



Shaping a valued learning journey: Student satisfaction with learning in undergraduate nursing programs, a grounded theory study[☆]

Morgan R. Smith^{a,*}, Laurie Grealish^b, Saras Henderson^c

^a Unit 1/13 Queen St, Gawler, South Australia 5118, Australia

^b Subacute and Aged Nursing, Menzies Health Institute Queensland & School of Nursing & Midwifery, Griffith University and Gold Coast Health, 2.05c, G01, Gold Coast Campus, Griffith University, Southport, Queensland 4215, Australia

^c The Hopkins Centre Research for Rehabilitation and Resilience, Women's Wellness Research Group, Menzies Health Institute Queensland, School of Nursing and Midwifery, Griffith University, Gold Coast campus, Queensland 4222, Australia



ARTICLE INFO

Keywords:

Satisfaction
Valued learning
Grounded theory
Undergraduate nursing students

ABSTRACT

Background: Student satisfaction is a quality measure of increasing importance in undergraduate programs, including nursing programs. To date theories of student satisfaction have focused primarily on students' perceptions of the educational environment rather than their perceptions of learning. Understanding how students determine satisfaction with learning is necessary to facilitate student learning across a range of educational contexts and meet the expectations of diverse stakeholders.

Objectives: To understand undergraduate nursing students' satisfaction with learning.

Design: Constructivist grounded theory methodology was used to identify how nursing students determined satisfaction with learning.

Settings: Two large, multi-campus, nursing schools in Australia.

Participants: Seventeen demographically diverse undergraduate nursing students studying different stages of a three year program participated in the study.

Methods: Twenty nine semi-structured interviews were conducted. Students were invited to describe situations where they had been satisfied or dissatisfied with their learning. A constructivist grounded theory approach was used to analyse the data.

Results: Students are satisfied with learning when they shape a valued learning journey that accommodates social contexts of self, university and nursing workplace. The theory has three phases. Phase 1 - orienting self to valued learning in the pedagogical landscape; phase 2 - engaging with valued learning experiences across diverse pedagogical terrain; and phase 3 - recognising valued achievement along the way.

Conclusion: When students experience a valued learning journey they are satisfied with their learning. Student satisfaction with learning is unique to the individual, changes over time and maybe transient or sustained, mild or intense. Finding from the research indicate areas where nurse academics may facilitate satisfaction with learning in undergraduate nursing programs while mindful of the expectations of other stakeholders such as the university, nurse registering authorities, employers and the receivers of nursing care.

1. Introduction

Universities require satisfied students to enhance retention and to achieve high ranking as a preferred institute to study, and nursing workplaces require skilled graduates, to ensure quality care is provided that meets community expectations. Skilled, thoughtful, creative and compassionate nursing graduates, who can think critically and problem solve, are required in the workforce. Research in to how students' perceptions of satisfaction with learning relate to the learning required

for a registered nurse is required if both students learning and satisfaction are to be enhanced.

2. Background/Literature

Student satisfaction is a major policy driver in higher education in many Western countries including the United Kingdom, United States of America and Australia. Universities compete with each other for students (including nursing students) because of the funding that students

[☆] The research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

* Corresponding author.

E-mail addresses: morgan.smith7@griffithuni.edu.au (M.R. Smith), l.grealish@griffith.edu.au (L. Grealish), s.henderson@griffith.edu.au (S. Henderson).

attract (Darwin, 2016). The Student Experience Survey in Australia (Social Research Centre, 2017) and the National Student Survey in the United Kingdom (IpsosMORI, 2016) provide information to potential students that enable them to compare current students' perceptions of institutions and programs. In addition publications such as “The complete University Guide”, (UK) “The Good Universities Guide” (Australia) and several similar publications in the United States of America, including Forbes (2015), also provide university rankings to further enable potential students, including nursing students, to compare higher education institutions based on feedback from existing students and graduates. To receive favourable reports institutions must ensure current students and graduates are satisfied with their educational experience.

