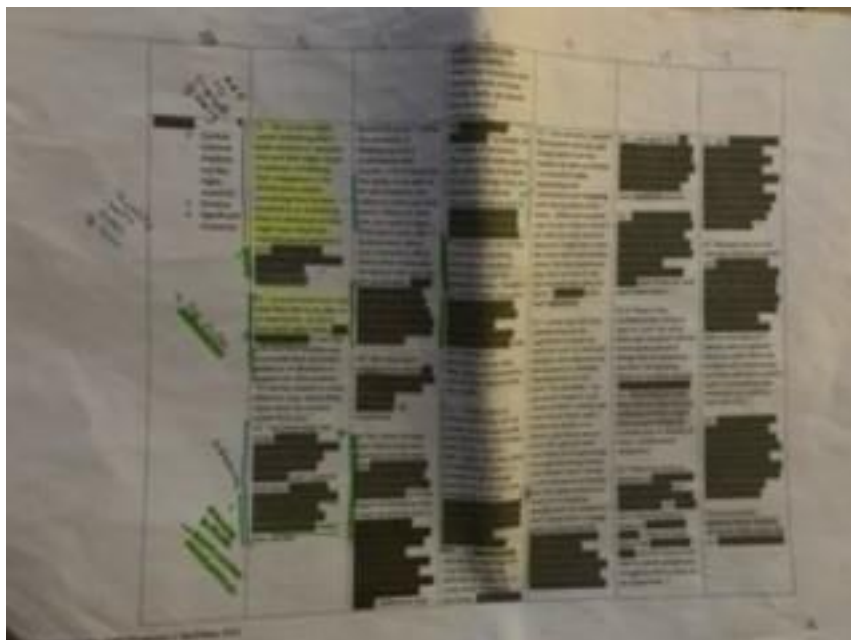
Rhythmanalysis	Staff B (PT 20 years)	Staff C (PT 5 1/2 years)	Staff E (PT 6 years)	Staff F (PT 18 months)	Staff H (PT 19 years)	Staff I (PT approx. 30 years)
<p>➤ Significant moments</p>	<p>they've witnessed or they might have observed unprofessional behaviour erm and it might be something that they want to talk about."</p> <p>(field of power)</p> <p>P1 "as a personal tutor you have that skill to be able to, or experience, to see it from both sides really, both sides of the coin if you like erm and that enables you to provide that necessary guidance or direction or support for that student." "PT can be viewed in many different ways depending upon what the student needs from you."</p> <p>P3 "we know that, you know students and personal tutors/academic assessors are all very different we are all individuals and I suppose that there needs to be room in that relationship or that professional relationship to sort of accommodate that really." (also top p4)</p>	<p>else you need to learn, think about your self-development, about your motivation, think about what makes you the person that you are, the personality, and all those elements very much can be brought into the personal tutor role and I think they are almost subtle skills that go un noticed."</p> <p>P3 "But they have engaged and I think the ones that have engaged, the thing that makes such a great difference..." (&amp; eurhythmia)</p> <p>p3 "so I think actually that relationship that you have and the fact that you are able to be honest and open with somebody can be really really important and the impact of not doing that is that we end up with a, I guess a cohort of students who ultimately aren't able to talk and communicate as effectively because they</p>	<p>debrief things and put things into perspective."</p> <p>"I found that a lot of the relationship building came when students came to see you for personal issues. I found a lot of the time I was erm, being an advocate for them, especially if they had failed their placement and they'd had some difficulties with erm mentors or placement issues that they, they just wanted to sort of, erm debrief with you really..."</p> <p>P2, "I think many of them come from sort of health care backgrounds and think that they know how to be a nurse. I don't think that they kind of realise that there's a journey to go through and not only the journey of learning but the journey of learning about themselves. I think that's where the personal tutor role has kind of, enhances that really."</p> <p>P2 "....in light of COVID and on line learning and</p>	<p>says to me I inform what I do with my next student because I might be a little bit more informed maybe about the last placement that they've had or the last module that they've done." (difference with each repetition)</p> <p>P1 "I think also the erm relationship can be superficial at times as well erm and I'm not sure whether that depends on the student or whether that depends on the tutor. For example, I've got some students and some of them I would say that I know fairly well, I know erm quite a lot about, you know about them as a person and how they are progressing through the programme and others I don't know at all and we've probably met the same amount of times or it could be equally that the students I don't know don't engage quite as much but the level of engagement is different and the interaction is different</p>	<p>P2 "this really translates very well into the sorts of relationships that they would have to have with service users and families that there is an expectation to be erm honest with them err and open with them."</p> <p>P2-3 "there's the confidentiality thing as well so, and I do quite often get students tell me some quite personal things and so obviously I wouldn't be passing those on to other people, I'd maintain confidence, but depending on what they tell me they have to understand that I might have to pass things on..." (conflict due to duality of roles – professional obligation)</p> <p>P3 "There has to be an element of being friendly and approachable so I couldn't be kind of stand offish or angry, be patient erm I have to think in terms of nurturing the person, I have to think about the person's well</p>	<p>see that you know it's about mentoring..."</p> <p>P3 "because you've not met with them for a while and they might have a particularly complex issue to sort out so sometimes the course requirements have to take second place to arranging other things and facilitating the support of the student and so structure isn't always easy to achieve because quite often the student will come to you and they will have a query and it's something that obviously you need to deal with first."</p> <p>P4 "your understanding as a personal teacher, erm their understanding of it, consistency, how it's portrayed and viewed within the course erm so think those are factors as well, that you know, make a difference"</p> <p>(Tension/conflict between linear rhythms of course, time, home life etc and need for support)</p>

