***Appendix 5.1: Full demographic details for the women interviewed (n = 27)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| client no. | age at interview | ethnic origin: | first language | parity | Age when first pregnant | educational level | Relationship status | Occupation and employment status | Occupation of partner | Type of home | Time at home address | English Index of Multiple Deprivation ranking for home address (/32482) |
| **1** | 34 | White British | English | 0 | Not known | further ed. | married | bank clerk, full time | not known | not known | not known | 17,439 |
| **2** | 20 | White British | English | 0 | Not known | not known | cohabiting | housewife | not known | not known | not known | 869 |
| **3** | 20 | White British | English | 1 | Not known | not known | cohabiting | childminder, part time | not known | not known | not known | 22198 |
| **4** | 23 | White British | English | 2-1 | 20 | sixth form | cohabiting | housewife | unemployed | council flat | 6 months | 13050 |
| **5** | 31 | White British | English | 1 | 19 | further ed. | cohabiting | beauty therapist, part time | Truck driver, full time | council flat | 2 years | 7233 |
| **6** | 35 | White British | English | 0 | 35 | secondary\* | single | carer for  parent, full time | printer, full time | council house (with parents) | 9 years | 529 |
| **7** | 18 | White British | English | 0 | 17 | sixth form | single | student | fitter, full time | parents’ own house | 18 years | 14834 |
| **8** | 29 | Pakistani | Punjabi | 2 | 24 | secondary | married | care assistant, part time | taxi driver, full time | privately rented house | 4 years | 2086 |
| **9** | 33 | Mexican | Spanish | 0 | 33 | higher ed. | cohabiting | student | student, full time | privately rented flat | 2 years | 18144 |
| **10** | 24 | White British | English | 0 | 24 | secondary | single | hair stylist, full time | not disclosed | council house (with parents) | 24 years | 690 |
| **11** | 25 | White British | English | 3 | 21 | further ed. | married | housewife | assembler, not employed | council house | 3 years | 318 |
| **12** | 37 | White British | English | 4 | 19 | secondary | married | housewife | labourer, full time | privately rented house | 1 month | 20083 |
| **13** | 36 | White British | English | 0 | 36 | higher ed. | married | land and  property manager, full time | product advisor, full time | own flat | 5 years | 16698 |
| **14** | 24 | White British | English | 0 | 24 | secondary | single | student | not disclosed | parents’ own house | 1 month | 20286 |
| **15** | 16 | White British | English | 0 | 15 | secondary | single | student | unemployed | council house (with parents) | 5 years | 408 |
| **16** | 25 | White British | English | 0 | 25 | higher ed. | married | sales | field service engineer, full time | privately rented house | 1 year | 1551 |
| **17** | 31 | White British | English | 0 | 30 | higher ed. | cohabiting | selling manager | full time | own house | 2 years | 8222 |
| **18** | 26 | Saudi | Arabic | 1 | 24 | higher ed. | married | student | student, full time | privately rented house | 5 months | 4241 |
| **19** | 29 | Black African | Tigurina | 1 | 27 | sixth form | married | housewife | unemployed (not in uk) | council flat (alone) | 18 months | 4199 |
| **20** | 25 | Dagestani | Kumichka | 3 | 19 | secondary | married | housewife | student, part time | council flat | 3 weeks | 677 |
| **21** | 15 | White British | English | 0 | 15 | secondary | single | student | student | parents own house | 4 years | 14788 |
| **22** | 21 | White British | English | 0 | 21 | secondary | cohabiting | none, unemployed | self-employed, full time | privately rented house | 3 years | 18838 |
| **23** | 17 | White British | English | 0 | 17 | secondary\* | single | none, unemployed | mechanic, full time | council house (with parents) | Not disclosed | 690 |
| **24** | 15 | Mixed white /black Caribbean | English | 0 | 15 | secondary | single | student | mechanic, unemployed | parents’ own house | 12 years | 4088 |
| **25** | 38 | White British | English | 3(a) | 21 | further ed. | single | none, unemployed | unemployed | council flat  (alone) | 1 year | 4088 |
| **26** | 32 | White British | English | 1 | 25 | secondary | married | admin manager, full time | chef, full time | own house | 10 years | 2194 |
| **27** | 24 | White British | English | 1(a) | 20 | secondary\* | single | none, unemployed | unemployed | council flat (with friends) | 6 weeks | 982 |
|  |  |  |  | (a) = adopted | | \* = learning difficulties | |  |  |  |  |  |

Office for National Statistics (ONS). *Standard Occupational Classification 2000 (SOC2000).* 2000.