Satisfaction with higher education has focused on students' perceptions of the educational environment rather than their perceived learning. The extent that students can comment constructively on educational effectiveness is contested (Huybers et al., 2015). In part, as a consequence, theoretical literature on student satisfaction has focused primarily on students' satisfaction with the educational environment (Douglas et al., 2007; Alves and Raposo, 2007; Gruber et al., 2010) and student satisfaction and retention (Schertzer and Schertzer, 2004). One grounded theory study explored how Iranian nursing students managed their time during their undergraduate education, including their satisfaction with this process (Mirzaei et al., 2012) but did not explore students' satisfaction with learning specifically. Satisfaction with learning, therefore, is under theorised in general, and more specifically, in relation to nursing programs. Better understanding how students determine satisfaction with learning is necessary if educators are to facilitate learning that meets the expectations of diverse stakeholders including students themselves.

Undergraduate nursing education in Australia is a three year undergraduate degree that prepares students for beginning level practice as a registered nurse in a range of practice settings. Programs are accredited nationally (Australian Nursing and Midwifery Accreditation Council, 2016) to ensure that on graduation students are able to meet the practice standards required of a registered nurse (Nursing and Midwifery Board of Australia, 2016).

Research findings related to how students determine satisfaction with learning can inform teaching practice and curriculum by highlighting aspects of pedagogy that from a student perspective require further explanation, exploration or change. The research can also inform program evaluation by providing a framework through which to interpret student satisfaction data collected via instruments designed to measure satisfaction with the educational environment.

3. Methodology

3.1. Design

Constructivist grounded theory methodology (Charmaz, 2014) was selected to guide this study into how students determine satisfaction with learning. Constructivist inquiry facilitates an investigation of the meaning making activities of those that are in a position to know (Lincoln and Guba, 2013). Symbolic Interactionism provides the theoretical framework for the study consistent with the argument of Bryant and Charmaz (2007) that constructivist grounded theory and symbolic interactionism are a theory/methods package.

3.2. Ethical Considerations and Approval

This study was approved by the relevant university human research ethics committees [Approval numbers: 0000033136; NRS/36/13/HREC] and both Heads of Schools of the participating universities. No relationship existed between the researcher and the students. All students participated voluntarily and were informed of their right to withdraw at any time without penalty. Confidentiality was ensured by

secure storage of data and reporting of de-identified findings.

3.3. Participant Selection and Recruitment

Participants enrolled in Bachelor of Nursing programs were recruited from two large, multi-campus, Australian universities. Initial sampling for diversity was guided by a sampling frame (Charmaz, 2014) that required the recruitment of participants with a range of ages, gender, entry pathways to program, grade point averages, modes of delivery and years in the program. Recruitment material was forwarded electronically to undergraduate nursing students via the office of the Head of School. Materials included information about the research, and researcher, and what participants would be asked to do. Students were invited to contact the researcher via email if they wanted to participate. The researcher then invited potential participants via email to participate in a face-to-face or phone interview. When an interview time had been negotiated students were emailed a demographic questionnaire and consent form. Students who indicated an interest in participating but did not respond to the follow up email, were contacted once more. If they did not respond no further attempt was made to contact them.

3.4. Data Collection

Twenty nine semi-structured interviews, were conducted with seventeen participants. At the time of recruitment six participants were in the first year of the program, seven were in second year and four in third year. Participants ranged in age from nineteen to fifty seven years. Fourteen participants were female and three male. Ten students were mature aged entrants, three gained entry on their enrolled nurse status, two entered the program from school and two were international students. Seven participants were interviewed once. Eight were interviewed twice and two were interviewed three times. Interviews ranged from 95 min down to 27 min for one follow up interview.

