

AN INVESTIGATION OF THE SOCIOCULTURAL FACTORS IMPACTING ON THE  
TRANSITION TO HIGHER EDUCATION BY NIGERIAN NURSING STUDENTS IN THE UK  
VIA THE USE OF LEGO® SERIOUS PLAY® METHODOLOGY

**BENJAMIN OLUSOLA AJIBADE**

**Professional Doctorate (DProf)**

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## ABSTRACT

Britain is historically the first country of choice for Nigerian students regarding overseas Higher Education and was the UK's third-largest international student cohort in the UK (Jubb, 2017). There has been an increase in the number of students from non-EU countries coming to the UK to study, and this might be increased due to uncertainties surrounding a potential exit of Brexit. This might lead to a decrease in the number of EU countries, and potentially, a large proportion of those places might be taken up by Nigerian students instead.

This research project investigates the concept of internationalisation of the curriculum (IoC) in relation to the capacity that students have to adapt and transition into the UK Higher Education system. This project aims to investigate the sociocultural factors impacting on the transition to Higher Education of Nigerian Nursing Students including language, socio and cultural shock, learning approach, equality, safety and length of the transition period. Most Universities in the UK have developed their internationalisation of curriculum (IoC) that is bespoke to their institution and departments in response to HE policymakers. Therefore, there is no single universally accepted IoC due to content specificity of HE and different demographics in UK HEIs.

A qualitative research methodology was used in this research with the use of the interpretive phenomenological approach. Qualitative research data was collected using the LEGO® Serious Play® method to facilitate story making through personal storytelling and metaphor by building a 3-D model resulting in the development of themes to inform the results and subsequent discussion. The participants are composed of alumni international nursing students of Nigerian origin who had undergone the undergraduate and postgraduate programmes at a University campus in London. Ethical approval was obtained from the University X, and informed consent was assured from all the participants. Quirkos was used to analyse the collected data and to identify the most salient themes from the results of data collection.

The result of the research showed that some of the factors that impact Nigeria students in the UK HEIs are based on their experience back home, which they transferred to their learning in the UK. The fear instilled by Nigerian lecturers back in Nigeria is the most salient factor that impacts Nigerian nursing students transition in the UK HE education due to their sociological background from Nigeria context; followed by the ambiguity of curricula including ambiguity in the articulation of the curriculum because there are some uncertainties in the curriculum which are not in the public domain and these being interpreted by each academics back in Nigeria in the way they feel. Furthermore, other factors include threatening behaviour from Nigerian lecturers, non-supportive Nigerian lecturers, nursing student misuse and lack of IT technology.

The factors that impede students learning in the UK HEIs include the transfer of the students fear from Nigeria to the UK Higher Education, weather, cultural shock and the impact of university administration

services. Culture and women's self-esteem, immigration- 'thick red tug of war'; which is a metaphorical statement by the participants to represent the problems faced about immigration issues, accommodation, supportive family, financial issues, cultural attachment theory are also some of the important factors that potentially impact upon their successful transition. Other factors include climbing the ladder to transition, completing assignments on the computer, family responsibilities and commitment, compressed assignment timelines as a consequence of bridging module. Also, the gap between taught and self-directed learning/independent learning, repetition of assignment questions and UK practice focused assessments, racism for being black, mode of dressing in the UK and own barriers to learning.

The study illuminated, from the local population sample used in the study, that students' prior experiences have the potential to influence the current pedagogical experience, in accordance with the principles of social constructivism. Finally, it was revealed the transition period of entry to UK education varied between individuals, and these could be between four and six months for a programme that will finish in one year.

The recommendations could clearly be delineated into two clear strands, for action at University X. The initial series of summative essays is too close to the students' point of registration in the academic year. Assessment submissions are too tightly compressed in terms of their relative timing, increasing the course duration to the full twelve month period, like other 'top up degrees' at University X. New academic teaching personnel ought to be subject to the University dissertation training strategy to enable common ground for all lecturers, to ensure consistency in supervisory capacity across the module. Enveloping different but equal assessment questions for different groups/cohorts to reduce plagiarism and Turnitin similarities, with markers aligning their marking processes to the liminal level of the students' work across levels of the programme being undertaken. The recommendations for the Nigerian students studying in the UK can be clearly identified. In terms of interpersonal relationships with students, the lecturers ought to be more empathetic. Support from lecturers in guiding students' knowledge, the introduction of mentorship, peer observations, and one-to-one sessions with the lecturers to improve the lecturer's performance, are all areas where constructive criticism are undoubtedly necessary, but this should not become a perceptibly threatening exercise for students. In order to ease the transitions of international students into new contexts and settings, universities ought also to consider increasing recruitment of staff, who have authentically experienced this themselves. By ensuring some representation of lecturing staff from countries other than those represented by the UK, a more authentic approach can be given to the process of student transitions. Also, the universities should recruit more lecturers from a minority background who transition from other countries to the UK. This will ease the transition for students with the aim of co-constructing knowledge with people they can empathise with rather than sympathise with their position and increase the contact hours with students - student's self-directed learning hours need to be reduced. This could help Nigerian international students transition far more easily into the current infrastructures within which they are expected to adjust. Finally, a dedicated university student liaison officer who has good multicultural and

international experience should be employed by Universities with the role of easing Nigerian students' transitions from a sociocultural perspective in addition to tailored academic support.

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## OPERATIONAL DEFINITION

**Decolonisation of Curriculum:** Decolonisation is about recognising the background of the students on a programme and enabling the student to be reflected in the curriculum with regards to the reading list, assessments and activities. It also refers to the removal of parts of the curriculum that are no more popular, especially the parts that does not promote diversity in the curriculum, thereby making programmes to be more inclusive.

**Internationalisation of the curriculum:** This is the ability of the HEI in building capacity to work with a diversity of students and be able to think globally and recognise inclusiveness. This is about examining problems from different perspectives and worldviews.

**International student:** In the context of this project, are students that came to the UK to study undergraduate and postgraduate, full-time education who are normally not resident in the UK and the focus will be on Nigerian students.

**Socio cultural factors affecting Nigerian students:** This includes English language ability, prior overseas experience, prior knowledge about the UK, autonomy in the decision to study abroad, intercultural competence, social contact, social support, academic achievement, psychological well-being and satisfaction with life.

**Transition:** This can be described as a form of change which can be inner in the form of new beliefs and developmental growth or physically moving from one place to another. This is the transition period through which the international students are passing, from the time they entered the UK to the time they appear to have adapted to the UK educational system.

## ACRONYMS

CAS:	Confirmation of Acceptance for Studies
CPD:	Continuing Professional Development
EU:	European Union
FE:	Further Education
HE:	Higher Education
HEA:	Higher Education Academy
HEI:	Higher Educational Institution
HND:	Higher National Diploma
IoC:	Internationalisation of the curriculum
IPA:	Interpretive Phenomenological Approach
IT:	Information Technology
ITF:	International Transition Framework
LSP:	LEGO® Serious Play®
MCQ:	Multiple choice questions
NHS:	National Health Service
NMC:	Nursing and Midwifery Council
NMCN:	Nursing and Midwifery Council of Nigeria
NUC:	National Universities Commission
TEF:	Teaching Excellence Framework
YMCA:	Young Women Christian Association



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## DEDICATION

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# CHAPTER 1: INTRODUCTION

## 1.1 BACKGROUND

International students play a vital role in the UK Higher Educational system by their multicultural enrichment of the academic experience of both the students, teachers and support staff (Universities UK, 2017) but also the UK economy which accounted to about 10.7 billion pounds in 2014-2015. International students transitioning to the Higher Education system in the UK had encountered different forms of challenges (QAA, 2012). This was reflected in the National student survey, which indicated some areas of concern through low grades and the same was confirmed by AdvanceHE (2019) in comparison to white British students. Other factors include integration to campus, cost of living, financial support, career advice and work opportunism. Statistics by the UK Council of international student's affairs reflected that 436,585 international students were attending UK universities in 2014/15 which was indicated by the advent of the high influx of international students who chose the UK as one of their main popular destinations. The number of these students dropped in 2016/17 academic session, due to other reasons such as Brexit votes, immigration plan by the Home Office to halve the international student's visa (Home Office, 2018), post-study visa and the high cost of living in some part of the country. Also, there is currently no standardised system in the UK regards international student's transition into the Higher education system although there are formalised systems because most Universities in the UK have developed their internationalisation of curriculum (IoC) that is bespoke to their institution and departments in response to HE policymakers. Therefore, due to content specificity of HE and different demographics on UK HEIs, there is no single universally accepted IoC. This creates gaps in the student's transition to the UK HE system, and sometimes it might take longer to transit into the new system.

The main overarching intention of this research is to investigate factors impacting on the sociocultural transition to Higher Education of international students undertaking Nursing degree for their experience in the UK educational system. Thus, this pedagogic research project will investigate the concept of internationalisation of the curriculum about the capacity that students must adapt and transition into the UK Higher Education system. The research will focus on the following objectives:

## 1.2 OBJECTIVES OF THE RESEARCH

- ❑ To analyse the student's prior learning experiences in relation to teaching methods in Nigerian learning contexts and relating this to the expectation of their initial educational experiences in the UK.
- ❑ To review the perceived social-cultural change among international nursing students of Nigeria origin in UK Higher Education and its discernible impact on their relative capacity to learn.
- ❑ To critically explore reported processes of relevance to student' adaptation to UK Higher Education
- ❑ To review the obstacles to the student's transition and analyse the length of time it takes for the students to adapt to UK Higher Education.

## 1.3 RESEARCH QUESTIONS

The research questions are as follows –

- ❑ What impact does student's prior learning experience in the Nigeria context have on their initial perception and expectation of the UK educational system?
- ❑ What are the identifiable socio-cultural factors that impact the transition of Nigerian students to UK higher Education and the impact on their capacity to learn?
- ❑ What are the obstacles to the student's transition, and how can these obstacles be tackled?
- ❑ What is the impact of this on students' adaptation, and how long does it take the students to adapt to UK Higher Education?

#### 1.4 PERSONAL MOTIVATION AND RATIONALE FOR THE STUDY

The personal identity I relate to best commenced when I had the Professional graduate certificate in education (PGC) qualification and got an academic tutor position with one of the universities in the North East of England in 2013. The first few weeks of the post kick start my journey as a coach and an educator coupled with some research experience. I also had some directly relevant experiences with some of the learners who were struggling to cope with the educational system in the UK because of their different educational experience in Africa where most of their assessments involved a very didactic approach to the execution of examinations, firmly rooted in an objective, teacher centred approach to learning .

Based on my experience of the BSc Nursing top-up degree students, I was aware that it could sometimes take a more extended period before the actual learning, and social-cultural change ensued for students and that, this had an impact on their capacity to learn. This perspective is supported by Thom (2011) who posited that there is limited time to adjust to the different demands faced by international students in this context. My own research and contribution to the knowledge in this field, will challenge assumptions (regarding the students length of transition time) in professional practice and could potentially have a profound impact on the University (HEI) curriculum by benefitting the Nursing profession and its professional regulatory bodies; in turn, this will also have an impact on the international student body due to the potential transferability of the results to similar contexts and settings.

#### 1.5 PROFESSIONAL AUTOBIOGRAPHY AND CRITICAL REVIEW OF PERSONAL NORMS, VALUES AND BEHAVIOURS UNDERPINNING MY PROFESSIONAL IDENTITY

This section will unravel my epistemic stance and position concerning the person of who I am and how this underpins the professional. I will draw on the theory of my professional identity and the impact of the judgement within my professional context.

Different individuals perceive things in different ways; they see the world in their own perspectives and construe episodes in the ways it means to them (Fulton et al., 2013). Park (2013) support the opinion that meaning making is grounded on an individual's belief which could be subjective. My ontological belief of what is the truth will have a significant bearing on my epistemological knowledge of what is a reality. All these will have an impact on how I construct my thought. The meaning we make about things will shape how illness is taken, and this will inversely impact on learning because individual's knowledge and beliefs about

particular disease conditions have a direct impact on how they deal with the illness on an individual level. In a seminar paper presented by Ignelzi (2000), it was postulated that human beings build their legitimacy based on their own experience of society.

In 1997, Larson was of the opinion that professional identity is centred on our expertise as professionals within a community of practice in which we find ourselves which gives us a communal sense of working amid a team of specialists but in 1999, Ibarra was of the opinion that this develops through socialisation and observation of our colleagues. Therefore, a professional identity can be described as how we recognise ourselves within our business environments and most importantly, this will be based on how we communicate this to the public. It is sometimes difficult to call myself a professional nurse because my professional identity has changed from being a qualified nurse that cares for patients in the bedside to one that teaches the discipline of nursing. Although argumentatively my role is not only of a lecturer but also incorporates managing both the students and other lecturers to ensure the quality of teaching and conforming with the Quality Assurance Agency for Higher Education (QAA) standards. However, Beijaard et al. (2004) believed that professional identity is not 'still' but 'fluid', but it is dictated by how we perceive ourselves, how we feel that others see us and how the public actually sees us. Neary (2014) posited three important contributors to the development of professional identity in her exploration of the findings from a research project that took place from 2007 to 2012 on careers practitioners' professional identity. She cited job title as being crucial to how experts see themselves and their title should replicate what they are doing. The second issue is about individual's participation in continuing professional development (CPD), and she postulated that CPD helps to advance practice most, especially if it is done at the postgraduate level. This will increase their knowledge and academic skills and opportunity to engage with a new community of practice while the third factor is by providing intellectual engagement through bridging the gap between theory and practice by involving reflection, exposure to policy and undertaking research related to one's professional practice.

My professional values are based on the nature of how I will be able to socially construct what is around me and the lens used to analyse them by the consciousness of my metacognition which could be global and situational meaning (Park, 2013). While analysing the nature of how students learn, it was recognised that there is a situational as well as global influence on their learning process, which require some epistemic cognition. This involves how knowledge develops and is constructed which relates to our interpretation of the available evidence. An individual's personal experience and values will impact on the meaning they make of situations they find themselves, and this will otherwise affect their perception of them.

To be an effective reflexive practitioner, one should be able to see his inner self by probing one's postulation and beliefs, and also the impact of this on the public and cultural values. Therefore, one needs to imagine the ethical contemplation behind their professional practices, and we should have imaginative proclivity so that we can use our instinct productively. High level of reflection could influence the method used in research by embedding one's stance which will influence the lens by which an individual researcher will comprehend their inadequacy and limits; also, they will be able to reflect on the outcome of their action both positively and negatively (El-Dib, 2007).

The above has an impact on the professional practice of individuals on the choice of their philosophical paradigm for research as this will be driven by the type of research question which will determine the methodology and methods to be used whether they will choose an experimental or action research. The genuineness of the research itself depends on the things we know (ontology) and how we know it (epistemology). I completed the HARP (Heighten Awareness of Research Philosophy) questionnaire developed by Bristow and Saunders (2014). This is a reflective tool to enable the research students to understand and diagnose their philosophical underpinnings of research. The questionnaire considers issues around ontology, epistemology, researcher's value (axiology), data that will be collected and the purpose of research. Based on my own assumption from the HARP questionnaire (Bristow and Saunders, 2014) completed; it was revealed that my research approach includes pragmatism, critical realism, poststructuralism and also interpretivism with positivism methods. This gives a wide range of my thought process regarding research paradigms as it enabled me to have a broader knowledge of my own beliefs and view of philosophical underpinnings of research and, in turn, relate this to how I collect research data which relate to the type of research methodology I will use. My choice of research topic selection, formulation of the research question and subsequent strategies used to conduct my research will be based on various ontological assumptions. The bone of contention is how to apply critical realism into nursing and healthcare research; as nursing research needs to understand the impact of the relationship among individuals in a society and relate this to the applied world of science. This was argued by Angus and Clark (2012) on the need for different disciplines to spawn profound understanding and significant conceptualisation that facilitate meaning to their research. We need to move towards developing a methodological approach that suits our research by selecting methods that are question-driven rather than methods led. Therefore, healthcare research needs to support what the investigation is about rather than a particular interest in a philosophical paradigm. My focus will be on the methodology and methods that address the aims and objectives of my study, and this will sit well in a professional doctorate study.

We must realise errors in our own thoughts (Archer, 2003) which can impact the choice of methodology. Therefore, there is need to cross our conventional precincts in order to comprehensibly state several approaches in our methods as acknowledged by Mezirow (1991) who stated in his reflective work that we should encounter a modification in our assumption of the world as we learn. In my professional practice, more often than not; the use of constructivist approach forms the basis of my decision making as several situational influences impact my reflexivity which often enables deeper construction of knowledge (Hammersley, and Atkinson, 2007). When the researcher attempts to present the findings of their research, they tend to create meanings which depict their uniqueness. This directs how they construct meanings about the world around them which affects their identity and language choice. The researcher tends to express themselves by describing and narrating the result of their research; this enables them to stage the text in correlation to their belief which contributes to their identity as supported by Atkinson (1990).

Reflexivity gives the researcher an ability to consider one's own thoughts to understand the relationship between own values (axiology) and research practice (Alvesson and Sköldbberg, 2000); so my own beliefs need to concur with recognised philosophy to make meanings as agreed by Cunliffe (2003), for example, nurses are generally more cautious of disclosing things to the patients, as compared other participants. To fill the theory-practice gap; the researcher needs to consider what is referred to as mode 1 (theory) and mode 2 (practice) knowledge; according to Fulton et al. (2013) who believed that it is crucial to bridge the gap between the two paradigms. This could be related to what Kahneman (2011) described as system 1, which he called automatic operation and system 2 known as controlled operation. He discussed the first as to how we intuitively think about a situation automatically to make a judgement while the other requires deeper thinking by processing information through mental activities coupled with the use of subjective experience. This enables us to be able to make choices through our beliefs enabling decision making. In my own personal reflection, I can make some decisions by instinct, via the application of tacit knowledge to question, especially in emergency situations but in performing some structured procedures in the healthcare settings, I will think more deeply with the use of past experience to arrive at a conclusion.

In order to critically reflect on the concept of meaning-making, authenticity and professional practice, it is essential to consider Hart and Cooper (2015) view of achieving good by the professionals' ability of their use of what is termed 'practical wisdom' of their specialist trade and being able to critically reflect on their practice to achieve the 'good'. In the process of achieving this, I conducted a meeting where I intend to introduce a new 'feedback template';



my perception of the team member embracing the new tool was daunting when one of the attendees stated that the tool would not be professionally acceptable. She thought it appears cumbersome even before I could discuss my rationale of utilizing the template to bridge the theory and practice gap to aid constructive feedback to the student after depicting the epistemology knowledge supporting the feedback template to the team by the use of the interpretivist approach (Patel, 2015) to give meaning to the content of the template. I reflected in action (Schön, 1987) by discussing how I integrated the contemporary marking criteria, general feedback, developmental points and required study skills to improve students' work in the future. I used Kegan (1994) 'order of consciousness' to co-construct my sense of meaning with the team and used the sources that are evident in their environment. The team found the template to be good and this becomes a working document in the department.

While reflecting on action, I realised the importance of interpretivist approach and social constructivism (which is a belief that knowledge is constructed through an individual's interaction with others and the social world) in action research in order to effect change and the difficulty involved in making others to make meaning to interventions in professional practice to bridge the theory-practice gap. This is in conformity with constructivists who believed on the impact of creativity on their interpretation and knowledge of the world as this makes it realistic. Making meaning in a professional practice can take many dimensions; therefore, as a professional nurse, qualitative research can be used to inform research by linking epistemology approach to the research design (Hlady-Rispal and Jouison-Laffitte, 2014). Consideration of the epistemological stance will assist a qualitative researcher in implementing their knowledge in gathering data which can be in the form of an interview, focus group and field notes in the participant's natural environment and they can focus their research on ethnography, autoethnography, phenomenology and naturalism at different times. All these can be based on the ontological level, which belief in realism; this is subjective because the reality is perceived by the participants to be the truth.

Reflection can be discussed as psychological processes that involve an anticipated outcome which relies on an already acquired knowledge which could be processed further; whereby consciousness is engaged with a known rationale (Moon, 2004). However, Fulton et al. (2013) discussed reflection as appreciating how your personal norms, values and behaviours and being aware of yourself impact a situation; they further highlighted the importance of being able to step outside from oneself and one's sentiments to be able to critique and judge both yourself and the situation because this will reduce bias and bigotry. In my role as a programme manager and lecturer of undergraduate nursing students, managing other lecturers and

teaching reflective practice; it might be difficult to define my professional identity and where reflection sits overall. I was struggling with my own professional identity back then in the early years of my career as a nurse in 1987. I then progressed my career as a nurse, nurse educator and academic tutor in 2008, which posed more conflict to my true professional identity. I will narratively reflect on my research self, my educator and coaching self and personal self.

Since my secondary school days, I have had a passion for teaching my friends whatever lecture they find difficult to understand in class. At that point in life, I felt I was 'assisting' as well as 'educating' them further on what they do not understand during the class lecture. It became a reality when those that come under my tutelage improved in their academics to the extent that after my secondary education I applied for an education course in the university as this is what I felt will be my career of fulfilment; to my amazement my father insisted that I must apply for a local apprenticeship to learn 'Bricklaying' and become 'Brickie'; the profession that I wasn't passionate about. Dad's argument back then was that teachers do not do well financially, although that was not my overall goal of being interested in teaching. Unintentionally, I found myself in the profession of nursing. It was in 2006 while I was doing a group discussion with my mates during my BSc (Hons) degree programme that my teaching-self reappeared. I came with a passion in 2013 when I commenced my job as an academic tutor.

I did very well in the nursing profession and progressed through the years as a staff nurse, senior and principal nursing officer, and eventually became a nurse manager. I was able to manage the staff very well and achieved the registered manager's award in 2004. While a nurse, I continued to develop myself through continuing professional development (CPD) in my acquired career until I had a BSc Nursing degree with a second class upper. Moreover, something in me still needs to be fulfilled as I still have not reached that 'self-actualisation' stage where I will feel the sense of contentment as proclaimed by Maslow's hierarchy of needs (McLeod, 2016) in his proposed theory of human motivation. Nevertheless, I was very creative in the profession and solved both patients and staff problems to the stage of developing a 'care pathway' for people that live with dementia in 2012. Throughout my nursing school days, I continue to teach my mates, even while in the school of psychiatric nursing. I found my research self who has a professional identity, but which cannot be classed as a true identity because I was still struggling with my own personal identity.

My true professional identity commenced in 2008 when I had the Professional graduate certificate in education qualification and got an academic tutor position with one of the

universities in the North East of England in 2013. The first few weeks of the post kick start my journey as a coach and an educator coupled with some research experience. I had an experience with one of the learners who found it difficult to cope with the educational system in the UK because she has a different educational experience from Africa where the majority of their assessments involves exams and objective questions. She weeps almost after every lecture and could not cope with the new way of teaching and assessment and was at the verge of withdrawing from the programme. I organised a tutorial session with her one day, and she burst into tears and complained of feeling unworthy; after some discussion and encouragement with psychological support, she was gradually improving in her studies.

Further tutorials were organised, and we explored 'Mind Mapping' in one of the sessions as proposed by Tony Buzan during the 1974 BBC TV series called 'Use your head'. He upheld the model of a radial tree and colourful pictorial keywords for note taking to improve learner's effectiveness. Buzan (1974) proposition was further confirmed with various researches conducted by Cunningham (2005); Brucks & Schommer (2008); Rothenberger et al. (2008) Beel and langer (2011) which revealed that about 80% of the participants believed mind mapping increases their concept comprehension. The first mind map was designed to investigate what the student's needs are and where she could get the help, this included being signposted to the skills for learning training, academic language, time management revision and finding information and referencing, also IT support, personal tutor meeting, tutorial in the form of coaching was included. The student enjoyed the use of images and symbols in her mind mapping, and she also applied this in the classroom to take notes which hugely improved her learning and had a first-class in the final classification.

The student became very creative since then, and subsequently, I employed the same learning strategy with more students, and it worked. This brought me to the realisation of the impact of support and tutoring students. I then developed a learning strategy based on the above to enhance students learning experience, which has proven to yield good results, and the international student's grades had been improving since then.

The above view was supported by Beijaard et al. (2004); who believed that professional identity is an important aspect in HEI, and it is the way individuals construe and re-construe their experiences that involve both the individual and context. Some of these give the HE its content specificity on how the individual is identified within the community or the institution in terms of the goods that he or she has achieved in accordance with Henkel (2000) who further stated that each academics has a history (Kogan, 2000), tradition, values and practices that make them a distinct individual and social being.

On reflection, for the first time, I can see myself as a tutor supporting the educational need of

his students, coaching them new skills and developing them to achieve their aims and overcome many personal encounters. I am not only that qualified nurse who cares for the patient on their bedside, nurture them to recovery or peaceful death but as a nurse educationist who cares about the learner's improvement. I see myself through a different lens and appreciate learner's 'psychosomatic needs', the impact of psychological issues on their learning, transiting from a different education system of other countries to the UK pedagogic style or even from Further Education (FE) to tertiary also known as Higher Education (HE). I now find myself converting those acquired skills to significantly improving students professional practice, delivering an exciting lecture, increasing students confidence through their course of study which influences their advancement and being able to leave a lasting impression on students through my dedication to teaching, inspiring the students, mentoring and guiding them. At the moment, all my earlier strategies paved way to recognise myself as a nurse researcher who gathers his data auto ethnographically by using learners as an ethnographic model (Whitehead, 2005). Thus, going backwards and forwards, attempting to learn the meaning of the new practices and the organisational cultural values in which I find myself while observing, interviewing and interpreting the data collected and thematically presenting them.

Initially, I found it difficult to separate my personal self, my educator and coaching self from my professional self but I have been able to use this narrative storytelling and the learning strategy as an auto-ethnographical tool (Manning, 2009) for self-reflection of my personal experience. This had eventually enabled me to examine my personal norms, values and behaviours to support my professional identity.

My research experience and professional identity will impact research philosophy that guides the methodology of the research to make a better researcher. Critical reflection has proved to be very important in research and cannot be underestimated while conducting research and the professional's value and belief will influence the research process.

In this chapter, the researcher had been able to introduce the issue of internationalisation of the curriculum. Also, the fact that there is currently no standardised system in the UK regards international student's transition into the Higher Education system, although there are formalised systems. This creates gaps in the student's transition to the UK HE system and sometimes it takes longer than expected to transit into the new system. The researcher's motivation and rationale for the study was discussed and I unravel my epistemic stance and position about the person of who I am and how this underpins the professional. This is by developing a methodological approach that suits my research by selecting methods that are question-driven rather than methods led. I discussed the impact that personal identity has on

my professional identity and highlighted what is reality (ontology) and the way I know what I know.



## CHAPTER 2: LITERATURE REVIEW

### 2.1a INTRODUCTION

In this chapter, the researcher will critically analyse and discuss in-depth, the statistics regarding international students and their current fall including the students from Nigerian origin. The policy documents in the UK, Nigerian educational pedagogy, internationalisation of the curriculum, student's length of adjustment and learning approaches will be examined. The social-cultural factors that impact international students' transition will also be taking into consideration.

There is a high influx of students from various parts of the world to the UK with the aim of attaining a Higher Education either to influence the practice back in their home country or the UK and other parts of the world. The internationalisation of the curriculum had effected a change in the landscape of international higher education which enables student's mobility between countries. Higher Education is a resource and an export worth £17.5 billion in 2011/12 alone and its one of the largest area that boosts the economy of the UK (QAA, 2012) because, in 2013, international students that studied in the UK contributed about 75% to the export income (BIS, 2013). This figure increases to £18.76 billion in education-related exports in 2014 (DfE, 2017), resulting in a significant increase when compared to 2010, according to Table 1a. Graduate students have the social, cultural, and economic responsibilities wherever they work in the world and it is the responsibility of the HE sectors to equip them for this future challenge by incorporating intercultural and global element into the curriculum (Leask, 2009).

**Table 1a** Education related exports

Share by revenue stream of UK revenue from education related exports and repatriated income from Transnational educational activities (DfE, 2017)

	% share of total education exports and TNE activity				
	2010	2011	2012	2013	2014
Higher Education - HEIs	60%	62%	64%	65%	66%
Further Education (Non-EU only)	6%	6%	4%	2%	2%
Independent schools	4%	4%	4%	4%	4%
English Language Training	14%	12%	11%	10%	10%
Education Products and Services	9%	9%	9%	10%	9%
Transnational Education	7%	7%	8%	8%	8%
<b>Total value education exports and transnational education activity</b>	(100%) £15.88 bn	(100%) £16.83 bn	(100%) £17.28 bn	(100%) £17.93 bn	(100%) £18.76 bn

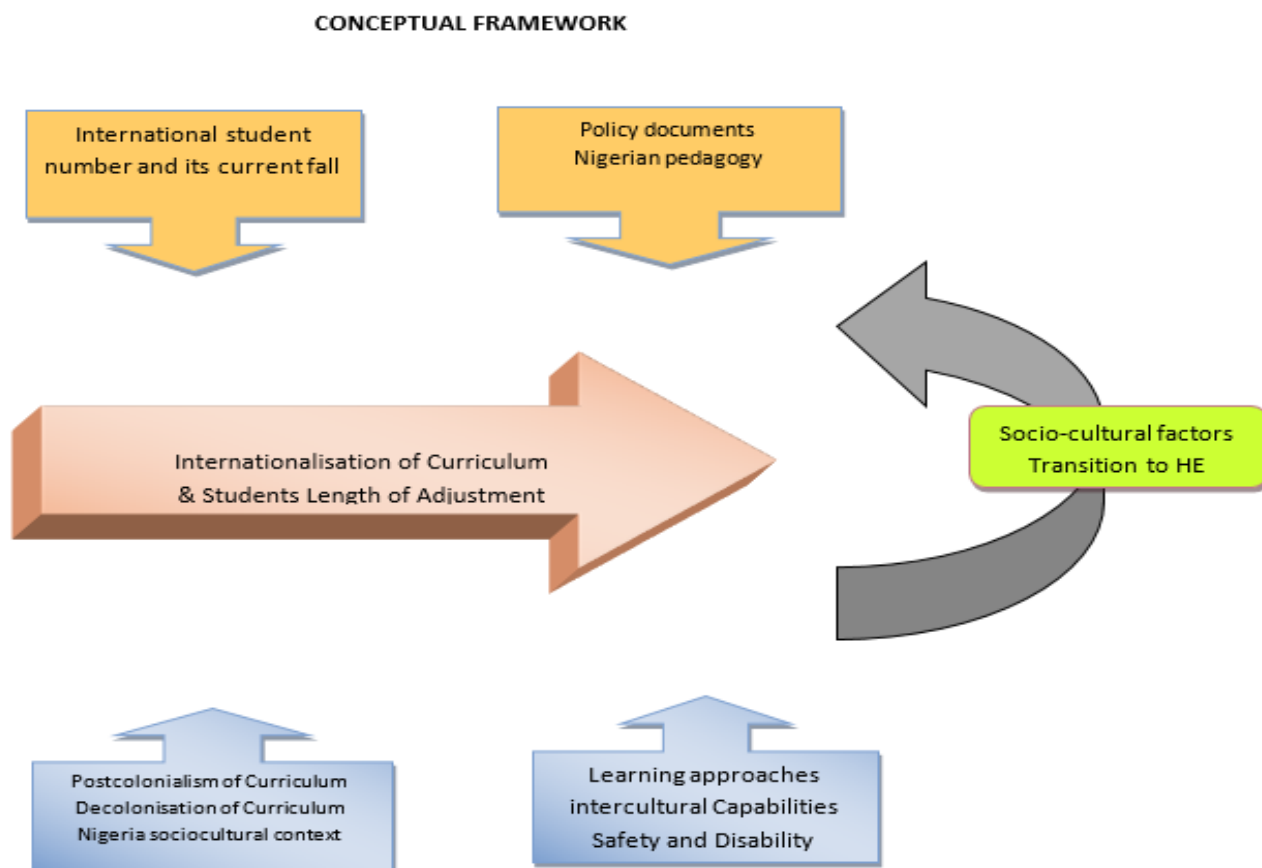
The aim of globalising the Higher Education, which is a term interchangeably used with internationalisation is to identify and support learners to develop skills and the ability to identify various expositions and perspectives to tackle dilemmas and complex situations (Trahar, 2013) by being able to transfer the knowledge acquired to any part of the world to inform their practice. This can lead to the danger of homogenising all international students into one group; therefore, the differing geographical boundaries indicate a need to treat groups differently. For example, students from different parts of Nigeria (within Nigeria) might have different experience and exposure to education and may need to be treated differently. An international student in the context of this project are students that came to the UK to study undergraduate and postgraduate, full-time education who are normally not resident in the UK and the focus will be on Nigerian students. Internationalisation could be improved by introducing intercultural competence and intercultural relations to our curriculum (Trahar, 2011) and move away from essentialism which allows people to be classified and put into cultural groups, thus reducing creativity.

## 2.1b FRAMEWORK OF FACTORS THAT AFFECT INTERNATIONAL/NIGERIAN STUDENTS HE EXPERIENCE

The framework of the factors that affect international students HE experiences which was used for the literature review was analysed in the chart below (Fig 1a). The framework involves the international student number and its current fall, policy documents, Nigerian pedagogy, internationalisation of curriculum and student's length of adjustment, Nigeria socio-cultural context, learning approaches, intercultural capacities, safety and disability. All the above contributed to the sociocultural factors that impact the transition to Higher Education.



Fig 1a



## 2.2 INTERNATIONAL STUDENT NUMBER AND ITS CURRENT FALL

In Nicola Dandridge's response to the data of students from the HESA in January 2017; she noted that the UK is the second most popular destination for international (non-EU) students despite the drop of 1% in new enrollment. Statistical data from the UUK (2017) shows that the majority of the students in UK Higher Education in 2015-16 are generally from the UK and this total 79.9%. There is increased number of students from non-EU countries which accounted for 9.6% in 2006-07 and this increased to 13.5% in 2015-16 as seen in Fig 1b. The students from Africa (Inclusive of Nigeria) accounted for 7.7% (Table 1b); out of which those undertaking first degree level courses increased by 60,000 between 2006-07 and 2015-16 (See table 2). Jubb (2017) asserted that Britain is historically the first country of choice for Nigerian students regarding overseas education and Nigeria students was the UK's third-largest international student although the number of enrolments in 2016 fell by 20% as compared to China's 10% drop; see Fig 2. UUK (2017) further reported that about half of the non-EU students came from five countries with Nigeria taking fourth place with 16,100 students in 2015-16.

The above figures of student numbers had changed with the current statistics from the HESA (2020) data with the total number of students enrolled in HE in 2018/19, showing a 2% increase as compared to 2017/18, including international students. The total number of international students studying in the UK in the 2018/19 academic year is 485,645, of which 342,620 are students from countries outside the EU. 35% of all non-EU students studying in the UK in 2018/19, totalling 120,385, are from China. India took the second place with 26,685 students, followed by The United States, Hong-Kong, Malaysia and Nigeria being the 6th place with 1,645 students as against the 5th place in 2017/18 data and this marked a 41% decline in the number of students from Nigeria over five year period (HESA, 2020). The above fall in the student's number is due to many factors including the Brexit vote which might have impact on the EU students finance including applying for UK visa before they can study in the UK, Home Office's pegging the international visa to half and inability of these students acquiring a post-study work permit while not omitting the affordability of the living standard while in the UK (Public Policy Exchange Symposium, 2017). Also, due to potential insecurities surrounding any final impact of Brexit, e.g. loss of EU students and staff, loss of UK access to EU research funding and financial instability of our HE institutions. Nigerian students might be occupying the spaces which are previously occupied by students from the EU.

Amber Rudd's announcement on cracking down on international students does not help the situation either, as this is working contrary to other countries like America, Australia and Canada who are implementing steps to improve their international student's number (Travis and Weale, 2016). Although, this crackdown was supported by Theresa May in her attempt for the UK to develop what she called 'business model without the international student's recruitment', which might consequently have an impact on the British export industry. While the above might not have much impact on some courses, it will have an impact on the geographical coverage of the courses (Morries, 2016). From a report by the Universities UK in 2017, it was discovered that international students that stayed in the UK after their HE education to work contribute hugely to the UK economy and are not taking UK citizen jobs (UUK, 2017). Therefore, restricting them from post-study work is costing the UK government about £150 million yearly through income tax payments, National insurance and VAT payments (HEPI and KIP, 2019; Jarvis, 2019).

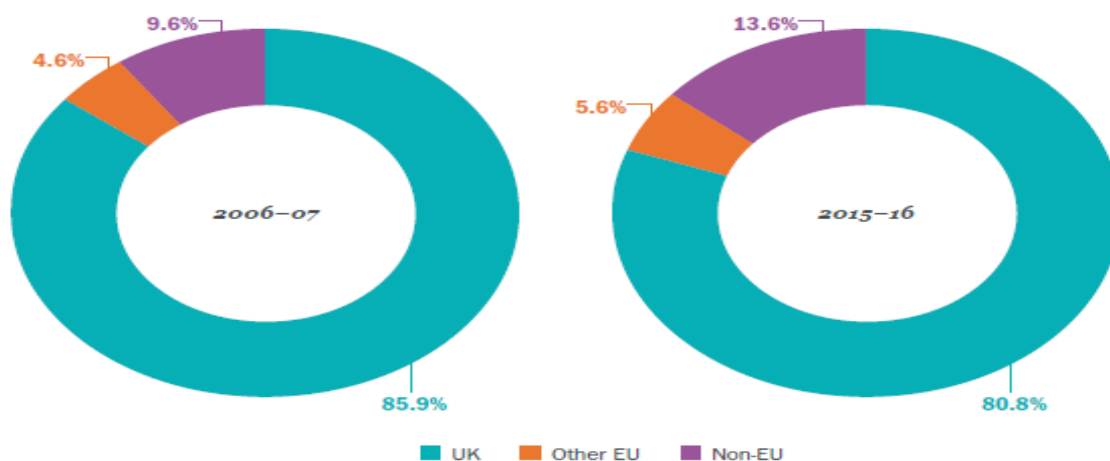
Furthermore, international students have benefits and impacts on the UK economy through employment and other economic activities because they generate about £1 billion in taxes from off-campus spending. They are also responsible for £10.8 billion of UK export earnings (Universities UK, 2017). This showcased a clear indication that international students are only

filling the skill shortages gap especially in science, engineering and nursing careers. The UK government seems to be in a state of a dilemma on the right action to take regarding international students, most especially due to the Brexit vote. In December 2017, Brandon Lewis (UK visas and immigration MP) announced the addition of 23 more universities to the 'Student visa pilot' scheme of six months post-study visa. Totalling 27 universities in an attempt to stay back in the UK either to seek for further studies or appropriate graduate employment The MP further stated that this is a clear suggestion that there is no 'cap' on the number of students who come to study in the UK in contrast to Amber Rudd's announcement. Comparing the above 27 universities involved in the 'student visa pilot' of six months to the total number of 160 HE institutions in the UK does not equate a conclusion of 'no cap' on the number of students that have the opportunity to post-study visa as claimed by Amber Rudd. Some considerations ought also to be given to the cultural loss because these students come with a wealth of culture that can have a potentially very positive impact on the their patients and colleagues in the NHS in the UK.

The announcement of the Prime Minister, Boris Johnson (Johnson, 2019); clears the arguments regards the contribution of international students to the UK economy. He affirmed a 2-year visa for all undergraduate and postgraduate international students from 2020.

