

A qualitative study of why students choose to study veterinary nursing.

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1 **Manuscript Title**

2 A qualitative study of why students choose to study veterinary nursing.

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12 **Conflicts of Interest**

13 None

14 **Abstract**

15 Veterinary Nursing is a popular subject amongst undergraduate students, but due to the high
16 attrition rates from the profession there is a shortage of Registered Veterinary Nurses in
17 clinical practice. By identifying the factors that motivated student veterinary nurses to enrol
18 on their degree and persist to their final year of study, it may be possible to enhance the
19 support available for students when they are deciding whether to study veterinary nursing.

20 Online semi-structured interviews were used with ten student participants from the final year
21 of a BSc (hons) Veterinary Nursing programme. The data were analysed using a six-step
22 method of thematic analysis. The Situated Expectancy-Value Theory, a theory of motivation,
23 was used as a framework to interpret the results and allowed for an in-depth understanding
24 of the participant's values and beliefs to be obtained.

25 The results highlighted that a high intrinsic value for animals is a common reason for enrolling
26 on the programme, but that, partly due to the representation of the veterinary nursing
27 profession in marketing materials, when students enrol on a training programme they do not
28 seem to have a thorough understanding of the veterinary nurse job role. As students' progress
29 through their training journeys, they develop a sense of professional identity that motivates
30 them to continue, but they also gain an insight into the challenging reality of the veterinary
31 nurse role.

32 Veterinary nursing marketing materials need to be improved to ensure they provide
33 prospective student veterinary nurses with an accurate insight into the realities of the VN job
34 role. They will then be in a position to make an informed choice to join the VN profession.

35 **Key words:** Veterinary Nurse, Motivation, Situated Expectancy-Value Theory, Marketing
36 Materials, Values, Beliefs, Perceived Cost, Student, Veterinary Technician

37

38 **Introduction**

39 Veterinary nursing (VN) is a popular subject amongst students, with university places and
40 work experience opportunities being in high demand. Despite this popularity, there is a
41 current shortage of Registered Veterinary Nurses (RVNs), working in clinical practice, due to
42 a high attrition rate from the profession (1, 2, 3).

43

44 To understand why students choose to enrol on VN degrees it is necessary to consider their
45 motivations. Motivation is defined by McInerney (4) as a psychological construct that aids
46 people to choose and persist with behaviours. Dunne et al. (5) considered what motivated
47 students to enrol on a VN training programme and the animal handling experience they had
48 prior to enrolment. The study found that students chose to enrol on the programme because
49 they loved animals, but that they viewed some aspects of the job, mostly dealing with people,
50 as a negative. They also found that, although the majority of their participants had spent time
51 in a veterinary practice, their animal handling experience was limited. The researchers did not
52 use a motivational theory or framework to report their findings, they simply categorised the
53 participants motivations as intrinsic or extrinsic. It could be argued that this is quite a crude
54 way to examine motivation and that greater meaning could have been accessed through the
55 application of a motivational theory (6, 7).

56 Motivational theories can be used as frameworks to allow researchers to gain a greater level
57 of understanding of the beliefs and memories that have influenced their participant's life
58 choices. An example of a motivational theory is the Situated Expectancy-Value Theory (SEVT).
59 The SEVT is concerned with a person's values and competence beliefs and how these factors
60 contribute to their level of motivation. For example, if a person believes they can do a task
61 and if they value the completion of the task, then they will be motivated to engage with and
62 persist in completing it (6).

63 The SEVT links an individual's choices, persistence and achievement to their values for the
64 task, known in the SEVT as Subjective Task Values (STV) (see table 1). These STVs can be used
65 to explore the motivations behind a person's plans, choices and goals and over time, as a
66 person becomes more skilled at a particular task, the STVs will become linked to their
67 competence beliefs (6, 7). Matusovitch, Streveler and Miller (8) used the STVs to conduct a
68 qualitative investigation of what motivated students to enrol and persist on an engineering
69 degree. They found that some of their participants, demonstrated low attainment value and
70 struggled to connect their personal values with the values of the engineering profession. All,
71 but one, of the participants with low attainment value, did persist in completing their degrees,
72 but the authors suggested that they would have a higher likelihood of leaving the engineering
73 profession in the future.