Interviews were conducted by the first author, a female, PhD candidate with many years of experience conducting research interviews. Face-to-face interviews occurred on campus in a private location. During the interviews, participants were asked to describe situations where they had been satisfied or dissatisfied with their learning. As the data was analysed, and the theory began to emerge, repeat interviews were held to verify and expand developing categories. The final two interviews focused on students' perspectives of the emerging theory. Interviews were audio-recorded and transcribed verbatim. Field notes were written after each interview to document immediate responses to the interaction that had occurred and aid reflexivity. For face-to-face interviews physical surroundings and participants' non-verbal behavior was also documented.

3.5. Analysis

Consistent with symbolic interactionism interviews were analysed for action and meaning (Charmaz, 2014). Interview transcripts were read and re-read, data coded, memos written and diagrams drawn. Initial coding of data and initial memos facilitated the identification of tentative categories. After categories began to emerge theoretical sampling, focused coding and advanced memos and diagrams facilitated development of categories. A psycho-social problem emerged from the data, and a process to address it, with theoretical saturation developing slowly.

3.6. Quality Criteria

Quality in this study was addressed by the collection of relevant and substantial data (Charmaz, 2014), methodological congruence and procedural precision (Birks and Mills, 2015). Guidelines for constructing grounded theory as proposed by Charmaz (2014) were followed. Dated memos and diagrams captured evolving thinking in

relation to data collection and analysis (Charmaz, 2014; Birks and Mills, 2015). Reflexivity was facilitated through memos but also a methodological diary that captured methodological questions and changes in direction (Birks and Mills, 2015). In addition as a doctoral candidate the research was overseen by two experienced supervisors who provided critical feedback on study design and the evolving analysis.

4. Findings

The substantive grounded theory titled “Shaping a valued learning journey”, comprises three phases of a basic psycho-social process. This process explains how students address the basic psycho-social problem of negotiating a valued learning journey that accommodates self, university and nursing workplace.

Data analysis suggests the basic psycho-social problem preventing students achieving satisfaction with learning is negotiating a valued learning journey that accommodates self, university and nursing workplace. Students have personal lives that need to accommodate both the university and the nursing workplace. Many students have pressured, challenging lives, they must adjust to accommodate the requirements of the undergraduate nursing program. All students are individuals, with unique backgrounds and reasons for studying the nursing program:

I work, I'm a mum, I run a household, you know, there are more things in my life than just my study. I know it's the same for most people.

(P5)

Students have to adjust to university learning and requirements. Some slide into university life easily, while others struggle. For those who have not studied for a while adjusting maybe challenging:

You sit on your bum [sic] all day and just be told how to be a nurse from a book... it's hard to concentrate and take down what's being said ...unable to absorb the information after the first two hours.

(P16)

Students must also adjust to expectations of the workplace and identify ways to learn. Placements are often short in length. Learning can be intense, boring, exhilarating or confusing in an environment where students feel valued, inadequate or a burden:

So that pressure is tough for us students. Such a short period for placement ...and when you are only there for two weeks and they [nurses] want us to be at the same standard as those working there.

(P2)

The university is different to the nursing workplace and each nursing workplace is unique. To be satisfied with learning students must find ways to learn effectively across contexts that accommodates their unique personal characteristics, beliefs, and social situation.

The basic psycho-social process *shaping a valued learning journey* enables students to accommodate the university, nursing work place and self and become satisfied with their learning. There are three phases. Phase 1 involves ‘orienting self to valued learning in the pedagogical landscape’. Phase 2 ‘seeking valued learning experiences across diverse pedagogical terrain’ and phase 3 ‘evaluating achievement along the way’. There is not one valued journey; the journeys that students' value are unique to each student. Their past experiences and dreams for the future influences the knowledge and learning approaches they see as most important, the pedagogy they most value, and the learning they most want to achieve.