Fig 1b

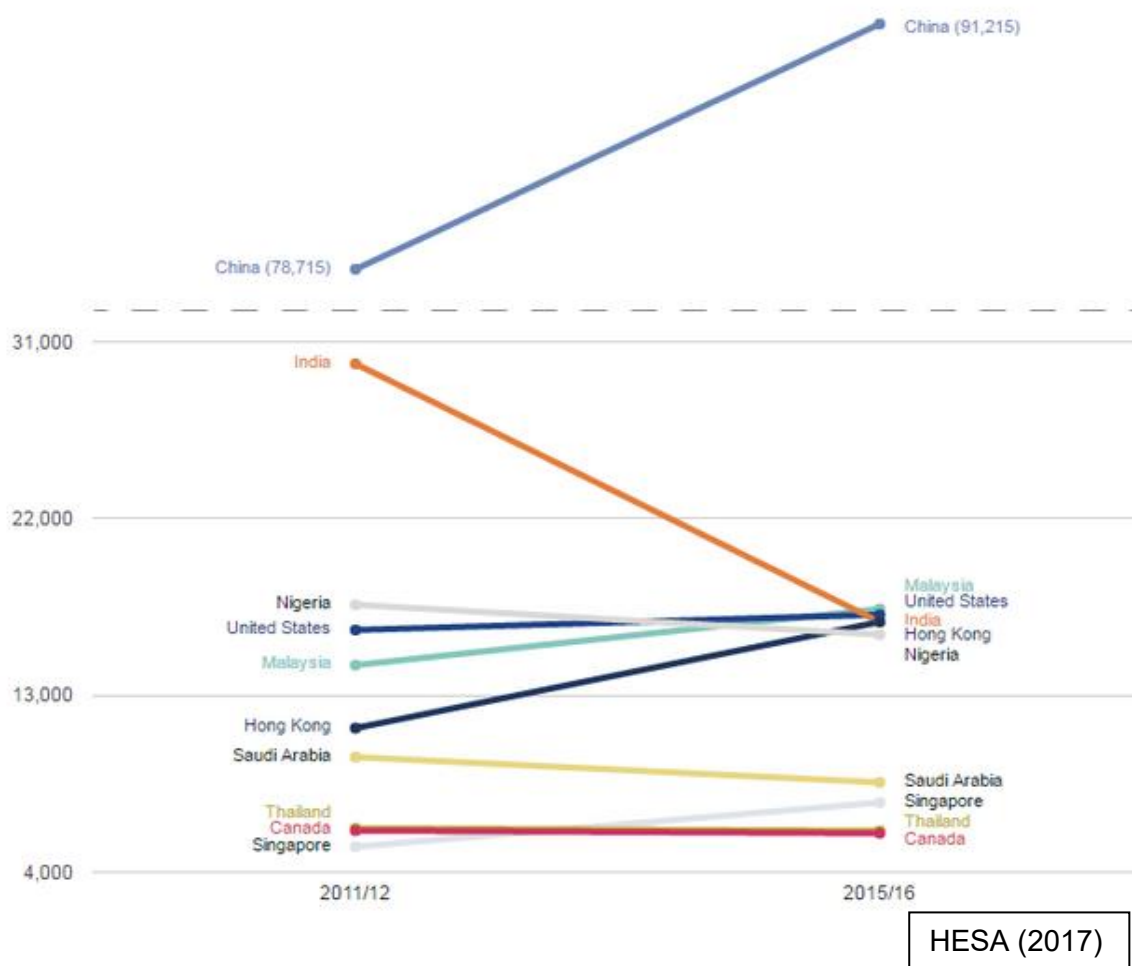
Students by domicile, 2006-07 and 2015-16



Source: HESA

Fig 2

Top ten NON-EU countries for HE students enrolments 2011-12 and 2015-16



### 2.3 IMPACT OF POLICY ON UK HIGHER EDUCATION

The White Paper: Success as a Knowledge Economy: Teaching Excellence, Social Mobility and Student Choice (BIS, 2016) reiterated the Government’s manifesto commitment to introduce a Teaching Excellence Framework (TEF) aimed at fulfilling the potential of Universities as an instrument for social mobility, drive economic growth and foundation for cultural landscape. Also, aim to create a competitive market and more choice for students, but the results of National Student's Survey (NSS) directly informs TEF and other HE leagues table which might have an impact on those results in making a right judgement of its process. Therefore, care should be taken not to make this just another paper exercise to 'tick' some boxes but to improve teaching and learning. Although the UK Experience survey (UKES) data does not directly inform TEF, the universities can use its positive findings on teaching quality in their

future TEF provider submissions (HEA, 2018) categorising universities into Bronze, Silver or Gold status. The criticism with the above is the authenticity of these results in informing student's choice of an appropriate university of study. Therefore, these leagues tables might not be the best assessment tool to make a University choice. This is acknowledged by Foucault's theory using Machiavelli's notion (of 'relations to force') (Daldal, 2014) that policies are being enforced on us through social control by government's action and convincing the public about the positive outcome of such action; the same power was exercised on students by the educational institutions.

Following on from the above, TEF may potentially be moving on to the subject level category which enables the universities to submit evidence about how they met the students need on the course offered including the assessment, drop-out rate, students contact time, students satisfaction and how much the course provides students for graduate employment (The UniGuide, 2019). At the time of writing this thesis the Office for Students is still awaiting the Dame Shirley Pearce report, which will frame and contextualise how the TEF moves forward, and also amidst the COVID-19 pandemic, which has had a devastating impact on UK HEIs. This will help the universities to raise their standards in an aspiration to achieve good TEF ratings. Care should be taken in relation to linking the TEF ratings with tuition fees enabling some universities to charge more fees than those without a TEF rating of Gold, Silver, and Bronze. This is in support of Giroux (2008)'s theory that education should be about social justice, which should be viewed with a social lens.

Furthermore, HEA (2013) developed a framework around social equality strategies in teaching and learning targeted at meeting the needs of the UK and international bilingual students that speaks more than one language. Among the strategies discussed are the use of visual aids, group work, formative feedback and appropriate planning and learning opportunities that will include prior reading and discussion whenever possible in the student's first language to activate prior knowledge, in hindsight, it will be challenging to find a suitable person to facilitate such reading. This could have a negative impact on the student who needs to complete all assignments in English although students' first language can bring a wealth of added value to their transition (Sovic, 2008). Although the research was performed by Sovic (2008) on a small group of students, this is potentially transferable to the Nigerian context that is also characterised by having many active languages.

**Table 1b**

Change in Non-UK students by region, 2006-07 and 2015-16

	2006-07		2015-16	
	STUDENTS	% SHARE OF TOTAL NON-UK	STUDENTS	% SHARE OF TOTAL NON-UK
<b>EU</b>	<b>105,410</b>	<b>32.3%</b>	<b>127,440</b>	<b>29.1%</b>
<b>OTHER EUROPE</b>	<b>12,495</b>	<b>3.8%</b>	<b>19,490</b>	<b>4.4%</b>
<b>AFRICA</b>	<b>30,945</b>	<b>9.5%</b>	<b>33,610</b>	<b>7.7%</b>
<b>ASIA (EXCL. INDIA AND CHINA)</b>	<b>64,220</b>	<b>19.7%</b>	<b>83,700</b>	<b>19.1%</b>
<b>CHINA</b>	<b>45,850</b>	<b>14.1%</b>	<b>91,215</b>	<b>20.8%</b>
<b>INDIA</b>	<b>21,830</b>	<b>6.7%</b>	<b>16,745</b>	<b>3.8%</b>
<b>AUSTRALASIA</b>	<b>2,255</b>	<b>0.7%</b>	<b>2,675</b>	<b>0.6%</b>
<b>MIDDLE EAST</b>	<b>14,580</b>	<b>4.5%</b>	<b>29,420</b>	<b>6.7%</b>
<b>NORTH AMERICA</b>	<b>23,190</b>	<b>7.1%</b>	<b>28,040</b>	<b>6.4%</b>
<b>SOUTH AMERICA</b>	<b>4,005</b>	<b>1.2%</b>	<b>5,675</b>	<b>1.3%</b>

Source: HESA

The Higher Education Academy (2014a) further developed another framework following the one on 'bilingual students'; called the internationalising Higher Education framework whereby research is being carried out on internationalisation of the curriculum (IoC) which are bespoke to individual institutions; meaning the approach to IoC in each institution will be different. Although this is a 'formal' document by HEA, the Universities are not obliged to apply it to practice which indicates that students can have a different experience and negates equity based on their university of choice and how proactive the institution is, regards IoC. This document is about six years old, its still relevant to IoC.

Table 2

Distribution of Non-EU Students across Levels of study

	NON-EU	
	2006-07	2015-16
<b>OTHER UNDERGRADUATE</b>	19,600	12,885
<b>% SHARE</b>	3.8%	7.0%
<b>FIRST DEGREE</b>	83,300	143,300
<b>% SHARE</b>	6.5%	9.2%
<b>POSTGRADUATE TAUGHT</b>	91,610	120,710
<b>% SHARE</b>	22.2%	28.8%
<b>POSTGRADUATE RESEARCH</b>	26,065	33,680
<b>% SHARE</b>	28.8%	29.8%

Source: HESA

Nevertheless, the framework is to motivate in other to provoke discussion and assist the sector in a key aspect of internationalisation of HE (HEA, 2014a). Hence, it is not on its own sufficient to address the issue of students' transition resulting in a gap in students transition although the framework can be used as a tool for self-reflective audit, communication, professional development, curriculum review and planning. It then becomes the responsibility of each HE institution to introduce these framework into their curriculum to build on, complement or enhance an existing policy. So, the question is about the different types of IoC that is available at each HE institution if any and the transferability of such to a different department within an HEI and across other HEI's to reduce heterogeneity.

In **order** to tackle some of the projected challenges of leaving the European Union, the government released a new education policy in March 2019 tagged 'international educational strategy: global potential, global growth (DfE and DIT, 2019). This was targetted at showcasing **UK** educational offers which are classed as one of the best in the world due to its quality and excellence and international students in order to improve the economy of the UK in alignment to potential Brexit lost resources. Also, there is a proposal in the strategy to grant

post-study visa to undergraduate and Master's degree holders for six months and one year for PhD holders but there is an uncertainty around this due to its vagueness as to whether it will be generalised to all the UK universities or still be restricted to few HE institutions. Furthermore, due to high competition on the international market from other countries like Canada, New Zealand, Australia, the United Kingdom urges to increase its education export to £35 billion every year due to the projection of about 90% of UK global economic growth originating from outside the European countries. **Due to the International Monetary Fund's (IMF) forecast of increase in the economies of South and East Asia including that of Africa, in the next few years will lead to increase in the demand of fashion, high quality cars and manufacturing. Also, it is likely there will be increase demand for professional services like law, accountancy, education, financial services and life sciences of which the UK is traditionally recognised as being a as a world class disciplinary provider (Fox, 2018).** The notion is for UK home office to grant at least 2 years post-study visa to all UK graduates of international origin to boost UK economy the more (Jarvis, 2019). For the first time in history, the UK government will appoint international educational champions that will lead a networking programme between the UK government and HE institutions in the UK with target international governing body and its parastatals like the education ministry and HE institutions overseas. This is in recognition of the impact of international students in the UK, thereby negating Theresa May's business model devoid of international students. The above will further strengthen international educational relationships and value of the international students who are currently not been treated fairly; this will enable international students status of becoming a partner in the promotion of international education as well as a 'customer' in the education sector. The policy also placed more emphasis on the effectiveness of incorporation of employability into the HE syllabus enabling post-study employment both in the UK and on return to home country (DfE and DIT, 2019).

## 2.4 NURSING PEDAGOGY IN NIGERIAN

Nursing was one of the first recognised profession when Nigeria formally became a British colony in 1914, and this brings about the rapid changes in Nursing to meet the needs of society. The colonial government introduced formal education into nursing gradually from 1930, so that nurses could deliver modern and scientific nursing and midwifery care to civil servants and their families (Agbedia, 2012). The nursing council of Nigeria was formally established in 1947 to regulate and control nursing education in Nigeria which later became the nursing and midwifery council in 1949 (Agbedia, 2012). Nursing education in Nigeria was initially delivered informally in the hospital settings with no class lectures. This was upgraded



later and becomes an apprenticeship programme which entails learning on the job with strict compliance with institutional rules but little accountability and a consequent potential for incidences of negligible decision making (Ojo, 2010) replicating the practical nursing course offered by Young Women Christian Association (YMCA) in 1892 in New York (Kurzen, 2005).

A new curriculum was introduced in 1978 to replace the 1965 curriculum (Dolamo and Olubiyi, 2013); reviewed in 2001 to reflect emerging trends and new diseases. The state, federal government and mission hospitals now provide nurse education in Nigeria with the establishment of 'School of nursing' to deliver basic or post-basic education, although nursing education in Nigeria was not reflected in Nigerian educational hierarchical system by the Federal Ministry of Education (Ayandiran et al., 2013) until recently when the Diploma in Nursing certificate was quantified to be equivalent to Higher National Diploma (HND) certificate for job promotion purposes. Students can pursue a four years bachelor's degree in nursing science in a Nigerian University as decreed in the curriculum by the National Universities Commission (NUC). There is a high need for nursing education to move to the Universities as evident in the developed countries of the world like the United Kingdom and United States of America. The University education is due to increased 'need of the patients' and the diagnostic technology and our capacity for intervention have increased over time. Less than 10% of the schools of nursing could meet the criteria for this move says Dolamo and Olubiyi (2013).

The process of the assessments up until the late '80s are purely by timed examinations which are in the form of written and practical hospital exams rather than student-centred approaches to learning like written of essays which enable the students to research more into the topic. It is only recently that Multiple choice questions (MCQ) called 'objective' questions were introduced. Therefore, students are being assessed through grading which is deficient of a valuable feedback system; hence, no room for improvement in their further studies and examinations (Agbedia, 2012). There is no course work, essay writing to enhance student's participation and involvement in their learning and no formal mentoring systems in Nigeria nursing education. They adopted what replicate a coaching system whereby the students are allocated supervisors in the form of clinical instructors which can be a ratio of about 1:10 instructor: student respectively. There may also typically be about maximum of 2 instructors in a whole hospital (Agbedia, 2012) so, efficiency of the coaching system is questionable when compared to countries like the UK where there is formal mentoring system with a ratio of 1 assessor to 3 students (NMC, 2008). The UK mentoring system was recently reviewed, and 'mentorship' is now replaced with 'Academic assessors', 'Practice assessors' and 'Practice supervisors' (NMC, 2019) and any qualified nurse can attain the position of practice supervisor.

It is evidenced by Nursing World Nigeria (2019) that there are new curricula for nursing education in Nigeria due for release in 2017 and there are calls for training to be delivered regarding this. Upon investigation, there is no evidence of the curriculum even on the Nursing and Midwifery Council of Nigeria (NMCN) website because the documents are not open access to the public. Therefore it will be difficult for the public who are the beneficiaries of the curriculum and the nurses that this document affects directly; to be able to use it in their practice or to train student nurses. In conclusion, nursing education in Nigeria requires a general overhaul and to resolve the challenge and to reach a panacea, nursing education and practice in Nigeria need re-envisioning.

## 2.5 INTERNATIONALISATION OF THE CURRICULUM AND STUDENTS LENGTH OF ADJUSTMENT TO UK EDUCATION SYSTEM

Leask (2009) discussed the internationalisation of the curriculum (IoC) as the integration of intercultural and global element into the content of the curriculum and organising teaching and learning with support services for a programme of study. Therefore, students, teachers, researchers, and technicians should be exposed to the ideas, techniques, culture, and language of other countries (Pereira, 2017) to promote excellence in teaching, research, and expansion in universities. This could be illuminated in numerous different proportions like institutional agreements between universities, academic mobility, and collaborative research, international events, curriculum, and publications in a foreign language (Pereira, 2017). This will have greater implications for students in the global society, and there is a need to devise a means of tailoring the curriculum to meet the global demand for the workforce while facilitating positive student experience. In his work on progressive curricula and organisational proposals; Henry Giroux (1981) theory advocated the transformation of the institution and its practices instead of the 'hidden curricula' which are non-academic but has impacts on the student's academic output, these include belief, values, communication and attitudes. He further highlighted the need for HE institutions to develop curriculums that empowers the students and give them a voice of involvement in the curriculum to suit their needs. Also, the curriculum should be designed to meet the organisational and industrial needs including personal need like health and wellbeing through health care education; while respecting individuals' culture by respecting those cultures, which can bring positive change in society. The above was asserted in the HEA internationalisation of the curriculum in valuing the experience, culture, diversity and respect for the individual belief to enable participation, suppleness and collaboration. Therefore, internationalisation can be said to be the ability of the HEI in building capacity to work with a diversity of students (Liverpool John Moores

University, 2017).

Transnational (TNE) education play an important part in international education because of its enabler of UK education to be delivered within an international community. This supports the notion of the transfer of knowledge not only within the HE institutions in the UK delivered within the UK universities but also in another country. TNE embeds the delivery of programmes developed in one country to be delivered in another or building of a whole campus in another country serving as a satellite campus or 'outstation' of the host HEI (Dunn and Wallace, 2008). This comes with its advantages and disadvantages; as much as it generates revenue for the HEI's in the UK although not a vast amount of money, it also serves as a point of contact to present international flavoured learning in the international student's own country of origin. While considering internationalisation of the curriculum, care should be taken on what constitute the curriculum itself which should incorporate preparation of the students for the job market because using the lens of a 'subject focus' does not help the students to fit into the prospective workplace as been 'work focus' because the aim of every student is to be able to get a job at the end of their course which could be detected through the destination of leavers from Higher Education (DLHE) data (Magne, 2014). DLHE data from 2016/17 revealed that about 93% of graduates of medicine and allied courses are in full-time employment within six months of course completion while 9.5% of computer graduates are the highest unemployed. About 30% of graduates in Law and physical sciences go back for further studies (HESA, 2018).

Many research studies that were carried out on IoC focused on the comparison of students from diverse cultures on various subjects. Among the researchers are Crawshaw (2005) who explored the research of others on intercultural competence, Phipps and Gonzales (2004) focuses on intercultural awareness, Crawshaw (2007) discussed intercultural pragmatics while Hervey and Higgins (2002) work is on translation studies; Talkington and Lengel (2004) studied intercultural communication, and Hofstede (1994)'s work is in cultural studies.

However, Hsieh (2011) in his Doctoral research study on supporting Chinese students and lecturers in UK Higher Education concluded that it takes up to four to six months for the Chinese students to adapt reasonably to their unfamiliar environment due to cultural shock experienced by them. The transition could be related to the three-fold 'stress adaptation growth' of Gill (2007) as the students have not established a multicultural identity (Adler, 1975). However, he proposed the need for 'Academic internationalisation transition framework', but there is no evidence that he developed this. The above notion was supported

by Thom (2011) who carried out a case study on international students transition to HE and concluded that the students had little time to adjust to the different requirements.

## 2.6 SOCIAL CULTURAL FACTORS IMPACTING ON INTERNATIONAL STUDENTS

The main aim of the international student coming to the UK to study is to achieve their educational qualification, but there are mixed challenges as they arrive which vary from the university and the local community, they find themselves. This can impact on their achievement in the university as they might face cultural and social shock from the new environments, language shock as they are mostly not up to speed with informal and academic language even if they are assessed in English in their home country (Ryan, 2005; Sovic, 2008). This will differ from one country to the other as Nigerian student may pick the English language more quickly compared to a Chinese student.

### 2.6.1 NIGERIAN SOCIAL CULTURAL CONTEXT

In terms of nursing students of Nigerian origin, there are several cultural factors that impact their education in the UK, most of which are the backdrop of the social-cultural influence of their education in Nigeria. Most of these students come from a different cultural background in Nigeria because Nigeria is made up of multi-ethnic groups that compose of over 370 cultures of more than 527 different languages and seven of these languages are extinct. Nigeria has more than 1000 dialects (Kwintessential, 2019, Lewis et al., 2016). The four largest ethnic groups are the Hausa, Fulani, Igbo and Yoruba's; Nigerian are naturally very emotional by nature and can appear emotional to people from other cultures. Portraying of high emotion in public places are acceptable, although these in most cases often appear like too loud and argumentative or 'shouting match' to non-Nigerians; these are merely friendly conversation and just mere discussion. Therefore, lecturers themselves might be misconstrued to be aggressive and creating fear for students when they are not doing so as Nigerians themselves have different perceptions of their cultures. The backdrop of all these can be a generation of conflicts between students and lecturers in Nigeria but most especially when these students attend the HE institution in the UK, because they will be exposed to different types of cultures including been taught by lecturers from various background including those of Nigerian origin in the UK. The general culture that is most common among all the four major ethnic groups is respect for an elder, English language as the official language in Nigeria, family life and religion and faith. All the above can have a knock-on effect on the perception of international students of Nigerian origin in the UK educational system.

In addition to the above, other social-cultural factors that impact Nigerian students include issues with an invasion of space because culturally in Nigeria, it is all right for people of the same gender to 'hold' each other in the 'arms' and or 'back' during a conversation. This might be considered an invasion of space in the western world although touching between different genders are uncommon most notably among the Muslims and in the northern part of the country. Other factors are breaking bureaucracy instead of following rules and regulations. All the above have an impact on Nigerian students while in the UK; hence, some Nigerian students might feel been isolated when people give them space in the classroom or in the community and some might be looking for favours from the lecturers instead of concentrating on their studies. Another social-cultural factor that might have an impact on the Nigerian student is a woman giving adequate respect to men. The Nigerian men expect to be overly respected even despite a different culture in the UK and these have a significant impact on Nigerian women hence they take it as a responsibility to overly-respect their lecturers in Nigeria making those lecturers threaten and create fear in them. The same culture might be brought to the UK by female Nigerian students which might cause 'culture conflict' between them and the male lecturers in the UK who has a different culture to theirs and impacts their education (Kwintessential, 2019). The Nigerian students might also feel threatened when lecturers are perceived as being assertive with them, when actually what is being initiated is a process of constructive criticism of their work as a mechanism of aiding their capacity for iterative improvement.

Cross-cultural issues are among additional factors that influence the education of Nigerian nurses, as well as any education in the world none matter the country, this occurs whenever two or more people come into contact with each other, whether they are from different cultures or same culture. Cross-cultural issues affect people from all over the world, either black, white, white Caucasian, American and so on. Impact factory (2019) believed that these cultural differences cause cultural problems as people need to relate with each other. Cultural differences can be in the form of age, language, ethnic background, sex, education, gender, racial background, class and religious believes (Team Building Portal, 2018). When these differences are used as a dominant factor in any contact with others, it could cause clashes, misinterpretation and misjudgement. Therefore, we need to understand and tolerate each other as a person with an individual culture that will have some differences when compared with other people's cultures. When this understanding is missing, it could lead to fear among the individual's and group of people in the community, workplace and educational system. This could also happen between students, lecturers and between students and lecturers.

Baker (2010) believes that education on its own is stressful and studying in another country can have an added tension to how quickly students adapt to the new environment which can lead to anxiety and feeling of loneliness as posited by Gu (2011). This can cause isolation and marginalisation, thereby finding it difficult to make British friends (Sovic, 2008) which could be complicated by the typical British weather that may be hard to adjust to. International students expect different types of support based on their countries of origin; Chinese students want their teacher to be like a parent hence expect them to give personal and career network which is different to students from Nigeria who will try to be independent even when they need help. Nigerian students 'learn by heart' to pass exams, thereby only fulfilling 'surface learning' that support the Confucian model (Ryan and Louie, 2007). It is worthy of note that most international students, especially those from Nigerian origin, are not familiar with the problem-based Confucian 'western' style of learning because their background supports passive learning (Biggs, 2001). Furthermore, there are socio-cultural differences in belief, values and attitudes including unfamiliar things like food which students need to adjust too especially if they live far from Britain's capital city where most continental foods if available and reasonably cheaper than if they live outside London where the continental food can be expensive.

Gill (2007) identified three-fold stress adaptation growth which comprises of intercultural adaptation, constructing self-identity and intercultural competence in her framework on interconnected facets of the intercultural learning process which could be implemented to assist the student's adaptation, but this failed to discuss their connectedness. However, Hsieh (2011) postulated a two-ring framework based on Huang (2008) categories of educational literature on international students experience which he re-classified as academic adjustment (pedagogical difficulties, curriculum, assessment, performance and outcomes) and sociocultural adaptation (practical challenges, e.g. accommodation and visas, emotional and affective issues, and cultural adaptation and integration). Hsieh (2011) believed that language, identity, and relationships are not an entity on their own but classified this as an 'overlapping elements' which could occur at any time during the student's transition period.

Intercultural competence and intercultural relation (Trahar, 2011) can play a useful role in dealing with the cultural issue faced by the international student by becoming culturally aware, skilful, knowledgeable and culturally sensitive as opposed to trying to learn and study culture (cultural diversity). The culture is constantly changing as acknowledged by Bhabha (1994) in his theory of 'cultural difference' as opposed 'cultural diversity'. Therefore, because culture is not a pre-given, it must be 'uttered', and this can be revealed through 'enunciation' which is

the difference between the pronounced word or statement and the written words as compared to the meaning which might not be signified in the statement .

In support of the above, Schumacher and Meleis in 1994 discuss six situations that can impact the course and effect of international students transitions to be 'meanings, expectations, environment, level of knowledge and skills, planning, emotional and physical well-being that affect the process and outcome of transitions as situations are navigated' (Vardaman and Mastel-Smith, 2016; pg35). This was further affirmed by Meleis (2010), who argued that considerations should be given to the strategies to pilot the transitions because all these will subsequently enable the smooth sociocultural transition.

## 2.7 IMPACT OF SOCIAL CLASS AND HOME OFFICE RULES ON INTERNATIONAL STUDENTS OF NIGERIA ORIGIN

HE institution need to develop a curriculum that will accommodate academic, pedagogical, clinical, language, social and cultural needs of the international students and this should consider different social classes and its impact on students learning and education (Vardaman and Mastel-Smith, 2016). People from different social classes have the tendency to oppress each other due to their economic status, and this has an impact on their education where people from upper class oppresses those from the lower class due to their economic prowess as postulated by Marx (1983). This might advertently have an impact on the education system as people from the lower class (proletariat) who might remain less educated because of the bourgeois' oppression as expressed by Karl Marx (1983). This can causes neoliberalism as postulated by Foucault (1983) with the use of political power over the decision of University, for example, in the area of tuition fees. The international student pays substantial tuition fee, sometimes, triple the home students fee on the same programme resulting in an unaffordable high fee as compared to the home students. This could be classed as a form of hiding power as postulated by Giroux (2008) because the international students know that their tuition fees are higher than the home student fee but cannot query or challenge this because it's a set standard. and it is also evidence of a diffuse power that relates to power being everywhere as acknowledged by Bourdieu in 1986.

Therefore, the above can lead to social reproduction and inequality, as discussed by Bourdieu (1986) in his theory of social capital. Bourdieu believed that social positions are produced and reproduced by those with power. He argued that cultural capital influences the reproduction of power. So, if international students are given the opportunity as the home students; they

will be able to convert cultural capital into economic power and 'institutionalised' in the form of academic qualification. This can consequently be used to acquire an essential role in the labour market. This will give international students the privilege of being treated equally as compared to home students. Social capital enables the maintenance of power within a social network through solidarity, which can help the international students to become group membership of the same social space as a home student (Bourdieu, 1986).

Consequently, the international students are sometimes degraded to a second-class citizen in the way the 'UK home office' treats them. Despite the fact that, the international students have paid such a high tuition fee, they are still strictly monitored whenever they don't attend classes (UKVI, 2018) which could lead to being deported back to their country if they missed so many numbers of lectures whereas if the home students do not attend all the scheduled classes; nothing is done. In addition to this, students from some countries like China and Turkey are placed on police registration scheme when they arrive at the UK (UKVI, 2018) as against the notion of Marxist (1983) and Said (1994) theory of inequality of societal classes.

Besides, Vardaman and Mastel-Smith (2016) argued that examination of nursing literature had proven that 'Transition' is not a conventional term used concerning international nursing student since only a few had used the term. This includes Nigeria nursing students studying a degree course in the UK. There are limited researches that focus on the reduction in the length of time it takes for such transition. This research intends to explore this area and investigate the factors that impact the transitional changes to address socio-cultural barriers to a logical transition to UK Higher Education.

## 2.8 LEARNING APPROACHES

Learning approach plays a vital role in students learning to ensure internationalisation as evidenced in a conference paper presented by Comrie in 2013; she says that Language, sense of isolation, assessment type, understanding expectation and embedded academic structure can be inhibitors to learning. These could be improved by the implantation of student's home country academic culture into the curriculum; for example, developing assessments that relate to the students practice in their home country and the tutor identifying and acknowledging the diversity of students in the class; and also, an analytical analysis and addressing inhibitors pre-arrival at the country. Focusing on timetabling rather than overloading them with academic information during induction which they might not be able to process at the time and an 'on-going' amalgamation of home and international students. Students readiness and



previous experience of education could impact the learning approach such as indoctrination which leads to their silence in lectures which can jeopardise learning while in the UK.

Home students often felt very frustrated about the silence and lack of facial expression and body language from international students during group work (Lawrie, 2014). Therefore, a mix of about two nationalities will enhance multi-cultural group work to promote interaction and improve learning, thereby enabling comfortability. Body language and gestures might be interpreted differently causing confusion for example; looking straight into other students or lecturers eye is a sign of disrespect in some country like Nigeria, but this can cause frustration to a British person who might interpret this as 'rebuffing' them they may feel you are disengaging with them by not establishing or avoiding eye contact, when actually it is an indicator of respect.

## 2.9 INTERCULTURAL CAPABILITIES

The intercultural capability should focus on ethno-relativity, considering how comfortable an individual is, in the adaptation of one's manners and discernment to other interpersonal settings in responding to intercultural issues rather than xenocentrism (Believe another people culture, style, products and food, than ours.) (Bennett, 2009; Deardorff, 2006). There is need to become sensitive to cultural differences and refrain from ethnocentrism (Walters et al., 2009; Bhabha, 1997) by probing one's belief and morals while identifying the world's view as not universal. Students' international visits (students' mobility) can only attain intercultural capability by the participant's eagerness and desire to attain intercultural competence, making significant sense of the cultural encounter and affiliating this to teaching (Huggins, 2013; Bruster and Paterson, 2012; Phillion and Malewski, 2011), therefore the use of critical incidents as a reflective tool for those visits will enhance capability. Critical incidents enable the students to learn better from discussing those incidents as they are usually challenging and probe one's assumptions thereby making them think differently or develop the capacity to see things through a broader perspective. Nonetheless, this appears very tokenistic and open for debate as this will be beneficial to only a small group of students.

## 2.10 SAFETY

Safety posed a threat to the international students in the UK as found in the two-year study carried out by NUS (2013), which shows that one out of six Black students in the UK experienced racism in their institution as affirmed by Brown & Jones (2013). A further 17% felt their teaching and learning environment 'isolated them', 23% felt it was 'cliquey' while 8%

said it was 'hostile'. All educational institutions by law must have equality and diversity policies, and this is evidence that they do not work for international students. The former NUS president, Aaron Porter, disclosed that there is a need to close the participation gap for Black students in education.

In another survey by NUS on Race for Equality from 2009 to 2011 on the experience of Black students in HE, evidence shows that Black students feel unwelcome in the classroom, so there is a need to deal with the issues of racisms which still exist on our campuses as all Black students need to study in an inclusive environment (NUS, 2017). In the same survey, one of the respondents disclosed that the Equality and diversity policies are not effective as 'they are still in the boxes in which they came' instead of being widely promoted throughout the campuses. Policies can only be of significance if put into practice as 42% of students are not aware of the equality policies in their institution as discussed in the NUS (2017) report. Postgraduate studies in their curriculum build on the assumed existing knowledge of international students on the ground that they had covered some topics at the undergraduate level, which is not always the case. Therefore, HE institution should embark on a multicultural curriculum by working in partnership with the Black students to develop appropriate policy regards equality and diversity, challenge racism, diversity of staff to provide role models and the equality and human right commission ensure that all HE comply with the Equality Act 2010 and support them to formulate best practice guidance.

## 2.11 DISABILITY

Despite all the above criticism about safety and equality, there are positive reports from some international students with disability regards how they are treated in the HE in the UK compared to their home country. Most of the institutions refer those students to disability support before their arrival in the country as discussed by HEA (2014b) although these students might face problems with the provision of specialist equipment which can impact their learning. Other support services like recruitment and admissions, student's administration, facilities, infrastructure's, student's union, accommodation and counselling play a significant role in the international student's transition.

In conclusion, there is high mobility of students internationally especially to the UK, America, Australia and other developed countries in the world with the intention of acquiring knowledge and achieving a certificate to advance the practice in their country or other parts of the world. Statistical data about the popular destination for international (non-EU) students have been

highlighted in this chapter because, statistics from the HESA (2020) data states the total number of students enrolled in HE in 2018/19 showed a 2% increase in comparison to 2017/18, including international students. The policy documents regarding Higher Education were critically reviewed, including Nigeria pedagogy of nursing education, internationalisation of the curriculum and the student's length/duration of adjustment including social-cultural change among international students. Also, learning approaches and intercultural capabilities including safety and disability were analysed in this chapter.

In the next chapter, the researcher will discuss the methodology that will be chosen to inform the research and the various methods to identify the research participants, collection of data including analysis will also be discussed.

## CHAPTER 3: METHODOLOGY

### 3.1 INTRODUCTION

This chapter focusses on the methodological approach of my project. This work will address the philosophical basis, methodological approach, proposed methods, method of analysis, rationale for the sample, reliability and validity, trustworthiness, and authenticity. Consideration will be given to the ethical issues because the research is being carried out by an insider researcher.

### 3.2 PHILOSOPHICAL BASIS

Understanding the different ways of knowing the truth will enable us to place our paradigm rightly because these will be classified as operating within the realm of 'truth' in our professional practice. In the development of knowledge, Gibbons et al. (1994) were one of the first to classify knowledge into two categories of mode 1 knowledge production which they categorise as being 'uni discipline', that has its focus on a single discipline with clear academic and it could be directed by the individual and their academic peers. In contrast to mode 1, they discussed mode 2 knowledge production as that which has its attention in the real world, and it deals with real-world problems. This involves interdisciplinary working practice rather than being theoretical as we have in mode 1 and this aid reflecting on practice. Mode 3 knowledge (Carayannis, Campbel and Rehman, 2016) attempts to creatively combine mode 1 and 2 knowledge production and application in a creative knowledge environment (Hemlin, Allwood and Martin, 2004). Therefore, the professional doctorate studies sit into mode 2 (practice) knowledge because it aimed at filling the theory-practice gap as asserted by Fulton et al. (2013) who further argued about the development of theoretical underpinning knowledge (mode 1) in other to inform practice (mode 2). Practice in this perspective can be multidimensional depending on each individual researcher since there are there are educational practices and professional practices. The practice referred to here is the researcher's educational practice which facilitates learning for the nursing students and provides management of staff in the department. This is in correlation with the opinion of Kahneman (2011) who discussed system 1 as automatic operation and system 2 as a controlled operation. He stated that individual reacts to situations in two diverse ways by

impulsively evaluating a situation automatically to conclude (system 1) and secondly by thinking about the situation profoundly and processing the information cognitively in addition to our personal experience to develop our conclusion (system 2). Fulton et al. (2013) conclude that the Professional doctorate leans towards mode 2 knowledge production while traditional PhD study often produces mode 1 knowledge.

There was an influx of paradigm disputes in the 80s which lead to Guba (1990); Guba and Lincoln (1994)'s notion about continuous arguments between the paradigm believers rather than collaboration; Guba (1990), therefore, gave a description of paradigm as a series of beliefs which he called 'metaphysics', which are typified by ontology (reality), epistemology (knowledge) and methodology (procedure to attain knowledge). Vividly visualising the world will make one conclude that there is no single truth out there, therefore the nature of truth is multifaceted and can be identified through different routes. Our reality affects the way we gain knowledge, which further impacts the way we carry out research in our different disciplines. The perception of truth can be related to the research paradigm, which can be indicative of our values (axiology), norms and beliefs.

Tien in 2009 proposed that the researcher need to be aware of their own theoretical position at the onset of the research. Hence my ontological belief of what is the truth will have a bearing on my epistemological knowledge of what is a reality. All these will have an impact on how I construct my thought and will enable me to be able to make the right philosophical choices of research methodology. My philosophical stance will dictate how I see the world, which will influence the type of research I undertake. Tien (2009) is of the notion that ontology is the 'way we see the world' while epistemology is how we explore the world; thus there is an assumption that all research will take the view of how we see the world and these will speculate the different methods including the processes used in research. A researcher that see the world as being objective could adopt the positivist paradigm which makes the researcher 'a scientists' and the one that sees it as subjective can implement interpretivism as their research paradigm in which case the researcher may be deemed as a detective (Patel, 2015). A positivist belief that there is a single reality, and this could be measured and this idea is supported by Patel (2015) who is of the opinion that they will use quantitative research to find reality through measurement. Moreover, a constructivist does not believe in the single reality or truth, so truth has to be interpreted through qualitative methods to obtain those numerous realities. On the other hand, a pragmatist will use any method that could solve a real-life social issue or problem because they believed that neither positivism nor interpretivism approach could be applied to the investigation, therefore they can use a mixed method of qualitative

and quantitative methods especially in a new and unpredictable situation (Saunders et al., 2009; Creswell, 2009). For the purpose of this research, a qualitative research methodology will be used to collect subjective data and the data will be analysed through interpretivism as opined by Creswell (2009); Gray (2018).

The reality of the research itself depends on the things we know, being and the nature of reality (ontology) and how we acquire knowledge and know the things we know (epistemology). Based on my own assumption from the HARP reflective tool questionnaire proposed by Bristow and Saunders (2014) which I completed; it was revealed that my major research approach is pragmatism where I scored the highest mark of 14, followed by poststructuralism/postmodernism (11). Then critical realism, interpretivism and positivism methods where I had the same scores of 9. This postulates a wide range of my thought process regarding research paradigms. My choice of research topic selection, formulation of the research question and following strategies used to conduct my research are based on various ontological assumptions. Based on the above, my dominant research stance/paradigm is pragmatism which is indicative of my belief that reality is continuously argued and interpreted (Saunders et al., 2009) and this means that I feel more comfortable with research methods that solve the problems rather than being rigid with just one particular method. From the above, it is presumed that I am able to look at problems through different lenses depending on the nature of the research and my preference of research philosophy is influenced by pragmatic contemplation.

Research paradigm for social science was categorised by Burrell and Morgan (1979) into four classes which are functionalist, interpretive, radical humanist and radical structuralist. These were made to correspond to four conceptual dimensions of radical change, regulation, subjectivist and objectivist. In their argument, Burrell and Morgan (1979) posit that researchers need to elucidate their assumptions about the nature of science and society and design their route through their research. Therefore, Burrell and Morgan (1979) were of the opinion that in the 'functionalist paradigm', the researcher will implement the ontological approach of objectivism, which they say that is regulatory because as a researcher, one will be interested in providing a realistic solution to practical problems. While in the 'interpretive paradigm', the researcher attempts to know the truth about the primary meanings of organisational life by finding out impracticalities which can be in the way of understanding and explain what is going on in the organisation to accomplish a change in the sequence of things. So, the interpretive paradigm permits it to be posited that reality is socially constructed and its subjective in nature; therefore, this can be perceived in different ways by different individuals.