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78 Table 1: Summary of the STVs of the SEVT (6)

<i>Subjective Task Values (STV)</i>	Description	Contextualised Example
<i>Intrinsic</i>	The anticipated enjoyment associated with engaging with the task.	Being interested in animals and wanting to learn more about them.
<i>Utility</i>	The perceived usefulness of engaging with the task.	Gaining a VN degree and being able to work as an RVN.
<i>Attainment</i>	The perceived importance of engaging with the task.	Loving animals and wanting to work with them.
<i>Perceived Cost</i>	The detriment a person perceives they may encounter by engaging with the task.	Studying for long hours and missing out on spending time with family and friends.

79 Another aspect of the SEVT is the recognition of several factors that can influence a person’s
 80 motivation to begin or complete a task. Eccles and Wigfield (6) and Eccles and Wigfield (7)
 81 refer to some of these factors as a person’s cultural milieu and within this they consider the
 82 role of gender stereotypes, cultural stereotypes, occupational characteristics, family
 83 demographics and they also highlight the importance of context.

84 The aim of this research was to use the STVs of the SEVT as a framework to evaluate the values
 85 and beliefs of student VNs and how these contributed to their motivations to enrol on and
 86 persist to the final year of a BSc (hons) VN programme and to use the findings to support
 87 future VN applicants to make informed decisions to join the profession. Two research
 88 questions were addressed. The first question (RQ1) was, what were the most significant
 89 factors that motivated students to enrol on a BSc (hons) VN programme? The second research
 90 question (RQ2) was, how have the values and beliefs of final year students contributed to
 91 their choice to engage with and persist in completing a BSc (hons) VN programme?

92 **Methods**

93 A qualitative case study design was used and the data were collected via online semi-
 94 structured interviews, on Microsoft Teams, with ten participants. The case study design was
 95 chosen to attempt to understand the complexities of the circumstances that motivated the
 96 participants to make key choices in relation to their decision to enrol on the BSc (hons) VN
 97 programme and to persist to their final year of study (9). It was necessary for the participants
 98 to be final year students because they had successfully negotiated their way through the
 99 programme and had the ability to reflect back on their experiences (10). Semi-structured
 100 interviews were utilised because they provided a framework to keep the interview on topic
 101 and allowed for the exploration of emergent issues (11). The interviews were recorded on
 102 Microsoft Teams and the recordings were used to check the automatically generated
 103 transcripts for accuracy.

104

105 Participants were recruited via an in-class announcement. The students who chose to
106 participate gave their consent via an opt-in consent form and participant information sheet,
107 they were then emailed a link to an online survey using Qualtrics. The questions were
108 designed to collect the demographic data required to select a range of participants for the
109 semi-structured interviews (11).

110 From a cohort of 42 final year students, 14 chose to complete the survey and ten students
111 who, between them, had selected the full range of options on the survey, were selected to
112 participate in interviews. Included within the participant sample were two mature students
113 and a male student, these were the two key areas of diversity within the cohort. All students
114 in the cohort had met the programme entry criteria prior to enrolment. The entry criteria
115 included, the requirement for students to have a level-3 qualification in a biological science
116 subject and to have completed a minimum of two weeks of work experience in a veterinary
117 practice.

118
119 The number of participants selected for the semi-structured interviews were based on
120 published research projects with a similar design (11). For example, Matusovich, Streveller
121 and Miller (8) had eleven participants that reduced to ten when one withdrew and Peters and
122 Daly (12) had ten participants.

123
124 A pilot study with three participants was run before starting the interviews for the main study.
125 There was an established rapport between the researcher and the participants so it was
126 possible for the researcher to assess if the participants appeared to be behaving in their usual
127 manner, which they did, and they also appeared to give open and honest answers suggesting
128 the 'Hawthorne effect' did not seem to be present. The 'Hawthorne effect' can be responsible
129 for unreliable findings due to participants changing their behaviour and providing the answers
130 that they believe the researcher wants to hear (11, 13, 14, 15).

131 132 *Ethical considerations*

133 Ethical approval was gained from the Hartpury University Ethics Committee, reference
134 number ETHICS2021-01, prior to commencing the data collection. The project was designed
135 to comply with the British Educational Research Association (BERA) (16) guidelines and the
136 unequal relationship between the researcher, a senior lecturer, and the student participants
137 was considered. The data were stored securely and in accordance with The General Data
138 Protection Regulations (GDPR) (17). During the write up, the transcripts were anonymised,
139 the participants were assigned pseudonyms and contextual details, such as veterinary
140 practice names, were omitted.