4.1. Phase 1: Orienting Self to Valued Learning in the Pedagogical Landscape

Phase 1 of the basic psycho-social process is where students orient self to valued learning in the pedagogical landscape. They make

personal sense of the undergraduate nursing program. They think about the courses they are studying. They contemplate what the university and nursing workplace require of them and how their personal beliefs and interests in nursing, and life commitments, align with these. When orienting themselves, students first review the lay of the land. They interact with other students to aid their understanding:

So in case you are not sure about your placement or you are not sure about an exam or an assignment you can post a comment any time and other people will try to reply to you.... We can share different opinions.

(P15)

Students scrutinize what they are learning and make judgments of worth about each area they are to learn. In the process priorities are established based on a complex web of unique individual perspectives about higher education, the role of the nurse, and life commitments. Past understanding and future career plans influence students' valuing of knowledge in the present. Students' ideas and attitudes towards nursing knowledge are shaped and reshaped over time by their interactions with other students and nurses, including nurse academics. It is shaped by observation, and participation at university and in the nursing workplace, and moderated by personal and social contexts of self. The knowledge that is perceived to be most important receives most attention. The relative importance of specific knowledge can change as students move through the program:

[In the beginning] I'm thinking why do we have to learn about research, I don't get it. I just want to go to work and be a nurse and do clinical things and come home and that's it. Now I've finished, and we've culminated with [a research course] I can really see why they teach us all of that ...I couldn't really grasp all that in the beginning.

(P13)

Students also judge the depth of knowledge they are asked to acquire. They may perceive that such depth is unnecessary for their role as a registered nurse. They may find the concepts difficult to understand or believe they are being required to learn in greater depth than they need for the nursing workplace or a nursing degree:

Sometimes they [other students] just talk to me and complain. Some instructors they go too deep. Actually we don't need to be that deep. Some of the subject they find it very hard to understand so in a way I agree with them.

(P11)

4.2. Phase 2: Seeking Valued Learning Experiences Across Diverse Pedagogical Terrain

Phase 2 is where students seek valued learning experiences across the diverse pedagogical terrain of university, such as the online environment, nursing laboratories and classrooms, and the nursing workplace such as acute and subacute settings, residential aged care and community services. Having established knowledge of value students seek valued learning experiences by interacting with other students, in similar life situations, facing similar challenges. Like any journey, progress can be smooth or bumpy, destinations maybe arrived at as planned or wrong turns can be taken. Delays may occur. Some students prefer a comfortable journey that progresses smoothly. Others prefer more challenges and adventure. Some are happy to explore side roads, others want to get to their destination as quickly, and efficiently, as possible. Each day is evaluated, judged, and re-evaluated in the light of new experiences.

Students must effectively and efficiently navigate the university and nursing workplace if they are to experience learning of value. They must navigate complex environments including those online. Navigating takes considerable skill, effort and time. One participant, whose first language was not English, explained how she navigated the

university system to acquire the resources and support she needed:

There is someone who checks my assignments for me ...it is really wonderful because sometimes you can't get assistance from learning advisers and because of their limited time ...I have also joined the English help, using as many off the services provided by [institution stated] to support me.

(P2)

Students evaluate learning resources for engagement potential. Students must choose learning resources from the many available. Some see the usefulness of more resources than others. Some are excited by the resources they find. Others are unsure what is available. There are placement venues, lectures, nursing laboratories, tutorials and seminars, textbooks and online resources to evaluate. Engaging in valued learning experiences is enjoyable, builds confidence in the present and hope for the future:

Where I actually properly engage. Even the other night, online, the group was, I think there were six other students and the lecturer and it was legal and ethics, which is not normally a topic, not my favourite [laughs], and we actually had a really interesting conversation ...The real life examples. A really big bonus I think. Yeah, they really helped consolidate the theory in my head.

(P3)

To experience valued learning opportunities in both the university and nursing workplace students must learn how to engage in different contexts. Each students approach to learning is unique. One approach to learning maybe required in the university and another in the nursing workplace:

You do have to find your own way to learn, to maximize learning ...I think I am better at the theories than the actual practice. I'm ok but not the best. So it is hard to have a student where he or she is very good at books and very good at actual practice at the same time, very rare.