Furthermore, the 'radical humanist' paradigm finds itself within subjectivist and radical change. Therefore, the researcher is required to apply a critical stance of changing the situation, otherwise known as the 'status quo' of the organisation. The ontological stance applicable will be subjectivist while the last dimension is the 'radical structuralist' paradigm which deals with the organisation structure like the pecking order by analysing organisation phenomena as power relationships and nature of conflicts (Saunders et al., 2009).

While selecting a research topic, the researcher's axiological view plays an essential role as one will choose a topic over the other based on the significant value placed on the topic. My appreciation of personal interaction with my staff and students when trying to solve a problem and seeking their view (Heron, 1996; Saunders et al., 2009) on any issue is indicative that I value data collection through an interview which commemorates my preference for qualitative research strategy over others. However, I sometimes value their views by given the student's anonymous questionnaires to elicit response denoting my philosophical stance of using different lenses in approaching problems; hence, objectivism comes into play. Therefore, I will essentially be bringing a subjective response to their feedback.

Drake and Heath (2011) believed that insider researchers who are researching their practice are mostly attracted by three research methods which are grounded theory, action research and case study. My research stance sits more into action research, although my epistemological belief concurs with grounded theory and case study as well. Therefore my dominant research stance/paradigm is pragmatism which is indicative of my belief that reality is constantly argued and interpreted and this means that I feel more comfortable with research methods that solve the problems and judges the efficacy of something based on its outcomes. This concurred with Fulton et al. (2013) who believed that Professional doctorate student often finds themselves in a dilemma of hanging in-between more than one philosophical approach. Therefore, a pragmatist could direct their methodology towards either qualitative or quantitative research as dictated by their research question, hence my choice of qualitative research methodology for this doctoral research work.

### 3.3 METHODOLOGICAL APPROACH

Paradigm is a way of examining the social phenomena to deduce an understanding of the phenomena; therefore, the HARP exercise above affirm my research philosophical confusion of many years which is finding it difficult to place myself in a specific research category. This

is in conformity with the individuals in the profession which I belonged as we often find ourselves using mixed methods of research philosophies at different times to investigate problems.

Although, the main overarching methodology of this research was initially proposed to be a mixed methodology as postulated by Creswell (2009) who points out that simultaneous use of both qualitative and quantitative research methods otherwise known as triangulation design can ensure cross-validation and confirmation of data in a single study. On the contrary, Yin (2006) argues that mixed methods do not necessarily mean mixing qualitative and quantitative but can be a mixture of different research methods although this will depend on how the research is conducted, for example, mixing experimentation and survey which are both quantitative methods and it could also occur 'between' or sometimes 'within' different methods including qualitative. Gray (2018), however, acknowledged that the majority of researchers theorised mixed methods as a combination of qualitative and quantitative methods whereby the outcome of the qualitative research is used to inform the quantitative research stage. The methodology for this research was restricted to only qualitative research methodology, and a unique method of data collection with the use of 'Play' will be used in this research because this will provide sufficiently rich data without the need for a quantitative data. Therefore, reality relied on human understanding and knowledge which is also referred to as 'relativism' (Braun and Clark, 2013). The way an individual perceives the world is different, hence a qualitative researcher does not believe that 'truth' can be known through the collection of objective data but rather a subjective data that can be interpreted.

In addition, qualitative research tends to believe in multiple reality rather than single reality, so therefore a qualitative researcher assumed that reality could be in different forms. Also, knowledge should be contemplated within the context of which it was produced (Braun and Clark, 2013). Silverman (2000) believed that qualitative research data analysis entails the use of word and these are irreducible to numbers, but Story and Faulkner (1990) have a contrary opinion by converting qualitative data collected during 11 episodes of US prime-time TV programmes. More than 60% of the food references in the program were for low nutrient beverages and sweets. Also, the prime-time diet is not in line with healthy American dietary guideline. They use the food preferences to code the data of those 'shows' and finally deduced that the 'show' and advertisements promote poor nutritional practice by comparing the frequency of the codes. While qualitative research is directly connected to interpretivism, quantitative research was associated with positivism. However, Bergin (2018) was of the opinion that some quantitative research is conducted interpretively, and some qualitative research is conducted in a positivist manner (Westerman, 2006; Myers, 1997).



Sauro (2015) speculated five different qualitative research categories viz ethnography, narrative, phenomenological, case study and grounded theory. The data collection method for all of the above is very similar in the form of interview and observation, and each study is different in terms of the purpose of carrying them out. He postulated the use of phenomenological approach if you attempt to describe an activity, event or a phenomenon; hence, the use of a phenomenological method in this study. The phenomenological ideas are developed through inductive reasoning in the generation of rich data which contributes to the development of new theories (Remeyni, Williams and Swartz, 1998; Easterby-Smith, Thorpe and Jackson, 2008) and enables the exploration of human experiences about a subject. Stanley and Wise (1993) opined that phenomenology researchers are discernible in the research because they are interested and subjective recitalists in the research process.

The qualitative research approach will be interpretive phenomenological research with the use of an interpretive methodological framework (Gray, 2018). This methodology attempts to explore the world from the participant's point of view by focusing on the meaning of the lived experience of the participant. It is also a method in which the researchers make sense of an idea in a given context. This is a commitment of both the researcher and the researched in making sense of the participant's world through interview known as double hermeneutics, thereby enabling in-depth interpretation of the phenomena. Interpretive phenomenological approach (IPA) believed that the researcher's interaction with their previous conception and the current experiential encounters is of note (Heidegger, 1927/2011). Heidegger thinks that IPA researchers should be heedful of their own experiences and beliefs to enhance their interpretation so as not to become an impediment in making sense of the participant's experiences but be reflexive instead. This is very important because the researcher had been through the same experience as the participants. Heidegger further iterated IPA researchers to refrain from bracketing their previous conceptions before involving themselves with the participants and the data. We should recognise how those preconceptions constantly unearth themselves throughout the process of research (Smith, Flowers and Larkin, 2009). IPA also bares an in-depth knowledge of the meaning of the lived experience of the participants through reflection. I will use this method because it ensures an in-depth analysis of the way participants make sense of their personal and social world and resonates with the use of LSP (Smith and Osborn, 2003; Smith, 2010). This leads to an in-depth and thick description of the experience rather than constructing an 'objective report of the event or object'. Hence interpretive phenomenology is a method that involves both descriptive and interpretive analysis (Pietkiewicz and Smith, 2012). Denzin (2007) described the interpretive turn as the practice

of interpretation that involves storytelling and different ways of organising, representing and making the world look real hence the use of 'LEGO® Serious Play®' to collect the data to enable the use of story-telling using metaphor.

### 3.3.1 DEVELOPING RESEARCH QUESTIONS

This is by considering Patton (2015; p352) six types of questions that could be asked in qualitative research; these are in relation to "behaviour or experience, feelings, opinion or beliefs, knowledge, sensory and background or demographics". All these are considered in the interview questions that were designed for the data collection. Turner (2019) opined that interview questions should be open-ended and aim at answering the research questions for the project. He further states that the type of qualitative research approach will determine how the questions are formulated. Therefore, an interpretive phenomenological approach (IPA) will attempt to ask an in-depth question to reveal participants interpretation of their experiences to inform their analysis. Interview questions is a process by which 'knowledge' regarding social world is generated through usual human interaction (Legard, Keegan and Ward, 2003).

## 3.4 METHODS

The main overarching design for this work is a qualitative research method aimed at collecting qualitative data by means of a cross-sectional study using a 'snapshot approach' (Gray, 2018) to analyse data that will be collected from the international students at a point in time as opposed a longitudinal design (Hassett and Paavilainen-Mäntymäki, 2013). The qualitative data was collected by implementing an interpretive approach with the belief that reality can be retrieved through social constructions like language, consciousness and shared meanings (Myers, 2008) by exploring the experiences of my participants including their view of those experiences through inductive reasoning. The research method to be implemented in this work is an interpretivist methodological framework using LEGO® Serious Play® (LSP) data collection method to investigate deeper into the factors that impact sociocultural transition of students of Nursing top-up degree in the UK by using LEGO bricks to tell their story in order to solve problems, discover ideas and achieve objectives. McCall et al. (2019) believed that storytelling could be a powerful tool in qualitative research as a means of collecting data; this includes digital storytelling and video or audio recording of individual stories, which could be used to capture individual lived experience. This is in line with the use of LEGO® Serious Play® as a means of collecting the data about the participant's lived experience. The use of storytelling was acknowledged by Saunders et al. (2009) as a means of collecting interpretive

qualitative research methodology through the use of constructivism. They believe that these enable interpretation of participants' perceptions of the subject matter. McCall et al. (2019) further discussed storytelling as a form of the personal account told by individual participants to engage the reader and help the reader to reflect and authenticate their own personal experiences.

'LEGO' comes from a Danish word 'leg godt' which means 'play well'. James and Brookfield (2014) posit that LEGO enabled individuals to construct metaphorical and symbolic structures that signify snags, explanations, solutions, answers and other aspects of ambiguity. This is to improve staff engagement and imagination, including playfulness in meetings. The use of metaphors empowers LEGO to become a powerful tool in solving problems. Kestly (2014) highlighted the concept of 'thinking with your fingers', where the physical processes of creation facilitate reflection and the interpersonal neurology of play. She examines the subcortical motivational systems in the brain which symbolises that the largest part of the brain supplies the hands and the motor and sensory parts of the brain values the hands above other parts of the brain as in primitive cortical homunculus hence 'Play' uses the 'hand-mind' dynamic (Burgi, Jacobs and Roos, 2005). LEGO® Serious Play® (LSP) which powerfully influences the decision-making processes and fundamental behaviours that are regulated in higher brain regions which is an integral part of the profession/vocation of any practising nurse. Lego play is grounded on the theory of constructionism developed by Papert (1991), which build upon the work of Piaget (1951b), his colleague on constructivism which facilitates building with the hands.

LEGO® Serious Play® (LSP) is a "facilitated thinking, communication and problem-solving technique for organisations, teams and individuals which draws on research from the field of business, organisational development, psychology and learning; and based on the concept of 'Hand knowledge" (LSP Manual, 2016; p7). The LSP method unlocks the ability of human beings in other to envision, describe and make sense of the situation at hand to introduce a change, improve and create drastically, new things. Using our hands in learning leads to a complex process which produces strong emotional charge which makes the ideas and thought built in our hand to become easily understood and can be remembered easily because 70 to 80 per cent of our hands are linked to our brain cells (Kristiansen and Rasmussen, 2014). 'Play' is based on series of theories regards play, constructionism, hand-mind connection and flow, imagination, use of metaphors and complex adaptive systems (Harel and Papert's Complex Adaptive System Theory, 1991) to enable the creation of a symbolic 3-D model of things in a playful way. Piaget (1951a) believed that play is important for child's cognitive

development as narrated by Vygotsky (1978) who uses the Zone of proximal development to scaffold a child's ability to learn new things when assisted by an adult through play for example building a bridge with blocks which will lead the child to learning more complex tasks through problem solving. The difference between child play and adults play is about the level of seriousness and consciousness, which applies to adults more than a child; hence, the term 'Serious Play'. Adult play is with a sense of identity and mostly with a specific goal which might be for emotional expression which involves affective domain (Fein 1984, Vygotsky 1978), social bonding, cognitive development using building and metaphors as evident in constructionism (Papert, 1991; LSP Manual, 2016). Also, it is a constructive competition which could be competing for a shared objective and not necessarily for 'winning' (Huizinga, 1955).

LEGO® Serious Play® also uses storytelling and metaphors, as seen in children when they use ordinary block objects to build and represent trucks, mum, dad and to describe a story in their minds during play. Storytelling is used in different ways to express ideas and values that are significant to individuals, family and organisations. This will enable the participants to use LEGO bricks to create their own specific story that will be devoid of other participants criticism, thereby enabling them to express themselves as individuals. This is because LSP etiquette decrees that the individual holds the meaning of their model/use of bricks, and while others can ask questions they cannot interpret or judge someone else's model. Thus, creating very rich original data for the research as agreed by Schön in 1971 that the use of metaphors assists in the generation of new ways of thinking and understanding things because it depicts an active, constructive and creative role in human cognition. The theory of constructivism and constructionism are displayed by participants in building structures with the aid of LEGO bricks to tell their story. This play a vital role in 'Play' as posited by Piaget (1951a) in his work on child development that knowledge is not merely attained in smaller bits but constructed into logical and strong frameworks called 'knowledge structures' based on their experience of the world. This notion was subsequently extended by Papert (1991) in his theory of constructionism because he realised that something is still missing in Piaget's theory of constructivism. Therefore, he encompassed the building of an artefact which is external to themselves (like a machine, sand castle etc) as this increases more engagement as well as improving learning, enabling the construction of theory and knowledge in the mind of the participants. Constructionism is, therefore, a way of making formal, abstract ideas and relationships more concrete, more visual, more tangible, more manipulative and therefore, more readily understandable (Papert, 1991).

Constructionism is a student-centred problem-based approach that enables the learners to

use already known information to construct new knowledge. This also involves the construction of mental models to comprehend the world around us. Another important theory regards 'Play' is the ability to become imaginative which could be in three different forms (LSP Manual, 2016) viz descriptive imagination which enables the research participants to be able to describe the world out there as it is or sometimes expanded by the use of metaphors to describe things. This can lead to a creative imagination that enables the participants to become creative and focuses on making of reality (James and Brookfield, 2014), while challenging imagination enables deconstruction which enables throwing away what might have been described and created in order to start all over again (Kristiansen and Rasmussen, 2014; Gauntlett, 2007). The process of LEGO® Serious Play® involves what is known as a 'roller coaster ride' which included some challenges because some of the participants may feel variable comfort levels in compliance with 'flow model' as described by Csikszentmihalyi (1991) and adapted by LEGO® Serious Play®. Although some participants may not experience this level degree of emotions.

#### 3.4.1 THE LEGO® SERIOUS PLAY® CORE PROCESS

The LEGO® Serious Play® has four core process which is Posing the question, construction, sharing and reflecting (Kristiansen and Rasmussen, 2014).

1. The first stage of Posing the question will involve the researcher posing the overall research question. The participants will then be asked to build or create stories in response to the specific questions asked.
2. The second stage is Construction in which the participants construct his or her own 3-D model in response to the question that was posed by using the special sets of LEGO bricks/materials provided. This is to inspire the use of metaphor in story-making while developing a story symbolising the meaning of the constructed model; this enables them to construct new knowledge in their minds.
3. The third stage involves Sharing of the model meaning and stories they construct among the team which gives every participant the opportunity to discuss their thought free from any other participants pressure which makes every participant have their individual voice and contribution to the data and builds commitment to shared action.
4. The fourth stage is the Reflection stage when the participants are now encouraged to reflect on what they heard and see in the models. The facilitator and participants can ask clarification questions of the models, and the facilitator sums up surprises and connections (Kristiansen and Rasmussen, 2014).

### 3.4.2 THE USE OF THE LEGO® SERIOUS PLAY® AS A RESEARCH METHOD

Before using LEGO® Serious Play® as a method of data collection, in 2016, I consulted an LSP specialist in the University X to seek advice and the possibility of its use as a research method. I had appointments with her, but at a stage, it seemed like an impossible journey. I then start to read about LSP and around the possibility of its use as a research method. This exposes me to have more in-depth knowledge about the topic of LSP and the power of imagination but still could not find any resources that had used this as a research method.

I consulted a lecturer and LSP facilitator who uses it in his lectures, and he recommended its possible use as a research data collection method. He took me through four sessions of LEGO® Serious Play®, of which I facilitated one of the sessions. This gave me confidence in LSP's use but I recognised that I still must use it in a different way to collect data. In this sense I was using an adaptation of the LSP method, and absolutely acknowledging that I was not a trained LSP facilitator, rather using principles of it in practice.

### 3.4.3 THE STRUCTURE OF THE LSP

Before the commencement of the LSP sessions to collect the data, I organised two sessions with the participants to develop their skill of the use of LSP and this enable better understanding and exposure to LSP as an adult play. This was done to assist the participants in answering questions regarding the sociocultural factors impacting on the transition of Nigerian nursing students to UK education

A concise presentation of the process of the LEGO® Serious Play® was delivered in the first day, including the step by step guide of the process structure followed by the use of the bricks to create visible 3-D that represent thoughts, reflections and ideas. I then asked them to pick 3 LEGO Bricks and stack them together to represent what a family meant to them? Each participant put the bricks together and shared what a family represents to them. It was fascinating to them as each person tells their story, and each participant was asked questions about what each brick represents in the form of a reflection.

On the second day session, I then discussed the participant's etiquettes that consists of 100% respect as follows; you cannot alter the model of someone else, you communicate through the model, you do not question the person who builds the model and finally, you listen to every story (Kristiansen and Rasmussen, 2014; Gauntlett, 2007).

The process that the LSP sessions used to collect the data was discussed and the participants were divided into five groups of between 4 – 6 participant.

#### 3.4.4 THE LEGO® SERIOUS PLAY® WORKSHOP

The process which the LSP sessions followed to collect the data was discussed, and the whole of this process was voice recorded following the core research questions which are developed. The LEGO® Serious Play® workshop was divided into five sessions that were carried out over twelve weeks period with each group containing 4 – 6 participants leading to 20 participants. One participant was not privileged to participate in two sessions. Each session was facilitated by another lecturer and me, which lasted about 2 to 3 hours. The LEGO® Serious Play® compose of international nursing students of Nigerian origin who had completed (Alumni students) or nearing completion of the undergraduate or postgraduate top-up programme at London campus. I ran the workshop between March to May 2018 targeting the under and postgraduate Nigerian nursing students from January 2016 and January 2017 intakes including the January 2017 Masters students at London campus

While posing the question in a LEGO® Serious Play®, Blair and Rillo (2016) was of the opinion that the facilitator needs to consider how challenging the questions are; this is done by 'building a challenge' that could generate an intuition, reflection and debate. Therefore, the questions that were used for the 'Play' are

- How does it feel like to be learning then?
- How does it feel to be learning now?
- What are the differences and or relationship between the two?
- What are the obstacles and how can these obstacles be tackled?
- What are the factors that will aid a successful transition from Nigeria to the UK educational system?

The four core processes of LEGO® Serious Play® were followed for each of the above research questions by posing each of the questions, constructing a model, sharing the model and reflection. In each of the sessions, participants were reminded of the rules guiding the LEGO® Serious Play®. Each of the above questions was posed, and the participants were asked to build a model given them 2 minutes for building their model using the individual LEGO bricks set given to them each. The position and use of the bricks vary according to what each of the participants wanted to express.

Each constructed their stories with the bricks. Each of the participants then shared their stories with the other participants using metaphors to narrate their stories. The participants were

given the opportunity to reflect on the shared stories and asked questions to clarify the stories. The participants built models to show their learning in Nigeria and another model for their learning in the UK. In the next step, I asked the participants to build a model of connections in the form of differences or relationships between the above two models. I then asked the participants to identify an observed obstacle in their transition, which enabled them to use LEGO bricks placed in various positions in the model. The above steps were repeated in each of the workshop sessions lasting two to three hours. The above 'Play' questions are directly aligned to the project's research question and this is also proposed to answer the core research questions for this project in order to delineate the factors that impact Nigerian Nursing students' transition to the UK Higher Educational system.

This will facilitate the collating of in-depth data that will be transcribed and coded to generate themes. LEGO® Serious Play® gives the opportunity to cogitate, leading to an understanding of the phenomenon; data saturation was deemed to have been reached when the same data was collected repeatedly, and no new data was generated. I took the pictures of the built models during data collection which were used to analyse the collected data and the pictures were compared with individual stories and this was linked to the metaphor used during the sessions. Some of the pictures are used in the data analysis chapter and other randomly selected versions, have been made available in appendices 9 to 11.

### 3.5 RESEARCH SETTING

The research setting is the University X in London which was established in 2012 as an addition to the two campuses at North East of England; the campus serves the students from the London area and is directly linked to the main campus at North East of England. The campus had the first set of BSc (Hons) Nursing top-up students in October 2012 and had four intakes a year to align with the other programmes like Business, Tourism and Hospitality, Accounting and Finance and now Health and social care including Masters in Public Health. The University started as 'international students only' institution with students from all over the world, including Nigerians given its different students demographics that require bespoke learning needs. The nursing students, for example, are adult professionals who might not have been in education for a very long period of time, and most of them had not experienced British pedagogy before. This made it a little difficult for them to transition into the UK educational system in order to understand the system more. Home students were introduced in 2015 which further changed the international students to mature students' demographics. It has over 2000 students comprising of international, EU and home students. The student's demographics lends itself to the need for some research work relating to internationalisation



of curriculum.

### 3.6 SAMPLING

Purposive sampling which is a non-probability sampling that is judgmental and selective in nature based on the characteristics of the population and objective of the study will be used in this research because the target of the research are international students from Nigeria origin who would have or be going through a transition into the educational system in the UK (Maxwell, 1997) as they present the best perception of the topic. Although purposive sampling has the disadvantage of being biased in the selection of the participants, it is still the best sampling strategy in this research study. The LEGO® Serious Play® group is composed of 20 international nursing students of Nigerian origin as in table 3 below, of which 80% are alumni students who had completed the training, and 20% are nearing completion of the undergraduate and postgraduate top-up programme at London campus

**Table 3 – Number of Participants**

**Demographic data**

Code	PD	Degree	Occupation	Region of Nigeria	Pseudonym	Tribe	Age range/years	Sex
108		BSc	Nursing	Eastern	Patience	Igbo	31-40	F
108		BSc	Nursing	South west	Julie	Yoruba	51-60	F
113		BSc	Nursing	South South	Juliet	Ogoni/ Ijaw	31-40	F
116		BSc	Nursing	South East	Olivia	Igbo	31-40	F
111		BSc/MSc	Nursing	Eastern	Gladys	Igbo	21-30	F
109		BSc	Nursing	South west	Ann	Yoruba	51-60	F
112		BSc	Nursing	South west	Amber	Yoruba	51-60	F
105		BSc	Nursing	Eastern	Hannah	Igbo	31-40	F
117		BSc	Nursing	Eastern	Becky	Igbo	31-40	F
102		MSc	Nursing	South East	Vicky	Igbo	31-40	F
115		BSc	Nursing	Eastern	Val	Igbo	31-40	F
106		BSc	Nursing	South East	Peace	Igbo	51-60	F
101		BSc/MSc	Nursing	Eastern	Jane	Igbo	31-40	F
114		BSc	Nursing	South East	chinonso	Igbo	31-40	F
119		BSc	Nursing	South South	Emily	Ogoni/ Ijaw	31-40	F
120		BSc	Nursing	South East	Ola	Igbo	31-40	M
121		BSc	Nursing	Central Nigeria	Brigitta	Igbo	31-40	F
122		BSc	Nursing	North	Allima	Hausa	31-40	F
123		BSc	Nursing	South East	Obiagell	Igbo	40-50	F
124		BSc	Nursing	Eastern	Obianuju	Igbo	31-40	F

**3.6.1 CRITERIA FOR SELECTION OF SAMPLE**

Among the criteria for the selection of sample include the following –

- All the participants studied in Nigeria before coming to the UK for further studies.
- The participants are students of University X undertaking either undergraduate or postgraduate nursing course.
- The participants had gone through a transition period.

### 3.6.2 OUTLINE OF THE STRUCTURE OF THE COURSE

The selected participants were from both the BSc and MSc Nursing cohorts. The BSc Nursing course is a one-year Top-Up degree and consists of two Level 5 bridging modules and five Level 6 modules, three of which runs in the second semester and the other two run in the third semester. Each of the modules is 20 credits each except the Dissertation module, which is 40 credits and one of the modules that run in the third semester. The above denotes that the students acquire 40 credits at Level 5 in the first semester, 60 credits at level 6 in the second semester and 60 credits at level 6 in the third semester. When compared with the other Top Up programmes in the same campus, the other programmes do not have any level 5 bridging modules, and they are delivered within the same length of one year meaning they are less compressed.

The MSc Nursing programme also runs for three semesters over one year. This consists of three modules of 20 credits each at Postgraduate certificate level in the first semester, a 60 credits module in the second semester at Postgraduate diploma level and finally a research project which is 60 credits at Level 7. When comparing the data collected between the two programmes, there is no evidence of a difference in their experience of the transition period.

### 3.7 ETHICAL ISSUES

Considerations were given to those participating in the research for informed consent, openness and right to withdraw from the research. This led to an application for ethical approval from the University X Ethics Committee by submitting proposals to the online Ethics Review system before the commencement of the project and before any data collection starts as demonstrated in BERA (2011) ethical guidelines. Ethical approval (Appendix 13B) was assured before data collection.

#### 3.7.1 INFORMED CONSENT

The participant's consent was sought and acknowledged for the research; they were given the opportunity for voluntary participation and will not be coerced at any point to participate in the research (Gray, 2018). The participants were informed of how their data will be kept secured including informing the subjects about the purpose, methods and anticipated use of the research including the risks and benefits. The consent happens in two stages by getting one from the organisational stakeholders like senior managers and research sponsors which was assured before the second stage of getting consent from the individual participants as opined by Gray (2018). Participants were mostly students that I have **taught** or still teaching on the programme which might be exposed to some level of liability and obligation to

participate in the research. Therefore care was taken to get informed consent from them by completing the consent form before the commencement of the data collection after reading the 'participants information sheet' (Appendix 12). Consent forms (Appendix 13A) was given to the participants, and this was written in plain language (Crow et al., 2006), and deceptive practice will be avoided as much as possible by being honest.

### 3.7.2 PARTICIPANTS PRIVACY

The researcher considered the participant's privacy by keeping all the communication between the participants and the researcher safe and secure and not divulge their personal information to other parties. Therefore, confidentiality was considered by anonymising the participant's identity with the use of a pseudonym (DOH, 2003) instead of the participant's real name, especially while transcribing the data. Personal information and the data gathered was kept secured in a locked cabinet in the University, and all data was encrypted whenever possible. Also, the recorded audiotapes were secured in the locked cabinet in the University following the Data protection act (1998) and the NHS code of practice on confidentiality (DOH, 2003). Participants were informed that the research might be published after the project, but the datasets will not be shared through 'open access'.

### 3.7.3 ETHICAL PRINCIPLE

Beauchamp and Childress (2009) discussed the four principles of biomedical ethics as Autonomy, Beneficence, Non-maleficence and Justice, which I will acknowledge and act in the best interest of the participants. The participants were given the autonomous power to opt-in or out of the research if they wish and the researcher will ensure the participants were not harmed in the process of data collection and are treated fairly and equally. This is in compliance with the LEGO® Serious Play® method because they will be building their individual LEGO bricks to construct their personal story without interference from others; therefore, enabling their voice to be heard (Kristiansen and Rasmussen, 2014).

### 3.7.4 DATA ANALYSIS

A five-step approach according to Bazeley and Jackson (2013) was used to code the audio recording; in the first step, I transcribed the data by typing them into a document, in the next step, I read and reflect by becoming very familiar with the text, this was done up to three times in order to understand the data more. I explored in the third step and play by exploring the data in an attempt to generate the themes, sub-themes and making the connection between the theme; this is in correlation with my research paradigm of finding out reality (Ontology) by collecting data from the participants and knowing what I know (Epistemology)

by familiarising myself with the collected data. Therefore, this enables the use of IPA to find an in-depth meaning of the lived experience of the participants to ensure an in-depth analysis of the way participants make sense of their personal and social world and echoes with the use of LSP (Smith and Osborn, 2003; Smith, 2010). All the above leads to a dense description of the experience and interpreting (as previously discussed on page 39) the same (Pietkiewicz and Smith, 2012) in the co-construction of knowledge. I then code and connect in the fourth stage by coding the transcribed data and coding the main themes and then sub-themes of those themes. Then look for the connection between the codes as evidenced in the data structure in Appendix 15 And analysed in the next chapter of data analysis. The fifth step is the review and refine; at which stage coding of each case leads to the emergence of new codes making me modify, eliminate and merge current codes. At this stage, I made a note of all the modifications and changes made to create an audit trail of how the final codes are arrived at and the stories that are evolving. The generated codes were analysed by describing the significant codes, comparing by highlighting the differences among the cases and relate these to demographic categories by analysing the connections and relationships among themes as agreed by Bazeley and Jackson (2013). Finally, I then 'contend' a range of various arguments and supporting evidence that answer my research question, then 'defend' the arguments with the use of the data and coding. Finally 'extend' the result outside the original research setting in order to relate them to a wider context as purported by Bazeley (2013). The practicality of the above is evidenced in the next chapter.

NVivo (QSR International, 2013), a computer-assisted qualitative data analysis (CAQDAS) was initially proposed to undertake the 'Thematic analysis' of the data using a 'framework approach' as revealed by Ritchie and Lewis (2003). This was changed to the use of QUIRKOS due to its power to elucidate most salient themes in the collected data. The contextual significance of the student experience will be illuminated using situational mapping and analysis as an integral part of the research (Clarke and Friese, 2007; John and Hayes, 2012).

### 3.7.5 POTENTIAL RISK

It should be noted that this is an insider research (Drake and Heath, 2011); therefore, there are potential risks to both the participants and the researcher. Therefore the ethical issues that could arise have been considered in this project and among the issues are the following

- Working in the department that I am studying can lead to friction between the researcher and the participants who are students.
- collecting data in the same department where I worked could pose a potential power relationship (Wong, 2016)

- Vulnerability between lecturer students' relationships.
- Potential conflict of interest between the marker and students.
- Consideration of the security and anonymity of the data collected and where it will be kept.
- There is a potential impact on the institution more widely because the participants discussed sensitive issues about the institution hence the removal of any reference to the institution where the data was collected in this report. The institution was named as 'University X'.

Most of these risks above are minimised with the method of LEGO play that was applied to the data collection because it involves 'play' and avoid being 'judgemental' which enables the participants to freely discuss true life situations in telling their authentic stories.

### 3.8 RELIABILITY AND VALIDITY/TRUSTWORTHINESS AND AUTHENTICITY

Reliability and validity were ensured in this research through the use of in-depth data collection using LEGO® Serious Play® methodology, which ensures the heterogeneity of data from the qualitative data collection as speculated by Denzin (1989). This is also enabled because the data was gathered from different sources especially from the undergraduate and postgraduate students that were divided into five groups and the data was collected between March to May 2018. The ideology of using two different types of methodology consisting of qualitative and quantitative research was rebuffed because the data collected through the qualitative methodology was rich enough to reach a conclusion (Gray, 2018). Also, the use of LEGO® Serious Play® enables 100% participation from the research participants, promote 100% openness because every participant is able to discuss their ideas. Furthermore, Kristiansen and Rasmussen (2014) affirm that it enables 100% respect because the participants are communicating through the model individually in addition to not being able to alter another person's model which resulted in not impacting on the story which other person eventually tells. The collected data are trustworthy and authentic because no participant can dominate the discussion, which is highly possible in alternative methods such as focus groups (Parahoo, 2014). Internal self-monitoring was considered in terms of what each participant is prepared to say. This is to ensure that people and the organisation are protected in terms of sensitive data that might be discussed during the workshop. The participants were advised not to mention people's name when telling their story.

Reflections will be incorporated into this project during data analysis while coding at the review and refine stage as discussed by Bazeley and Jackson (2013). This will reduce misrepresentation of the themes because you will be able to modify, eliminate and merge

current codes.

In conclusion, this chapter focused on the methodological approach. It addresses the philosophical basis, methodological approach, proposed methods, method of analysis, rationale for the sample, reliability and validity, trustworthiness, and authenticity. Ethical approval was accomplished from the university research ethics committee, and issues regarding ethics were considered as this is an insider researcher.

## CHAPTER 4: DATA ANALYSIS

### 4.1 INTRODUCTION

The researcher analysed the data analysis method postulated for this study, including the steps involved. The collected data which was audiotaped was transcribed verbatim, same coded from which subthemes and themes are generated. An in-depth analysis of the data was then carried out.

A British psychologist, Jonathan Smith (Smith, 1996) and his colleagues introduced the interpretive phenomenological analysis (IPA) method in the early 1990's. This involves a dual interpretation process also known as double hermeneutics because the researcher tries to interpret the participant's experience by making sense of them (Smith et al., 2009; Smith and Osborn, 2003) and this involves both the researched and the researcher. The Lego® Serious Play® was recorded verbatim with an audiotape/voice recorder, and these were transcribed and analysed after the LSP sessions. There are between 4 – 6 participants per workshop and each session lasted for 2 to 3 hours. I continued to collect and analyse the data during and after the LEGO workshop had been completed until data saturation was reached (Parahoo, 2014); when I cannot identify any newer information in the collected data and new codes cannot be generated (Guest et al., 2006).

### 4.2 FIVE STEP APPROACH TO DATA ANALYSIS

A five-step approach according to Bazeley and Jackson (2013) was used to code the audio recording; the recorded data transcribed by typing them into a word document; noticing by reading and reflecting, explore and play; coding and review and refine.

#### 4.2.1 TRANSCRIPTION OF DATA

The orthographic transcription of the spoken words was systematically produced (Braun and Clarke, 2013) which include all the non-semantic sounds like laughter, repetition, words spoken loudly including incomplete thoughts, 'erm', 'er', 'mm', 'mm-hm', using the notation system for orthographic transcription (Jefferson, 2004) as a key (see appendix 8). This enabled a thorough interpretative analysis of the people experience. The transcription was anonymised to protect the confidentiality of the participants, and all the identifiable information was altered (DOH, 2004) in compliance with the new General Data Protection Regulation (GDPR) which protect the personal privacy of participants (ICO, 2017) and sample of the transcribed data can be found in Appendix 14.



#### 4.2.2 NOTICING

In the next step, the transcribed document was read and reflected upon by becoming very familiar with the dataset; up to three times. At this stage, things of interest are noted down in a separate file while some were noted directly on the data, some of the things noted down are the participants use of 'green pasture' as a metaphor and they discussed 'fear' from Nigerian pedagogy. This is done before the coding and serve as prompts in the development of the analysis.

#### 4.2.3 EXPLORE AND PLAY

In the third step, I explored and played by exploring the data in an attempt to generate the themes, sub-themes and making the connection between the theme. The coded data was grouped into two area of learning in Nigeria and learning in the UK. The themes generated from 'Learning in Nigeria' include fear instilled by Nigerian lecturers, Readiness to learn, Victimization in Nigerian education. Nigerian nursing starts on a negative note, ambiguity in Nigerian Nursing curriculum and the impact of Pre-nursing knowledge, and the themes generated from 'Learning in the UK' include Assessment in the UK, Moderation, Learning in the UK, Teaching style in the UK, Information technology and Computer literacy and MSc thresholds of learning. including the sub-themes and connections were made between them.

#### 4.2.4 CODING

I then coded and connected in the fourth stage by coding the transcribed data and coding the main themes and then sub-themes of those themes. Then look for the connection between the codes.

#### 4.2.5 REVIEW AND REFINE

The fifth step is the review and refine; at which stage coding of each case leads to the emergence of new codes enabling me to modify, eliminate and merge current codes. At this stage, I made a note of all the modifications and changes made to create an audit trail of how the final codes were achieved and the stories that are evolving. At this stage, I developed a data structure chart (See appendix 15) and the themes and subthemes to inform and organise my thoughts on the data. The generated codes were analysed by describing the essential codes, comparing by highlighting the differences among the cases and relate these to demographic categories by analysing the connections and relationships among themes as agreed by Bazeley and Jackson (2013).

Finally, I then 'contend' a range of various arguments and supporting evidence that answer my research question, then 'defend' the arguments with the use of the data and coding. Moreover, finally 'extend' the result outside the original research setting in other to relate

them to a wider context as purported by Bazeley (2013).

NVivo (QSR International, 2013), a computer-assisted qualitative data analysis (CAQDAS) was initially planned to be used to undertake the 'Thematic analysis' of the data using a 'framework approach' as revealed by Ritchie and Lewis (2003) but this was changed to Quirkos because of its pictorial bubbles which make unstructured text data to be easy to code and analyse. Quirkos enables the identification of the salient themes and not just the problem themes. This delineates the most important themes and how one prioritises them which makes me capture what is the actual reality and the passive reality because coming from Nigerian background gives me the opportunity to take a crystal position about their procedurality. I accounted for any of my own epistemic bias by enabling myself to look beyond what this bias would steer me towards looking for. I have ensured that I have retrieved the most salient findings, and not just those which are most commonly occurring. Taking that degree of influence out. Using quirkos enabled the quirks to be put into groups to contextualise the categories, sub-categories are then incorporated into the quirks (Quirks are nodes or themes of analysis also known as bubbles or quirks) and sub-subcategories within each of the quirks. The contextual significance of the student experience will be illuminated using situational mapping and analysis as an integral part of the research (Clarke and Friese, 2007; Fulton and Hayes, 2012).

#### 4.3 REFLECTION OF THE LEGO® SERIOUS PLAY® AND ANALYTICAL PROCESS

I talked through what is LEGO® Serious Play®, and each participant was asked to build an identity representing themselves, for 2minutes. I emphasised that, the participants should not consider my presence in the workshop and in the story that they will tell. I stated my topic of investigating the sociocultural factors impacting the transition of Nigerian nursing students in the UK HE educational system via the use of LEGO® Serious Play® methodology. I took them back to their training back home by reflecting on nursing pedagogy in Nigeria and the need for the participants to reflect on their experiences and the transition to the UK educational system. This reflection is to enable the participants to be able to compare those past experiences with the current experience in the UK and its impact on their transition.

I asked the participants to build an identity of themselves, followed by picking four bricks, putting them together, and then asking them to talk through the model to represent a home, marriage, and a friend; this is to practice LEGO® Serious Play®, using this as a pilot run, before the actual session to be used for inclusion in my research.

The full description of the LEGO® Serious Play® workshop was discussed in section 3.4.2 and 3.4.3 in pages 44 to 46. Before the LEGO® Serious Play®, I was very panicky and

apprehensive because of the fear of how the workshop will go, but this faded as I commenced the workshop when the participants start building some models with the bricks before being asked. Collecting the data using 'play' played an essential part in the credibility and authenticity of the data collected because it was apparent that the participants did not show any sign of apprehension towards the researcher being their lecturer and programme manager. The LEGO® Serious Play® enabled real-time openness and full participation thereby resulting in rich data collection (Kristiansen and Rasmussen, 2014) from shy or quiet participants that might have been suppressed by dominant and self-appointed expert participants who might present as having more knowledge about the topic of discussion (Braun and Clarke, 2013).

#### 4.3.1 LEGO® SERIOUS PLAY® IN THE REMOVAL OF POWER IMBALANCE

LSP use enables the removal of power imbalance in conjunction with the approach of the co-construction of knowledge with students, because I have used it to ease the transition in actually driving forward an initiative for improvement. I've allowed students to articulate themselves in that manner, and this gave me a richer set of data to work with, which I might not have had if I only spoke to them or interview them. Therefore, it got rid of that potential power imbalance. It negated that hierarchy in dealing with them as the construction of the 3D images using metaphors, assisting in the breakdown of perceived power and acting as an intermediate between them and me. That perspective is arguably an innovative attempt to collect qualitative data via co-construction. Also, concerning the international nurses that I am dealing with, I have that perspective that some of them may not have the confidence to speak directly to people but were able to speak through the bricks so that they can have a voice that they otherwise might not have. It gets them to focus on dimensions of their work that they might not otherwise think of. Finally, I want it to break down the barriers in that position where people find it difficult to articulate their stories well, lacking confidence in articulating things maybe because of their traditional approaches in Nigeria, resulting in a power imbalance between the teacher and the student. The method helps me to overcome the power imbalance, and it's an opportunity to co-construct new knowledge and people transitioning in terms of the currency of their experience. It also put the students on equal footing with each other. From their perspectives, the students might perceive that their opinion is not as significant as someone else's. So, the approach metaphorically levels the playing field in terms of being able to express themselves based on what is happening.