141 *Data analysis*

142 A six-step method of thematic analysis was used to analyse the interview data. Within this
143 process, initial codes were created and then five final themes were then confirmed and can
144 be seen in table 2 (18, 19). The data were analysed by the same researcher who conducted
145 the interviews, to minimise bias the STV SETV were used as a framework to help the
146 researcher to recognise key themes across the data set and the six-step method of thematic
147 analysis was closely adhered to (20).

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150 Table 2: Final themes

Theme numbers	Final theme names
<i>Theme 1</i>	Love of animals
<i>Theme 2</i>	Sources of information
<i>Theme 3</i>	Veterinary nursing profession
<i>Theme 4</i>	Mental Wellbeing
<i>Theme 5</i>	Academic learning and achievement

151

152

153 **Results**

154 *Results for theme 1 – love of animals*

155 A common reason for participants wanting to enrol on the BSc (hons) VN programme related
 156 to their love of animals. They linked this to their desire to find a career that enabled them to
 157 care for animals and promote animal welfare. In relation to the students choice to persist in
 158 their studies one participant commented that a love of animals is something they have in
 159 common with other students. *‘So obviously when something about animals comes up, you like
 160 want to know more about it, or when certain things come up in modules, like that's pretty
 161 interesting, and then you just have a conversation about it’* (student-9).

162 *Results for theme 2 - sources of information*

163 Internet searches and watching online videos seemed to help the participants in their decision
 164 to study VN. One participant contacted a telephone helpline for advice on the entry criteria
 165 and found the information useful. *‘It was quite accurate on what qualifications we needed to
 166 get in’* (student-6).

167

168 Concerns about the accuracy of VN career marketing materials were expressed by some
 169 participants. *‘The VN career can be very sugar-coated, when most of the time it’s the opposite
 170 and I think it would be beneficial when advertising nursing courses, as well as general career
 171 information, to include more in detail what the actual job entails’* (student-7).

172

173 Some participant’s decisions to enrol on the programme were influenced by their family and
 174 friends, including a participant whose mother was a human nurse. One participant shared
 175 that they were influenced by their family in quite a passive way and their teacher was their
 176 main influence. *‘My family never discouraged me. They were always quite happy with my
 177 decision, yeah ... I talked to my teacher about it. She used to, be a, be a vet nurse’* (student-9).

178

179 Spending time in a veterinary practice, completing work experience, seemed to provide the
 180 participants with an insight into the VN role. Many of the participants used this to inform their
 181 decision to enrol on the programme. *‘And then when I did my work experience at 16, I did it
 182 at a veterinary practice, and that's when it really solidified for me’* (student-10).

183

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187 *Results for theme 3 - Veterinary nursing profession*

188 Some participants talked about gaining an insight into the VN profession through their
189 experiences of pet ownership. Included in the discussion points were visiting veterinary
190 practices as clients and discovering the realities of the VN job role. *'I did actually feel quite*
191 *influence as well when I sadly, when I had my dog euthanised, by the nurse who sort of was*
192 *involved in that and what she did that quite influenced me to want to do the same for*
193 *somebody else, uhm, the way that she was quite supportive of me and my family, I mean, I'd*
194 *like to be able to be there for somebody else'* (student-6).

195 Learning the difference between the roles of a VN and a veterinary surgeon motivated one
196 participant, who previously had a desire to study veterinary medicine, to join the VN
197 profession. *'It was kind of when I learned the difference between vets and nurses because*
198 *originally I kind of wanted to be a vet and then I actually enjoy the caring and the less clinical*
199 *side of it'* (student-1).

200 There was one participant who shared that, due to not having any family pets, they had very
201 little insight into the VN profession. They attributed their desire to start their journey to
202 become a VN to their interest in helping animals. *'I never had a pet growing up so I had never*
203 *been to a vets, but I think it's just the interest of helping animals and being around them in*
204 *that kind of environment, kind of interested me'* (student-9).

205
206 It was clear from the participants that not all of them understood the reality of the VN job
207 role when they enrolled. The participants reported that their clinical placements, in year two
208 of the programme, provided them with a realistic insight. *'I think when I first started I was like*
209 *all I get to do all day is cuddle puppies and then I realised that you have to talk to their owners*
210 *and other professionals'* (student-2).

211
212 The participants reported that their understanding of the VN profession increased as they
213 progressed through the programme and enhanced their skill set. Both positives and negatives
214 were shared in relation to this. *'I kept getting more inspired and more involved in the clinical*
215 *side of things and more involved with the nursing'* (student-7). *'I feel like there should be a bit*
216 *more responsibility'* (student-3).

