

# UCL Education Conference 2023

**Theme:** Skill development and experiential learning

**Ready for professional clinical practice abroad?**

*Josephine Fáladé SFHEA, MRPharmS*

UCL School of Pharmacy



# Abstract #54

**“He who studies medicine without books sails an uncharted sea, but he who studies medicine without patients does not go to sea at all.”  
(William Osler, 1901).**

In preparing health care students for practice, opportunities to learn in a clinical environment are vital to enhance performance and optimise patient care.

**The questions are:**

Do/should all postgraduate clinical practice-oriented health care courses offered to international students at UCL provide experiential learning opportunity?

Do our structures enable or hinder experiential learning for these postgraduate learners?

This case study will present international postgraduate students' views from an ongoing UCL approved study.

# Presentation Outline

## Overseas Postgraduate Education Motivations and Outcomes (OPEMO)

- Setting the scene.....OPEMO
- Study Aim and Objectives
- Placement theme (Interim results and discussions)
- Summary

## OPEMO Study: Aim

To explore the reasons for and the outcomes of participation in overseas postgraduate education among healthcare practitioners with a focus on pharmacists and physiotherapists.

# Objectives



1. To evaluate reasons why pharmacists and physiotherapists choose overseas postgraduate education.

2. To determine the perceived influence of UK postgraduate education on personal and professional practice.

- a) How did the UK postgraduate education influence their next career move?
- b) How do they feel that their experiences of the MSc programme have influenced the extent to which they have been able to support others – personally and professionally?

# Design

Mixed-method study involving both quantitative and qualitative approaches

Self-selection in both study phases.

Online questionnaire.

Interviews with participants from the quantitative phase who consented to the qualitative phase.

# OPEMO: Programmes and Setting

MSc Clinical  
Pharmacy,  
International Practice  
and Policy (CPIPP).

MSc Physiotherapy.

University College London (UCL)

- 40,000+ students from over 150 countries around the world.

53% international  
students

37% international staff

# Interim Results





# Demography

MSc Clinical Pharmacy, International Practice and Policy (CPIPP)	18
MSc Cardiorespiratory Physiotherapy (Studies or Advanced)	19
MSc Neurophysiotherapy (Studies or Advanced)	10
MSc Paediatric Physiotherapy (Studies or Advanced)	12

Quantitative: Alumni n = 59

- Over 80% working in healthcare, in full time work.
- 74% Female.
- Modal age range 30 – 39

Qualitative: n = 12

- 50 / 50  
(Pharmacists/Physiotherapists)
- Female = 10

# Objective 1: To evaluate reasons why pharmacists and physiotherapists choose overseas postgraduate education.

Figure 1: Top 5 reasons for choosing to study in the UK (17 options, 323 responses)



## Objective 2: To determine the perceived influence of UK postgraduate education on personal and professional practice

Figure 2: Most useful aspects of the MSc (13 options, 280 responses)



# Meaningful Learning....

Tell me and I forget,  
Teach me and I  
remember, Involve me  
and I will learn.

Benjamin Franklin,  
1750

I hear and I forget, I see  
and I remember, I do and  
I understand. Confucius

450 BC

1938

There is an intimate and  
necessary relation  
between the process of  
actual experience and  
education. John Dewey

## Qualitative Interviews: Placement Theme

another thing I think that really drew me to programme was the ability to do placements at a London hospital. I've always wanted to be able to experience that, almost like working overseas. *Pcy 001*

...because I think our, um physiotherapy ...it's not like being a lawyer just books and talking you know we have to be a hands on thing. I think maybe it's university criteria and so on that they try to mould each every course based on the same guidelines that say you need to have these credits and the dissertation that's the end of it. Yeah I think that it's time to mould courses on how to become a better professional. *Phy 012*

# Qualitative Interviews: Placement Theme

.....there are a lot of university related to clinical pharmacy but I want to do something different I mean I want to see what other country look like if they implement a clinical pharmacy and when I searched online any country outside who able to like for example accept students international students to experience clinical pharmacy in their country um only UK I mean only UCL actually that I found it at the time so I didn't find any other programmes that allow international students basically to experience to get experience to be a clinical pharmacist in their country so yeah basically this is the reason why.

*Pcy 003*

# Qualitative Interviews: Placement Theme

One of my expectations was that in this programme even though I learned a lot of respiratory therapy I also have opportunity to choose clinical placements in the cardio cardiovascular area you know and so my expectations of learning and the cardiovascular how the physio is involved in cardiovascular patients was very good because then when I returned to AA I started a programme in cardio in cardiac rehabilitation in this hospital where I worked you know so one of my expectations was to have the like the **tools** not only like the knowledge but also the **practical experience** to then come back to AA and start up programme in our new hospital and when there was no programme in cardiac rehabilitation so yes that was my expectation that was like met.