#### 4.4 GENERATED THEMES AND SUB-THEMES

The use of Quirkos enabled me to allocate the quirks into groups to contextualise the categories; sub-categories are incorporated to form the quirks and sub-sub categories within each of the quirks. This leads to the generation of themes and sub-themes from the transcribed data, and these themes are analysed in this section and relationships between the themes are highlighted.

The analysis will focus on data concerning learning in Nigeria as compared to learning in the United Kingdom and the impact of Nigerian learning on student's readiness and accommodation of UK Higher Education.

Fig 3 Themes generated from the Quirks

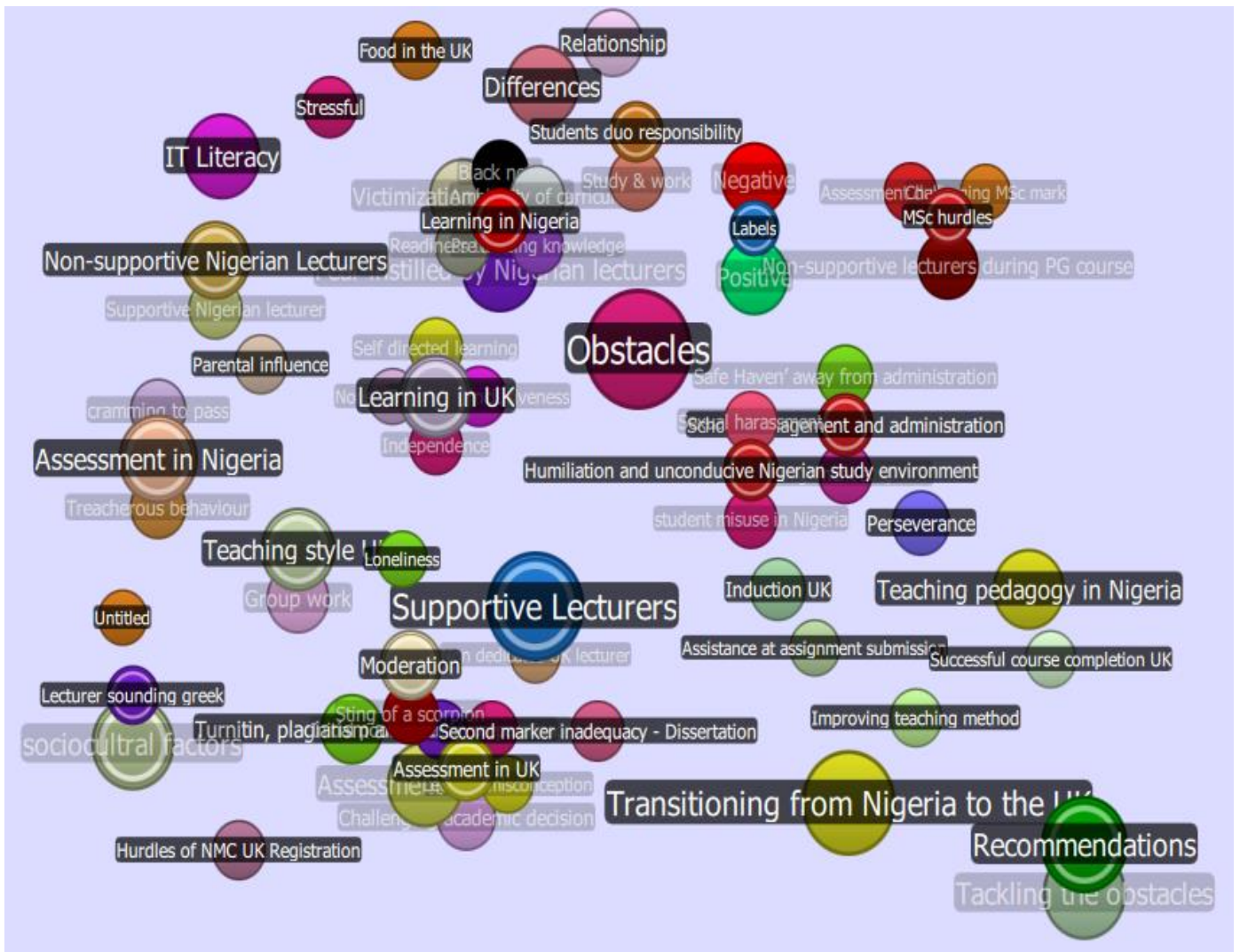


Fig 4 - Themes generated from the Quirks in descending order

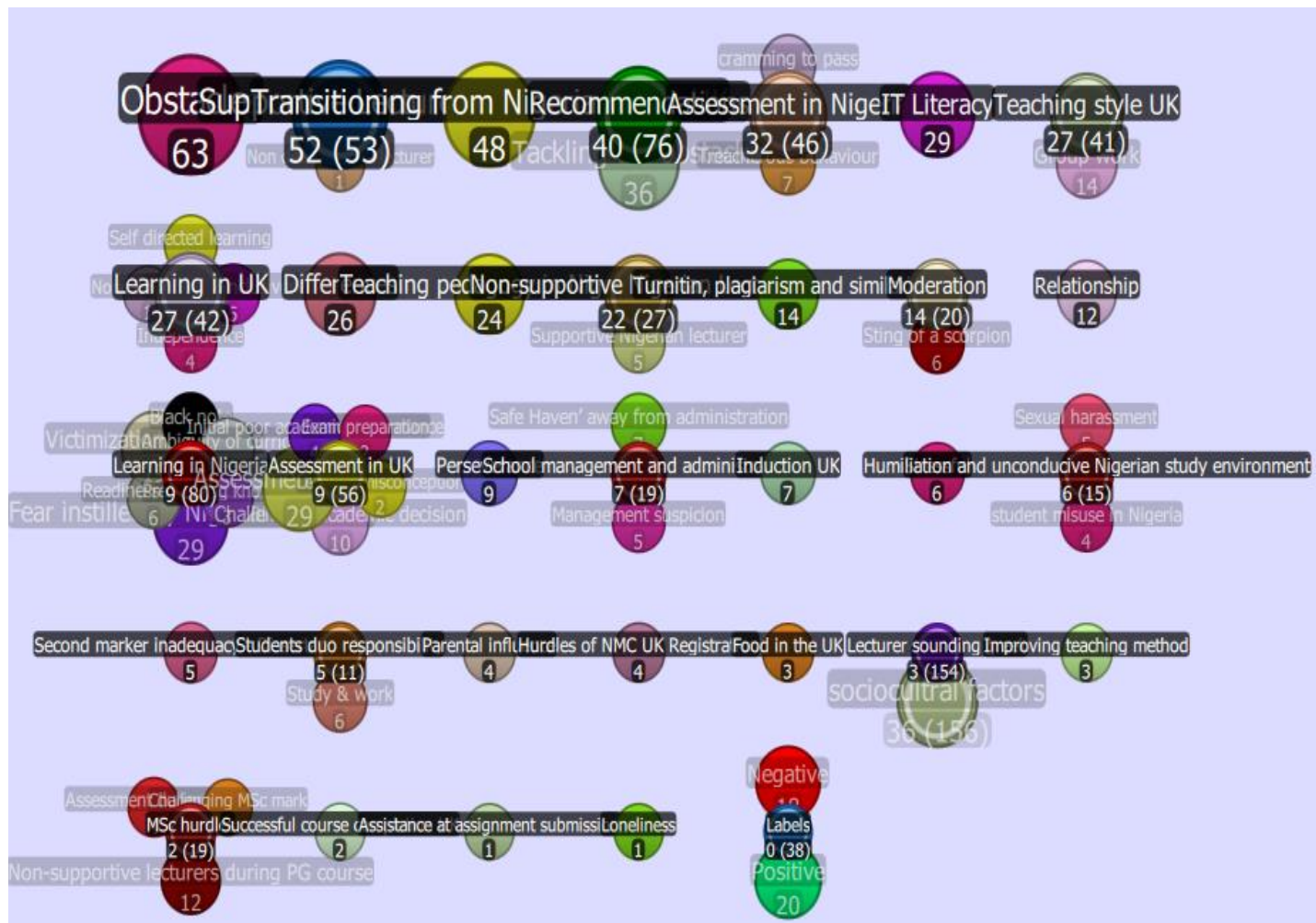
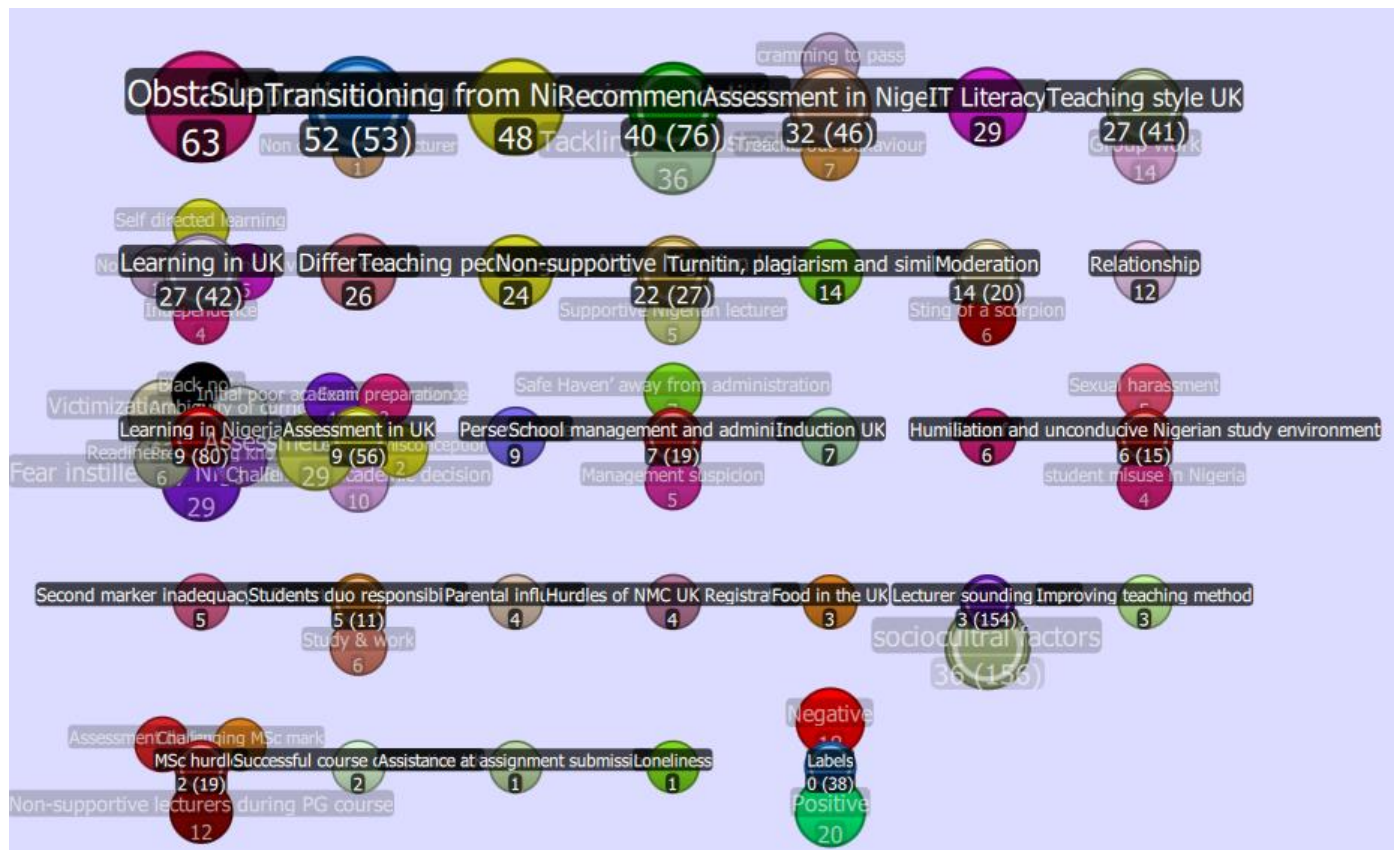


Fig 5 Quirks with the numbers of commonest codes showing themes in order of numbering



The numbering of the amount of codes in each of the themes enabled the researcher to prioritise the themes that has the highest codes to denote the importance of such to the participants. This enabled the researcher to highlight the saliency of those themes, as opposed to their commonality and then to use them in the analysis of the data collected.

## 4.5 LEARNING IN NIGERIA

### 4.5.1 READINESS TO LEARN, ASPIRATION, HOPE AND COLLABORATIVE WORKING

There is evidence from the collected data that Nigerian student nurses are ready to learn and have the aspiration and hope to perform well in their studies and enjoy collaborative working as indicated in the collected data and evidenced in Fig 6 below. Many factors influence this, which include fear, victimisation, readiness to learn, the ambiguity of curricula and pre-nursing knowledge and all these factors form the subtheme of this theme.

The students are generally ready to learn and very determined to achieve their educational goals, but they often meet setbacks due to Nigerian education. Olivia and Becky's story are related in the sense that both discussed their readiness to learn, according to Olive, she said, and I quote

*"back home you are ready to learn- you are out for the studies but you have so many things like you don't have the full support you need to get what you want- you are like you are on your own- you have to work hard by yourself to get everything" (Olivia).*

While in Becky's case, she symbolises her learning with a 'green' model and says

*"I entered the profession with- you know- lot of aspiration and hope but there also- working with people" (Becky).*

Hannah in her case, believed that green is 'life' and standing on the 'Green' will facilitate 'Growth' due to nourishment from 'green', and this is going to 'help' her. Whereas Betty metaphorically represents green with 'Aspiration' and 'Hope' which was supported by Olivia who further stated that, with determination and standing firm on your feet, you could achieve your aim by saying that

*"If you are strong and you are somebody that is determined to get what you want- you go through the trials and still go back to stand firm on your feet" (Olivia).*

### 4.5.2 FEAR INSTILLED BY NIGERIAN LECTURERS

The fear instilled by Nigerian lecturers is the most prominent quirk that has the most coded data in the theme and ten of the participants placed considerable emphasis on this as a hindrance to their study. This is the biggest impediment to learning in Nigeria as ventured by the Nurses that participated in the LEGO® SERIOUS PLAY® activity. Many of the participants discussed their learning has been challenging with fear and believed that the lecturers are

intentionally instilling fear in them.  
Some of the participants remarked that

*"they will tell you that your name is written in pencil and erm if you didn't pass- you have to leave the school" (Jane)*

Fig 6 – Quirks - Learning in Nigeria



*"they are trying to put fear in you. You are trying to say- well how do I survive? They will say- if you fail- you fail out" (Vicky)*

*"sometimes we still have that fear from Nigeria" (Gladys)*

*"I have that fear in me- I brought from Nigeria to UK that you don't talk to lecturers" (Jane)*



*"if you don't pass the PTS you will be sent home and the experience is not good especially if the parents have sponsored suffered to pay for the school fees" (Obiageli)*

The lecturers create fear in the students and do not help in the situation because of their threatening behaviour towards the students. The students felt there was a 'scare' of expulsion if they did not succeed in the six months exams and some Nigerian lecturers indulged in this by menacing the students that they came to the profession only because of their intention to travel out of Nigeria to overseas countries where the pasture might be greener. This is more of a cultural issue in Nigeria where the lecturers are seen as 'god' figure and cannot be questioned.

One of the participants noted that

*'On entering into the nursing career back home- I was optimistic and enthusiastic that I was going into what I loved and appreciated. Erm on entering there and commencing lectures- there was this scare of within six months- if you don't succeed- you will be eliminated from the course'*  
(Patience)

*"The experience back home was more of challenging with fear and all of a sudden got to place where you could relax and learn- you know- seek advice or counsel from your lecturers without feeling under duress or pressurised or anything- co-verbalised and say what's in your mind"*  
(Patience)

The students have to treat some of the lecturers like mini gods to sail through the programme because if they do not, they might be walking their way out of the Nursing course.

One of the participants commented that

*"you have to greet them with respect...we took them as mini-gods" (Chinonso)*

#### 4.5.3 READINESS TO LEARN

The students back in Nigeria appear to be prepared to learn, and they will put all their efforts in their education which might be because they value education. Some of the commentaries from the participants are

*"As if our story is related (Becky). Like what I have here- back home you are ready to learn- you are out for the studies but you have so many things like you don't have the full support" (Olivia)*

*"the green represents that I entered the profession with- you know- lot of aspiration and hope"*  
(Becky)

*"am on a moving wheel- I don't want to do nursing. I was talked into doing nursing- I was writing JAMB for other courses" (Jane)*

*"the foundations back home soared and pummelled me to where I am and am enjoying what am doing" (Patience)*

As part of the training, the students are allocated to clinical placements otherwise known as external postings in Nigeria and they attend this happily. Some of the remarks from the participants are

*"we went out for external postings which was good and gave the feelings of- you know- coming up to what I liked and cherished" (Patience)*

#### 4.5.4 VICTIMIZATION IN NIGERIA EDUCATION

Nigerian education is full of surprises as the students go through many subjugations before they complete their courses. The students are sceptical of their dressing mode, getting close to the lecturers even to clarify any areas of their concern from their studies and even social life.

Some of the comments made by the participants include the following -

*"the red signifies danger- I- on going back" (Julie)*

*"The black thing between erm the person and the lecturer is...in my school- if you are found close to the lecturer for any reason- when the result comes out- you will fail" (Juliet)*

*"the induction- the teaching- the first six months was like erm if you- you don't say anything in the class or do anything or you don't even mind your social life" (Jane)-*

*"That the school of nursing is meant for serious minded people and they are not here for erm other extra curricula other businesses" (Jane)*

*"you don't make yourself appear visible- because you will fail your exam and you will go" (Gladys)*

*"they only hate people that have any sort of attitude- like arrogance- irrespective of (...) if you are not respectful to the lecturers- they won't allow you to have settled mind" (Ann)*

*"I dare not say it in short in fact because that will be the beginning of your downfall" (Becky)*

*"...The weeding test is horrible. that day that the exam hmm the result will come out if you didn't make it you pack your bag and leave " (Chinonso)*

#### 4.5.5 NIGERIAN NURSING STARTS ON NEGATIVE NOTE

Most of the students that participated in the workshop denote that their nursing experience started from what they represent in their model as a negative note used as a metaphor for their unpleasant experience.

Some of the comments are below

*"my experience- it started on the black note" (Juliet)*

*"I started with a black base because I erm- I really didn't want to (...) I wanted to study nursing but I didn't want to do it in school of nursing- I prefer to do it in the university" (Gladys)*

*"...I find my life 'black' that I thought that I can't do that" (Alima)*

#### 4.5.6 AMBIGUITY OF NURSING CURRICULA

The nursing curricula in Nigeria is very vague and not well defined or articulated; therefore, individual School of Nursing tend to follow whatever suits them without the thought of the students as their customer and not recognised as being in the centre of the Nursing education. The use of LEGO Serious Play enables the participants to compare the education in Nigeria to that of the UK, which they might not feel confident in discussing if they were just asked in an interview question. This is because they might feel their opinion will not count but using LSP made their stories to be narrated without reservation.

*"getting to the programme- it was really confusing- which is this red- there is no defined curriculum" (Juliet)*

*"you still have to read and then pass your exams; nobody wants to know if you are like you have to work in the ward or you don't have time to read- nobody cares about that-*

*nobody is giving you a restricted hours that you have to work so that they make sure you read" (Olivia)*

Nursing education occurs in the school of nursing graduating with a diploma degree now higher diploma degree after which the qualified nurse will progress to the University for the BSc degree for another 4 – 5 years repeating everything already learned during their diploma training with very little addition at Level 6. Below is one of the comments from a participant -

*"so I entered school of nursing 3 years; after that I will still go and do 4 years for my BSc- so it wasn't really a nice experience" (Gladys)*

#### 4.5.7 IMPACT OF PRE-NURSING KNOWLEDGE

The prospective student's knowledge had an impact on the education of Nursing, therefore recognising these knowledge goes a long way in the students learning experience. The previous knowledge gives the students a solid foundation in which they built their nursing education.

*"I entered my nursing with a solid foundation" (Val)*

*"before I entered my nursing I already have a very strong foundation...I already have a background as in base my best-standard education which I got from my primary and secondary" (Obianuju)*

#### 4.6 ASSESSMENT IN NIGERIA

Nigerian assessment method is hugely saturated with examinations with very molecular other assessments methods like presentations which are majorly for formative assessment purposes.

Many of the participants remarked on their feelings about the exams as below

*"they give you topic because in Nigeria- you just read what you are given- you go and give it to them" (Vicky)*

*"they don't care about how you read and pass the exam" (Jane)*

*"two things are involved- either you pass which is the green or you fail- so I was able to get to*

*the green and be among those that survived” (Juliet)*

*“Sometimes its not- you don’t understand it and you don’t know whom to turn to” (Jane)*

*“beside the didactic method of style of teaching- you also have this red areas- it signifies exams- everyday exams- they call you ‘Gladys’ I have exams- we have exams- exams- exams everywhere- so you do three months exams- six months exams- one year exams- mock exams- every time exams” (Gladys)*

*“after one month when the result is out- you may not even know what you read again or you have to visit back your book to able to answer the questions” (Gladys)*

*“to be well informed because any slight thing can make you fail your exam” (Becky)*

*“you won’t query nor challenge their judgement” (Becky)*

*“...you are either given an exam exam or you do a presentation” (Chinonso)*

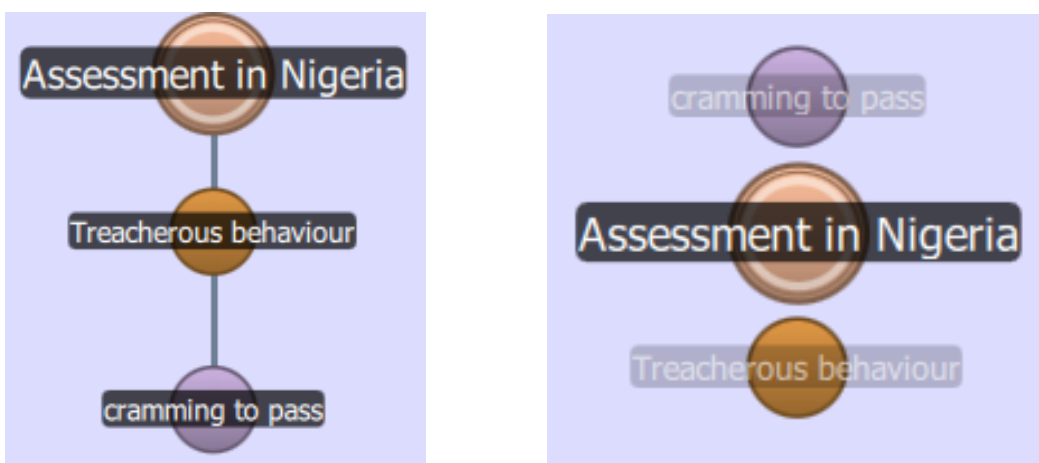
*“when am in err the nursing school back home...the assessment is very tough” (Brigitta)*

*“Everything...most of the course work we are given are not-no essays...Just the exam” (Brigitta)*

*“we can read from that note and on the exam you can write from that note...it is not extra things but back home you don’t have assessments...we don’t have essays...only exams answering exams” (Alima)*

*“...throughout my nursing it is exams say do your exams” (Obianuju)*

Fig 7- Quirks – Assessment in Nigeria



One of the participants represented the various exams using metaphor in the form of colours by representing this with many colours indicating that they were assessed with several examinations at different levels on the course.

One of the participants commented that

*"I had a lot of things to pass through- the exams- a lot of exams experiences- that's why I ionrepresented it with different colours for me to come out and be successful" (Val)*

There is a deduction that the students are given a hard task to complete with the intention that they want them to learn more than the teachers; although it might be that, this is intended to make them a better person by gaining more and more experience. It is very hard for the students to cope; this leads to many of the students dropping out.

One of the participants attested to this fact as below

*"they are giving you a hard task- they want you to learn even more than they have- have knowledge even more than them- that's why I kept it on that edge there but after everything- you find out that its actually trying to help you to come up to where they are- not to be more than them or they might (...)- they even want you to come up- get experience even pass them" (Val)*

There is no evidence of any marking criteria in Nigeria nursing education. Therefore the lecturers mark the exams and award marks just as they feel because there is no guidance of what to include and not to include in the student's response.

One of the participants mentioned that

*"getting to the programme- it was really confusing- which is this red- there is no defined curriculum- and like the marking criteria's- what they expect from you- you don't have the idea about it" (Juliet)*

It is a mixed feeling after the exam results are released because some of the friends that read together during the preparation for the exams will fail and instead of the students being happy, they become sad even though they had passed their modules.

Two of the participants commented that

*"at the end of the day erm some of your friends whom you read with- some passed- some did not pass and it's a tearful and joyful erm experience in school of nursing in Nigeria" (Jane)*

*"I passed through pain not really because I fail the exam but I see myself with all these people*

*I worked with- we tend to lose your friends because when the results comes out- people will separate automatically" (Becky)*

*"if you want to call your friends- they will not answer you because probably you've succeeded and you guys studied together and you didn't do anything to make it stop happening, after the result came out you can't even rejoice that you passed" (Becky)*

When the students do a practical exam which is one of the methods of assessment of their clinical practice in Nigeria as there is no portfolio sign off method like in more developed countries. The students have to be careful because if they answer any question and the lecturer conducting the assessment does not have the knowledge of what the student said even when it's right; the lecturer can fail the student in that exam, and the students cannot challenge their decision. This was acknowledged by all the participants in the workshop because they claimed that it happens regularly to them.

One of the participants answered a question during a practical examination and was given the assignment to look for the precise answer because the examiner said she got the answer wrong. On returning to the second part of the exam known as the oral practical examination, she gave the same answer with references to different texts, but the examiner still insist she was wrong, she has the following to say

*"I was right but because you dear not battle with your god. I became the one that is at fault" (Hannah)*

#### 4.6.1 TREACHEROUS BEHAVIOUR OF LECTURERS

The lecturers can behave in a very treacherous way in order for the students to know that they are in control and to create fear in the student. This can inwardly destroy the student's morale and self-esteem. This could be classed as deceit and setting the students to fail in an exam. Some commentaries from the participants are below

*"Sometimes you have exams- all you know- your exam start on Wednesday- you don't know the course you are going in for. You just have to read everything" (Juliet)*

*"like the marking criterias- what they expect from you- you don't have the idea about it" (Juliet)*

*"because some lecturer would tell you tell you- you see this course- you are not passing it" (Olivia)*

*"...you might not be given the note before the exam self they will just give it to your class rep and ask him to distribute...if you are unlucky you won't get" (Chinonso)*

*"sometimes you don't even know what you intend to do...they just ask you to do" (Chinonso)*

*"...no experience nothing-then the date of the exam you get called for the exam...there was nothing like do it before" (Brigitta)*

#### 4.6.2 CRAMMING TO PASS

With the nursing education in Nigeria; the students cram to pass their exams because of the lack of proper teaching methodology. The lecturers generally write notes in the form of 'texts' on the topic they intend to teach, and these 'notes' are 'dictated' to the students by the class representative. This means that if a student is absent during the dictation period, they might never get the notes before the exams. Some of the participants have the following to say

*"there is lack of encouragement from the lecturers. And colleagues as well- the same thing from colleagues as well- some of them- you know- will go trying to cram and pass the exam" (Julie)*

*"You go and struggle to cram that note because you are really cramming- you are not learn- once you are able to cram the note- you come over to the next level" (Vicky)*

*"once you are able to cram that note they dictate to you- and give it back to them- there is nothing like plagiarism- just vomit it the way it is; you have yours" (Vicky)*

*"you read- you cram- you discuss with friends" (Juliet)*

The students feel that cramming does not enable good learning because they just have to cram the notes and pour it back to the lecturers in the exam; this does not indicate they understood the topic thought.

*"every time exams which is not really the most important or the best method of assessment because you just cram and then give it to them- that does not mean maybe that you have understood it" (Gladys)*

#### 4.7 NIGERIAN LECTURER

The next salient theme identified through the use of quirkos is the impact that Nigerian lecturers have on the students learning journey. The data showed that, as there are many



negatives about the support received from the lecturers in various Nursing institutions in Nigeria, there are very few supportive lecturers. Therefore, there are two significant sub-themes generated from this theme which are non-supportive and supportive Nigerian lecturers.

#### 4.7.1 NON-SUPPORTIVE NIGERIAN LECTURER

The collected data suggested that most of the Nigerian lecturers are not very supportive of the nursing students. The lecturers appear to distance themselves from the students, and most of their comments are not encouraging.

Some of the participant's commentaries are stated below

*"lecturers distant themselves from the students because they don't want to see you close to a lecturer" (Juliet)*

*"you don't have the full support you need to get what you want- you are like you are on your own- you have to work hard by yourself" (Olivia)*

*"this is my lecturer there-I used red colour here because...they are not approachable-they are always far from us-they are always hidden" (Chinonso)*

*"the same thing from colleagues as well" (Julie)*

Fig 8 – Quirks – Non-supportive Nigerian Lecturers



There is a 'Red brick' metaphorical representation of the lecturers as 'Danger' and been unencouraging and threatening the students that they are not here to play and that this is a serious place. There is no sign of friendliness from the lecturers, but instead, they are creating fear in them, all the participants acknowledged this statement to denote similar occurrence in their institution. Some of the participants made some remarks as below

*"when you enter into general nursing initially- this red is danger- nothing encouraging (laughs) the lecturer will be like- we are not here to play- this is a serious place" (Vicky)*

*"nobody is even trying to make the course look friendly" (Vicky)*

*"they will even call you coconut head and all that" (Jane)*

*"I have that fear in me- I brought from Nigeria to UK that you don't talk to lecturers" (Jane)*

*"so there is no er support- they are not- erm there is lack of encouragement from the lecturers" (Julie)*

*"They are on red. They are not friendly to be honest-all of them" (Chinonso)*

*"even there was also not much support it was given but you are expected to do more and to know everything which you are suppose to do" (Brigitta)*

*"I was pushed into nursing which I didn't like- then getting to the programme- it was really confusing" (Juliet)*

The lack of support also has an impact on the student's confidence because some participants stated they do not have the confidence to seek for help from lecturers when they arrived in the UK due to their past experience as below

*"...you look back home am not confident that I might achieve this aim because its far from me that foundation is not there that support is not there" (Chinonso)*

The lecturers give the students 'notes', but there is no explanation or any discussion about the note, the student just have to go and copy the notes if you are lucky enough to get it before the examinations. A remark about this is written below

*"you have the note but sometimes there is nobody there to put you through" (Olivia)*

There is no evidence of student lecturer interaction because sometime this could be misinterpreted to something else, so there is zero student-lecturer relationships as commented below

*"when you come to their- to interaction between the students and the teachers- its very (...) there is little or no interactions or rapport- you just come to school- when they come to class- you stand up- you greet them- you sit down and that's it" (Gladys)*

*"There is no ooo good rapport between the students and lecturer" (Vicky)*

Discussing personal issues with their lecturers can lead to many problems in the school of nursing in Nigeria because this could be used against them and sometimes, it could be used in victimising the students. One student commented below

*"so you don't relate personal things to your lecturer because you may dig a hole that will swallow you so you just keep it to yourself" (Becky)*

#### 4.7.2 SUPPORTIVE NIGERIAN LECTURERS

Some of the participants discussed a different experience with Nigerian lecturers which was positive in nature and worth mentioning, although few of these same students have a negative experience as well; as stated below

*"They are good- they can teach well- they will encourage you- they want you to come and become something tangible in the future" (Val)*

*"lecturer sometimes- they operate with- you know- we have very good lecturers- some of them are real teachers but they don't- you know- come down to know what the students are passing" (Becky)*

*"some lecturers are friendly- some are not- some are mother- they see you as their children" (Jane)*

*"grey block at the bottom represent that the education which I got from home was very good" (Brigitta)*

*"...no support-support is there but little support that I have to put a lot in-of work" (Brigitta)*

Although some of these lecturers appear to be kind and supportive, when they give anything extra, the students' will have to pay them despite paying their tuition fees in full.

*"if you need extra classes- there are people that are ready to give you that extra classes but you have to pay them" (Jane)*

#### 4.8 NIGERIAN TEACHING PEDAGOGY

Fig 9- Quirks – Teaching pedagogy in Nigeria



## Teaching pedagogy in Nigeria

### 4.8.1 TEACHING PEDAGOGY IN NIGERIA

The teaching style in Nigeria has unique characteristics of teacher's individualism which has been personalised by the individual lecturers, although not generally in enhancing students learning.

The participants recognise that the teaching method is mostly didactic, which is a very traditional teaching method and does not encourage student's participation. Some of the participants proclaim the following statements

*"so this 'Red' is the teaching styles- it's a didactic method where you have to read- sometimes its even better you are not in the class" (Gladys)*

*"the lecturer will come and teach- whether you like it or not- its your business" (Jane)*

*"some of them...they that are nice- will even tell you they want you to pass where they stopped" (Val)*

*"that is a controlling teacher who is didactic" (Obiageli)*

Most participants thought that they are not well taught during their studies because most of the lectures are denoted with 'note dictation and writing' which is either done by the teachers or given to the class representatives to dictate to the group. Some of the comments are

*"the only news you hear- they will come inside the class with loads of notes just to dictate it within maybe two hours- three hours and they will go" (Vicky)*

*"lecturers are there to just give you the notes- you have to do the bulk part of the work" (Gladys)*

*"in Nigeria you read your notes and textbooks- then come for your exam" (Val)*

*"just copy notes- so you have to read it on your own understand it- disintegrate it and then assimilate it [\*]" (Gladys)*

*"The teaching style back home from here is very different because there is they explain the slide and they gave you the actual note from the slides and we can read from that note and on the exam you can write from that note" (Alima)*

On the contrary, one participant thought that the lecturers are very nice, prepare their lectures and they teach well, although she added a clause before her statement, please see the comments below

*"during my own period I really enjoyed them- we are so young and they love us very much" (Ann)*

*"Very nice because they will prepare the lecture and ((inaudible)) they will come to class- they will lecture us- if we have any question- you are free to ask any question" (Ann)*

Some interpretations could be given to the lecturers 'loving them very much', which will be done in the discussion chapter.

Studying in Nigeria can become repetitive because the students spend too long period to complete the BSc degree top-up which leads to repetition of what they already know during the pre-reg nursing course, one of the participants commented that

*"so I entered school of nursing 3 years; after that I will still go and do 4 years for my BSc- so it wasn't really a nice experience" (Gladys)*

Majority of the Nursing schools still uses the traditional 'blackboard' and chalk as there are no smartboards or projectors. This was acknowledged by all the participants, and they all laughed about it, denoting acknowledgement.

*"we don't have a projector- we don't have a screen- we use blackboard (Laughs)" (Julie)*

*"the challenges in Nigeria is the limitation in the mode of teaching- the technology (Inaudible) in teaching and how err students er understand it" (Gladys)*

Nigerian teaching method exposes the students to become Over dependant and reliance on tutors or other parties, which the participants signified with a 'Red brick'

*"I didn't even write my project- I don't even know where they typed it- my own is to write and give it to them" (Vicky)*

*"I never thought of maybe if you are given a wrong information- it becomes a danger to you" (Hannah)*

*"I solely believe on them without looking sideways or making efforts to read more or get information from somewhere else" (Hannah)*

The teaching method in Nigeria does not expose the students to any form of mentorship; the students only have one clinical instructor for the whole hospital, who is a replica of Practice placement manager in the UK. Therefore the students learn by trial and error with no formal facilitation. One of the participants commented as follows

*"...there is no mentorship" (Chinonso)*

There is also the issue of content overload because the students might be undertaking more than ten different subjects at the same time. Below is a comment from one of the participants

*"during our PTS that's erm the earlier stage in nursing...that's within 6 months of entry we have like 14 subjects to read and those subject...it might not even be taught you will be given a note...they might give you a note Yah to go and prepare for it both in PTS and even throughout the three years course...you might not be given the note before the exam self" (Chinonso)*

## 4.9 HUMILIATING SCHOOL ENVIRONMENT AND MANAGEMENT

The school environment in Nigeria can be very humiliating. Likewise, the school management and administration can be uncomfortable for the students at times. Students are monitored, and there are external forces that can influence the environment based on whom the students know and the sons or daughters of who they are in the society.

### 4.9.1 HUMILIATION AND UNCONDUCTIVE NIGERIAN SCHOOL ENVIRONMENT

The school environment can be very uncondusive for the students. There is evidence of exploitation in the lecturer student's relationship, and some lecturers can award 'high'

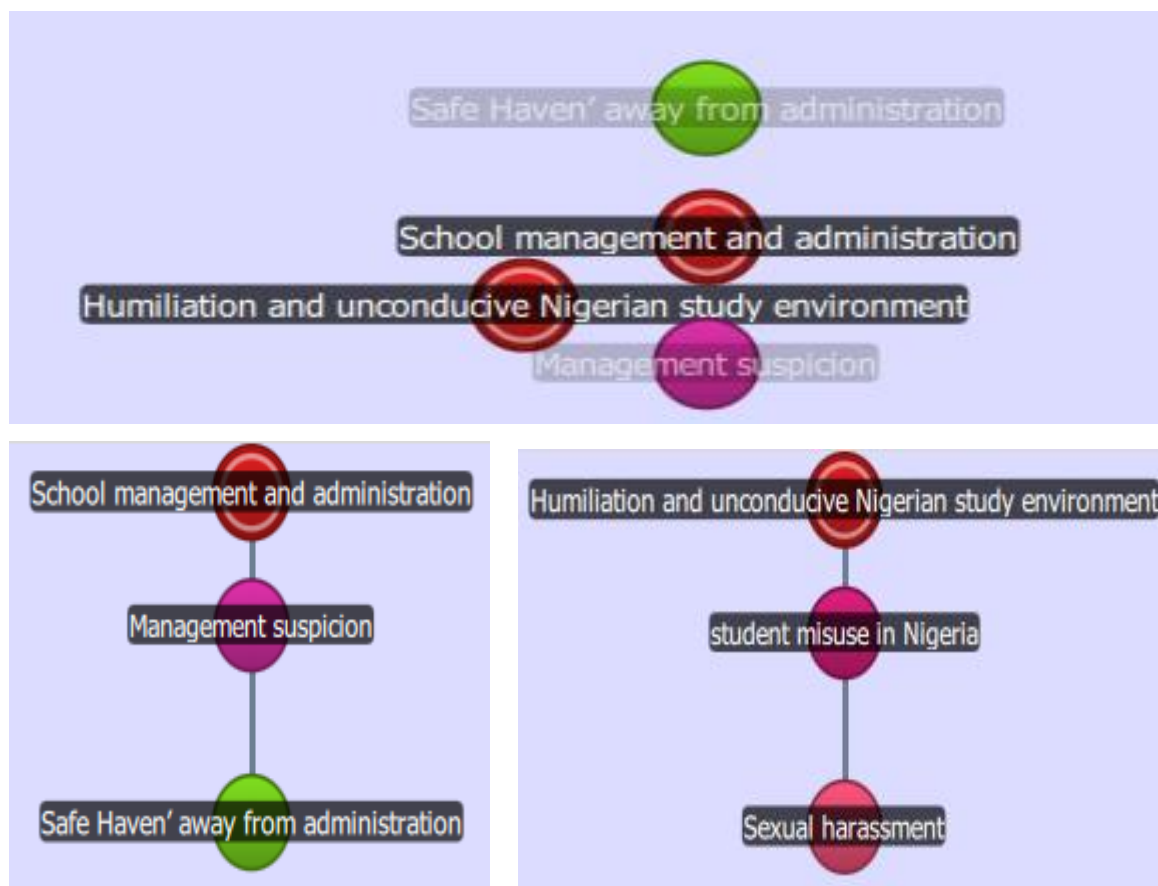
unmerited marks to the students depending on their relationship with individual students. Some of the lecturers may have a sexual relationship with the students, thereby influencing the marks awarded to such students. One of the participants made the following comments about her experience, and all the participants acknowledged this during the **workshop**.