217
218 *Results for theme 4 - Mental wellbeing*

219 Discussion of mental wellbeing featured heavily in relation to the participant's decisions to
220 persist to the final year of their studies and the general pressures of the VN job role were
221 highlighted. *'Obviously there is the stress of dealing with difficult cases doing things on the*
222 *daily which become quite, I think they chip away at your soul a bit sometimes ... really stressful*
223 *cases in your work or things going wrong, just drastically wrong going downhill, just going to*
224 *hell'* (student-8).

225
226 Some participants shared more specific elements of the VN job role that they found
227 particularly challenging to deal with. Euthanasia was regularly highlighted along with client
228 care. *'Working in practice, which is a very stressful and sometimes a horrible thing to work in*
229 *because of the amount of things, like euthanasia is one and client stress is one as well'*
230 (student-4).

231

232 Some participants shared that they felt the need to hide or control their emotions while on
233 their placements. The participants discussed this in a very measured way and suggested it
234 was an expectation of a VN. *'I think having that kind of control over your emotions, well it's*
235 *quite important because in the veterinary field you have to be professional you have to be*
236 *quite plain face, but you can't just kind of burst into tears and then have a break down in front*
237 *of the client'* (student-7).

238
239 The encounters some of the participants had with other members of the veterinary team and
240 pet owners, during their placements, seemed to have a negative impact on their motivation.
241 The comments provided in relation to this were broad in nature and the participants were
242 not keen to elaborate. *'Difficult vets when they've kind of been a bit belittling or a little bit*
243 *snappy that's difficult to deal with'* (student-6).

244
245 *Results for theme 5 - Academic learning and achievement*

246 Many of the participants linked their reasons for enrolling on the programme to their desire
247 to gain additional qualifications. Some students highlighted that VN was not their first choice
248 and that they planned to use it as a stepping stone. *'With the grades that I had, I considered*
249 *the courses I could progress on to ... I eventually settled into a route into vet nursing and from*
250 *that route into doing something additional to that, be that a welfare officer with the RSPCA*
251 *or a veterinary surgeon. I knew I wanted to do something to get my foot into the door'*
252 (student-8).

253
254 Some of the participants made comments about how learning theory and sitting assessments
255 effected their motivations to persist with their studies. Completing the objective, structured,
256 clinical, examination (OSCE) was highlighted as a milestone. *'The other major thing was*
257 *actually passing our OSCEs 'cause I think, that was such a big hurdle to get past, and obviously*
258 *once I got past that, it's kind of, for me it's like the home stretch'* (student-5).

259
260 Many of the participants shared that their aspirations to complete the programme and
261 graduate were motivating. Participants also linked this to a desire to make their family proud.
262 *'I'll be extremely proud to be stood up in the cathedral getting my degree in front of my*
263 *parents, like, I'm the first one in my immediate family to go to university and get a degree. So,*
264 *I know they're going to be chuffed'* (student-2).

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279 **Discussion**

280 *RQ1*

281 When viewed in the context of the SEVT, the results for RQ1 are mostly examples of intrinsic
282 STV, with participants identifying that their love of animals led them to start their journey to
283 becoming an RVN. This finding is reflected in the research of Dunne *et al.* (5) who reported
284 that VNs have an intrinsic desire to work with animals and this motivates them to start their
285 journey to becoming an RVN. Eccles and Wigfield (6) report that it is common for people's
286 motivations for enrolling on a programme of study to be attributed to the intrinsic STV,
287 however, the findings of Matusovich, Streveller and Miller (8) do not follow this trend and
288 their participant's reasons to enrol on their engineering degree reveal high levels of
289 attainment STV and link to their student's sense of self. The results of this research did include
290 one participant whose decision to enrol on the programme had a strong link to the attainment
291 STV of the SEVT. They talked about the support an RVN provided for them when their own
292 dog was euthanised, they recognised the value of this and were inspired to support others.
293 This was a valuable insight for this participant and made them aware of the less pleasant
294 realities of the VN job role that most other participants seemed to be unaware of prior to
295 starting their VN training journey, due to their lack of first-hand experience.