*Phy 002*

.... mostly I was most interested in the clinical part because in BB we don't have a good clinical programme it just was something that really interested me I wanted an **experience in clinical pharmacy** and so mostly yes I wanted a good clinical pharmacy knowledge that was my biggest expectation of the course. *Pcy 008*

# Qualitative Interviews: Placement Theme

....after working for a number of years I realised that I had a passion towards neurological part so I was not interested in pursuing just a general MSc wanted to do something specific to neuro which was not available in XX and any of the YY countries

when I looked through in most of the universities I looked at the **UCL and it is the one that had MSc in neurological physiotherapy but had a clinical component in it most of the other universities do not have a clinical component** but I ended up not doing the clinical component

*Phy 005*



# Abstract #54 UCL Education Conference 2023

“He who studies medicine without books sails an uncharted sea, but he who studies medicine without patients does not go to sea at all.”( William Osler, 1901).

In preparing health care students for practice, opportunities to learn in a clinical environment are vital to enhance performance and optimise patient care.

## **The questions are:**

Do/should all postgraduate clinical practice-oriented health care courses offered to international students at UCL provide experiential learning opportunity?

Do our structures enable or hinder experiential learning for these postgraduate learners?

# Future focused education for international students?

## What are the issues?

- Rigid institutional structures/requirements?
- Fragmented co-ordination?
- Meaningful duration?
- Ethical implications?

## UCL Education Principles:

**Principle 2: Impactful and rewarding for students and staff.**

**Principle 3: Values-led to meet the needs of individuals and societies.**

**Principle 4: Connected and collaborative in its design, delivery and orientation.**

# Summary

Universities have a responsibility to respond to the requirements and challenges related to globalisation and its effect on societies, economy and labour markets (Killick, 2006).

Participants were **drawn to study at UCL and UK** for an **international experience**.

This included the **experience of the disciplines' clinical environments**, empowering practitioners to enhance clinical practice in their home countries. Placement opportunities during the period of study is vital in supporting this.

To support access to competent health workers in local communities, higher education providers offering postgraduate learning and development programmes in health disciplines ought to have a duty of care to prepare international students for practise in their home countries.

*Thank you for listening! Any questions?*





## Please get in touch...



---

Do you currently offer or plan to offer clinical placements to international postgrad students?

---

Do you have suggestions on how to improve the efficiency of clinical placements for international postgrad students?

---

[j.falade@ucl.ac.uk](mailto:j.falade@ucl.ac.uk)

# Acknowledgement



---

Dr Silvia Colaiacomo (IoE)

---

Prof Ian Bates (SoP)

---

Study Participants

---

Dr Harriet Shannon

# Bibliography

- Ali Zeilani, R.S., Al-Nawafleh, A.H. and Evans, C. (2011). Looking back at the doctorate: A qualitative study of Jordanian graduates from PhD programs in the UK. *Nursing & Health Sciences*, 13: 360-365.
- Geddie, K. (2013). The transnational ties that bind, relationship considerations for graduating international science and engineering research students. *Popul. Space Place* 19 (2), 196–208.
- Grafton, K. and Gordon, F. (2015). Globally mobile Indian physiotherapists: why they seek to study and work overseas. *Physiotherapy*, Volume 101, e477 - e478
- Killick, D. (2006). *Cross-Cultural Capability and Global Perspectives: Guidelines for Curriculum Review*. Leeds: Leeds Metropolitan University
- Leask, B., and Bridge, C. (2013). 'Comparing internationalisation of the curriculum in action across disciplines: Theoretical and practical perspectives'. *Compare: A Journal of Comparative and International Education*, 43, 79-101
- Rosenzweig, MR. (2008). Higher education and international migration in Asia: Brain circulation. Paper presented at Annual World Bank Conference on Development Economics (ABCDE)-Regional 2008. Higher Education and Development, Beijing; 2008.  
<http://siteresources.worldbank.org/INTABCDE2007BEI/Resources/MarkRosenzweigConferenceVersion.pdf>
- Suter, B., Jandl, M. (2006). Comparative study on policies towards foreign graduates: Study on admission and retention policies towards foreign students in industrialized countries. International Center for Migration Policy Development (ICMPD), Vienna, [https://www.icmpd.org/fileadmin/ICMPD-Website/Research/REV\\_Comparative\\_Study\\_on\\_Graduated\\_Students\\_Final.pdf](https://www.icmpd.org/fileadmin/ICMPD-Website/Research/REV_Comparative_Study_on_Graduated_Students_Final.pdf)
- UCL Key Statistics <https://www.ucl.ac.uk/about/what/key-statistics> (Accessed 14 June 2022)
- Universities UK (UUK) International Student Recruitment Data (2022) <https://www.universitiesuk.ac.uk/universities-uk-international/explore-uuki/international-student-recruitment/international-student-recruitment-data> (Accessed 14 June 2022)
- <https://en.unesco.org/themes/education-sustainable-development/what-is-esd/sd>
- World Health Organisation, 2016. Working for health and growth: investing in the health workforce. Report of the High-Level Commission on Health Employment and Economic Growth. <https://apps.who.int/iris/bitstream/handle/10665/250047/9789241511308-eng.pdf?sequence=1> (Accessed 14 June 2022)