*"everything I read in Nigeria you know- as other people have said erm its not a very conducive atmosphere because everybody- even the lecturers- they are not in friendly terms- erm you really have to be very- very- careful in your association and in my own time- those lecturer- some of them- what they wanted is they want you to be friendly with them you know- so that they can give you mark" (Amber)*

*"if you don't even understand the fear to even ask them question you can just sit down take whatever they give you then leave..." (Chinonso)*

The clinical placement is not left out in the humiliation because the students are being misused in this environment as well, coupled with the unpleasant school atmosphere. Some of the participants said that

Fig 10: Quirks – Humiliation and unconducive Nigerian school environment



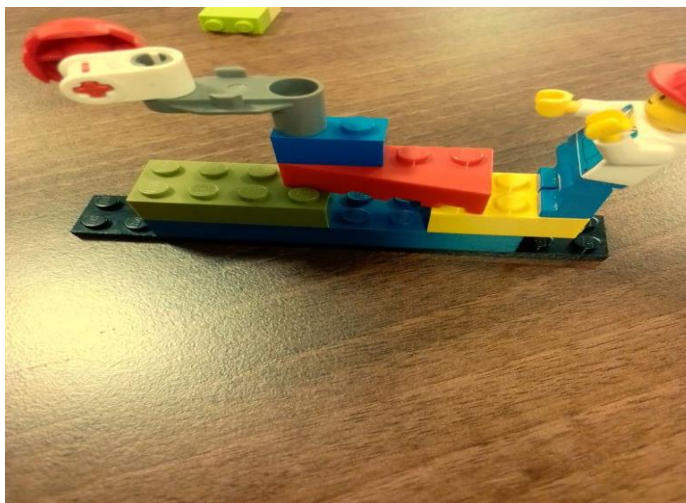
*"There- you have to work to make sure the floor or the ward is covered- so you don't have that encouragement or support sometimes to make sure that you really studied but nobody is after if you fail or if you didn't pass the exam- all they know is that you have to work and then you have to get your exams passed" (Olivia)*

*"back home I have unfriendly lecturers" (Chinonso)*

One of the participants metaphorically built some LEGO models to represent a demarcation between herself and the lecturers using red brick and said the following about her experience while at the nursing school

*"this is my lecturers on one side and this is me...you can see that's a demarcation there and that was why I put the red there as the bridge but that red there is a challenge which I myself have to cross to get this and with the support from the base I have and I was able to climb to get that crown there" (Obianuju)*

*Fig 11 - Obianuju model*



#### 4.9.2 STUDENTS MISUSE DURING TRAINING

The students are often inappropriately used in Nigeria during the clinical placements by sending them on errands. Most often student's are used to replace qualified staff and making them to 'take charge' of the departments and wards as the 'Nurse in charge' of the duty without any supervision by a qualified member of staff thereby putting the lives of patients at risk. All the participants conceded this to be true in their institutions as well.

*"I was trained in a mission hospital- after PTS- you are like the ward manager- you still have to do your full shift- take care of the full ward" (Olivia)*



*"in the hospitals for practical- those matrons- if they send you on an errand- you refuse to go- you are in problem. During the practical period- automatically- you are going to fail the practical because anything they ask you to do- you said no" (Ann)*

Some of the students who come from a poor background need to work while studying but there is no support from the nursing school to accommodate this; therefore, the students are often sent for further punishment because no one is ready to listen to whatever they are going through. Below is the comment from one of the participants

*"at some point while I was doing my nursing- I was doing my MSS- I was going to work and I will come in and what they say is- you are not in class- whoever that you are going to go and visit the person should let it be to pass your nursing and at the end of the day- I will be sent on punishment into the ward. I don't know who to tell- I have to work to survive- I dare not say it in short in fact because that will be the beginning of your downfall" (Becky)*

The students cannot discuss any personal issues like 'working' with the lecturers as this can implicate the student involved, and the lecturers can discuss them anywhere. A participant discussed her experience of working while studying below

*"No- it can implicate you- you don't have to be working while studying- so- you know- so the lecturer can go out there and say it" (Becky)*

#### 4.9.3 SEXUAL HARASSMENT

The participants disclosed that the lecturers have a high tendency of abusing the students sexually with the intention of given them good grades during their course because there is no evidence of any moderation process.

*"those lecturer- some of them- what they wanted is they want you to be friendly with them you know- so that they can give you mark" (Amber)*

*"Those lecturers- especially when they find out that you are young and maybe attractive or beautiful- they want to befriend you and then they will tell you that don't worry about marks whether you do it or not- they are going to give you good marks" (Amber)*

*"they will use that in a sort of luring you so if you are that type that you are very lazy in reading then you will fall into their prey but if you have got a strict parent that brought you up very well- then you will know that you don't gain anything by that and what you need to do is to read your books and pass your exams" (Amber)*

#### 4.9.4 SCHOOL MANAGEMENT AND ADMINISTRATION

The school management and administration in Nigeria come with their challenges to the students during their training. They often appear friendly, but the students cannot get close to them to avoid unnecessary problems. One of the participants commented that

*"THAT'S TRUE- YES- you have to separate yourself from the administration- you don't go near them" (Gladys)*

The participant further symbolises the administration, the school principal and the teachers with a LEGO model of different brick colours of red, ash (grey) and light grey. She then surrounded all of these with red calling it 'danger' and give an exclamation that 'don't go there'. All the participants present in the LSP workshop acceded to the statement in agreement of the same or similar experience during their training. See her comments below

*"Also this red signifies the administration of the school- so this ash colour part is the administration- these are the teachers- this small bits ash and this is the principal of the school- so they tend to appear friendly- they tell you- they are always there for you if you have any problem but you can see that surrounded with red...danger- don't go there- ((General laughs))"*  
*(Gladys)*

The participants also warned against those that the students think are their friends because they can be more dangerous than the management and the teachers because they might have 'extensions' with the management, so some of your friends should be kept in the same position as the management. These were assented to by the other participants. Below is the comment from the participant

*"these are some of the friends that are also dangerous- you keep them alongside the administration business so that they will be there- you don't allow them here because it will threaten your territory" (Gladys)*

*"If you have any problem with them- you can be suspended" (Gladys)*

The participant said that these friends might have affiliations with the school counsellors or governors, and they usually supply information's about the students to them. Below are her comments

*"they have extensions with the ((General laughs))- yeah- its true- some of them go to supply information to them- some are related to the counsellors and the governors- so you talk to them- sometimes they call you on phone- I just heard what you said now- so they are extended to this. So they have immunity (laughs)" (Gladys)*

#### 4.9.5 MANAGEMENT SUSPICION

Sometimes the management also gets suspicious of the students' activities in the school, especially those activities with the lecturers even if it is an academic assistant that the lecturer is giving to the student. One of the participants says

*"If a lecturer sees maybe a student that is really good and want to come close- that lecturer will be queried for other things- so lecturers try to distance themselves from students and then you have to do it yourself- you read- you cram- you discuss with friends" (Juliet)*

The management can also fail a student due to their closeness to a lecturer because they might suspect that the lecturer has given them the exam questions. A participant commented about this below

*"if you are found close to the lecturer for any reason- when the result comes out- you will fail because the principal of the school want to fail you meaning maybe the lecturer informed you of what you are expecting in the exam" (Juliet)*

#### 4.9.6 SAVE HAVEN AWAY FROM THE ADMINISTRATION

The students often have to create what they called a 'safe haven' for themselves if they don't want to get into trouble with the school administration. One of the participants used Blue, Green and grey colour LEGO bricks as a metaphorical representation of Safe haven away from the school administration. Also, they use a deceitful appearance by hiding their beauty from the administration by not applying cosmetic 'make up' or do their hairs because this might be misinterpreted by the management which could lead to the student's failure.

*"I built myself a safe haven- that's all these blue- green- ash- that's where I stood away from the dangers ((General laughs))" (Gladys)*

Fig 12- Safe Haven – Gladys model



*"you don't come near them- you don't make up- you don't make your hair- you don't make yourself appear visible- because you will fail your exam" (Gladys)*

*"if you have car- pack it in your house- use leg and be coming to school- so you have to build that safe haven- appear to be foolish in order to get what you want; that's the style" (Gladys)*

*"Some of the friends you allow to your safe haven- some of them- these are some of the friends that are also dangerous- you keep them alongside the administration business" (Gladys)*

One of the participants claimed to be loved by the lecturers because of their young age, although this might be because the lecturers are interested in becoming friendly with them in a sexual way. The same participant said that she has to build herself a 'safe haven' by deceitfully hiding her beauty by not applying cosmetic 'make up' and not having a fanciful hairdo. See her commentary below

*"I had good experience during my nursing period because I entered with my twin partner- my twin partner- we did it together- we passed the same time and we left the school the same time- we were being loved by the lecturers because we were very young then" (Ann)*

*"we don't do make up- we don't do our hairs- so we go to them for discussions- they really sup- they really cared during that period but the only problem we have with the lecturers- only in the hospitals for practical" (Ann)*

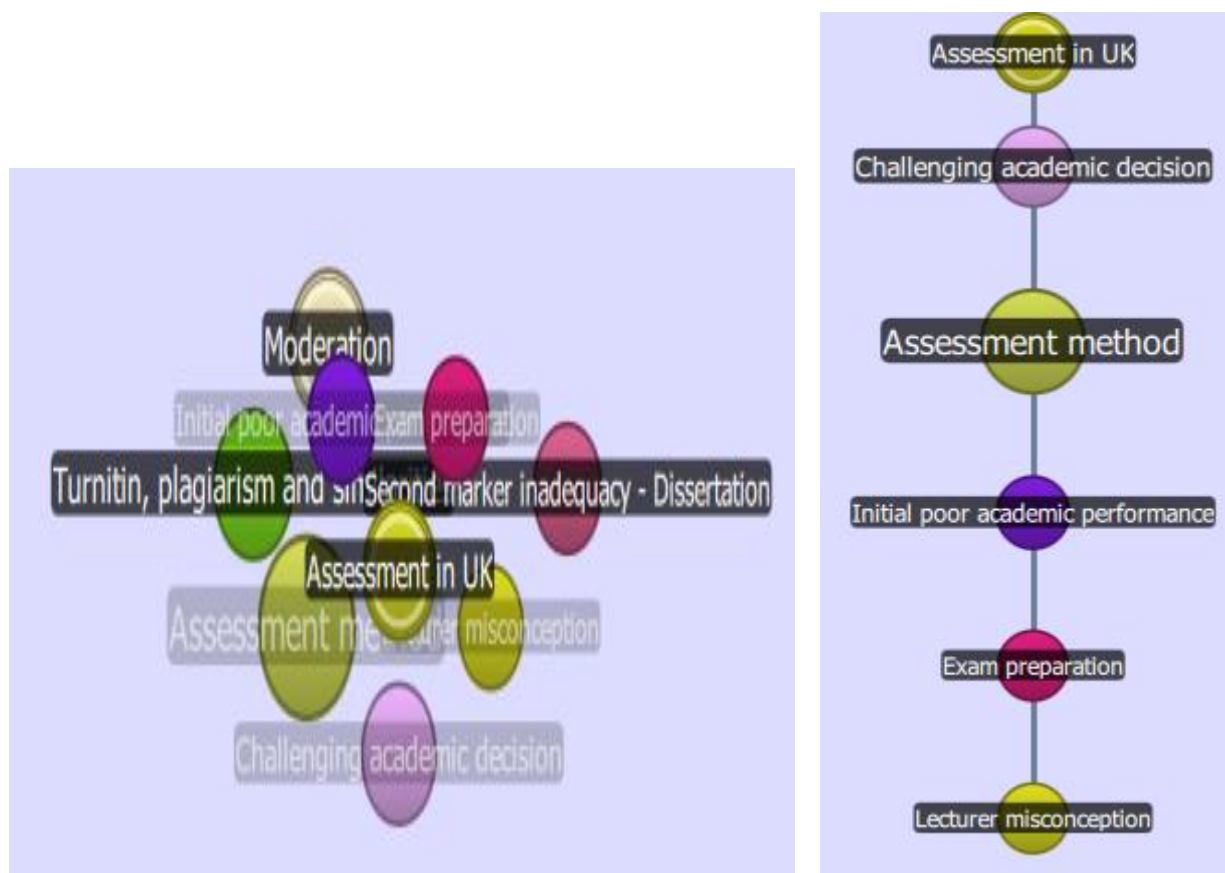
#### 4.10 LEARNING IN THE UK

The participants discussed their learning in the UK, and this was quite a difference from their experience in Nigeria because they find the UK learning to be more supportive than in Nigeria although this comes with its obstacles.

##### 4.10.1 ASSESSMENT IN THE UK

Assessment in the UK was the most prominent factor that was discussed by the participants as a most prominent and salient factor that made their UK study experience to preponderate over that of Nigeria and even more than all the other factors that impact UK education.

Fig 13 – Quirks – Assessment in the UK



Some of the participants experienced difficulty in completing the assignments because they are used to exams and not essay writing. Most of the participants claimed that they do not

understand what critiquing is and does not know that they need to compare different authors view in their arguments. Some are not happy with the mark they were awarded because they are new to this type of system and expected more marks from the first set of assignments that were submitted. Comments from the participants are below

*"I've-the assessment here even though they can look like they are a lot there is a lot of support so my base is always a stable support I get so that I always sat on a stable base" (Emily)*

*"you know it was quite different from the way it is- you do more of writing and writing- the teachers just come and you know- say something and wants you to make an input- to suggest and do things like that" (Patience)*

*"I broadened my knowledge with that- the type of assessment that is being given here- although that assessment was really a problem because I remember the first essay I wrote- henn- when I saw what Mr xxxx gave me in my research- I never knew that when you are writing- however- although- this person said this- this person counter the idea- I didn't know it was so" (Hannah)*  
*"when I say my mark- for three days- I never cease to cry- I was crying and crying but there is nothing I can do" (Hannah)*

*"if you are able to surpass these challenges here- you will come out successful" (Val)*

#### 4.10.2 ASSESSMENT METHOD

The assessment method in the UK was deemed to be very difficult as compared to the one that the students are familiar with. The students feel that they have to read a lot of resources before they can construct a few sentences which need to be adequately referenced. Some comments about the assessment methods are below

*"but here- assignments- you have to write- essay- I said which one is essay? So it was not easy here- they give you a topic- you go to internet- you discover it- you know it- its not just writing exams- that essay is very good" (Vicky)*

*"their way of assessment- you can see its red- its different from what we have there- in Nigeria you read your notes and textbooks- then come for your exams- but here now- you are asked to go and write essay- do this- do that- you use 100 textbook before you can be able to write 10 words" (Val)*

*"the teaching- the style because transitioning from our style of reading and writing exams to constructing an essays" (Gladys)*

*"I never knew that when you are writing- however- although- this person said this- this person counter the idea- I didn't know it was so. So I wrote from my little experience" (Hannah)*

*"the teaching method and assessment look a little bit difficult for me" (Alima)*

*"but the assessment method are further thing...I cant remember the last time I wrote essay last I think that was when I was doing my WAEC that you are to write 250 word" (Obianuju)*

*"but this one is more gives me more learning because it exposes me to reading wide going to the internet to get stuff so that you know more than what you are taught in the class" (Obianuju)*

Some of the participants feel that the timelines to sit for the exams and the essay submissions are sometimes too close, which does not give them the opportunity for adequate preparation for the assessments. Some of the participants commented that

*"the times for the sitting exams and the submission of the erm essays are always too close" (Peace)*

*"I still have some challenges which is the 'red' I put here that is the time and the workload of assignments and essay" (Chinonso)*

*"I still have issues with justifying the amount of assignments needed" (Emily)*

*"The assessments err are a bit too much it's a lot of work at the centre and you have to up your game" (Brigitta)*

*"...it's not organised for example one assessment we have today and the four or five assessments we have after two months...all of them come together" (Alima)*

*"when you think you've got it- you will submit an assignment and the result is out- you discover you are on square one- that is the yellow part" (Gladys)*

*"the exam aspect was ok based on the fact that we were doing in that in Nigeria but here because of the references we had to put into it" (Gladys)*

Some of the participants complained about the failure of the online submission system when assignment deadlines are looming and think it's an avoidable stress

*"I have to call them- they have to rectify and rectify before they give me another link where I*

*should submit to the school- so I don't think its necessary to experience an inevi- an evitable- oh god- a stress that can be avoided- avoidable stress" (Patience)*

The participants remarked on some of the assessments that are majorly based on UK practice while the international students have not had the opportunity of practising in the healthcare system in the UK. This need to be reviewed as it makes the assessment method to be absurd sometimes. If a student will be assessed on UK practice, then they should be exposed to the same system. The comment below is from one of the participants

*"most of your assignment is based on how things work here in the UK and you can see that maybe most of us don't have- have not had the opportunity to be in the NHS or to be in the health system in this country- when they are talking about the assessment like management of care- everything you are writing must base on the system here in the UK and you've not experienced it" (Hannah)*

One of the participants believed that, although the assignments are tough and appear too much, this is to build the students to become a good ambassador of the University and also to build themselves in their future career. Her comments are below

*"it's tough but the aim is to build us so that when we go out we would be...we would represent the school we would be good ambassador of the University" (Obiageli)*

In contrary to the above, a participant feels that she doesn't learn from the essay because it's just for her to research and answer the questions but she's not doing it in practical form but completing the essays by researching into the topic and doing all the critiquing is actually doing it in real life and its practical in nature. See her comments below

*"I don't feel like essays or comprehension teaches me because at the end of the day am just going to research what the question wants am not doing it in practical form and am not doing it as an exam" (Emily)*

A participant condemned the repetition of the same assessment questions and repeating the same articles to be critiqued by several cohorts of students. She feels that this will continue to increase the 'plagiarism' and 'similarity' level and will sometimes cause 'collusion' because the students are sourcing the same resources all the time to answer the assessment question. Her comment is below



*"different cohort are given essays that are related- they are answering the same essay another set answered- another set up to five sets answering one question" (Juliet)*

A participant discussed dissatisfaction towards the mode of practice of the second markers, especially for the dissertation module. She argued that the work should be marked in the same site or from another University and by lecturers who specialises in the area of the student's research. She thinks that sometimes the second markers are not marking the students work, but they seem to be marking the 'students' supervisor' instead. Here are few of her comments

*"yes they want to make it authentic- that's why they send it to the second marker" (Hannah)*

*"your supervisor is directing you- telling you what to do- you write your draft- you sent to them- they correct you- you go back- do your corrections" (Hannah)*

*"let the second marker- let them be those who had being there with you- who had supervised you" (Hannah)*

*"the second marker knows who your supervisor is- he is not marking your work- he is marking your supervisor because I've experienced it- by the time you read their comment- its not about your work [\*] it's about your supervisor- they want to get the second marker- let...they should go to another university" (Hannah)*

#### 4.10.3 CHALLENGING ACADEMIC DECISION

The participants feel that there are unfair judgements about their assessed work because when they think they should have good marks; they end up with low marks. Some of the participants think that there are inconsistencies in the academic judgements. Some of the comments from the participants are as follows

*"some say its alright- its alright and then when you get your marks- its not what you expected" (Gladys)*

*"hard work that we've done on.....during the period and your mark will go down to unbelievable.....marks you did not envisage and was very demoralising and we think that- that needs to change actually" (Peace)*

*"another person on top tells you it's wrong; it really really.....it really affected me which am still crying for it till today" (Hannah)*

Some of the participants assumed the lecturer who is assessing their work as a 'god' and believed that they could not challenge them. They believed that if they challenge their decision, then the students are digging their own grave. Some of the comments are below

*"you there not fight with your god- your lecturer is your god- no matter what- when it comes to education; you can't challenge- if you do- maybe you are digging your own grave" (Hannah)*

*"Then coming to assessment how its being done here in the UK- I will say- just like I said you there not challenge your god" (Hannah)*

*"so when you see it- you can see that the assessment there in Nigeria- despite the fact that its different from here but the issue of you and your supervisor whosoever- there is no much difference" (Hannah)*

*"at the end- the same moderator- moderating- professor- doctor; who is not at your level- who is not even looking at the level of you and your lecturer- looking above- whatever- will just smash or do anything they want to do about it. Yes its dissertation- the second marker who is not there- who doesn't know where you started" (Hannah)*

#### 4.10.4 INITIAL POOR ACADEMIC PERFORMANCE

There is evidence of poor academic performance when the students submit the first set of assignments at the University. This is due to many factors such as newness to the University system in the UK, some of the students haven't been in the education system for some years and the assessment method in the UK. Some of the comments from the participants are

*"I remember the first essay I wrote- henn- when I saw what Mr xxxx gave me in my research" (Hannah)*

*"then when I came in fact I even came late to jumping on top of 'you have to submit this next week' sdo this presentation in fact everything about that my arrival here was red" (Obianuju)*

*"and assessments I feel that I am fall down here (about the model built) it shows that am fall down but except the help of our teacher" (Alima)*

*"lost my hearing and back home I thought I will make a deferral and I will not make it to the university again to do anything" (Brigitta)*

#### 4.10.5 EXAM PREPARATION AND LECTURER MISCONCEPTION

The students are supported with assignments preparation workshop, including preparation for the exams. Students find this useful because it gives them guides regarding how to construct their essays and exam questions. Sometimes the students feel that the lecturer should have a didactic approach in their facilitation of the workshops so that the students know the right and wrong way of approaching the assessment questions. Some of the comments are below

*"some people go to tell you- don't do this- don't do that. At that moment I prefer the didactic method- you don't just allow me to air my view in the assessment if its not right- because you are there as the tutor to guide the students" (Gladys)*

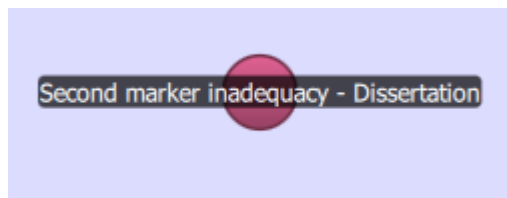
Some of the students feel that some lecturers have a preconceived idea about their performance and believed the student could not excel in their studies. Comments from the participant are below

*"The snake is- some lecturers think that some students will not pass- there are some certain levels they think a student should go- a stage and they should not er they should not pass above that without knowing that erm we are here to learn sand you can also- you acquire knowledge- we are not here to galavant (galivant) and so" (Jane)*

#### 4.10.6 SECOND MARKER INADEQUACY IN DISSERTATION

Some of the lecturers that second mark the student's dissertation might not be well familiar with the systematic review, which is the undergraduate dissertation project. All the participants feel that the student's dissertation is not being second marked fairly in some occasions. Few of the comments are below

Fig 14: Quirks – Second marker inadequacy - Dissertation



*"it's not that they don't give the right direction- they give their own direction [\*] to the best of their knowledge- so you cannot offer what you don't have" (Gladys)*

*"I don't know that they are specialised either in primary research or systematic review but if you feel you are specialised in primary research or you are specialised in systematic review- DO*

*ON YOUR OWN SPECIALTY OHH- ITS NOT WHEN YOU FINISHED DOING IN YOUR SUPERVISION- you want to supervise those that have done primary research only- you now want to come and mark systematic review but you run away from teaching it- you run away from supervising it but then tentacles come out when you want to mark it- its not right” (Gladys)*

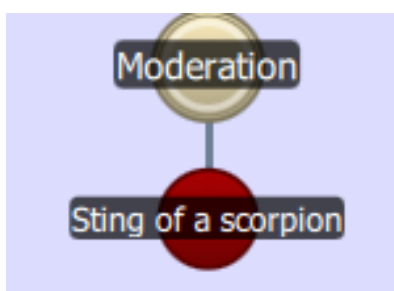
*“yeah- you use it- so you don’t use your primary research erm specialisation to come to systematic review” (Gladys)*

*“when it comes to dissertation- because its not one person that is going to mark it- I think there should be like a unison where they would meet like an a common ground” (Gladys)*

#### 4.11 MODERATION

Moderation is seen to be a huge issue in the student's journey in the UK. Most of the students had never experienced their assessed work being moderated before, but due to transparency in the UK system, the moderation system is a must. Participants feel that moderation should be done at the London campus instead of the main campus in the North East of England for fairness because the main campus student’s essays are not being moderated at the London campus. All the participants have the same opinion about the unfair judgement because the course is facilitated by a different set of lecturers at London and the main campus. The participants are not happy with the process because the majority of the time, the moderators request for the marks to be reduced which will eventually affect most of the students. Some of the commentaries are below

Fig 15: Quirks - Moderation



*“the big- you know- hurdle- problems we face and the biggest of it all is- after the lecturers mark out paper and they will take it to the main campus to moderate” (Peace)*

*“we excel through it all at the end but I still want to emphasize and stress that this moderation business need to be reviewed and then stopped....when the paper is marked here in London- let it remain there- because the teachers know what we go through here and we deserve the marks that they give us” (Peace)*

*"after the moderation- (more laughs)- hennn- after the moderation- your mood and your everything will change" (Peace)*

The participants feel that they should be able to challenge an unfair moderation and dissertation second marking judgement from the main campus because this impacts both the moderation and the dissertation second marking process. Here are some of their comments

*"your mark will go down to unbelievable.....marks you did not envisage and was very demoralising and we think that- that needs to change actually" (Peace)*

*"the eye that I put here is looking through this window- you can see that this eye is above everything here- this is the moderator looking above- the moderator is not seeing me- he wasn't or she wasn't the one who supervised me in whatever I did but I believed you are being given a supervisor- he is there to direct you" (Hannah)*

*"All the moderations actually- yah- its affecting all the papers- so needs to be....." (Peace)*

Participants have the impression that those moderating the essays and dissertation are not at the same level as the lecturer that taught them and did not have the knowledge of the module and might not have even taught the module before. Someone that does not specialise in an area of the module should not be moderating the work to ensure fairness. Some of the commentaries are

*"at the end- the same moderator- moderating- professor- doctor; who is not at your level- who is not even looking at the level of you and your lecturer- looking above- whatever- will just smash or do anything they want to do about it. The moderating issue is not really good for me here in the UK" (Hannah)*

*"if they want it to be moderated- let them be part of the lecturers- so that they know what they have told you- let them be part of the supervisor" (Hannah)*

*"the second marker knows who your supervisor is- he is not marking your work- he is marking your supervisor because I've experienced it" (Juliet)*

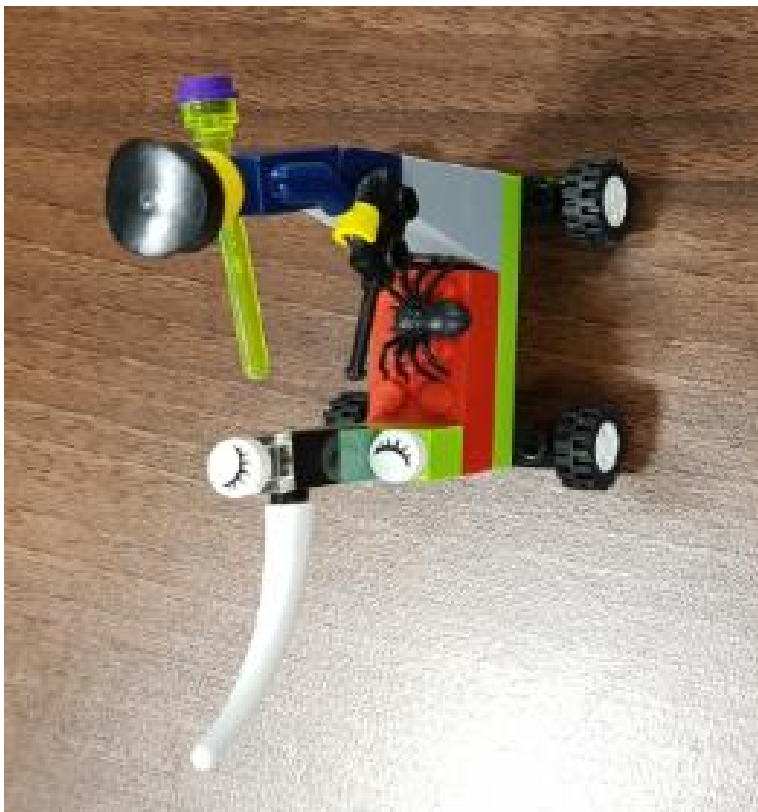
*"not this person gets 70 and this person gets 40- what's the hierarchy? Oh the person that gave 40 is a fellow- so we are going by a fellow F? you mean a professor" (Patience)*

*"because when a dissertation is marked- they are assessing the students as well as the teacher"  
(Gladys)*

#### 4.11.1 STING OF A SCORPION

The participants experience what they termed as a 'sting of a scorpion' during the moderation process. One of the participants built a model and gave a metaphorical meaning of being 'stung' by a scorpion who is the moderator. Below are some of the comments

Fig 16- Scorpion stung- Juliet



*"when I got to the school- things changed- so what you are seeing here is 'scorpion'- yes- I had*

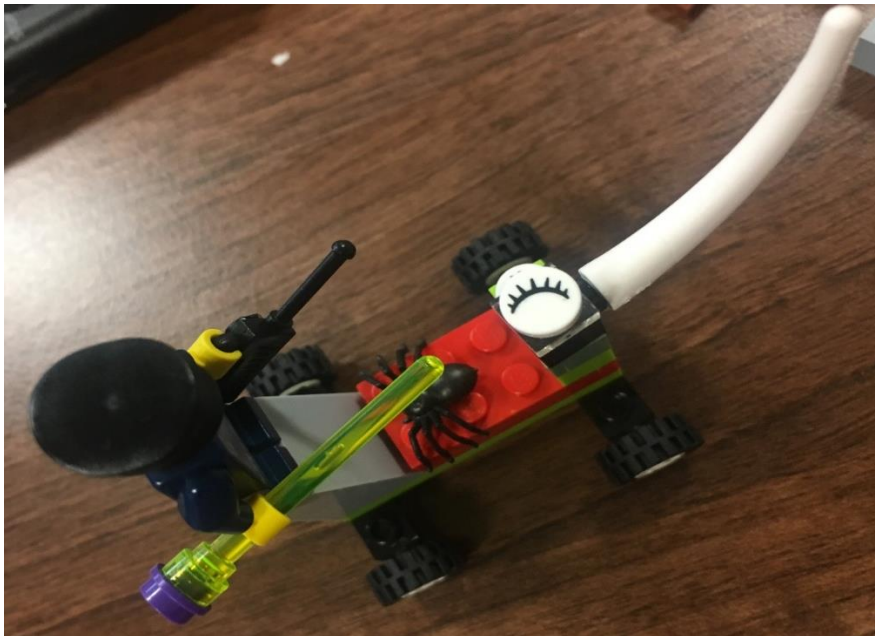
*a sting of scorpion while I school- I really put in my best- this is my radio- I gathered all my information's- during my study days I made sure I asked questions" (Juliet)*

*"I even developed insomnia because of this dissertation" (Juliet)*

*"so those panel and the person that sent me there is this scorpion" (Juliet)*

The participant was unjustly referred to an infringement panel and was able to defend her dissertation because there was no issue of infringement. She denoted her triumphancy with a metaphor of a 'trophy'. Below are her comments

Fig 17- Trophy – Juliet



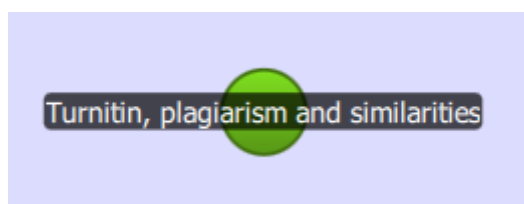
*"they wanted to scatter my 'vision'- they wanted to damage- and see the way I faced the scorpion- it wasn't facing my own goal- it was just facing me while I face my goal" (Juliet)*

*"I was able to defend my dissertation very well and I had this trophy" (Juliet)*

## 4.12 PLAGIARISM, SIMILARITIES AND TURNITIN

Most of the participants had never used 'Turnitin' to submit their essay before and therefore, did not find using it easy. Many students are familiar with submitting a hard copy of the essays. Therefore paraphrasing their work seems an extra task for them. Comments from the participants are below

Fig 18: Quirks – Turnitin, plagiarism and similarities



*"in terms of academics- when we finish our essay- there is nothing like Turnitin- nothing like similarities. I will go to my lecturer and I will pass (the essay) through the door. Then coming to Sunderland- to come and study in Sunderland is another problem in terms of Turnitin-referencing" (Julie)*

*"and all that writing- plagiarism- erm even citations- referencing- it was a whole lot to take in within that short period of time so that signifies bleak/ brick colour" (Gladys)*

*"then in terms of essay writing- plagiarism- then talking about similarities and what have you- what is that in Nigeria- Canvas- Sunspace- we don't have that- so ((pause)) ((General laughs)" (Julie)*

*"then another thing is the plagiarism that is found here in UK" (Juliet)*

*"another set up to five sets answering one question- so how would you not expect plagiarism. Only for you to turnitin and you having 30% meaning about four sets ahead of you had the same question to answer- quoting the same author" (Juliet)*

*"I don't know much about the Harvard referencing- so with that I was trying to gain my feet. The assessment- plagiarism- erm the weather- the stress" (Jane)*

There was a misinterpretation of what plagiarism is by both the moderator and the University. The participant felt frustrated to be asked to face infringement panel for what is not an infringement, but the panel upheld 'no infringement claim'. Below are her comments



*"after putting all my best and everything- the information I gathered was my dissertation has being infringed with all the quotes in it; what did I do- they said its plagiarised- turnitin- 10% plagiarism" (Juliet)*

*"a supervisor is trying to defend student- I know this student- this is her work but some other person from no where that don't even know the student was querying plagiarism" (Juliet)*

*"but at a point I was scared of going to face the panel" (Juliet)*

#### 4.13 SUPPORTIVE LECTURERS IN THE UK

The support from the lecturers was found to be the next major important factor that was discussed by the participants. Most of the participants find supportive lecturers as the next main salient factor that made their learning journey in the UK to be enjoyable. The students find the lecturers to be very approachable and ready to listen to any problem they might have. Some of the participant's commentaries about their UK experience regarding the lecturers are as follows

Fig 19: Quirks – Supportive lecturers



*"lecturers were ready to answer at any point- that was what kept me going to survive" (Vicky)*

*"there is strong connection between you and the lecturers- they are supportive" (Val)*

*"though there are so many hurdles- the teachers- are very supportive and the purple represents the teachers" (Peace)*

*"but at the end of it all- lecturers- they were supportive" (Julie)*

*"I was nearly crying- he said- no- don't worry- if you have any problem- come to me. Throughout the whole period- he really helped and everything went well" (Ann)*

*"the lecturers- they were- you know- very...some of them are supportive- some are very supportive" (Amber)*

*"I get a lot of support from teachers unlike back home" (Chinonso)*

*"support of this environment help me to stand out and to become a strong that it make me that I can do it" (Alima)*

*"there are other ones that are not even the owner of the course who you can always run to and get the explanation you need- so with that you won't be discouraged" (Vicky)*

Some of the lecturers go above and beyond their remit to make the best out of some of the students, including those that hide behind and will not contribute nor engage with the lectures. The comments from some of the participants are below

*"even if you don't want to say anything- you are trying to hide behind somebody's head- he will always pin point and want you speak up and everybody's contribution no matter how little is valuable" (Olivia)*

*"if you are stuck in anywhere- there are people you can turn around to- unless you don't want to and ask for help and they are willing to help you" (Amber)*

*"some of your lecturers are willing to help you and direct you into the right atmosphere that you need" (Amber)*

*"when I was coming- I had my decision letter and always- the lecturer will say- you came prepare- so make sure you make good use of that" (Olivia)*

Some of the lecturers go the extent of organising and sometimes deliver other things that can assist the students learning experience like computer lessons and even give some counselling and guidance to encourage the student to forge ahead with the programme. Comments from the participants are

*"arranging trainings- computer lessons and everything" (Olivia)*

*"even other things that helped me build up my courage- counselling- because at a point I was like... I don't I can go through with this course because then I was now looking back" (Olivia)*

*"also they are encouraging when you go to lecturers depending on who you go to- they are encouraging" (Gladys)*

*"He was so helpful and supportive- all of them" (Ann)*

One of the participants said that she was able to air her view in class for the first time in her life and also has the opportunity to go to lecturers to discuss problems regarding her studies. See some of their comments below

*"for the first time- we were given opportunity to air our views in class- for the first time- I had the opportunity to go to a lecturer- talk and say my mind" (Gladys)*

*"Some lecturers- you know- you can go to them and talk to them" (Amber)*

The above participants said the lecturers need to be in charge sometimes by using the didactic method of teaching especially during the assessment preparation period and this is helpful for the students, so they know their boundary and acquire the right knowledge. Her comments are below

*"sometimes you have to employ that didactic method-sometimes you also allow students to air their view but when you do- you also gather those knowledge and tell them which is right because its their opinion" (Gladys)*

The participants also commented on the support received from the lecturers during the assessment period despite the various assessments which seem a lot. See some of the comments below

*"I've-the assessment here even though they can look like they are a lot there is a lot of support so my base is always a stable support" (Emily)*

*"I have this yellow to be my assessment and this is the teaching method...they are together because they are very much supportive that as in I get a lot of support from teachers unlike back home" (Chinonso)*

*"we were transcending but erm the foundation was solid- honestly and- so it was a lot easier" (Gladys)*

*"I had some support because when you have a supervisor- a lecturer they know their students and they know what their students can do" (Juliet)*

The lecturers in the UK are very friendly, interactive and approachable, and the student can discuss anything with them without the fear of being reprimanded. They respond to students queries even if it seems not convenient for them.