296 It seems that VN marketing materials do not provide an accurate representation of the VN
297 role with one participant describing them as '*sugar-coated*'. The information provided by key
298 careers advice websites would support this because the more challenging aspects of the VN
299 role have been omitted. For example, the Universities and Colleges Admissions Service (21),
300 the National Careers Service (22) and even the Royal College of Veterinary Surgeons (23) omit
301 the need for VNs to assist with euthanasia on their VN career information webpages. The
302 information provided by the British Veterinary Nursing Association (24) is more realistic and
303 does include assisting with euthanasia, but the information is not on the initial page. The
304 initial page has similar information, about caring for patients, as the previously mentioned
305 websites. The messaging about caring for animals is likely to make the profession appealing
306 to animal lovers, but does not give them an insight into the realities of the job role. Authors
307 such as Simões and Soares (25) found that undergraduates often use web based sources to
308 inform their choice of degree. With this in mind, it is of key importance that media messaging
309 around the VN career is reflective of the realities of the role.

310 Some participant's motivation had a closer alignment with the utility STV of the SEVT, due to
311 their plans to use the VN degree as a stepping stone to other professions that they did not
312 reach the academic entry criteria to access at the time of enrolment, for example becoming
313 a veterinary surgeon. One participant stated that they would like to do something '*additional*'
314 to VN, this suggests that they felt that a VN career was not enough on its own. This finding is
315 comparable to that of McCrae, Askey-Jones and Laker (26) who suggested that some (human)
316 mental health nurses used a training course as a stepping stone because they perceived that
317 a nursing career would not enable them to fulfil their potential. Recruiting students on to VN
318 training programmes who intend to use it as a stepping stone to another career is likely to be
319 detrimental to the retention of VNs within the profession, with this in mind it would be best
320 to attempt to identify people with these intentions at the application stage and consider
321 offering the places to others. It is possible that more accurate marketing materials for VN
322 careers could also influence potential students who plan to use VN as a steppingstone, having
323 a greater awareness of the challenging nature of the VN job role might encourage them to
324 seek an alternative pathway to their ultimate career goal.

325 Some participant's decisions to enrol were influenced by other people. Diamond *et al.* (27)
326 reports family, friends and teachers as high ranking factors that influence student's decisions
327 to go to university. Several of the participants talked about family influences, but only one
328 shared that they were influenced by a teacher. The participant had never had any family pets
329 and felt that their family would not have been best placed to advise them on animal based
330 careers. A person who has never owned a pet could be viewed by others as less fortunate and
331 may not be able to engage in conversations about pet ownership and may not have basic
332 skills, such as brushing an animal, which a pet owner is likely to know how to do. The skills
333 that students are expected to know upon enrolment on a programme of study, but are not
334 directly taught, are described by some authors as the hidden curriculum (28, 29). Lack of
335 knowledge of the hidden curriculum would put a person who has never had a pet at a
336 disadvantage when starting their VN training journey and the frequency of the participant
337 mentioning this, would suggest it was a concern for them. In the future, to improve inclusivity,
338 it would be sensible to identify first year students who have never owned pets and support
339 them to develop baseline animal husbandry skills to build on throughout their journey to
340 becoming an RVN (29).

341 *RQ2*

342 The participants were happy to talk about their positive placement experiences and it was
343 evident, from the information they shared, that they had high levels of intrinsic STV for the
344 VN job role because of their affinity for their animal patients and their desire to have a positive
345 impact on animal welfare. This is consistent with the findings of Dunne *et al.* (5). The
346 participants also shared information about the practical skills they had acquired during their
347 placement and the sense of achievement this gave them. In relation to the SEVT this is an
348 example of attainment STV because the participants valued the importance of the skills they
349 had gained and this helped them to identify with the VN profession (6).

350 When questioned about the challenges of the VN role the participants were less happy to
351 share and they carefully considered the questions before providing their answers. A possible
352 explanation for this is that the participants have made such high investments, to get to the
353 final year of their studies and they do not want to face up to the challenges that RVNs face
354 while working in clinical practice because this might bring their career choice in to doubt,
355 another possibility is that they were reluctant to share this information during their
356 interviews. The concept of hiding emotion, can be associated with protective buffering and
357 can be linked with poor mental wellbeing. People tend to use this to protect either themselves
358 or another person from something that may cause distress (30, 31). In the context of this
359 research, it may be that the participants are protecting themselves from the reality that they
360 started their journey to becoming an RVN without a thorough understanding of the challenges
361 of the profession and by the time they realised, they had made significant investments. The
362 challenges of the VN profession the participants did share were comparable with the findings
363 of other research and included, dealing with challenging clients, lack of responsibility and the
364 veterinary team dynamics (3, 5). If this is viewed in the context of the SEVT, then the feelings
365 of frustration would be examples of perceived cost. If the perceived cost of participating in a
366 task, in this case pursuing a VN career, becomes too high a person's motivation to engage
367 with the task will reduce, possibly leading them to change their career path (6). Another
368 possibility is that the participants were attempting to stay within their emotional comfort
369 zones, this ability protects people from experiencing burnout, Hannah and Robertson (32)
370 suggest that this can help with career longevity and can give veterinary professionals a sense
371 of fulfilment. The ability for VNs to work within their emotional comfort zone is likely to
372 promote positivity which would lead to increases in the intrinsic STV for the VN job role (6).