<http://www.ons.gov.uk/ons/guide-method/classifications/archived-standard-classifications/standard-occupational-classification-2000/about-soc-2000/index.html>

ONS. *English Index of Multiple Deprivation Score (2010) for Lower Layer Super Output Areas (LSOAs).* 2010. <http://www.neighbourhood.statistics.gov.uk/dissemination/>

***Appendix 6.1***

***Critical appraisal of the Sheffield study, using CASP Qualitative Research Checklist*** (version 31.05.13: http://www.casp-uk.net/)

**Are the results of the review valid? What are the results? Will the results help locally?**

Yes. A detailed presentation of the complex and varied attitudes towards antenatal care initiation, from a diverse group of women. Consideration of pregnancy recognition and acceptance, the relevancy of care in relation to previous experience and home circumstances, and the influence of administrative problems. Findings relevant to midwifery practice within Sheffield and more widely.

**1. Was there a clear statement of the aims of the research?**

*Consider • What was the goal of the research? • Why it was thought important? • Its relevance.*

* Clear aims identified: to understand the reasons why some women present late for antenatal booking; to improve early access to antenatal care and outcomes for pregnant women.
* Importance and relevance discussed: background given to implications for late booking, in terms of maternal/fetal/neonatal morbidity and mortality. Some discussion of strength of evidence and influence of demographic characteristics of late booking women, also need for women’s perspectives on late booking.

**2. Is a qualitative methodology appropriate?**

*Consider • If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants • Is qualitative research the right methodology for addressing the research goal?*

* Qualitative methodology appropriate for the examination of women’s perceptions and beliefs about the delayed initiation of antenatal care: for an in-depth exploration of perceptions essential to understand barriers to access.

**3. Was the research design appropriate to address the aims of the research?**

*Consider • If the researcher has justified the research design (e.g. have they discussed how they decided which method to use)?*

* Discussion of sampling, data collection and analysis methods given

**4. Was the recruitment strategy appropriate to the aims of the research?**

*Consider • If the researcher has explained how the participants were selected • If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study • If there are any discussions around recruitment (e.g. why some people chose not to take part)*

* Recruitment process detailed, including inclusion and exclusion criteria for women, and procedure followed. Illustration of process and brief discussion of non-participants, some discussion of *why* some women chose not to take part.

**5. Was the data collected in a way that addressed the research issue?**

*Consider • If the setting for data collection was justified • If it is clear how data were collected (e.g. focus group, semi-structured interview etc.) • If the researcher has justified the methods chosen • If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews were conducted, or did they use a topic guide)? • If methods were modified during the study. If so, has the researcher explained how and why? • If the form of data is clear (e.g. tape recordings, video material, notes etc) • If the researcher has discussed saturation of data.*

* Setting for data collection considered, also impact on quality of data.
* Choice of purposive and theoretical sampling methods discussed.
* Discussion of individual interview method, including use and modification of topic guide, recording of interviews.
* Theoretical saturation of data discussed in context of the sample size for the study.

**6. Has the relationship between researcher and participants been adequately considered?**

*Consider • If the researcher critically examined their own role, potential bias and influence during (a) Formulation of the research questions (b) Data collection, including sample recruitment and choice of location • How the researcher responded to events during the study and whether they considered the implications of any changes in the research design.*

* Consideration of bias and quality, using Lincoln and Guba’s framework for developing ‘trustworthiness’ including considerations of reflexivity.
* Discussion around relationship between interviewer and participants, influence of interview setting.

**7. Have ethical issues been taken into consideration?**

*Consider • If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained • If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study) • If approval has been sought from the ethics committee.*

* Detailed discussion of ethical consideration for study, including presentation of study documents and ethical approval; consideration of informed consent, particularly for vulnerable participants, and confidentiality.

**8. Was the data analysis sufficiently rigorous?**

*Consider • If there is an in-depth description of the analysis process • If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data? • Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process • If sufficient data are presented to support the findings • To what extent contradictory data are taken into account • Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation.*

* Description of stages of thematic analysis.
* Range of data presented for each theme; multiple quotes with attempts to illustrate range of responses/differing opinions. Brief mention of how data selected for presentation.
* Brief discussion of reflexivity/influence in relation to presentation of the data.

**9. Is there a clear statement of findings?**

*Consider • If the findings are explicit • If there is adequate discussion of the evidence both for and against the researchers arguments • If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst) • If the findings are discussed in relation to the original research question.*

* Presentation of themes and subthemes in taxonomic and narrative form.
* Discussion of findings in relation to previous research – similarities and differences identified.
* Discussion of credibility, in relation to inclusion of range of perspectives and analyst triangulation through supervisory process; also reflexivity.

**10. How valuable is the research?**

*Consider • If the researcher discusses the contribution the study makes to existing knowledge or understanding e.g. do they consider the findings in relation to current practice or policy, or relevant research-based literature? • If they identify new areas where research is necessary • If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used.*

* Findings presented and discussed in context of existing research around late booking and attitudes to antenatal care.
* Consideration of transferability: findings considered in relation to current practice and recommendations for strategies to reduce late booking presented, based around themes from study. Further areas of research identified related to models of care, outcomes and perceptions.