*"The teaching method I think because they are all interactive and erm its no fear of lecturer...its what you see is what you get they are approachable" (Emily)*

*"...I should say personally I should thank the module leader because I had a fix of getting a University within the short period of time and I needed to start the top up degree so I somehow I just email so called programme manager and within minutes I got a response...it was during the Christmas holidays but by the 15th of January I was registered" (Emily)*

*"if it wasn't him during the holiday...so I think it was quite efficient from the programme manager" (Emily)*

*"err our programme manager was so friendly and so helpful and they just help us and everybody he wants" (Alima)*

*"before I came I was actually afraid that ohh my goodness what am I going to do after how many years of erm hardship in Nigeria and I was afraid that maybe that's what am to experience again here but when I came here I found out that everything is different people are friendly coming to even the the err lecturer" (Obiageli)*

*"They can encourage you and tell you about their experiences- so it makes it favourable" (Gladys)*

*"I can say that I was able to gain my feet very well in my BSc" (Jane)*

*"the blue bricks represent the teachers effort" (Jane)*

Some of the participants said that its good to be able to contact the lecturers and get a response as quickly as possible

*"...mostly the support...the support and the act of the course you can contact the lecturer" (Ola)*

*"...if I can mention X and Y if I send them my assignment they email you back and this help me to come back and complete the course...they guide me through" (Ola)*

One of the participants who also has a health challenge commended the amount of support that the students receive in this University to be phenomenal

*"I feel like especially the course am doing is a lot of support for me unfortunately lost my hearing and back home I thought I will make a deferral and I will not make it to the university again to do anything but here there is lot support of support...people support you at school everyone and you can get to achieve anything you want no matter your disabled you are not-so the education here I think it is good I enjoyed it especially for me" (Brigitta)*

*"the white one represents the erm education which I got from here...err because there was lot of support...so to me its white" (Brigitta)*

#### 4.13.1 NON DEDICATED UK LECTURERS

Although the majority of the lecturers are very dedicated to their work and will go to any length to enable students learning, few seem to do the job for the money.

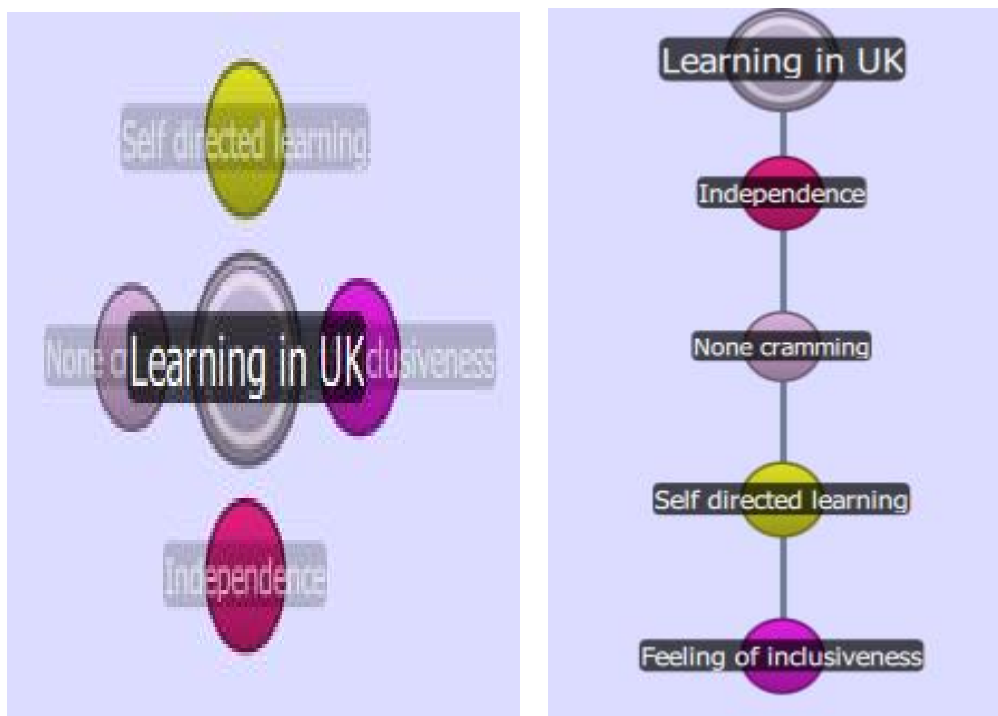
*"Some just do the teaching because they have to teach- it's a source of livelihood- some do not have empathy- they don't have the interest of the student at heart" (Gladys)*

#### 4.14 LEARNING IN THE UNITED KINGDOM

Learning in the UK is very conducive although sometimes it comes with its challenges. Students find that studying in the UK makes them read wide and gave them more exposure. Comments from some of the participants are below

*"learning here has it's has exposed me in particular has made me to read wide- (Laughs) Yes am happy actually and am proud am here in this school" (Obiageli)*

Fig 20: Learning in the UK



*"when I attend this University first I found it a little bit difficult and then after I found it very easily that white colour shows that the environment become open to me because our programme manager was so friendly and so helpful" (Alima)*

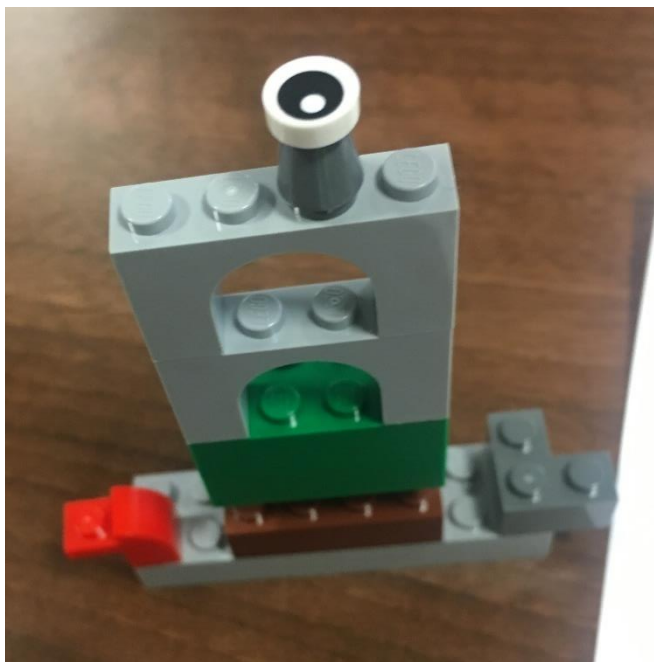
*"I was able to- I mean get expanded in my thinking- in whatever I do- because the more you read trying to gather your fact- the more experience you have- you begin to get more things which even if when you close your eyes- you can be able to remember them and talk about them because you personally did them" (Hannah)*

*"someone that knows me will not recognise me again because in class sometime I was termed the most quiet in class but now my classmates can testify that I will not short up till a lecturer finishes in the class" (Gladys)*

*"Education in UK is much better because there is no age limit" (Ann)*

The participants feel that the programme had made them find their real hidden self. The participant constructed a LEGO model using an 'eye' as a metaphor for 'seeing self in a new light'. Some of them would not contribute to class lectures before.

Fig 21 - Eye - Olivia New light



*"The eye there... is me. Hennen- will I say that- I see myself in a new light because the PDC 116 that left Nigeria in 2015 is not the same thing now- is not the same person because I came in newly- to answer question in the class- that is- (laughs)" (Olivia)*

*"sometimes I feel like- when the lecturer try to make me contribute- I would feel like- why is this lecturer picking on me (laughs)" (Olivia)*

Some participants felt that the programme is a bit clustered in some areas and the assignments for that period could be spaced a little more to give room for some breathing space for the students to be able to prepare more for the various assignments and fulfil other commitments like busy family life. Within the 10 months, the students also have to complete two 'bridging' modules at Level 5 before continuing onto the Level 6 undergraduate course. Some of the comments are stated below (Recommendation of 1 year instead of 10month)

*"-there is areas that is kind of bit clustered for instance this module we are doing now - mentorship module-like up to how many modules within few months and you know no time to even prepare yourself for the essays assignments and discuss..." (Chinonso)*

*"it is more intensive being that...it is a one year course- you know- everything is so intensive in this place" (Amber)*

*"but back to here its busy family life and school work" (Chinonso)*

*"I saw a bridging course on whatever your...the university website...I was thinking its going to be something that would prepare you better to get fixed not knowing that the bridging course is something that will stood you to more fear...I think that bridging course should have been something that will give you like a foundation and that will help you to get balanced before you face the real challenges" (Obianuju)*

One of the participants said that the introduction of Canvas made them face fresh challenges, and they should have been opportune to use the old system because this is their final essay submission. Facing an additional challenge with the submission is an unnecessary hassle because it was not a straightforward process as they have to submit unto Turnitin and 'web services' at the same time.

*"they should just remove those ones for us- lets face the one we are facing because its too challenging" (Patience)*

Some of the participants felt that the University should incorporate some form of clinical experience in the UK healthcare system especially with respect to one of the assignments which solely relate to UK practice. The participants feel that they are disadvantaged in this area. Below is one of the comments from the participants

*"let there be the opportunity that even if it's a week or whatsoever- for you to have the experience here in the UK hospital" (Hannah)*

Some of the participants think that they could go deeper in their research while studying in the UK which enables a better understanding

*"because here in the UK- you are meant to go deep" (Hannah)*

*"in Nigeria you will learn about research but not as in-depth as we did it here" (Jane)*

*"I decided to come and do my BSc in Nursing in Sunderland- so am still climbing the ladder- that represents the BSc- then that represents the hurdles that we face here (laughs) in Sunderland ammm... though there are so many hurdles- the teachers- are very supportive" (Peace)*

*"dissertation which is very very difficult- it's a new thing to me and research- it's a new thing- so that is the where the problem is" (Amber)*

*"I will want to come out to participate" (Olivia)*



The participants acknowledge the knowledge they acquire at the university to be of substantial advantage whenever they go for any job interview because they appear to be more prepared. These were accentuated with agreement from the other participants to be true. Comments from the participants are below

*"it was actually a nice experience schooling especially in London campus Sunderland University because I was so exposed-" (Juliet)*

*"I read to the point that when I was go for interviews in NHS hospitals- I went to five NHS hospitals and I got jobs in the five NHS hospitals" (Juliet)*

The students pass through many issues while at the university, which has an impact on their studies. Some feel that the lecturers might not understand what they are going through but feel that they need to perform better in their studies. Here are some of the comments

*"writing exams- other exams and all sort of things and you are trying to juggle them- juggle them- sometimes you may not give it your best" (Gladys)*

*"sometimes it's as if sometimes the lecturer won't understand because they feel that you are not doing enough- not knowing that this students also is going to work" (Gladys)*

#### 4.14.1 NON CRAMMING

The participants reiterated that UK education exposes them to more knowledge and understanding because the students do not have to cram the lecture notes. The students need to research more in-depth into any topic given to them either for essays or exams. All the participants supported this assertion and compared the UK learning to Nigeria to indicate the difference in the two learning. One participant commented below

*"you are not just cramming like you are doing in Nigeria because you also have to recognise who said what?" (Gladys)*

#### 4.14.2 SELF-DIRECTED LEARNING

There are various negative commentaries regarding self-directed learning in the UK. The Nigerian nursing students are not familiar with learning on their own because they rely mostly on the 'notes' from their lecturers, which they cram and give back in the exams. Investigation and researching more into different areas of the modules are something new for them to learn;

therefore, there are the initial teething problems regarding this. Below are the commentaries in this regard

*"Fine- asking you to go and read on your own is trying (...) like trying to at least for you to improve on your knowledge- but sometimes it might not really work that way- not everyone who can read and understand on his or her their own" (Ann)*

*"am having problem in terms of articles although am able to get the support of err the lecturer at the end of the day but it wasn't easy for me" (Julie)*

*"this is the topic- this is this- this is that- you go in- marry your computer- sleep with your computer" (Hannah)*

One of the participants felt that self-directed learning help her in learning as the students can relate to the topic taught in class in more detail, and this promotes independence. Her comment is below

*"you have the note which you can read at home and you can still get them at the school and they can be explained more when you come to a lecture which is very good because you understand more and even if you don't understand you just go home and go back to your note which is already available on your computer and you can go through them and maybe relate them to the lecture and get more understanding" (Brigitta)*

#### 4.14.3 FEELING OF INCLUSIVENESS

The students felt being included in the discussions and class lectures because this feeling is not what they get from their previous experience of Nigeria education. They find it useful to be able to communicate their feelings and express themselves to air their view. There is the feeling that they have a voice and their voice is being heard. Some of the comments are stated below

*"I was able to communicate my feelings- express myself in the best possible way- talk to people- air my views- so I like that opportunity given to me" (Gladys)*

*"So the white person is me being an innocent 'dove' that knows nothing but just innocent and ready to learn" (Hannah)*

*"to me its white because its clear and there was not much pressure and I enjoyed it actually instead of like stop me...other one back home where I use to-it was not good for me" (Brigitta)*

"...people support you at school everyone and you can get to achieve anything you want no matter your disabled" (Brigitta)

*"in my BSc I was able to understand my own learning style" (Jane)*

#### 4.14.4 INDEPENDENCE

There is a sense of independence in UK education because the students find being independent to be useful for them and improve their confidence and self-esteem. They feel contented being able to do things by themselves without relying on others to complete tasks. Some of the comments are below

*"I didn't just acquire the knowledge- I acquire so many skills- learn the computer- learn how to do things on my own" (Vicky)*

*"I don't know computer and its everything- you must do it yourself- - I said- 'enn' in Nigeria-my project-I don't even know where they typed it- my own is to write and give it to them" (Vicky)*

*"before I didn't know that I learn by doing things- if am able to read and then use my hands to do it the way it is being taught and in fact wake me up anytime- I will tell you what it is" (Jane)*

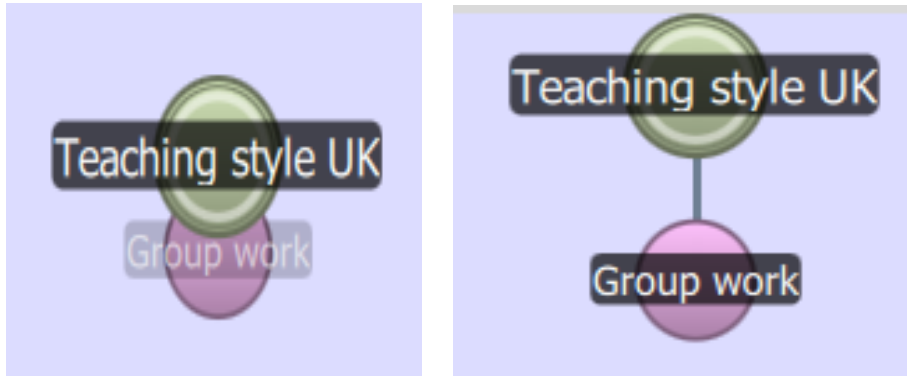
#### 4.15 TEACHING STYLE IN THE UK

The participants enjoyed the teaching style in the UK because it gives most of them the opportunity of a different teaching style from the one the students are familiar with in Nigeria. They commented that the teaching style was good because it made them read more than what they would typically have read on a topic. Some of the comments are below

*"...teaching us like little babies making things easier for us to understand and even when I said please I don't understand it they will go back" (Obiageli)*

*"the teaching style was quite good because the lecturers will make you to read more than we normally would have read. They will give you assignments that will make you read what is not even part of your module" (Juliet)*

Fig 22: Quirks – Teaching style UK



*"Then some other lecturers use various styles which is the beauty of it" (Gladys)*

*"but the teaching here is well articulated and you know- you have people- you know- to go to" (Amber)*

*"The teaching method is personalised depending on who is teaching" (Gladys)*

*"It was nice. In term of technology- they are more good more improved than Nigeria" (Ann)*

*"The teaching method I think because they are all interactive and erm its no fear of lecture" (Emily)*

*"The teaching method is very-is excellent to be honest with you. Here I get most support and my interaction with the lecturers is more in this University" (Ola)*

*"The teaching method is ok...I think its...that is why you see the correction there...the support from the lecturers their teaching method is alright" (Obianuju)*

*"help you to jump all these huddles here- they are there to support you. Here I think its more of read- come and contribute your own quota" (Val)*

Some of the participants said that some of the lecturers do not show enough commitment, passion and devotion to the job and it's just a job to earn money. While some think that some of the lecturers are struggling. Below are their comments

*"they don't have the interest of the student at heart- so that is one of the major disadvantages in the teaching style or method of teaching" (Gladys)*

*"...they will just come to class and teach after teaching they just leave the class" (Chinonso)*

*"SOME OF THE LECTURERS- THEY ARE STRUGGLING" (Julie)*

*"the teaching style was ok- only in few occasions- it was not didactic method- we were allowed- for the first time- we were given opportunity to air our view. The style of teaching also- it was good except in few occasions where we had maybe other lecturers- visiting lecturers that were not-erm" (Gladys)*

One of the participants believes that if the student performs poorly, then the lecturer will take part of the blame.

*"if the lecturers do not do much work or student perform poorly- its also an aspect of the teacher" (Gladys)*

#### 4.15.1 GROUP WORK

Most of the participants find the group work to be helpful. Although some of them does not like group work because they only like to listen and will not contribute to the discussion, others find it helpful in improving their assimilation and in learning together and they said it improves their interaction.

*"so the purple aspect is I like the interaction we had as a class- we had one mind- we were learning together- we had group discussions- we assimilate better" (Gladys)*

*"we had lots of group discussions and I learnt from friends" (Juliet)*

*"but there also- working with people because I tend to put one on top of each other- working with people...really helped me to get to where I am" (Becky)*

*"your colleagues are willing to help you" (Amber)*

*"we do a lot of working together as student. We do a lot of group work that helped us scale through" (Becky)*

*"teaching skills am able to learn how to work in group" (Julie)*

One of the participants said that group work helped in their exams because they were taught

many theories; therefore, working together helps them to understand it better. Her comment is below

*"you have a lot of theories to put out during the exam so you need to work with other" (Becky)*

*"they group us like in a group for presentation" (Ann)*

One of the participants claimed that one needs to be careful with the type of friend they work with, within the group. Some of the friends the students work with can either be good or dangerous. Therefore the students need to choose the type of friends they work with so that they benefit instead of losing out. See some of the comments below

*"when you work with people- with friends- this type of friend- when you work with them- they are good- these types of friends when you work with them- you are going to the danger area" (Gladys)*

One participant said that she does not like group work, not that she does not know it, but she like to listen although she benefits from the skype calls done by the group. See her comments below

*"we do skype calls and everybody will air their view- you understand what is being taught in class" (Jane)*

*"I don't like doing group work but every day they give us assignment- group work" (Jane)*

*"It's not that I don't know it but I like to listen- but I don't like to talk- so its really a problem to me- which we don't experience in Nigeria" (Jane)*

#### 4.16 INFORMATION TECHNOLOGY AND COMPUTER LITERACY – IT LITERACY

The next theme that is very prominent among the participants is the issue of IT and Computer Literacy. Most of the participants acknowledged their insufficient knowledge of IT and found it challenging to complete their essays on the computer which is the major way they will search for information, complete the essays and submit the completed essays for assessment in the UK.

Fig 23: Quirks – IT Literacy



Some of the comments from the participants are as follows

*"I will say that I don't know how to turn on computer- I am not computer literate at all" (Jane)*

*"I don't know computer and its everything- you must do it yourself- I said- 'enn' in Nigereia- I don't even know where they typed my it (project)- my own is to write and give it to them" (Vicky)*

*"you have the technology like computer and everything. Then computer- you have to booth your computer- I said today is today because I didn't have any knowledge of anything about computer" (Olivia)*

*"so they said we have to do PowerPoints- when I got home- I said my husband- am not going again- this PowerPoint. Computer- I don't know anything about it- I will write everything with pen" (Ann)*

*"Just like the other person has said- learning overseas- the obstacle is too much- too high. Then (other things)- computer literate within a day- ((laughs)) and then be ready to burn your midnight candles for you to be able to write your essay" (Val)*

*"what I was aware is that they gave assignment- go to 'sunspace'- I look for the assignment- I don't know where sunspace is" (Juliet)*

*"Canvas- Sunspace- we don't have that- so ((pause)) ((General laughs))" (Julie)*

One of the participants was so ashamed of herself because she cannot even switch on the computer and was unable to check her timetable or the scheduled lecture theatre for her classes. She has to lie about her broken phone all the time. See her comments below

*"but the thing that was a problem was Hah- computer! (Hannah)*

*"You have to check your time table- check your time table every day- know where your class is- sometimes I was even ashamed to ask some of my classmates how to log in- I swallowed it*

*because I was so ashamed of it- at my age- I can't really do much about it. So that was one of the first obstacle I had- the issue of doing everything in computer- it wasn't really funny for me- I remember- if I will see (name withheld)- I will say- where is the classroom- my phone is having problem- it's just that I didn't know how to log in" (Hannah)*

*"computer will become your husband- will become everything- even your food because without it- you can't excel" (Hannah)*

One of the participants said that there is no internet and nothing like a computer during her time, so that is the biggest issue she dreaded while registering on the course.

*"...during my time internet is the problem we don't have access but here anywhere you have access to resources but back home maybe one textbook" (Ola)*

Another participant discussed the transition from the VLE used by the University from 'Sunspace' to 'Canvas' and expressed dissatisfaction about the process because she found it very stressful. This system (Canvas) was new to the University and the student's admin staff at the time, which causes some upheaval getting used. The university also introduced the 'web services' called 'JIRA' submission at the same time, which does not help the situation. These issues should have been foreseen by the University authority in any new transition and have a plan put in place to overcome them before the introduction of the new system, but this did not ensue. The problem got transferred to the students who are already tensed about their assignments preparations and have essays to submit during that period. The comments from the participant are below

*"the experiences we had with this erm transition from Sunspace to Canvas- during our submission process- we encounter many problems during that submission process and then our programme manager was...((inaudible)) also there to help" (Patience)*

Most of the participants had to learn the use of the computer while studying at the university, which added to their knowledge. Few of the comments by the participants are below

*"before I came here I have no knowledge of computer...that was my number one question and problem but at least now the main problem is err" (Obiageli)*

*"you know- there is a....like blackboard- you can go into there and.... you know- and pick up the readings" (Amber)*



One of the participants talked through her past educational experience and confirmed that there is nothing like a computer system, they usually submit their essays by taking it to the University by hand and can sometimes post it under the lecturer's door. Their results are generally posted on the wall in the school for them to check. Her comments are below

*"the results comes out- we come to the school- we don't even check on the computer- we have to come to the Uni to check- we come to the school- we don't even check on the computer"*  
(Julie)

*"they paste it on the board- that's how we took the first year- the second- the third year- then fine; after I finish my diploma....."* (Julie)

#### 4.17 MSc NURSING THRESHOLDS OF LEARNING

During the data collection, particular discussions surrounding the MSc Nursing degree course generated a particular interest among some members of the workshop. Although the aim of this research is not intended to focus on the precise area of the Nursing programme specifically, this discussion becomes relevant to the data in compliance with Clarke (2005) situational mapping and analysis where she uses a relational mapping to map the relationship between the actors and actants. The issue around the participant's experience became symbolic in the collected data as this made a big difference to the Master's students experience progressing from the BSc Nursing top-up degree programme to Master's degree programme when compared (Clarke, 2005).

The participants discussed dissatisfaction about their experience during the Master's programme because they claimed that they did not receive a good foundation and the experience is not encouraging. Some of their comments are below

Fig 24: Quirks – MSc Nursing thresholds of learning



*"we weren't given any foundation 'per se' in the Masters" (Jane)*

*"its not encouraging at all in my Masters" (Jane)*

#### 4.17.1 NON-SUPPORTIVE LECTURERS DURING POST GRADUATE COURSE

The participants felt they were not supported during the postgraduate course and discussed that they did not benefit much from completing the MSc programme and that they did not gain from the course except criticisms and a waste of their time undertaken the programme.

*"coming to my Masters- it was nothing to write home about" (Jane)*

*"SOME OF THE LECTURERS- THEY ARE STRUGGLING" (Julie)*

*"Some of them will tell you am not the one that prepare the slide- they- so they did not prepare the slide- they did not go over the slide- so they will just come and read what is in the slide and tell us" (Jane)*

The participants denote that the lecturers need to be more supportive and to understand that 'hands are not equal' connotation that individual students' intellectual ability is different, and

each student should be perceived in this way by the lecturers. Some of the commentaries by the participants are as follows

*"in terms of lecturers- they need to be more supportive- I want them to see it in this way- hands are not equal- you know- we are not in the same knowledge in terms of intellectual" (Julie)*

*"Am supporting what she said- the lecturers should be supportive because I can remember when I went to a certain lecturer and ask erm- and ask her about something- she said that she's not here to guide my knowledge- I don't know why am here if she's not here to guide my knowledge" (Jane)*

Some of the participants confirm that there are some elements of bias in the running of the programme, and she thinks the arranged lectures are one-sided and not holistically designed or implemented. She claimed an inadequate lecture session in some areas especially for those people that undertake 'systematic review' methodology in their research as compared to those that did primary research.

*"Lets say- for those of us that did systematic review- no lecture was given to us except the basics which we had when we entered" (Jane)*

The participants complained of inadequate support from the person that leads the MSc programme because that is the time that the individual usually goes on holiday, leaving them to struggle with the submission on their own. There is little support from the non-academic staff during periods like this because they do not seem to know much about the submission process. The staff need to take their holidays when it will be valuable for them but at the same time consider the need of the students at particular periods in the term although its not the academic responsibility to guide students on how to submit their essays but student might feel more comfortable with the academics more than the non-academic staff. Also, students might feel neglected if it becomes a usual and constant occurrence.

*"so once students are given assignments- no reason why your programme manager or whoever in charge of the course you are about to submit to- be on leave because most times what I experience in this Masters- that time you have time to do the essay- that's the time they go on leave- you don't even see anybody- you struggle on your own" (Vicky)*

Although there are lots of negativity in the comments with regards the MSc programme, there was a particular positive commentary made by one of the participants which were

acknowledged by the whole group regarding the support that was received by the postgraduate students. This is from another member of the academic team who runs another programme related to the Public health and teaches on the Public health programme and is ready to give a helping hand in supporting all the Master's students and will satisfactorily answer any query they have.

*"all the time whenever they are teaching- even if I don't understand- am not bothered because I know I have some other people I can contact and I will get what I want- so at least I will say the learning here was interesting" (Vicky)*

One participant contribution was somewhat too negative to sum the overall experience during the MSc programme and said that 'she did not experience any life-changing during this period, but she did experience it during the undergraduate programme. See her comment below

*"Yes- I think I experience the life changing in my BSc but in my Masters- I didn't experience any life changing at all. (Glays?) - It killed the life that has been changed). IT KILLED IT. ((General laughs))" (Juliet)*

#### 4.17.2 ASSESSMENT DURING MASTERS PROGRAMME

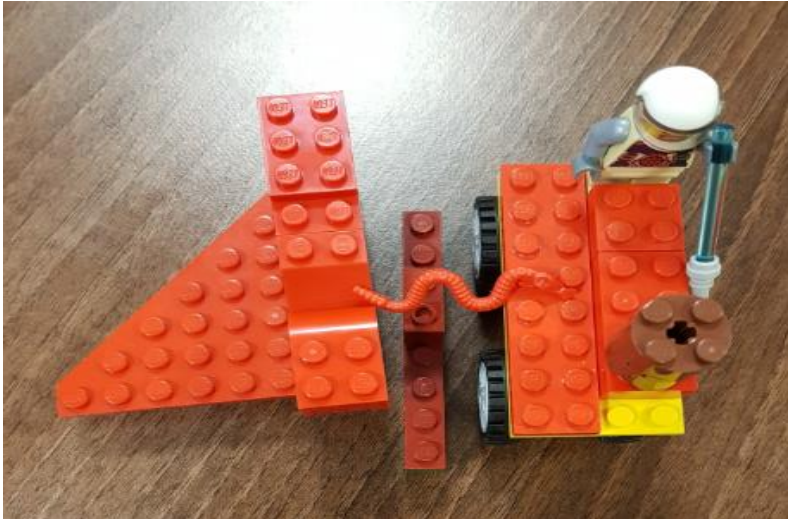
The assessments during the postgraduate programme were not encouraging because when the students receive positive formative feedback on the essay, they receive low summative assessment mark. Below are the comments from the students about the above

*"You can take your work to the lecturer- the person will say its ok- its ok- but at the end of the day when the result is out- its not what you are expecting" (Jane)*

*"The snake is- some lecturers think that some students will not pass- there are some certain levels they think a student should go- a stage and they should not er they should not pass above that without knowing that erm we are here to learn and you can also- you acquire knowledge- we are not here to galavant (galivant) and so (pause)" (Jane)*

The participant represented the behaviour from the type of lecturers described above with a metaphor of a 'snake' meaning that the lecturer should not presume any student's ability to perform and achieve.

Fig 25 - Snake - Jane model



#### 4.17.3 CHALLENGING MSc MARK

The participant challenged one of her essay marks while completing the MSc course in the UK and felt been threatened by the lecturer that if she queried the mark; it might be further reduced. It can even be sent to a specialist to be marked although this might have been taken wrongly by the participant as the lecturer may not have negatively said this but for fairness.

*"remember when I queried one of my marks- they said that every- they reduced it again and told me that if I even talk more- that they will send it to a specialist that will mark it" (Jane)*

#### 4.18 DIFFERENCES BETWEEN LEARNING IN NIGERIA AND THE UK

After the discussion about the learning in Nigeria then and learning in the UK now; the participants were asked to either build a mini model or write on a 'post it note', the difference between their learning in Nigeria and that of the UK. Some of the participants highlighted some differences between the experience in the area of the teaching method, claiming that the two teaching methods are different, but they did not realise that they will not be taught 'disease conditions' in the BSc Nursing top-up degree programme in the UK. Some of their comments are below

*"the teaching method in Nigeria is totally different but I was thinking that am coming to face disease conditions- not knowing that am coming to learn research methods" (Jane)*

*"the issue of teaching here in the UK compare to the one we have back home- at least there is*

*quite a- its quite different from each other" (Hannah)*

Fig 26: Quirks - Differences



There is a consensus that students depend solely on their lecturers to teach and give them notes without further reading outside of the note while studying in Nigeria.

*"mostly back home- you depend on your lecturers to give the notes- they teach you but here you do most of the learning yourself" (Hannah)*

*"the issue of the computer and every other thing- the assignment which you have to write- plagiarism- this and that- that's the most of the obstacles" (Hannah)*

Another participant thought that most of the differences between the two learning are 'distractions' due to the time devoted to research in the UK as compared to Nigeria, where students do not need to do research. Commentaries from the participants are below

*"I will say more of distractions- most of time devoted to- you know- devoted to research" (Patience)*

*"writing- theories- you know- doing essays and things like that. The methods of assessment are quite difference" (Patience)*

*"if I compare it to Nigeria- nothing like articles in Nigeria" (Julie)*

A participant said that it's about 'the person you know' in Nigeria and not about 'what you know' educationally. Therefore, someone can achieve an excellent grade in their studies and exams in Nigeria without actively understand anything about what was taught during the programme. Her comments are below

*"My own is er in Nigeria- its not what you know but its on who you know- that's my own challenge but in UK here its ok" (Amber)*

There is no issue with plagiarism or similarities in Nigeria education because the students does

not need to research into articles for essays in Nursing programme back home in Nigeria. The mode of assessments is only exams which make the difference in between the two systems. Some of the comments are as follows

*"then in terms of essay writing- plagiarism- then talking about similarities and what have you- what is that in Nigeria- Canvas- Sunspace- we don't have that- so ((pause)) ((General laughs))"*  
(Julie)

*"the system of presentation the system of the exam is different"* (Alima)

*"back home we have only exam no assessment"* (Alima)

*"...the assessment styles they are different they are whatever not-because back home our assessment method is mostly exams but here its essay"* (Obianuju)

*"the style of delivery or something...they are different...mode of assessment they are different"*  
(Obianuju)

One of the participants believed that essays do not help her in attaining knowledge and she prefers the exam system back home, but exams do not give the student a retentive memory about the subject of discussion as compared to essays, presentations and writing reports. Her comment is below

*"I don't feel like essays or comprehension teaches me because at the end of the day am just going to research what the question wants am not doing it in practical form and am not doing it as an exam"* (Emily)

A different perspective was noted in the discussion because a participant commended the limitless education age in the UK as an advantage for everyone in the UK which gives everyone a limitless opportunity to be educated. See her comment below

*"Education in UK is much better because there is no age limit"* (Ann)

She further noted that in terms of technology, the UK is better, and much more improved. See some of the comments below

*"in term technology- they are more good more improved than Nigeria"* (Ann)

"the challenges in Nigeria is the limitation in the mode of teaching- the technology (Inaudible) in teaching and how err students er understand it" (Gladys)

Gladys further speculated that some of the lecturers in the UK teach because it is a source of livelihood and they are not passionate about the job and does not have the interest of students at heart although this is better than the lecturer's attitude in Nigeria because of their teaching pedagogy. See her commentary below

*"Some just do the teaching because they have to teach- it's a source of livelihood- some do not have empathy- they don't have the interest of the student at heart" (Gladys)*

The weather and stress are some of the other differences that are peculiar to the UK as compared to Nigeria

"the weather- the stress" (Jane)

One participant focused her attention on the student's confidence back home and believed this is lacking in the Nigerian education system as compared to the UK. Comments are below

*"...you look back home am not confident that I might achieve thiss aim because its far from me that foundation is not there that support is not there" (Chinonso)*

Improvisation is the order of the day in Nigerian education as compared to UK education and nursing practice. This is a vast difference between the two systems because they care about the life of the patient in the UK as compared to Nigeria.

*"nursing is still the same but at home the only thing with it is most of the things improvised but here you see it practically in as much as it's the same nursing" (Obiageli)*

#### 4.19 RELATIONSHIPS BETWEEN LEARNING IN NIGERIA AND THE UK

Despite all the differences in nursing education between Nigeria and the UK, there are several relationships between the two. The participants believed that the student could not challenge academic decision both in the UK and Nigeria but the reasons each country are difference is because in Nigeria if you challenge, you might be victimised. While in the UK, assessments go through a rigorous stage of marking, moderation, external examiners moderation from another HE institution and ratification of the results by the Exam or Assessment board; this



enables fairness and reduction of bias. Comments regarding this are below

Fig 27: Quirks - Relationship



*"just like I said you there not challenge your god- it was like equally the same thing what we have back home" (Hannah)*

*"relationship and learning in Nigeria and learning here. The method of our assessment is still they don't query anything they give you- that's the relationship. You can't challenge it- Yeah" (Vicky)*

Participants, during the workshop, concur that the success rate in the UK and Nigeria are the same because the students achieve their dream of becoming a qualified nurse registered with the Nursing and Midwifery Council in their respective countries.

*"we have higher chances of success- so there a light after the puzzles and striving during the process- so there is (...) er we have a brighter future ahead of you in both of them- either be it in Nigeria or UK but the challenges in Nigeria is the limitation in the mode of teaching" (Gladys)*

*"we are working towards the same goal to achieve a degree...to be nurse" (Obianuju)*

*"nursing is still the same but at home the only thing with it is most of the things improvised but here you see it practically in as much as it's the same nursing" (Obiageli)*

The method of education in both countries are similar because this makes the students read very hard in Nigeria while it is the several assignments in the UK.

*"in Nigeria- the educational method makes you read very hard and the same thing here due to the assignment" (Juliet)*

*"the workload back home and here is the same" (Alima)*

*"teaching method here and home is a bit similar to in the sense that the teacher are there to impact you with knowledge" (Obianuju)*

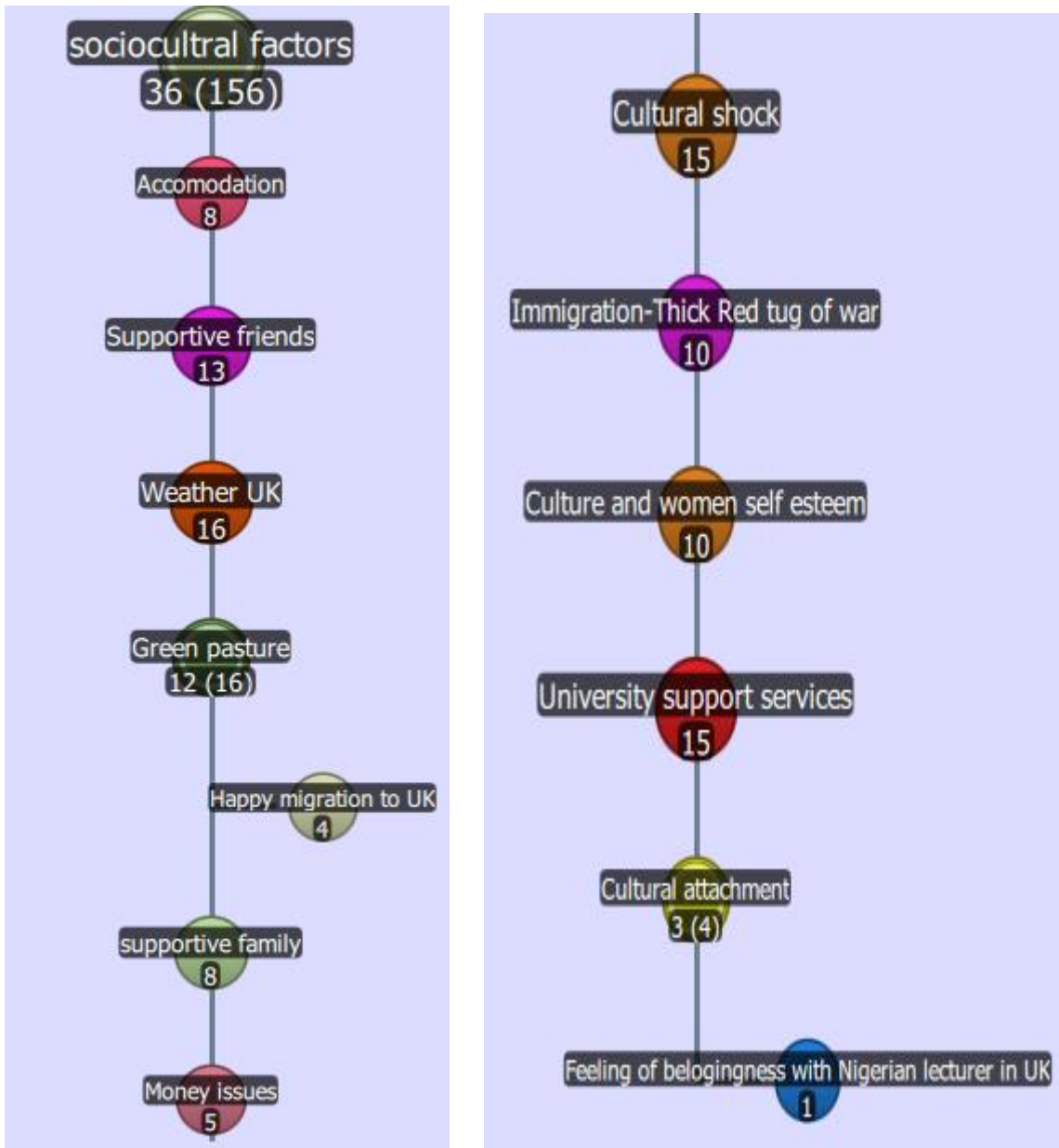


*"And so the social cultural factors- I think the cultural aspect- it should be us- its left for us to students to tackle it because it comes with not being able to rapport very well with our lecturers from where you are coming from- from back home" (Gladys)*

*"maybe the low self esteem and all that- I think there are more personal and can be solved personally- so what we need I think is the support where the lecturers come in" (Gladys)*

*"I think they (...)- lecturers should be more supportive and friendly- the environment created should be very conducive for the erm teaching ern students to strive in so they can blend in properly" (Gladys)*

Fig 29: Quirks – Sociocultural factors



The participants feel that the management does not care about the students at London campus because they do not know when the students arrived into the country, where they find themselves as most of the international students had not travelled to a developed country like the UK before; therefore they find it strange in the new system.