(P11)

Managing time is necessary for valued learning experiences. Time has to be successfully allocated so necessary learning can occur. Sufficient time must be allocated to keep up with program requirements. Students have many competing demands on their time. Judgments are required to determine priorities. Students with insufficient time to learn or who are unable to use their time effectively struggle to engage, and progress their learning, as they would like. Commitments are ordered, ranked and reordered as circumstances change. Students weigh up the commitments in their lives and make decisions about the relative importance of study. Students seek to balance their lives and meet their expectations of self in relation to their studies:

Well I'm juggling, just juggling really ...I will spit out an assignment in three days from beginning to end. I do the investigating, the researching, format and the writing and everything, And do it in like in a three day cram. I know that's not the way to do it ...it's another task, and I want to get it out the way.

(P5)

4.3. Phase 3: Evaluating Achievement Along the Way

In phase 3, students evaluate what they perceive to be their learning achievements. Students learn much on their undergraduate nursing journey. Acknowledgement of an achievement may be momentary. The value of an achievement may be unclear, maybe seen to be of less value than other achievements. Significant gaps in understanding may be perceived resulting in lack of confidence. Students may experience sudden confirmation that something of value has been learned, a "light bulb" moment (P1). Knowledge acquired at university maybe applied in

the nursing workplace successfully creating a sense of achievement:

I was looking after one patient and his O2 sats [saturation] had dropped, which is not good because it means he's struggling to breathe, he's about to pass out and he was still stable because that's ok, we'll just get some oxygen on him and I told my nurse, can I just have your permission to put some oxygen on him because I'd seen doctors do that previously to pick him back up so that was in his chart that that was the action that was supposed to be taken. I just needed permission to make sure.

(P12)

Students also evaluate their evolving professional nursing identity. They develop a valued image of the future nurse they want to be. Some have a fixed nursing identity in their mind that comes with them in to the program while for others it is more fluid, changing with learning experiences. For some a future nursing role remains elusive, they wonder if there is a place for them in the profession, if there is an area of nursing practice that will suit them:

I got to experience what nursing in a hospital environment entails ... It's not really my cup of tea... ticking off the tasks, and going through the motions is not really what I enjoy ...my interest is health and health promotion, and supporting people in health, that doesn't actually fit.

(P17)

Grades are important when evaluating learning. A hoped for grade is a reward for hard work. A higher than anticipated grade a welcome surprise. A grade maybe received that matches expectations and confirms learning is on track, or lower than hoped for, creating disappointment, uncertainty and concern. One participant had hoped for a higher final grade for one of her subjects:

It was a credit, and at the end of the day a credits not, it's not like someone's going to look at me and say 'oh dear you only got a credit' but I thought it was a really important course, it is the fundamentals, and I really wanted to get a good grade.

(P9)

5. Discussion

The basic psycho-social problem suggests students' sociological status, and associated complex lives, influence their ability to learn as they might wish with implications for satisfaction with learning. Gruber et al. (2010) acknowledge that personal and situational factors influence students satisfaction with university services but do not explore these in relation to learning. For students to be satisfied with their learning nurse academics and clinicians need to understand each student's individual perspective, and assist them to move forward, mindful of their particular social situation.

Shaping a valued learning journey is necessary for students' satisfaction with learning. Alves and Raposo (2007) found that value was important for student satisfaction with their higher education experience, conceptualised it as being able to get a good job, perceiving their education as a good investment and that employers were interested in graduates from their university. Gruber et al. (2010) related student satisfaction to value for money. Neither of these conceptualisations are sufficient to understand student satisfaction with learning. Understanding value as it relates to satisfaction with learning adds a new theoretical dimension. When evaluating satisfaction, asking students about the value they place on what they learn, how they learn and what they achieve, will provide additional information to aid decision making around pedagogy and curriculum design.