**Images of paper copy extract of Think Table with notes**

Example of student extract

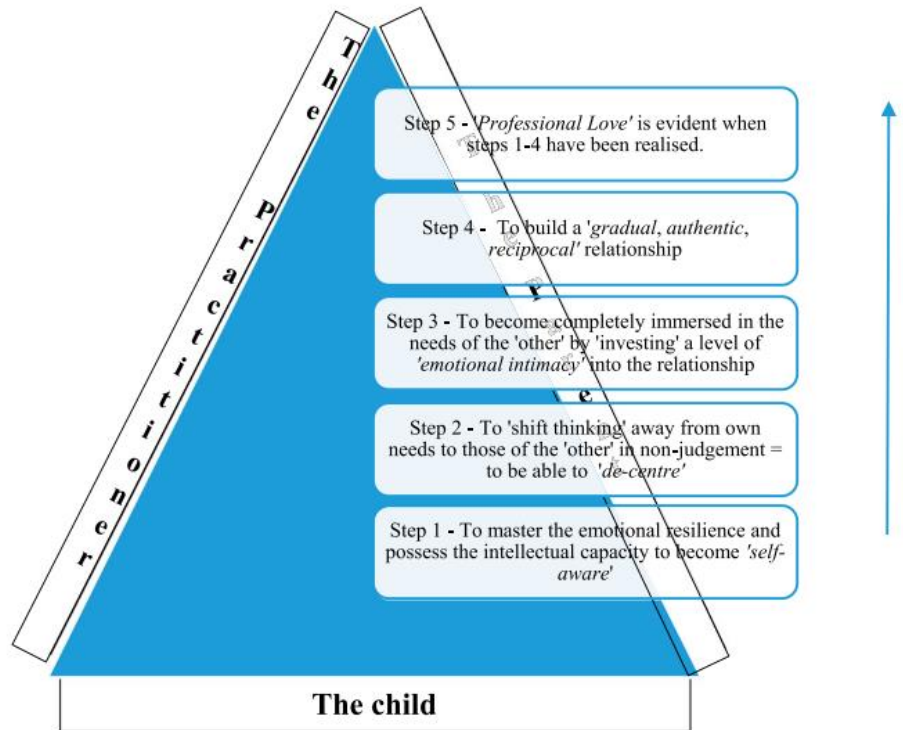


Example of Staff extract



## Appendix 7

Page (2018, p135) Figure 1, Thinking about “Professional Love”



**Figure 1.** Thinking about 'Professional Love'.

## Appendix 8

### Dissemination related to Research Project on Educational Doctorate Journey

#### Publications

HOLDER, H (2020) Student nurse perceptions and experience of the personal tutor on an undergraduate nursing course – a pilot project. *Practice, Contemporary Issues in Practitioner Education*. 2(1) pp86-102

#### Posters

Holder, H (2018). Poster presentation, *Student nurse perceptions and experience of the personal tutor on an undergraduate nursing course*. CSPACE conference, July 2018, Birmingham City University (BCU).

Holder, H (2018). Poster Presentation, *Student nurse perceptions and experience of the personal tutor on an undergraduate nursing course*. Annual Research Conference University of Wolverhampton, Tuesday 12th June, Wolverhampton.

#### Conference Presentations

Holder, H (2022a) *A doctoral learning journey with a focus on Self-interview as a method of data collection in a global pandemic*. International Professional Development Association (IPDA) International Conference. 25 – 26<sup>th</sup> November 2022, Virtual.

Holder, H (2022b) Live presentation, *Researching rhythms with self-interviewing as method: working with Lefebvre*. Oxford Brookes University EdD Colloquium. 18th June 2022, Virtual.

Holder, H (2021a) Lightning talk, *What`s Love Got to Do with it! Researching the notion of professional love in nurse education*. UK Advising and Tutoring Association (UKAT) Annual Conference. 30<sup>th</sup> March – 1<sup>st</sup> April 2021, Virtual.

Holder, H, Armstrong, T (2020) Presentation, *What`s Love Got to Do with it!* 27<sup>th</sup> IPDA International Conference, 27<sup>th</sup> – 28<sup>th</sup> November 2020, Virtual

(Holder, H 2019) Round table discussion entitled "*Neoliberal technician or professional relationships? Using Rhythmanalysis to creatively explore the nurse academic personal tutor: student nurse relationship.*" IPDA International Conference, 29<sup>th</sup> – 30<sup>th</sup> November 2019, Aston University, Birmingham

Mitchell, S, Crimmons, C, Holder H (2017) *A workshop on Bernstein`s Model as a Research Tool.* IPDA, Annual International Conference, 24<sup>th</sup> – 25<sup>th</sup> November 2017, The Vale resort, Vale of Glamorgan, Wales. (Early work relating to professional identity in relation to the development of the pilot project)

### **Webinars**

Holder, H (2023) "*Personal Tutoring in Undergraduate Nurse education. What`s love got to do with it?*" UKAT Tutoring Matters Webinar Series. Thursday 16th February 2023. Virtual

### **Local Dissemination**

Holder, H (2021b). Presentation and round table discussion on research project "*A critical exploration of the professional relationship between nurse academic personal tutors and student nurse tutees in undergraduate nurse education in higher education.*" Space, time and everyday life research round table Doctoral Research College, Faculty of Health and Life Science, Birmingham City University (BCU). Tuesday 15th June 21, BCU, Birmingham.

### **Intention to Publish**

I intend to publish two articles for wider dissemination on the following topics:

- I. Research rhythm using Self-interview as a flexible method of data collection.
- II. The notion of Professional Love as a framework for personal tutoring