*"here especially in London campus- nothing- they don't care when you arrived- they don't care where you arrived- no one care" (Juliet)*

*"they would just treat us like you are coming from nowhere- so I don't really think we are from nowhere. They should give us a good treatment" (Juliet)*

*"if somebody just came from Nigeria for instance and drop into London...you find your ways around London now to the campus...to this...it's a challenge..." (Obianuju)*

The participants feel that the University should have a liaison person who is an international person, especially from the country they came from as the person will understand them better. Below are the commentaries from the participants

*"I think we should have a- a kind of a student liaison officer who is an international erm person" (Jane)*

*"we believe in seeing each other- talking about your problem and solving that problem and when you see the person- you wave at the person at least" (Jane)*

Based on the culture the students are coming from, the people back home expect much from them because they do not understand the nature of life here and sometimes think that the students are here to work for money, therefore, the environment does not help the situation. Comments from the participants are below

*"much is expected of you back home and even here" (Jane)*

The participants experience with health and wellbeing is not encouraging because they think that pregnant international students are not treated well. There are no risk assessments carried out for pregnant students by the University authority apart from the checklist, which is more of rules and regulation. One of the participants discussed the disability she had faced with pregnancy. However, pregnancy is not classed as a disability, and the University had to comply with the home office regulation of returning to studies after two weeks of absence from lectures.

*"I think they need more support for people that are disabled- more support for people that are pregnant- more support for people that have just given birth" (Jane)*

*"I saw no support- no form of support- I can remember- I came and I told myclassmate- honestly this- they just read terms and condition for me- we don't want your baby in school- you cannot breastfeed in the school- you cannot come near the school premises with your baby- you can only use the lift until when " (Jane)*

*"some other people may have dropped out during the process- some may not able to continue and being in this country- we know that child care is very- is a crucial subject- its not something*

*we- that comes by readily like back home- so I think they need support- it scares people” (Jane)*

*“I saw no form of support- I even- when I gave birth I reported to school two week. Not even calls- are you alright” (Jane)*

Another participant commended the effort and the support received from the University despite her disability because she was able to achieve her long-term dream of an undergraduate degree. She commented below

*“here there is lot support of support...people support you at school everyone and you can get to achieve anything you want no matter your disabled you are not-so the education here I think it is good I enjoyed it” (Brigitta)*

The participant discussed the strength and impact of ‘word of mouth’ in the recruitment of prospective students as they are the advocate for the University and maltreating them can have a detrimental impact on the University image.

*“if we feel we are not treated properly- it will affect the image of the school (??? - Exactly) because we are inside the school we are still the people to feed those people- ok common- its alright- I just finished here and we are still the people to tell them and I want to advocate not because I was pregnant or had a baby during that time” (Jane)*

*“...we would represent the school we would be good ambassador of the University and of myself as well” (Obiageli)*

One of the other sociocultural factors highlighted is the influence of the student’s job on their education because some of them struggled to get time off work to come for classes which cause a conflict of interest. Therefore, the students sometimes have to make a difficult decision regarding either choosing to continue with the course or their job. Below is the comment by one of the participants

*“finally I decided you know what let me just reduce my workload and concentrate on the course so this is me here...the ‘cream’ one I go through that first term so the grey am now on the course and the white is at this stage that I think I can now concentrate after discussing with my manager and the company now they give me the flexibility to concentrate on the course” (Ola)*

A participant that is also a mother commented on her experience with studying and caring for the family. She highlighted the stress of combining both aspects of life have been difficult and

has an impact on her studies.

*"you are going to think of how you are going to live...child care...going to work and putting everything together with the education it's a its just hard" (Brigitta)*

*"...maybe the University can have some information on 'Youtube' the thing to send their students so that they know what to expect in London or in UK as a whole when they are coming for their education" (Brigitta)*

The type of life in London is entirely different from that of Nigeria. Therefore this can have an impact on the student because they are not used to such life, especially relationships with the student's next-door neighbour.

*"-what to expect and the type of life which is here" (Brigitta)*

The students find it strange when the lecturers in the UK ask them to book an appointment before they can see the lecturers because they are not familiar with such a system. Below is a comment from one of the participants

*"where I come from- we are not used to this appointment issue- that was one of my greatest challenge- when you want to meet a lecturer to get some support- when you come to the door- they say you don't have appointment ((General laughs))- that alone will bring my mind down- just disappear- so they should know that where we are coming from- we are not used to that- they should just accommodate us initially before we got used to it" (Vicky)*

#### 4.20.1 WEATHER

The UK weather is very unfavourable, and some denoted with a 'red brick'. Many of the participants find the weather unbearable and hostile. This was highlighted as the next sociocultural factor that impacts the international students of Nigeria origin. Some of their comments are as follows

*"coming into London- is the red one- the weather started with- the weather was not favourable" (Vicky)*

*"this basic red here is the weather- the first thing that greeted me" (Val)*

*"to gain my feet both with acclimatise with the weather- the class work and work as well- so it*

*swas really a problem and a stress to me" (Jane)*

*"then the red basement- that weather not favourable when I came to this country" (Julie)*

*"erm so even the environment as well- the cold nature of the season- it was soo cold- maybe affected the learning process because sometimes I have to wear my gloves in the class" (Gladys)*

*"...I entered during the winter so that is the red in fact the cold I've never experience that type of weather" (Obianuju)*

*"the obstacle is erm the weather" (Jane)*

One of the participants did not find the cold weather as a problem because she had lived in another cold country before the UK symbolising that the other participants will eventually get used to the weather.

*"...I didn't really complain about the weather because I've experience the weather where I was staying before I came into UK- so I wasn't like- it wasn't a problem" (Hannah)*

#### 4.20.2 GREEN PASTURES

The participants were delighted migrating to the UK for the first time, and they see it a breakthrough in their life. Some saw it as a dream come through while some saw it as an opportunity. The peculiar thing with the green is the metaphorical 'green' colour that the participants used as the LEGO brick that represent the green pasture because they saw the UK as the pasture.

*"on my way moving forward from Nigeria to UK very happy for the first time" (Vicky)*

*"The green- the grey base represents my dream" (Peace)*

*"the base represents ah green pasture to me" (Julie)*

*"am happy coming to London for the first time- you know" (Julie)*

*"the lemon base- this is a green- I used it as a green pasture. I came moving forward ahead-ahead from Nigeria" (Gladys)*

*"when I now got it I was very happy and doing it in a foreign land...that country for that matter*



*so when I got here you can see that everywhere was 'red'" (Obianuju)*

*"the green here represent the state of art- I was so happy migrating from Nigeria to UK to study and I was really focused" (Juliet)*

#### 4.20.3 CULTURAL SHOCK

There is evidence of cultural shock among most of the participants because it is a different system for them. The participants felt that everything was new because there was no one to guide and even just the conventional transportation system needs learning in this country, and some of them travelled around the same spot several times for hours without recognising what was happening because everywhere look the same. Some of their commentaries are as stated below

*"when I got into the country- everything was just new- there was nobody to guide" (Olivia)*

*"I went through round to London over 3 hours trying to locate the bus stop and everything- sometimes you will just stand at a place and call a friend" (Olivia)*

*"I did not participate in the induction- so I don't even know what induction looks like even when I started in class" (Juliet)*

*"...having to write essays that I can't remember when I wrote last...having to critique everything" (Obianuju)*

Some of the participants lived very far from the campus and had to travel for hours before getting to the University for their lectures which has a negative effect on them because this affects their concentration as they do not have enough rest in a day.

*"travelling for three hours to be in class every day waking up and being at the bus stop before 5.00am in the morning just to get to school on time" (Gladys)*

A participant commented that the colour of the student's skin talks more about them and can make some participants uncomfortable and intimidated being only black in the midst of many whites.

*"I think erm the colour of your skin represents talk more about you. Er mm (pause)" (Jane)*

The mode of dressing was one of the factors that affected some of the international students.

Sometimes, due to religious reasons, some participants cannot wear trousers or tight clothes, which could be dangerous for their health.

*"initially when I came to this country- I don't wear tight- I don't dress like this- in fact I prefer the way we dress back home because I have to go the GP all the time" (Julie).*

One of the cultural shocks was the issue that surrounds childcare because it is different from Nigeria, where one's neighbour can assist them in looking after their child. Immigration rules play a part in this because the students cannot take more than two weeks off after delivering their baby. The university is not user-friendly when it comes to breastfeeding mother including the baby's access to the campus due to health and safety reasons.

*"child care is very- is a crucial subject- its not something we- that comes by readily like back home- so I think they need support- it scares people. I can remember when my classmates were saying oh you won't get pregnant- I said in this school- I want to finish in one piece- let me come back from the one I just gone through" (Jane)*

Another cultural shock experienced by the participants is about managing their job with attending the university. However, this can become tedious, and students might have to choose between their education and their job.

*"merging my workload and the assignment because of my job and it was very very tough for me serr at some stage I have to decide which one I want to focus on and unfortunately I focused on the job than the assignment then that why am here again" (Ola)*

#### 4.20.4 UNIVERSITY SUPPORT SERVICES

The university support services play a significant role in the life of the student in Higher Education because they are the first line staff that the students see for several issues. A mixture of various data was collected regarding these services, and some of these are positive while some are negative. See below for some of the responses from the participants

*"the system of the school was ok but sometimes the organisation is a bit faulty in that sometimes you don't get information like it is- maybe if you go to- some people do not have information as it is" (Gladys)*

*"...The assistant once I got here for the whole enrolment...the whole student finance and everything was fine" (Emily)*

*"...people support you at school everyone and you can get to achieve anything you want no matter your disable" (Brigitta)*

The participants sometimes feel that the staff in these area does not fulfil the need of the students due to lack of adequate knowledge of the information required by the students.

*"so they have knowledge- adequate knowledge of what is required so that they can be source of information to the student" (Gladys)*

*"they ADMIN as well- I don't need to mention and am saying in terms of communication wise- you know- sometimes you go there- this one will say one thing- the other one will say another thing" (Julie)*

*"this library attendants are not helpful- THEY DON'T KNOW ANYTHING. So they need training also ((General laughs)). So what you don't know- they can help you- they are not just there to get the book (...)" (Vicky)*

*"if you have any problem- you should come to them and they would help you but when you go to them- they are not supportive at all" (Juliet)*

*"...till today I've not seen all my results- I've called severally- they would say- I would call you back- they would pose me" (Patience)*

*"why not put it on evision- let me see it- they will say I will call you back" (Patience)*

*"but when you go to her you see that even the knowledge you have is more than the one she has. After booking an appointment- you see that it's a wasted time" (Gladys)*

There is no form of support for pregnant international students, and only safety measures are what they get from the University consequent to the data collected.

*"there was no form of support" (Jane)*

#### 4.20.5 SUPPORTIVE FRIENDS

One of the crucial sociocultural factors is that the colleagues who are friends in the UK are very supportive of each other. Therefore, this enables good group dynamics and encouragement. Some of the comments are below

*"I learnt from friends" (Juliet)*

*"when you lacking behind with your assignment people will encourage you to do it" (Jane)*

*"we worked well with the people in the class offering help" (Gladys)*

*"when you work with people- with friends- this type of friend- when you work with them- they are good" (Gladys)*

*"friends your colleagues and everyone was supportive" (Peace)*

*"friends and supporter around that keep me going" (Val)*

#### 4.20.6 CULTURE AND WOMEN SELF-ESTEEM

The participants that are women have multiple responsibilities which have an impact on their learning because they care for their children, the husband and the whole family.

*"but there was so many things trying to pull (you) back- being a married woman- you have your children- you have to leave your family and children" (Olivia)*

Nigeria culture also has an impact on these women because it was believed that Nigerian women should be a full housewife who stays at home with their husband and their office is in the kitchen, therefore its often difficult for them to combine education with marital responsibilities. Some of the comments by the participant are below

*"culturally- it is believed that a woman should stay with her husband" (Olivia)*

*"our culture will not allow us to be great sometimes even when we want to" (Gladys)*

*"so that confidence sometimes is lacking. Our culture- already it has a hinderance on us" (Gladys)*

*"here my marriage life just a barrier for me it prevent me to do my work on time and its just am suffering from the short of time" (Alima)*

#### 4.20.7 IMMIGRATION- THICK RED TUG OF WAR

The participants used a metaphor of 'Thick red tug of war' to illustrate the problems they faced with immigration issues. Immigration issues are changing very frequently because some of

the changes made by the 'home office' is making application process to be more difficult for the students. The participants feel that the University should find a way that is soothing for the students to enable smooth transition regarding immigration.

*"Then the university as a whole- I think my own opinion- I don't know- but I think like they should do more about immigration- things like if they are going to transit from like tier 4 to tier 2- they should put things in place" (Gladys)*

The students feel that the staff employed to deal with immigration issues at the university does not have current and enough knowledge to deal with the students queries because when the students go to her, it seems they have more knowledge than her. Some of the participant's comments are below

*"I think they started that with employing...one of the staff was talking about IELTS to us that time- she's upstairs- but but when you go to her you see that even the knowledge you have is more than the one she has. She doesn't have that adequate knowledge- after booking an appointment- you see that it's a wasted time" (Gladys)*

*"they need to take them through that course- maybe its course or something- they should take them through- so they have knowledge- adequate knowledge of what is required so that they can be source of information to the student" (Gladys)*

*"then you have this- this is what you are using to scatter all the mountains- the immigrations" (Julie)*

One of the participants said that the immigration issue is like a big 'tug of war' because it destabilises the individual that is especially concerned about when their current visa is expiring, and they are asked to leave for their country.

*"then the problem started- with the immigration issue- the thick red- that's the immigration issue- it was a tug of war but at the end of the day- God see me through" (Julie)*

#### 4.20.8 ACCOMMODATION

Furthermore, this is another problem in the UK that have an impact on the student's social status because they are costly. Sometimes the house is not conducive nor favourable, and the students are very new in the country.

*"many challenges when I came- 1 – accommodation. The house am staying is not favourable"*  
(Jane)

*"where to stay...am just thinking and imagining that someone that just entered...you don't even know anywhere and the school don't even have any accommodation...let them provide accommodation and you can pay for it at least it will be closer at least been in a school accommodation"* (Obianuju)

Some of the participants encourage the university to support the new students with a way of getting accommodation even if it is by providing links to housing associations or group for the students to use. It can be very stressful when someone does not have a convenient accommodation or if it is too far from the University.

*"They also need to provide accommodation because people are like they are travelling three hours"* (Val)

*"If they don't want to provide the accommodation- they can have a link- like say some universities- they are not the one that accommodation students but they have a link with (...) whereby when you come- they have- you don't have family- they have a link- they ask you to go and check the place if it is conducive for you"*  
(Julie)

Some of the participants are very lucky to have relatives and friends who welcomed them into their house which might be on a short time basis. They represent the accommodation issue with 'red danger.'

*"I have someone that welcome me who give accommodation and show me the way to go- what to do- so at least that was bringing down the red danger there"* (Vicky)

#### 4.20.9 SUPPORTIVE FAMILY

The support from the family members played an essential role in the life of the students while in the UK as it facilitated their transition

*"then- with the... orange base that- with my siblings that are here- that- there is a support"*  
(Julie)

*"only good thing was that I have someone that welcome me"* (Vicky)

Motivation from family members serves as a pillar to rest on for some of the participants because it helps them to forge on with the other stressors like the pressure of assignments and exams.

*"I have this to be my husband as my support that he support me a lot. Although he doesn't do my work for me (laughs) he would always tell me 'you can do it' and that really motivate me"* (Chinonso)

*"the blue represents my parents given me the support"* (Obianuju)

#### 4.20.10 MONETARY/FINANCIAL ISSUE

The students are often distracted due to the inability to meet up with deadlines regarding tuition fees, and the exchange rate does not help the situation as well. All these do have an impact on the students learning.

*"...you have to think about all your fees...the student finance don't help you it's a big issue so all this time your mind is always on that side which impact on my learning"* (Alima)

*"the exchange rate is HARSH on you"* (Jane)

*"we have the financial issues- we have to work and study- back home you face your study- we don't have to work"* (Olivia)

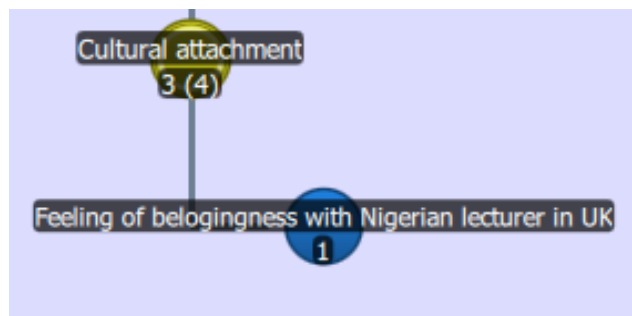
*"money issues because the money is too much"* (Vicky)

#### 4.21 CULTURAL ATTACHMENT

There is the notion of cultural attachment by most of the participants because realising that the programme manager for the undergraduate nursing programme is from Nigeria have a significant impact on their choice of coming to the Sunderland University in London to complete the course. One of the participants got attracted to the programme when she accompanied her husband to the University, and she saw a Nigerian name as the manager of the programme, so she applied the same day.

*"So the first day we resumed- I saw another- one Ifeanyi- haha- this is Niger place- so this is my place- I must do this course- I was so happy"* (Ann)

Fig 30: Quirks – Cultural attachment theory



#### 4.21.1 FEELING OF BELONGINGNESS WITH NIGERIAN LECTURER IN THE UK

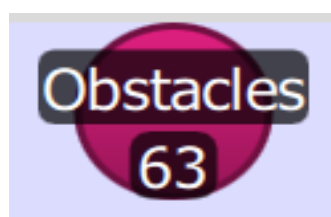
There is the feeling of belonging due to the availability of Nigerian lecturers teaching on the programme.

*"when we got to the fourth floor- I saw Mr Ola - programme manager nursing....Niger!! programme manager....Nursing?. Let me try my luck then- this would be ok for me- that name....so I went to admission department- I talk to them- they gave me form- I filled everything" (Ann)*

#### 4.22 THE OBSTACLES

In the next step during the workshop using the LEGO® Serious play®, I asked the Participants to build a model representing the obstacles that impede the smooth transition of Nigerian nursing students to UK education. This was achieved by asking the participants to build a small model in the middle of their two previous models to represent those obstacles, and this could be a label in the form of a 'post-it notes' with the obstacles written in them. Each participant either built the models or wrote the perceived obstacles on the 'post-it notes' as instructed. The following discussions will analyse the obstacles between education in Nigeria and that of the UK in the following paragraphs.

Fig 31: Quirks - Obstacles



Some of the participants feel that they are still climbing the ladder to transition; as they



focus on the attainment of BSc certificate, there are so many hurdles they face while on the programme. All these obstacles were fully emphasised in the above themes. Few of the issues are IT literacy, weather, 'race' (being black), financial issues and fluctuating exchange rate, and withdrawal of 'Confirmation of Acceptance for Studies' (CAS) letter without informing the prospective students. The others are snake and scorpion stinging and limiting achievement with the snake representing some lecturer's intention to reduce students mark, and teaching style – independent learning, writing essays, work-study balance, family, stress combining everything

*"so am still climbing the ladder- that represents the BSc- then that represents the hurdles that we face here (laughs) in Sunderland" (Peace)*

*"So that was one of the first obstacle I had- the issue of doing everything in computer- it wasn't really funny" (Hannah)*

*"Er mm (pause) the exchange rate" (Jane)*

*"Sometimes erm the University can withdraw CAS without telling you" (Jane)*

*"The snake is- some lecturers think that some students will not pass" (Jane)*

*"we have to work and study- back home you face your study- we don't have to work" (Olivia)*

*"you have other external things that affect like family- you are so stressed about that- you have to combine everything- then" (Hannah)*

*"Then the obstacles here is first- when you start- the issue of the computer and every other thing- the assignment which you have to write- plagiarism- this and that- that's the most of the obstacles" (Hannah)*

*"I will say more of distractions- most of time devoted to- you know- devoted to Research" (Patience)*

*"am having problem in terms of articles although am able to get the support of err the lecturer at the end of the day but it wasn't easy for me" (Julie)*

*"Some just do the teaching because they have to teach- it's a source of livelihood-*

*some do not have empathy- they don't have the interest of the student at heart"*  
(Gladys)

*"learning overseas- the obstacle is too much- too high" (Val)*

Some of the participants commented on the issue of dressing and confirmed that it's not conducive for them.

*"the mode of dressing as well is no err conducive for me" (Julie)*

Some of the participants discussed race as an obstacle; when asked what that meant, she said 'being black' and that a Nigerian skin colour talks more about them.

*"one: the obstacle is erm the weather- two: race" (Jane)*

The University does not provide accommodation, and there is no liaison with housing group, this puts the students upon their first arrival in the country at various risks.

*"...you don't even know anywhere and the school don't even have any accommodation"*  
(Obianuju)

*"...you find your ways around London now to the campus...to this...it's a challenge" (Obianuju)*

*"I know some people are spending £50 per week to get to this Uni...its not encouraging so if they have something around here it would be easy" (Obianuju)*

When the dissertation is marked, the moderators are assessing both the students and the supervisor, which causes bias in the marks finally awarded. A participant commented below

*"because when a dissertation is marked- they are assessing the students as well as the teacher"*  
(Gladys)

Moderators and supervisors do not have a common ground when it comes to dissertation assessments. Therefore everyone is using their views and ideas.

*"they don't have the common ground- everybody is working in their own different way with their own different views and idea. I don't think they have come together"*

Repetition of the assessment questions for too many cohorts of students has an adverse inevitable effect on the similarity and plagiarism level.

*"another thing is the plagiarism that is found here in UK. What I observed is that different cohort are given essays that are related- they are answering the same essay another set answered- another set up to five sets answering one question" (Juliet)*

The culture of where Nigerian students come from already placed them at a disadvantage compared to other students from the other parts of the world. This is because the culture already had a limitation on them.

In terms of the university support student services, there is evidence of miscommunication because there is no one voice, and this confuses the students more when they get a different version of answers for the same question but not given them the same direction.

*"in terms of communication wise- in terms of feedback and in terms of them to take action immediately- you know- so that's what I can say " (Julie)*

Sometimes, the lecturers are perceived as being too harsh on the students and think they are not there to guide the student's knowledge, but the big question is then; what are the responsibilities of the lecturers in the University?

There is a wide gap between the hours that the students are being taught and the hours of input by the students themselves. Therefore self-directed learning should not be the only learning style for the students.

*"let it not be that the gap between the one you are being taught and the one you do on your own is much" (Hannah)*

*"the times for the sitting exams and the submission of the erm essays are always too close" (Peace)*

The PowerPoint slides are already prepared on the VLE, and the lecturers that teach the slides are not involved in the preparation, which sometimes makes it difficult for such lecturers to deliver the content.

*"let the teacher that's going to teach the course prepare the slide herself- may be it can be subject to like vetting from the- maybe- external others or significant other" (Patience)*

*actually to state the ways it should be done by the student" (Gladys)*

Some of the module assessments, including the approach, are based on the UK practice system; this makes things difficult for international students of Nigerian origin who had never practice in the UK before.

*"most of your assignment is based on how things work here in the UK. You don't know the way things worked there but you are being expected to write things and how things are being managed in this country" (Hannah)*

Some of the obstacles in Nigeria education are a limitation in technologies and the mode of teaching. See commentaries below

*"limitation in the mode of teaching- the technology (Inaudible) in teaching and how err students er understand it" (Gladys)*

*"...the teaching the education system that the obstacle there" (Obianuju)*

The number of assignments to be completed during the course seems to be too many and not well spaced; therefore, this can be a hindrance to students learning.

*"I still have issues with justifying the amount of assignments needed" (Emily)*

*"...it's not organised for example one assessment we have today and the four or five assessments we have after two months...all of them come together" (Alima)*

The worse obstacle for any student is to be a barrier to own learning.

*"The obstacle is myself...ermm I think am the only person that can bring myself down and am the only person who can't bring myself down" (Emily)*

*"there are times that I doubt myself and then I forget how good I can be ermm yeah I think that's the only thing that's my own obstacle" (Emily)*

Family responsibility and commitments can be an obstacle to the students learning journey especially when there is no one to assist with the childcare.

*"you are going to think of how you are going to live...childcare...going to work and putting everything together with the education" (Brigitta)*

#### 4.23 TRANSITIONING FROM NIGERIA TO UK EDUCATIONAL SYSTEM

Transitioning from one country to another can be a daunting task because of differences in the cultural and sociological factors; therefore, the impact of transitioning regarding education can be more subverting. The period of transition will be different from one person to another due to different factors that influence individual students transitioning. While some students will quickly undergo the transitioning, it might take another quite some time. The system of education in the UK is different from that of Nigeria in many perspectives. Therefore, some of the participants have the following to say

*"the system was totally different to what I know- I was like- this my £10-850 is gone" (Vicky)*

*"so am still transiting from Nigeria to UK" (Jane)*

*"It depends on individual" (Hannah)*

*"I worked in Nigeria- then I came in here- I didn't experience the system here in the UK- I think its pretty difficult for one to do" (Hannah)*

*"the support that is needed for us to now blend into the system from where we are (...) because the cultural aspect is us- its not about- the school- its not about the lecturers- it comes with our culture so I think we can tackle it personally" (Gladys)*

*"so perseverance and support on the part of lecturers would now give us that time to feel at ease a little bit" (Gladys)*

Some of the participants thought that transitioning occurred after passing the first term, which is the first-semester exam, while others believe it might take longer. Below are the views of some of the participants concerning the length of time it takes to transit into the UK educational system

*"I now got to the green point- then from there once you see that you've arrived- you've joined- you feel so determined- then after the first exam- you passed" (Olivia)*

*"Two months- three months for me personally" (Gladys)*

*"maybe they really did not understand that we were transitioning- so we are not into the system very well- we needed that breeding that much" (Gladys)*

*"After passing the erm first summative assignment- the first term" (Jane)*

*"when I came ((inaudible))- but at the end of the first term I had my feet on and by the second term I was able to forge ahead" (Hannah)*

*"Three months was ok for me but because of the distance as well" (Gladys)*

*"Transition is based on individual. Ok like four months before I can find my feet. I know am an introvert so it took me like third year (third term – about seven months) for me to transit." (Jane)*

*"After receiving the comment of their essay in the first term- you no realise where you are" (Juliet)*

*"we are just confused and but after the first essay when I receive the comment- I knew what they really wanted from me and then I will say three months for me" (Juliet)*

*"I take quite a while maybe a few months like 2 to 3 months to get the grip of whats going on" (Brigitta)*

*"in terms of doing essays am still transiting and am not settled" (Alima)*

*"will I say I've transited now because I think am settled a bit after the first semester but I wouldn't say I've really transited" (Obianuju)*

*"the essays or whatever am still not getting how to get it correctly so am still on the process of transiting in that aspect" (Obianuju)*

*"Actually am trying to...my own problem is because I left school long time ago and then now am beginning to understand them little by little" (Obiageli)*

Transitioning has made many changes to occur in the participant's educational journey, including their approach to life and how they interact in a group. One of the participants have the following to say

*"now there is no way I will go in- that I won't to....my voice to be heard- I would want to be seen- I will want to contribute and....or any knowledge...or anything happening- I would not try to put myself away from it" (Olivia)*

Transitioning does not stop after adapting to the educational system in the country but continues to; how to go about registration as a qualified nurse in the UK which can take up to any length of time. One of the participants felt she is still transitioning because she has not commenced practising as a Registered nurse in the UK. See some comments from one of the participants below

*"after the BSc- you still not want you want- you have that struggle to still stay in the country" (Gladys)*

*"maybe because of the transition- it's difficult to understand in a whole so you feel that maybe this is not how they do it- so you have that problem separating the reality from what it should be or what you think it is" (Gladys)*

*"I wasn't that too much struggling with you know so I am still transiting because I have not started practicing as a nurse" (Chinonso)*

During the transitioning period, there is other internal transitioning taking place within the University which will have an impact on the student's journey by adding to their transitioning stress. Such was the transitioning from Sunspace VLE to Canvas which had a negative impact on the students' experience. See below the comments from the participants

*"we are so stressed- so I think they should find a way to reduce it" (Patience)*

*"the experiences we had with this erm transition from Sunspace to Canvas- during our submission process- we encounter many problems during that submission process" (Patience)*

This chapter comprehensively analysed the audio-recorded data by following the five-step approach of thematic analysis by coding the audio recording; the recorded data was transcribed by typing them into a word document; noticing by reading and reflecting, explore and play; coding, and reviewing and refining.

## CHAPTER 5: FINDINGS AND DISCUSSION

### 5.1 INTRODUCTION

The findings indicated the potential validation of LSP, as a method of enabling the participant's hand to circumvent some of their conscious processing, thereby enabling subconscious thinking, which, in turn, enables them to discuss their learning journey. The 3-dimension construction enables multidimensional deeper thought and critical self-analysis, which brought out ideas they would not have ordinarily thought. Some of the participants commented that 'I would not think of going to this in-depth without the use of LSP.' They feel that the use of LEGO bricks, which facilitated them in making metaphors in narrating their individual stories, created an avenue for critical self-evaluation of their thought process, making them say everything. LEGO® Serious Play® enables them to 'say it all' without the hiding fear of the researcher being their lecturer. One of the participants said that 'she was surprised that she could say what had been kept in her mind for a very long time because she sees herself as an introvert who will rather not say many things out.'. LSP enables the participants to use metaphor to articulate their story better and illustrate subjects which might have been difficult if other methods like narratives, interview, focus group or questionnaire had been used. From the perspective of being a Nigerian and working with international students from Nigeria; there is an embedded stance that, had anyone else done the research, they wouldn't be able to empathize as clearly with the student's cultural background. I have experienced the culture and facilitated people in having a voice about their experience from that perspective. This made it possible for me to focus on the co-construction of knowledge with my student by enabling me to do things *with* the students rather than doing things *for* them.

The data that was collected resulted in the findings of the research, as discussed under the thematised headings, ought also to be considered here. This occurred by developing codes spontaneously as they appeared from the collected data, as suggested by Glaser and Laudel, (2013). I initially looked for phrases that tended to discuss anything relating to transition and create a 'memo' of those phrases like Identity-sense of belonging to the profession; Positiveness of External postings; Flag represents the nursing profession, family, and country. Other phrases are Readiness to learn; Ray of sunlight indicating Glimpse of happiness; White brick signifies 'Innocence' and standing on the 'green' will facilitate growth and help. Green



represents aspiration and hope, and Red brick is a representation of danger and challenging decision making. I continued to generate these phrases, and I developed them into themes and subthemes.

From the findings, the students used metaphors to tell the story of their journey and themes were divided into various significant areas which are Learning in Nigeria, challenges in the UK learning. Difference between learning in Nigeria and the UK, Relationships between learning in Nigeria and the UK, sociocultural factors influencing the students learning, the obstacles and transitioning from Nigeria to the UK educational system. The salient themes include –

## 5.2 LEARNING IN NIGERIA

This includes themes such as – Fear instilled by Nigerian lecturers, Readiness to learn, Victimization in Nigerian education. Nigerian nursing starts on a black note, ambiguity in Nigerian Nursing curriculum and the impact of Pre-nursing knowledge.

### 5.2a FEAR

Fear can be defined as the notion of being afraid of something or someone which can become unpleasant and or denote an awareness of danger. According to the NHS (2019), there are different ways to fight our fears which depends on the cause of the fear itself. In the perspective of this essay, the fear expressed by the participants could be termed as 'students fear' and this is different from the type described above because this is how a Nigerian feels when they are not comfortable with something. Therefore, the way a Nigerian student will qualify what 'fear' is will be different from the way someone from another country like the United Kingdom will define what 'fear' is. In the Nigerian context, fear could be related to menacing, threatening, frightening and intimidating someone or sometimes this could be used as a way of scaring the student so that they can perform better. This means, there could be a cultural connotation to the 'fear' expressed by a Nigerian student as compared to other students from different part of the world. Although, at times, this could cause many problems when used in excess because the students might not understand when this is just to help them improve or when it becomes anxiety to the students thereby affecting their study performance. Furthermore, fear can be in the form of 'nervousness' or being 'afraid' but what need considering is that fear of teachers can become aggravated leading to 'pedagophobia' in extreme cases (Bledsoe and Baskin, 2015). The provision of a conducive environment is a good factor in alleviating fear including fear of teacher. In Nigeria, due to over 'respectfulness', students can become fearful of their teachers. Fear is a normal phenomenon that occurs in the classroom to students, but this can have a negative effect when exaggerated.

### 5.2.1 Assessment in Nigeria

This includes themes like Treacherous behaviour of lecturers, cramming to pass

### 5.2.2 Nigerian Lecturer

These include Non-supportive Nigerian lecturers and supportive Nigerian lecturers

### 5.2.3 Nigerian Teaching Pedagogies

Including Teaching pedagogy in Nigeria

### 5.2.4 Humiliating school environment and management

These include Humiliation and uncondusive Nigerian study environment; students misuse during training, sexual harassment, school management and administration and management suspicion.

## 5.3 LEARNING IN THE UNITED KINGDOM

These Includes themes such as Assessment in the UK, Moderation, Learning in the UK, Teaching style in the UK, Information technology and Computer literacy and MSc Hurdles.

### 5.3.1 Assessment in the UK

These include Assessment method, challenging academic decision, initial poor academic performance, exam preparation and lecturer misconception and second marker inadequacy in the dissertation.

### 5.3.2 Leaning in the UK

The above comprises of Non-cramming, self-directed learning, feeling of inclusiveness, and independence.

### 5.3.3 Teaching style in the UK

Includes group work

### 5.3.4 Information technology and Computer literacy

### 5.3.5 MSc Nursing Thresholds of learning

like non-supportive lecturers during PG, assessment during MSc course programme and challenging MSc marks

## 5.4 DISCUSSIONS

The research questions will be used to achieve the aim of the project as follows

5.4.0 What impact does student's prior learning experience in the Nigeria context has on their initial perception and expectation of the UK educational system?

#### 5.4.1. TRANSFER OF THE STUDENTS FEAR FROM NIGERIA TO THE UK HIGHER EDUCATION

The students prior learning in Nigeria has a significant impact on their perception of the learning in the UK, which then has an implication on their expectation of the UK educational system. From the discussion in the data analysed, the 'fear' instilled by Nigerian lecturers was noted to be the most salient factor that affects the students learning when they are back home. This is a cross-cultural issue that can occur on any course in Nigeria. This is due to the reason that whenever two people meet, there could be misinterpretation and miscommunication leading to fear due to the cultural clash between them. These might also be related to Nigerian women taken it as a responsibility to overly-respect their lecturers in Nigeria making those lecturers threaten and create fear in them (Kwintessential, 2019) and the same thing is brought to the UK which can cause 'culture conflict' and impact their education (Kwintessential, 2019). Dewey in 1984 believed that fear can reduce an individual level of engagement and their growth. Therefore fear has an impact on the students learning and its resultant outcome. It was deduced from the data collected that the students in Nigeria are fearful of failing their PTS exams because the lecturers often inform them that their names are written in 'Pencil' indicating that, students will be expelled after six months if they failed the exams. The students find it challenging to concentrate on their studies because they continue to dwell on their 'preconceived fear' thereby affecting their level of engagement hence eventually failing those exams that they could have been able to pass without any issues.

The students come to the UK with the same perception of living in their fears which prevents them from having direct contact with the lecturers in the UK based on their previous experience. This can impact their progression and then academic performance in the UK. There is a gap in the literature in the notion of fear in the Nigerian sense, because all the literature that was investigated did not discuss fear as one of the factors that impair international students (of Nigerian origin) learning while in the UK hence, academic performance. Education itself creates a fearful experience for the students because, as they are learning to do well and score good grades in their studies, they are also struggling sometimes to remember and assimilate what was taught in class and probably the assignment that was done. Furthermore, victimisation which is a norm and a cross-cultural issue in Nigerian education have a debilitating effect on the students learning as evidenced in the collected data because the students are victimized by being told that school of nursing is for 'serious-minded people', threatening the student's position thereby creating more fear in them. The above is supported by Baker (2010) who affirm that education is stressful on its own and studying in another country can be an additional disadvantage.

Although, this type of victimization might occur on any course in Nigeria in any part of the country, but this is more rampant among nursing lecturers in Nigeria (Onwe, 2018) which might be classified as a cross-cultural issues and based on the data that was collected, participants from the other parts of Nigeria except the south westerners complained about the creation of fear in the students mind. Team building Portal (2018) was of the opinion that factors like communication, language and expression; dominating influences and motivators in the form of recognition of diversity in students from the lecturers; can all be contributory influences to cross-cultural issues leading to fear culture in Nursing in Nigeria.

Impact Factory (2019) thinks that diversity and cross-cultural issues exist everywhere, which often leads to culture clash and this can sometimes be related to age, education, gender and ethnic background. If this is not controlled, they concluded that it could lead to fear when one party over exaggerates it. They suggested that this could be overcome by good communication and mutual respect as opposed to a controlling attitude.

#### 5.4.2 AMBIGUITY OF CURRICULA AND THREATENING BEHAVIOUR FROM LECTURERS

Consequently, another point to discuss is regarding Nigerian nursing starting on a black note which was complicated by the fact that there is no standardised curriculum for the students to follow. This is evidenced by Dolamo and Olubiyi (2013) who postulated that the Nigerian Nursing curriculum was updated only twice between 1965 and 2001, the first one being in 1978 before the last update in 2001 but same had not been reviewed till date. Although there was a proposed curricula review in 2017 by the Nursing and Midwifery Council of Nigeria (NMCN), this is not evidenced in the NMCN website because they are not open access documents that could be accessed by the public. Upon an in-depth search for the curriculum in Nigeria, the researcher found a very extensive curriculum from the Madonna University Nigeria (2017) which discussed a comprehensive list of the courses that must be achieved by a student nurse in Nigeria. The list is so in-depth that it comprises of most nursing specialities when compared to a country like the United Kingdom, therefore, the authenticity of how much the student nurse will actually assimilate from these very comprehensive lists of courses can be questioned. The curriculum enables the student nurses to become over-loaded with content (Abdullahi et al., 2019) making them have multiple post-basic qualifications instead of becoming a specialist and subspecialist in different areas like urology, oncology, cardiology, Diabetes and a host of others. Consequently, this indicates some stagnancy in nursing education in Nigeria despite all the contemporary changes in the nursing profession to date (Olabode, 2015).

As a result, every Nigerian lecturer offer whatever they feel should be offered in any way they can offer it, probably delivering the old curriculum because they have no access to the 'new curriculum'. Some of the lecturer's behaviour includes but is not limited to sexually harassing some of the students and awarding them undeserved marks as they deem fit. Therefore, creating treacherous behaviour among the lecturers. Some of the data collected by Onwe (2018) in his doctoral research work postulated that postgraduate nursing students in Nigeria feel that their lecturers are very bossy, scary, unfriendly and negligent. The participants describe their postgraduate experience as been horrible, which prompted some of the students to withdraw from the course. The lecturers can threaten students that they will not pass a particular course (module) and sometimes, the students will not be aware of their exam start date; all these impacts the student's morale and self-esteem.

Lecturers can decide the student's fate based on any unfounded reasons and fail them in the exams because there is no moderation system and student have no courage of challenging their marks. 'Notes' are dictated by either the lecturer or class representative which lend itself to cramming, disabling understanding of the concept of discussion. This is contrary to the UK nursing education where the standard for nursing and midwifery education and practice for both pre and post-registration levels are set by the Nursing and midwifery Council of the United Kingdom (NMC, 2019) and reviewed as the need be. This Nursing and Midwifery Council of Nigeria has the same role of developing and monitoring the standard of education in Nigeria (NMCN, 2016; 2019), but their minimum requirement for nursing and midwifery education is about the number of chairs that should be in a nursing classroom, number of teachers/educators without discussing their qualifications, an official car for the head of nursing institution and many other standards in relation to this. None of their requirements relates to the quality of care been given to the patients.