Valuing some areas of nursing knowledge more highly than others creates potential differences of perspective between students', nurse leaders, and professional nursing organisations, with implications for student satisfaction. It is probably inevitable that some lower

satisfaction will exist for students while they develop increased understanding of the depth and breadth of the nursing role and begin to value more highly those personally, less well understood, areas of nursing knowledge. Students require encouragement and support over time from staff while they develop this longer term insight.

For students to be satisfied with their learning they want to study course content to a standard they determine appropriate according to the value they place on specific areas of knowledge. The university prescribes standards required of students as desirable or intended outcomes (Biggs and Tang, 2011) and/or behavioural objectives (Merriam and Bierema, 2013). The role of student perspectives on required standards has been under explored as a determinant of student satisfaction. Seeking students' perspectives on required standards provides staff with an opportunity to explain the importance of reaching set standards, while also assisting students to develop the skills necessary, to work at the required level.

Quality resources are important for student satisfaction with learning. The significance of a quality educational environment for student satisfaction is consistent with the theories of satisfaction proposed by Gruber et al. (2010); Douglas et al. (2007); and Alves and Raposo (2007). All of these theories focus in whole, or substantially, on the role of the environment in determining student satisfaction. Nurse academics need to continue to provide students with quality resources, as these enhance both student satisfaction in general, and student satisfaction with learning, more specifically.

To be satisfied with learning students require sufficient quality time to study. Mirzaei et al. (2012) grounded theory explains how students' manage time to reduce stress, create a sense of satisfaction by reducing external commitments, thus enabling them to spend more time on study related activities. While this may be an option for some students, it may not be for all. Ensuring students are aware of required time commitments, providing access to services to assist with time management, understanding staff, and flexible delivery options, are all options for increasing satisfaction with learning through encouraging effective management of time. Ensuring sufficient time to study, however, is ultimately a student's responsibility.

The requirement for different approaches to learning across contexts within undergraduate nursing programs has implications for satisfaction with learning. Students that are self-directed in their personal learning style in the university context may struggle when confronted with traditional, ritualistic approaches in the nursing workplace (Henderson et al., 2012). Studies into students' experiences of placement repeatedly show that students who valued task orientation are more satisfied with their placement experience (Henderson et al., 2012). This finding is problematic if the purpose of clinical placement is to enable students to consolidate their clinical reasoning skills. Student satisfaction with learning will be enhanced by the continued reduction of the workplace university divide. Additional pedagogical initiatives and policies to reduce perceived discrepancies across contexts from a students' perspective are required.

When students receive the grades they anticipate they are likely to be satisfied with their learning. Svanum and Aigner (2011) suggest that it is well established that course grades influence student satisfaction. They also suggest that receiving expected grades positively influences course effort and appears to be associated with optimism and aspiration to succeed implying receiving expected grades can potentially enhance future learning as well as satisfaction. Assisting students to receive expected grades can be done by enhancing their learning, rather than reducing assessment expectations, which can lower the perceived worth of an achievement.

6. Limitations

The substantive theory developed is context specific consistent with

grounded theory methodology. There is no assumption of generality of the theory to other contexts. Students self-selected to participate. All were courageous, generous and committed to seeing positive changes in undergraduate nursing programs. It is possible these students were not representative of the student body in all regards. Future survey methodology might be useful for testing the theory and further enhancing understanding around student satisfaction with learning.

7. Conclusion

Nursing students are satisfied with their learning when they shape a valued learning journey. To shape the journey students effectively and efficiently identify learning of value, engage with valued learning experiences and acknowledge valued achievement. Each phase requires effective integration of understanding between the social context of self, university and nursing workplace. Student satisfaction with learning is a journey that ebbs and flows, with flashes of intense joy, irritation, fear and hope. Each student shapes a unique undergraduate nursing journey and in doing so their unique experiences of satisfaction, dissatisfaction or ambivalence with learning. The theory provides nurse academics and universities with an additional framework for understanding student satisfaction with undergraduate nursing programs and suggests where additional strategies to enhance satisfaction maybe beneficial and where they may not.