373
374 On a more positive note, the participants did view their placements as valuable experiences
375 where they learnt the industry skills they will require for their VN careers. These findings are
376 also reported in literature relating to (human) student nurse placements (33). VN specific
377 literature focussing on this topic is limited. Paliadelis and Wood (33) reported that student
378 (human) nurses found that placement learning opportunities allowed them to apply their
379 theoretical knowledge to practice. The experiences of the participants were similar and they
380 also reported that their personal values aligned with the values of the VN profession and had
381 a sense of pride associated with being part of a profession. This is similar to the findings of
382 Materne, Henderson and Eaton's (34) research where they reported that work placements
383 promote a sense of social inclusion. These findings can be linked to the attainment STV of the
384 SEVT because the students find their perceived importance of engaging in a placement and
385 gaining skills motivating (6).

386 387 *Limitations*

388 The results provided a qualitative insight into the factors that motivated students to study
389 veterinary nursing and to persist to their final year of the BSc (hons) VN programme. A
390 limitation of the research is that the participants were known to the researcher so it is
391 possible that assumptions about their meaning could have been made when interpreting the
392 data. To mitigate against this the six-step method of thematic analysis was strictly adhered to
393 and a standardised approach to the data coding was taken (35).

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396

397 **Conclusion**

398 High intrinsic STV for animals is a common reason for SVNs to enrol on a VN degree
399 programme, but at the point of enrolment students do not seem to have a thorough
400 understanding of the VN role, this seems to be partly due to misleading marketing materials.
401 As SVNs progress on their student journey they gain an insight into the realities of the role
402 helping them to gain professional identity, this is motivating and can be attributed to the
403 attainment STV of the SEVT. Engaging in their clinical placement enlightens students to the
404 challenges members of the VN profession face, including the complexities of the relationships
405 between the members of the veterinary team and the traumatic nature of some of the tasks
406 VNs are required to undertake. This greater awareness of the challenges of the profession
407 increases the student's perceptions of the costs associated with pursuing a VN career. These
408 perceived costs can be demotivating and may ultimately lead VNs to consider alternative
409 career paths and leave the profession. In order to fill the VN vacancies in veterinary practices
410 universities need to continue to recruit high numbers of students to VN degree programmes.

411

412 The results of this study highlight the need for future research in this area. In particular, the
413 need for prospective VN students to be provided with accurate information about the VN job
414 role. The first step towards achieving this would be to review VN career marketing materials
415 and further investigate the influence they have on those considering the career. The research
416 could then be used to influence the development of future marketing materials that provide
417 a more realistic insight into the nature of the VN job role, including the need for VNs to assist
418 with euthanasia. The ideal impact of this would be that student VNs are better informed when
419 they commence their VN training journey and are motivated to have a long term career as an
420 RVN in clinical practice.

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530

531 **Appendix A - Interview questions**

- 532 1. Can you tell me about why you first became interested in veterinary nursing (VN)
533 and how this led to you enrolling on the BSc (hons) VN programme?
534 a. Was your decision influenced by anyone in particular?
- 535 2. Can you tell me about what has motivated you to continue with your student
536 journey from enrolment until now?
537 a. Were you influenced by any external factors?
- 538 3. Can you tell me about what has de-motivated you during your student journey from
539 enrolment until now?
540 a. What impact did this have on you?
- 541 4. Can you explain to me the things that you have in common, if any, with the other VN
542 students you have met here?
543 a. Is this important for your motivation?
- 544 5. What do you perceive the most important values of the VN profession to be?
545 a. Have your views on this changed from when you enrolled on the programme
546 to now?

547 6. Can you explain to me how you think your own personal values align with the
548 professional values of the VN profession? How does this make you feel about the VN
549 profession?