References

- Alves, H., Raposo, M., 2007. Conceptual model of student satisfaction in higher education. *Total Qual. Manag.* 18 (5), 571–588.
- Australian Nursing and Midwifery Accreditation Council, 2016. About ANMAC. Viewed 10th January 2017. <http://www.anmac.org.au/about-anmac>.
- Biggs, J., Tang, C., 2011. *Teaching for Quality Learning at University*, 4th edition. The Society for Research in to Higher Education and Open University Press, Maidenhead, UK.
- Birks, M., Mills, J., 2015. *Grounded Theory: A Practical Guide*, 2nd ed. Sage, London.
- Bryant, A., Charmaz, K., 2007. Introduction: grounded theory research: methods and practices. In: Bryant, A., Charmaz, K. (Eds.), *The Sage Handbook of Grounded Theory*. Sage Publications, London, pp. 1–29.
- Charmaz, K., 2014. *Constructing Grounded Theory. A Practical Guide Through Qualitative Analysis*, 2nd ed. Sage, London.
- Darwin, S., 2016. The emergence of contesting motives for student feedback-based evaluation in Australian higher education. *High. Educ. Res. Dev.* 35 (3), 419–432.
- Douglas, J., McClelland, R., Davies, J., 2007. The development of a conceptual model of student satisfaction with their experience in higher education. *Qual. Assur. Educ.* 16 (1), 19–35.
- Forbes, 2015. America's top colleges 2015. Retrieved 24.5.16. <http://www.forbes.com/top-colleges/>.
- Gruber, T., Fub, S., Voss, R., Glaser-Zikuda, M., 2010. Examining student satisfaction with higher education services. *Int. J. Public Sector Manag.* 23 (2), 105–123.
- Henderson, A., Cooke, M., Creedy, D.K., Walker, R., 2012. Nursing students' perceptions of learning in practice environments: a review. *Nurse Educ. Today* 32 (3), 299–302.
- The complete university guide. Viewed 24th May 2016. <http://www.thecompleteuniversityguide.co.uk/league-tables/rankings>.
- Huybers, T., Louviere, J., Islam, T., 2015. What determines student satisfaction with university subjects? A choice-based approach. *J. Choice Modell.* 17, 52–65.
- IpsosMORI, 2016. National Student Survey. Viewed 24th May 2016. <http://www.thestudentssurvey.com/index.php>.
- Lincoln, Y.S., Guba, E.G., 2013. *The Constructivist Credo*. Left Coast Press, Walnut Creek, California.
- Merriam, S.B., Bierema, L.L., 2013. *Adult Learning: Theory and Practice*. 1 Jossey-Bass, San Francisco.
- Mirzaei, T., Oskouie, F., Raffi, F., 2012. Nursing students time management, reducing stress and gaining satisfaction: a grounded theory study. *Nurs. Health Sci.* 14 (1), 46–51.
- Nursing and Midwifery Board of Australia, 2016. Standards of practice. Viewed 10th January 2017. www.nursingmidwiferyboard.gov.au.
- Schertzer, C.B., Schertzer, S.M.B., 2004. Student satisfaction and retention: a conceptual model. *J. Mark. High. Educ.* 14 (1), 79–91.
- Social Research Centre, 2017. 2016 student experience survey. National report. Viewed 13th April 2017. https://www.qilt.edu.au/docs/default-source/gos-reports/2017/2016-ses-national-report-final.pdf?sfvrsn=14e0e33c_5.
- Svanum, S., Aigner, C., 2011. The influence of course effort mastery and performance goals, grade expectancies, and earned course grades on student ratings of course satisfaction. *Br. J. Educ. Psychol.* 81, 667–679.
- The Good Universities Guide. (Viewed 29th January 2016.).