#### 5.4.3 NON-SUPPORTIVE NIGERIAN LECTURERS

Also, the other concept that will be discussed here is the non-supportive Nigerian lecturers, because they distance themselves from the students and are not approachable which make students lecturer relationship to be strained. This is another gap in the literature about Nigerian pedagogy. The participants denoted the 'model' that was built about the student-lecturer relationships with a 'Red brick' which gives a metaphorical representation of the lecturers as 'Danger'. In English, the metaphoric meaning of 'red' colour is 'danger' or 'sudden dangerous' situation, and the same transmit a sense of 'anger and embarrassment' in Chinese (He, 2011). The lecturers are not encouraging and threaten the students that they are not here to play and that the school of nursing is 'a serious' place, thereby creating more 'fear' in the students.

The lecturers call the students, obnoxious names like 'coconut head'. Therefore the students still have the 'fear' from Nigeria in them which does not enable them to initially fit well into the new system with the negative impact on their education in the UK. Onwe (2018), in his data collection, deduced that the marks awarded to students during assessments do not commemorate the quality of work submitted and some of the data actually concluded that the lecturers do not appear to read the submitted work on most instances. The data also added that the lecturers have 'attitudinal issues' and Ajibade (2012) contended that the lecturers do not share the module content and the outline of the course with their students based on reasons best known to them. Students are terrified of their lecturers and supervisors in Nigeria to the extent that they fidget and are scared to meet the supervisors (Onwe, 2018). Also, there are many issues like an allegation of sexual harassment if a student is seen close to the lecturer even if it is for educational purposes because the school management is suspicious of the students.

#### 5.4.4 NURSING STUDENT MISUSE

Equally important is the misuse of students during their training because most often student's are used as replacements for qualified staff when they should still be under the supervision of a qualified registered staff thereby making them to 'take charge' of the departments and wards as the 'Nurse in charge' of the duty. Atakro et al. (2019) assert that student nurses who should be supervised in the performance of some procedures are often left unsupervised in carrying out such activities making the students feel isolated most of the time. From the research performed by Atakro et al. (2019), it was revealed that student nurses are misused by making them fulfil extracurricular activities that are not related to their education during clinical placements including sending them on errands to achieve their own personal chores. This is detrimental to the health of the patient as its putting their life at risk.

#### 5.4.5 LACK OF INFORMATION TECHNOLOGY

The lack of IT knowledge also contributed to the initial problems because everything is done on the computer in the UK including completion and submission of the essays, creation of Powerpoint slides for the various presentations, accessing the timetable and checking of the student's results. Although, in Africa, only a few countries like Kenya, South Africa and Malawi have well-equipped classrooms with online e-learning portal, therefore, Nigeria is still backward in this area (Emelonye et al., 2016). So, many students find it difficult to even type their essays due to lack of computer literacy. Brown (2008) stated that students from Nigeria do not have the knowledge of using the computer for academic work and for those that do, it

was a shock to them about the extent to which this is used. This is further challenged by the work of Honey (2004) who stated that operative 'internet access' affected some of the students' performance in New Zealand although this might be little problems like unstable internet as compared to a developing country where unstable internet had become a norm (Onwe, 2018).

### 5.5.0 What are the identifiable sociocultural factors that impact the transition of Nigerian students to UK Higher Education and the impact on their capacity to learn?

Various sociocultural factors impact Nursing students transition to UK Higher Education. Among these are the weather, accessibility to a 'green pasture', cultural shock, university support services, supportive friends, culture and women self-esteem, immigration-thick red thug of war, accommodation, supportive family, financial issues, cultural attachment and feeling of belongingness. These ones were chosen because they were identified as being most salient in terms of your findings.

#### 5.5.1 WEATHER

The most salient factor among the sociocultural factors to someone from Nigeria is the weather because most of the participants have never experienced cold weather like the one in the UK. The students find it hostile, uncomfortable and harsh to their body (Sovic, 2008), which has an impact on their learning because they said 'the weather greeted' them, and it was so bad that some of the students wear gloves in the class during lectures. King's College London (2013) was of the opinion that the harshness, greyness and dampness of British weather can make international students become uncomfortable. Some of the participants represented the weather with 'red basement' in their model; denoting danger. Sovic (2008) believed that British weather is hard to adjust to. The second identified socio-cultural factor is the accessibility to a green pasture which is a metaphor for moving on to better things, a brighter future and opportunities. The students were excited that they are travelling to the UK for the first time and they represented this with a green brick built into their models to denote 'state of the art' and moving forward. The students see this as a progression and envy; hence, another participant used a 'lemon' base in her model to represent pasture.

#### 5.5.2 CULTURAL SHOCK

On the other hand, travelling to the UK might not be as 'green' as it appears because it has its own peculiar issues like the cultural shock that is experienced by the students in the UK. King's College London (2013) describe cultural shock as a time of absence of familiar things like aroma, taste, sights and sound. Everything is new and has to be learned even the

transportation system because the student needs to know how to navigate 'google maps' to find their location and use of internet to find their train and bus times as agreed by Hsieh (2011), who concluded that it takes some time to acclimatise to unfamiliar British environment. This was supported by Brown (2008) who associated cultural shock to stress concerning the new academic demand in conjunction with other factors like weather, homesickness, disorientation, social isolation, disorientation and low self-esteem. In addition to the above, there is the shock of travelling for hours before they get to the University or workplace, critiquing everything while on the course and issues of childcare and the students having the impression that 'everyone minds their own business' and the student might not know who their next-door neighbour is.

### 5.5.3 IMPACT OF UNIVERSITY ADMINISTRATION SERVICES

The university administration services are another factor that needs to be considered because the student's experience can be either positive or negative. University X (2019) opined to provide specialist support regarding academics related issues to the students in the form of timetabling of teaching, enrolments, maintenance of student's records, management of the assessments and academic regulations. While this appears to be specific in focus, the term student's administration differs from one University to the other with different meaning accorded to them. Some of the universities call it 'academic administration, while others call it student administration services' which includes 'progress and students' engagement' team (Student administration service: The University of Sheffield, 2019). The collected data showed that there is no uniformity and consistency in the information being given to the students and the students feel that some of the staff should be retrained in their job. One of the participants said that 'the student's admin needs to be 'a source of information' to the students and not a source of confusion as it is. Student administration service: The University of Edinburgh (2019) suggested that the student administration should provide high-quality support and administrative service to the students, external agencies and everyone they are in contact with including but not limited to the staff. Among their duties include giving of accurate information, being respectful, consistent, professional and helpful always. They are supposed to be 'specialist' in their chosen area (The University of Sheffield, 2019). There is also a comment from another participant about the library staff that 'The need to acquire more knowledge in their area of practice'. A participant said that there is no form of help for the pregnant international student because the university policy is not students centred but emphasised rules guiding the pregnant students more than the impact of pregnancy on the mother who is also a 'student'.



#### 5.5.4 CULTURE AND WOMEN'S SELF ESTEEM

The availability of supportive friends is another area that is positive about the UK, which contrasts with the experience in Nigeria, where the student has to be careful in disclosing anything to their friends. Also, some of the women have multi-dual responsibility of caring for the family and studying at the same time which can impact their academic performance. Therefore, Nigeria culture is a hindrance to most of these women and the culture will not allow the affected women to be great even when they aspire to be great as postulated by Ortner (1974) who discussed that it is the society and our culture that undervalued women, which makes most of the women lack confidence. Marital responsibility is one of the barrier that will not let most of them complete their work on time. Zenger (2018) postulated that most women underestimate their performance and abilities at most times compared to men and this has an impact on their confidence. In 2010, Nolen-Hoeksema claimed that most women of 21<sup>st</sup> century do not fall into the category of women with no self-esteem because most of those women believed that they are positive and have a strong identity, but this might be different for most older women. In the perspective of some Nigerian women; most of them still fall into the 'submissive' category partly due to cultural and religious believes and indoctrination. Today, most women see themselves as a mixture of both femininity and masculinity rather than been feminine alone as opposed the view of most Nigerian men who are still oppressive and controlling towards the female, thereby making them vulnerable as agreed by Emmanuel (2019).

#### 5.5.5 IMMIGRATION- THICK RED TUG OF WAR

Immigration has been classified as a 'thick red tug of war' by the participants because immigration rules are in a state of flux which continually changes and not always favourable to the international students, therefore, the University needs to do something about this by introducing CPD programs for any individual dealing with immigration issues especially with every change in immigration rules that affects the HEI's, so that they will have contemporary knowledge about the immigration system. The participants feel that the staff employed in this department require more training to meet up with the constant change in immigration rules, so that the students benefit more when booking an appointment with the individual. New immigration rules are enacted by the home office day by day that might be a form of barrier for the immigrants from applying for a visa like the home office announcement to reduce the number of international student visa grant by half (Public Policy Exchange Symposium, 2017). The introduction of the 'Health surcharge' by the Home Office, which doubled in January 2019, is one of those measures that tighten the opportunity for many individuals to extend or apply

for their visas. Despite the substantial application fees paid by the prospective applicants (UK Visas and Immigrations, 2019).

Furthermore, the looming uncertainties that surround Brexit had led the new Prime Minister, Boris Johnson (2019) to revert the punitive immigration rules of the then 'home secretary' Theresa May, and enabled students to stay in the country and extend their visa for two years after the completion of their studies. Although this was announced in 2019, the current students in the UK are not favoured because this is for undergraduate and postgraduate students that will commence their course in 2020 academic session. This means that the rule will be effective probably in 2021 for the international students that undergoes one-year course because that is when such student will complete their course.

#### 5.5.6 ACCOMMODATION

The University needs to implement some steps to fill the gap with the accommodation problems on the campus because the students feel that they are being neglected to be stranded upon arrival to the United Kingdom. Huang (2008) classified the problem of accommodation as a 'practical challenge' for international students because most of them have never been in the UK before and there is no accommodation on the campus. Although, the students are sometimes made aware of the accommodation problem in the UK, but there is no attempt to assist the students with links to reliable housing associations or group in London or even liaise with the other Universities nearby, that has accommodation even if it is for a short period until the students settled down. Birchard (2018) encouraged the universities to take a lead role in liaison with other stakeholders about housing issues because it has been confirmed that accommodation problems have a link with academic performance and mental health problems among international students.

#### 5.5.7 SUPPORTIVE FAMILY

Also, some of the students acknowledged the impact of the support received from family members on arrival in the UK to be phenomenal. Some of these family members provide either temporary accommodation or permanent one for the whole year, which makes life a bit better until settled for those that had the opportunity. Those students that do not have any family member in the UK or if they are far from London, this becomes a daunting task. It could cause loneliness and a feeling of 'being lost' in the system, hence instead of concentrating on the pressure of assignments, presentations and exams, they will be distracted more with the issue of accommodation. In the study performed by Jacqueline Stevenson sponsored by UKCISA (Stevenson and Bland, 2017) at Sheffield Hallam University, the results show that family takes

an essential role in the life of the students whether international or home students because they support them financially and emotionally. Also, it was deduced that distance from someone's family could cause loneliness and depression because you are moving from just walking to families next door or driving, to relying on a telephone conversation and use of text message as a means of communication.

#### 5.5.8 FINANCIAL ISSUES

Sometimes, if the student has not fully paid their tuition fee before resumption, this could be additional pressure for them due to looming deadlines to making payments, this was supported by Stevenson and Bland (2017), who claimed that some of the students have to work for long hours to meet up with their tuition fees. They further stated that financial stress impacts students' performance and retention. Other factors include escalating exchange rates and transferring the money from their home country to the UK. Majority of the students works to maintain themselves while in the UK, therefore juggling work with study can have an impact on their learning and academic achievement because this requires commitments and perseverance and time constraints. Also, UKCISA (2018) opined that the condition of international student's visa prevents them from obtaining welfare benefits or loans and the hours of work they can do due to visa constraints of 20 hours work cannot guarantee the international students' ability to pay their school fees.

#### 5.5.9 CULTURAL ATTACHMENT

Some prospective students are attracted to the Nursing programme based on the programme manager's cultural trait in respect to his origin of Nigeria because they find an automatic attachment to the course as they believed that someone that comes from the same background as themselves would understand them better. This complies to Hong et al. (2013) work, who believe that people are attracted to others from their own culture, which leads to an emotional tie. This attracted many unto the programme and the University because of someone they can relate to, which gives them a sense of belongingness and mental security, thereby providing a 'safe haven' for the individual. Chao (2015) believed that people are attracted to others in their own culture better than others from a different culture. Hence there is a special relationship between a culture which affects an individual's behaviour. Culture is shared among people from generation to generation, therefore leading to a strong and secure tie, tagged 'attachment' (Yap et al., 2019). The formulation of a secure bond among people can cause 'cultural attachment' although this can cause threat but could create a safe haven for individuals. Therefore, care should be taken when the basis of registering on the course is mainly due to the programme manager's presence (Hong, 2017).

### 5.6.0 What are the obstacles to the student's transition, and how can these obstacles be tackled?

Several obstacles transpired during the student's transition period, and these had a direct impact on the students learning in the UK educational system. These obstacles were fully highlighted in the above section. Some of which are IT literacy, weather, racism for been black and coming from disadvantaged culture, fluctuating exchange rate, snake and scorpion stinging and limiting achievement. Other obstacles are the withdrawal of Confirmation of acceptance of Studies (CAS) letter without informing the prospective students; Snake was used to represents some lecturer's intention to reduce students mark, financial issues and teaching style – independent learning, writing essays, miscommunication and confusion with the university support services, financial issues, work-study balance, family responsibilities and commitments. Among the other obstacles include the mode of dressing in the UK, own barrier to learning, Repetition of assignment questions and UK practice-focused module assessments and the stress of combining everything.

#### 5.6.1 CLIMBING THE LADDER TO TRANSITION

The participants have the impression that they are still climbing the ladder to transition because they have not fully transited yet, this is a metaphorical expression to denote that transition continues as they need to achieve other targets like registration with the NMC, UK, to be able to practice as a qualified nurse in the UK. This is beyond the radar of this research because this research limits itself to the student's transition to the UK educational system and not beyond that. The student's target was to attain the BSc Nursing degree, but there are several hurdles to be passed before this could be attained. These hurdles are the obstacles that need to be resolved before the undergraduate BSc certificate can be obtained. Therefore, at every stage of the course, the student's has lots of transitioning issues that need to be carried with them while climbing the ladder of success to the degree certificate. Krause (2001) opined that a good transition lends itself to meeting the student's needs.

#### 5.6.2 COMPLETING ASSIGNMENTS ON COMPUTER

Furthermore, some students had issues with completing everything on the computer, some of the participant's had never used a computer to write a letter, but they now need the computer to complete their essays of up to 20,000 words and submit all the assignments. It takes a long time for someone who had not used a computer before to become good at typing essays,

so this becomes another task that creates fear in the students apart from the stress of completing their essays. This makes some students having to 'hand' write the texts down first before thinking of typing them up. The students are often required to develop a presentation during the course, which can be a difficult task for international students because some of them have not done it before. This is a hindrance to learning because students need to learn various things while completing the course.

### 5.6.3 FAMILY RESPONSIBILITIES AND COMMITMENT

The international students come from a culture that emphasises a commitment to their family, both immediate and extended. This places a burden on the student that is away from their country studying and who also have to earn some money to maintain not only themselves but the other family members. Onwe (2018) emphasised the 'duo' responsibilities of adult students who have family and work commitments including completing household chores, raising children, going through pregnancy, the welfare of family members and the pressure that all these entails which can impact both attainment and retention of the students. This impacts the concentration on their learning because working in the UK comes with its own challenges. The married ones among the female students will have to face the hurdles of marriage and satisfying both the husband and the children. If the husband is an unsupportive one, then the students will have to be more dedicated. This is a big barrier to education in the UK.

### 5.6.4 COMPRESSED ASSIGNMENT TIMELINES AS A CONSEQUENCE OF BRIDGING MODULES

The other hindrance is the submission of many assignments and exams at the same time. The number of assignments that need to be submitted almost at the same time are numerous because Undergraduate top-up programmes are only run for one year but with the BSc Nursing top-up degree, there are 'two bridging modules' added to this programme which are at Level 5 in addition to the normal five modules for Undergraduate top-up programmes. These two modules are still included in the final classification in contradiction of all other BSc Top-Up programmes in the same University that have only five modules at Level 6 (University X, 2015). For this reason, the course became compressed, leading to the completion of about six assignments in the second semester in the form of presentations, essays and exams excluding formative assignments. Stenger (2018) posits that too much work and overload of assignment does not encourage learning and causes stress thereby impacting mental and physical health. The dissertation assignment which is 8,000 words essay, runs with the second-semester modules and roll over to the third semester with another distinct module. All these can have an impact in students transition in addition to the other non-academic factors discussed in this research and these can influence their journey to a smooth transition. Therefore, the students

do not have enough time to prepare for each assignment in order to give their best in each submission. The assignments need to be spread out more than the current one to replicate other Top-up programmes in the University to ensure parity.

#### 5.6.5 GAP BETWEEN TAUGHT AND SELF DIRECTED LEARNING/INDEPENDENT LEARNING

There is a wide gap between the taught hours and self-directed learning hours because the students are taught for about forty hours, and the rest 160hrs is self-directed learning. QAA (2011) in their guide about 'students contact hours' highlighted the need for the students to be responsible for their own learning. They further classify contact hours as any form of contact with the lecturers including lectures, seminars, tutorials, supervisions, demonstrations, practical classes, fieldwork, external visits and work-based learning. QAA (2011) speculated a notional learning hours per one academic credit unit to be 10 hours of both taught and independent learning, therefore from the survey carried out by NUS, it was concluded that 75% of students are satisfied with the contact hours meaning that there might be difference in the perception of home students regarding contact hours as compared with international students of Nigeria origin because, the data collected from the participants suggested that they the contact hours are perceived as inadequate. The average teaching hours in many UK Universities ranged from 16 – 19% while the post-1992 Universities offer up to 26% of the total study hours (Marszal, 2013). So the participants feel that there should be more time allocated to students engagement with tutors in terms of tutorials, assignment briefs and other things. Although, during the first semester of the top-up degree the University X; the average teaching hours was 22% and this drops to 17% in the second and third semesters. The students on the BSc Nursing top-up degree course receives several assistants with tutorials on the taught subjects. Nichola Dandridge warned that it would be deceptive to assume that the time spent in lectures and seminars would be associated with university course quality. She further stated that there are more factors to be considered, including students' support facilities (Dandridge, 2013).

#### 5.6.6 ACCOMMODATION

The university does not provide accommodation due to the location of the University and the space occupied which is not enough for halls of residence although the University could liaise with other Universities nearby or provide the prospective students with links to housing groups or housing association like 'UNITE'. For an international student who is just coming to the UK for the first time and knows nobody in the UK, it might be difficult for them to find accommodation in the UK or find an affordable one. This can put the student in a state of a dilemma which can continue for some period and sometimes this might not get fixed by some of the students until the end of the programme. Huang (2008) tagged this a 'practical

challenge' which relates to sociocultural adaptation. Some student had to live in a very far distance to the University taking them more than three hours to get to the campus either on train or bus, resulting into stress while some will get a costly accommodation and sign the contract before arriving in the country, so unable to terminate the contract until the end. Sometimes, some of these students might live with friends and have to change accommodation frequently until the completion of the course; this has an impact on the student's transition because the course is challenging enough in conjunction with the new environment, different teaching pedagogy and different assessment methods. Birchard (2018) believed that international students could easily fall prey to the dishonesty of what are termed 'house scammers' or those who exploit the financial vulnerability of international students seeking accommodation.

#### 5.6.7 REPETITION OF ASSIGNMENT QUESTIONS AND UK PRACTICE FOCUSED ASSESSMENTS

The participants complained of the impact of repetition of assignment questions on the high level of Turnitin similarity, plagiarism and collusion during assignment submissions. There are some occasions when assessment questions for specific modules are repeated many times over many years leading to students using the same or similar resources in their course work. Some of the module assessment questions focussed on the UK practice; therefore, the knowledge of UK health practice is essential for the students to perform well. The international students had no nursing experience in the UK because they are yet to register with the NMC, UK which forbids them from practising as a registered nurse in the UK. Although the students are given the opportunity to select any healthcare system in the world in one of the module assessment, they are restricted because they will not meet one of the requirement if they do so; the fact still remains that, most of the students do not understand in-depth, the healthcare system in their own country due to other factors like inconsistencies in policies and lack compliance with the regulations. So, they eventually use a healthcare system in the UK which they do not understand well enough. An example of this is asking a nursing student of Nigerian background to discuss in an assignment about 'how money flows in the NHS' (The Kings Fund, 2016; DOH, 2017).

#### 5.6.8 RACISM FOR BEING BLACK

The black skin colour of Nigerian is a hindrance to them in the UK. A participant commented that the colour of the student's skin talks more about them and can make some participants become uncomfortable and intimidated being only the black amid many whites. This was validated by the survey done by NUS on Race for Equality from 2009 to 2011 on the experience of Black students in HE which was discussed in the literature review; this showed evidence

that Black students feel unwelcome in the classroom. Further discussion suggested that there is a need to deal with the issues of racism which still exists on our campuses and that all Black students need to study in an inclusive environment (NUS, 2017), devoid of racism, isolation and hostility. Black students should be included in the policy-making process, especially on equality and diversity. In the report written by Batty (2019), it was revealed that British Universities does not deal with the issues of racism properly as these are sometimes classified as a 'banter' between students, staff to students or between staff. He concluded that only a small number of staff are trained by the Higher Education institution in the UK to deal with matters relating to 'race'.

#### 5.6.9 IMPACT OF THE UK DRESSING STYLE ON NIGERIAN WOMEN

The dressing style in the UK is an obstacle for some of the international students of Nigerian origin because their culture does not comply with the mode of dressing in the UK. Go Overseas (2015) highlighted the type of clothing appropriate for English weather and warn international students to be ready for chilly weather and layers of clothes like skinny jeans, ankle-high booties, a button-up sweater, trench coat and scarf are most appropriate. This is even applicable in the summer because of the UK temperamental weather. Ladies often wear tights most, especially when they wear skimpy dresses (short miniskirts). Therefore, some of the factors that impact Nigerian women dressing might be due to religious reasons and or even influence of husbands on their wives who are students; preventing them from wearing trousers and tights, Some of the female students will have to take permission from their husbands that are not even in the UK before they can wear them although this could be dangerous to their health if the husband refused. Bellerbys (2017) recommends that you can wear what you like, but you need to consider the weather during the period of your arrival. Therefore, your first consideration is the weather rather than your preference as the two can conflict.

#### 5.6.10 OWN BARRIER TO LEARNING

Some students can be a barrier to their learning because whatever motivation the lecturer gives them does not work as they do not motivate themselves intrinsically. These set of students can only see the negative part of their performance and not a positive aspect. This is an important aspect of learning because the students are the one in the driving seat of their learning (Boles, 2010). The factors that can impact students learning are student's behaviour towards learning like no readiness to learn, the amount of time expended on the course, willingness of the students to seek help. Other factors include individual learning engagement, students been self-regulated in their learning by planning, implementing and monitoring their own actions in learning by taking ownership with good motivation. Individual attributes, like



believing in themselves, academic capabilities, and individual background, play a major role in influencing learning. Therefore, the worse thing a student can do to themselves is not believing in themselves.

#### 5.7.0 What is the impact of this on students' adaptation and how long does it take the students to adapt to UK Higher Education?

The sociocultural factors have an impact on the student's adaption to the UK educational system in various ways, and this ultimately affects the length/duration of their transition period. Hsieh (2011) in his work suggested that it takes up to six months for the Chinese students to transit into the UK educational system which was suggested in this research as well; therefore confirming transferability of qualitative data from one country (India) to the other (Nigeria) (Hsieh, 2011). The impact of this to student's adaptation forms obstacles to the transitioning of the students. Therefore, from the collected data, it takes different times for Nigerian nursing students to transit from their mode of education in Nigeria to the UK pedagogy system and transitioning can be said to be individualised because it depends on the individual student which means that some students are still transiting to the UK education even at about 9 months into the course.

The educational system in the UK is different to what the students are familiar with, so some of them feel that their tuition fees are gone down the drain and they are at the verge of withdrawal from the course thereby impacting on their attainment. The students might face cultural, social and language shock from the new environments because they are not up to the required speed with informal and academic language in the UK, even if they are assessed in English in their home country as postulated by Ryan (2005); Sovic (2008). Some other students believe that they are the one that can support themselves to blend into the UK education system because the effect that Nigeria culture has on them need to be dealt with personally from an individual perspective. The students feel that perseverance and support will give them a little time to 'feel at ease'.

Due to the variability in the transition period with an individual, the majority of my sample believed that transition occurred after 'Passing' the first semester essays in a 'top-up' program, but others think it may take longer. Thom (2011) concluded that the students have very little time to adapt to the different demands and requirements for the transition to take place. Therefore, Scanlon et al. (2007) postulated some factors that impact transition including problem in accessing the lecturers, gap in communication and engagement with other students

if they come from different background including age gap and previous educational experience. Hussey and Smith (2010) believed that transition is a move from one place to another regarding maturity and development, while Briggs et al. (2012) concluded that transition could last for up to one year during a three year programme and suggested the use of 'extended induction' as one of the factors that impact transition. The participants felt that the staff does not understand that they are still transiting and that they need some breathing space because they might not be familiar with the Higher Education in the UK yet, and the participant said it took her three months to transit. Another said the transition occurred after passing the first-semester summative assignments which are about four months. When a student comes to the University in the first semester, they are going through the transition process, and by the second semester which is the fifth month; they can forge ahead.

It was deduced from the collected data that being an introvert can affect transition because Cain (2019) affirmed that introverts are reserved, introspective and require a longer time to reflect on their thinking. Therefore, some of those in this category took about four months to 'find their feet' and in the third semester which is about seven months to transit while the whole course is less than one year. The students appear to be confused, but after receiving the feedback of their first essay which was about four months from the resumption, they appear to have transited and realised where they are. The transition could be related to the three-fold 'stress adaptation growth' according to Gill (2007) because the students need some time to established a multicultural identity (Adler, 1975). The student's travel distance from their home country has an impact on their transition; therefore, it can take about three months for the transition to take place because they need to adapt to their new environment as speculated by Baker (2010) who confirmed that studying in another country can be difficult. Therefore, the anxiety and feeling of loneliness can increase the length of time to adapt (Gu, 2011). Extroverts, as well as introverts, can experience these emotions and difficulties.

Few of the students said that they are still transiting after the feedback from their first essay because they do not feel settled yet while some feel that they are still in the process of transiting in the aspect of the essay writing because they are still not getting it entirely right. There is also the belief that if someone had left education a long time ago, it had an impact on their transition. Transitioning made several changes to occur in the educational journey of an individual based on their interaction in a group and their approach to life. It also enables them to be able to make their voice heard. Adaptation to the educational system does not end the transition programme because transition continues post-University. Therefore, it is after the university education that the student starts thinking about registering with NMC and go

through the hurdles of completing different exams to get onto the NMC register (NMC, 2019). This can take any length of time for the transition to take place. Therefore, until the students start practising as a registered nurse in the UK, they do not feel that they have fully transitioned into the UK educational system.

In conclusion, it usually takes a few months for the international Nigerian nursing student to transit to UK educational pedagogy which varies from about four to six months for a one-year programme.

#### 5.8.0 What are the factors that will aid a successful transition of international nursing students of Nigerian origin from Nigeria to the UK educational system

Several factors will aid a successful transition from Nigeria to the UK, among which are below

- Accommodation of at least one week could be provided for the students until they can sort themselves out, especially for the students at the London campus. Provide some form of accommodation or liaise with other Universities within the area when students first arrive (Birchard, 2018).
- Liaison person employed by the University X who come from the same social-cultural background as international students
- Educate new Nigerian students regards the system in the UK like sending email to lecturers instead of waiting to see them face to face all the time.
- More perseverance and support from the lecturers are required.
- The summative essay is too soon from initial enrolment or the beginning of the programme, for nursing students at University X; this should be moved until later, or perhaps used as a formative, diagnostic tool, in order to further support students at this stage of the programme.
- Nigerian student's low self-esteem can affect student-lecturer relationship and rapport. Therefore constant motivation should be given the student for them to know their self-worth.
- The University X should recruit lecturers that have transited from Nigeria or from any other country to the UK with regard to other international students. Someone that does not understand how the system works back home might find it difficult to appreciate

the struggle that the Nigerian international students are going through.

- The teacher that is going to teach the course should prepare the slide themselves- maybe it can be subjected to internal vetting from the programme manager/Leader, external others or significant others.
- There is too much compression of the course. Therefore, the course should become one full year instead of about the current nine months.
- An airport picks up service should be arranged for new students.
- The University needs more support for people that are disabled- more support for people that are pregnant- more support for people that have just given birth to a baby.
- The dissertation module should be a stand-alone module being a 40 credit module.
- Include some form of hospital placement to inform some essay writing like in management of care module.

## 5.9 LIMITATION TO THE STUDY

The limitation to this research is that the researcher is an insider researcher who collected data within the organisation where he worked which makes it difficult as some participant may feel intimidated about discussing things that affect the researcher's area of work. This was reduced by using a workshop with the use of LEGO® Serious Play® methodology. The LEGO® Serious Play® protocol suggests that questions and comments should be directed to the model; this is in order to enhance the process of sharing information and opinions. However, the researcher cannot force anyone to say anything they do not want, which is the same with any ethical study. One other limitation is that few participants may be slow in developing the oral skills required to talk through their models and use metaphors to tell their story, which might impact the collected data; this depends on the topic and sometimes the degree of sensitivity of the topic under discussion.

## 5.10 IMPLICATION FOR PRACTICE

The implication of this research for practice indicate that international nursing students from Nigeria are very sensitive to what goes on around them; therefore, care should be taken in dealing with issues that affect them. Due to their previous experiences about the behaviour of lecturers in Nigeria, many of them might not seek help when they require one. They will endeavour not to have direct contact with the lecturers in the UK due to their experience in Nigeria. Subsequently, they need lecturers who are very patient and can take them through a step by step guide of the educational pedagogy in the UK and expose them to the expected

culture and behaviours in the UK. These students lack computer knowledge, so it is important to encourage them to discuss issues by coming to the lecturers directly as compared to asking them to send email because they will prefer to live with the problems than sending such emails due to the fear of getting it wrong. The students also have a part to play in this issue by taking responsibility for their actions and becoming proactive in developing new skills in the UK and not relying solely on the lecturers for everything. They should practice things like IT skills in their own time and attend workshops on academic skills development in order to develop these levels of personal and professional autonomy.

#### 5.10.1 CULTURAL VALUE OF THE RESEARCH AND THE VALUE TO STUDENTS AND THE NURSING PROFESSION.

This use of LSP is of significant value to the students and the nursing profession. The research study with 3D imagery changed the perspectives upon which the students now approach issues in their daily practice and allows them to extend their breadth of thinking. Based on the students' feedback, they valued the use of critical thinking and innovation in their practice more than before because they use their hand mind knowledge more in performing procedures more than they usually did before.

They are able to see each patient as a multicultural individual who has specific needs that could be met through the understanding of their individual culture. This has increased their problem-solving capability. It helps them to focus on dimensions of their work that they might not have thought about before. The LSP further increases the professional integrity, and awareness of the patient the nurses treat/care for, in making the student more culturally competent, culturally aware and culturally sensitive. It improves the relationship between seeing and experience in practice in both the tutor and student's co-relationship in and about interpretivism through the lens of the student.

Due to the use of LSP, the students appear more confident in sharing their views with colleagues and seniors than before. This is because they believe in the co-construction of knowledge as compared to the culture they came from in Nigeria, where students cannot share what they know with others freely due to lack of confidence and because their voice is not usually heard. Another feedback given is their ability to articulate better through the use of 3D models. All these have a positive impact on the Nigerian students as individuals, the clients they care for, and the nursing profession, in general, will benefit from their knowledge, thereby impacting positively on their capacity to care for the health of the general public, regardless of their ethnic origin.

## 5.11 IMPLICATION FOR FURTHER RESEARCH

There is a need for further research to be carried out in developing International Transition Framework (ITF) for international students from different countries including Nigerian students to ease their journey in the UK educational system. Also, there is a need for research on the inclusivity of international students and people with a disability regarding the decolonisation versus internationalisation of the curriculum. These need to be a whole research on its own. Therefore, the researcher intends to complete these after his Doctoral degree qualification.

### 5.11.1 SUBSEQUENT DEVELOPMENTS INVOLVING TEACHER AND STUDENT TOGETHER IN A MULTI-CULTURAL CLASS

The researcher has subsequently undertaken some developments involving the teacher and the student together in a multi-cultural class since completing this project. Firstly, the researcher had incorporated LSP into two different modules in the course that he leads on, which are embedded in topics like 'Assessment and feedback' and 'Constructivism'; these modules are at undergraduate and postgraduate levels, respectively. Secondly, although this research project focused on the international students of Nigerian origin, series of further LSP workshops was organized in the university that involved students and teachers from a different multi-cultural group, which had been regarded as very successful in the feedback given. Other departments in the university are currently requesting LSP to be facilitated in their classes, such as business and tourism.

The researcher conducted research using LEGO® Serious Play® methodology to collect data from a multi-cultural group of students on "The lived experience of Nursing students regarding assessment feedback, and its impacts on progression using LEGO® Serious Play® (LSP) methodology." An abstract of this project was presented at the International Conference on Entrepreneurship Management Innovation and Development (IC-EMID) in London in September 2019.

## CHAPTER 6: CONCLUSION AND RECOMMENDATION

### 6.1 CONCLUSION

This project investigated the sociocultural factors that impact on the transition to Higher Education of Nigerian nursing students in the UK using the LEGO® Serious Play® as a data collection methodology.

The result of the research showed that fear instilled by Nigeria lecturers is the most salient factor that impacts Nigerian nursing students transition in the UK due to their sociological background. Therefore, they have the same perception of living in their 'fears' when they arrived in the UK, which prevents them from having direct contact with the lecturers in the UK based on their previous experience. This impacts their progression and their academic performance. This is followed by the ambiguity of curricula including ambiguity in its articulation and threatening behaviour from lecturers; the lecturers can threaten the students by failing them because there is no moderation process, and no one oversees what the lecturers are doing with the students' assessments.

The lecturers in Nigerian are not supportive of their students because they distant themselves from the students and are not approachable, which make students lecturer relationship to be strained. There is enough evidence that nursing students are misused by putting them in a position of immature responsibilities of managing a whole nursing department without any supervision of a qualified registered nurse. Nigeria nursing students lack IT/computer technology which is a deterrent to their academic success in the UK as everything needs to be completed on the computer, including assignments. Other factors include the harsh UK weather, cultural shock and financial issues which could create unnecessary tension for the students. The impact of university administration services which often give the students contradicting information does not help the situation as well because some of the ladies that are students have low self-esteem aggravated by their culture.

The accommodation has been highlighted as one of the crucial factors especially in London where the majority of people travel very far to get to work although some of the students have supportive family members who gave them accommodation for some time. Many of the students complained about immigration which they denote as a 'thick red tug of war'; the notion of cultural attachment makes many of the students to be more settled due to the presence of lecturers that came from their country who understood their situation. The participants feel that they are climbing the ladder to transition, therefore meeting obstacles in the way will not distract them from their goal, and there are family responsibilities and

commitment to be dealt with along the way.

The participants feel pressured due to compressed assignment timelines because of bridging modules while other students in other various departments in the university undergoing top-up degree programmes does not have to complete any bridging modules hence 20% of these two modules still contributed to their final classification. Participants felt that the gap between taught and self-directed/independent learning is too wide, and student should be more engaged in the programme. It was postulated that the repetition of assignment questions should be reduced if not completely avoided. The participants think that something should be done regarding the assessment that is UK practice focused as one of the attempts in the internationalisation versus decolonisation of the curriculum. The issue of racism surrounding being black still exists, and the impact of the mode of dressing in the UK is a tangibly reported deterrent to some of the female students. The participants believed that the students experience from Nigeria can make them become their own barrier to learning because they do not believe in themselves and most often rely on other people to give them that reassurance. However, it was proven that prior experience could interact and influence the current pedagogical experience.

Finally, the timeframe for the transition period varies from one person to another, and these could be between four and six months for a programme that will finish in the duration of one year. In this respect all the originally posited research questions of this research study have been successfully addressed and answered. They pose challenging issues for those working within the HEI institution studied and also may be transferable in terms of their findings to other organisations with similar situational infrastructures and contexts. In the current climate, this affords them a great opportunity to address issues of endemic racism in practice and as such are of great value to progressive and forward looking educational institutions.



## 6.2 RECOMMENDATIONS

There are some recommendations that were generated from both the literature that was reviewed and the collected data. This will be split into two sections regarding recommendations for University X and those for Nigerian students studying in the UK.

### 6.2.1 RECOMMENDATIONS FOR UNIVERSITY X

1. Provide some form of accommodation or liaise with other Universities in the locality when students first arrive in the UK.
2. A survey in the form of students' feedback about individual lecturer's performance in lecturing and dissertation supervision should be undertaken periodically.
3. The first set of summative essays is too close to the student's registration. There might be a need to move this till later.
4. The assessment submissions are too compressed. Increase the course duration to the full one year like other 'top up degrees' in the University X.
- 5.** The lecturer should be assessed before been accepted to teach; a new lecturer should go through the University dissertation strategy and what is expected, meeting common ground of unison. This will enable a common ground for all lecturers with the same aim and objectives
6. Train staff in immigration laws and attend CPD training for adequate knowledge to meet constant immigration rule changes. This is to improve immigration issues regarding transiting from Tier 4 to tier 2
- 7.** Develop different assessment questions for different groups/cohorts to reduce plagiarism and Turnitin similarities
- 8.** Lecturers should prepare for class and understand the PowerPoint slides they are delivering. Lecturers should prepare their PowerPoint slides subject to vetting by external others. PowerPoint slides should be made more explicit with adequate information for student's understanding, although care should be taken not to overload the slides.
- 9.** The first and second dissertation markers should come from the same campus where students are supervised, and the University X should use anonymous markers from a different university when required. This could be the external examiner for the programme as they will understand the system. Both markers should have discussed before agreeing on the final mark. Markers should also mark the student's work at the level of the programme undertaken. The professor should not be marking a BSc work at a professorship or doctorate level.
10. It sometimes appears that the dissertation's second markers from the main campus in the North East of England are marking the dissertation supervisors when second marking the student's work. This should be corrected. All the dissertation markers should have common

ground and similar knowledge but not based on a personal school of thought. The second markers should know systematic review and refrain from using primary research knowledge to mark a systematic review work.

11. The programme manager should be available during assignment submissions whenever possible.

13. Library staff at University X should be trained to assist students during submissions periods.

14. An international student that paid part of their fees should be allowed to participate in an induction and attend classes if possible.

### 6.2.2 RECOMMENDATIONS FOR THE NIGERIAN STUDENTS STUDYING IN THE UK

1. Lecturers should be more empathetic and use encouraging words. There is a need for support from lecturers in guiding students' knowledge.

**2.** Supervision for lecturers regarding knowledge of the course will help improve the facilitation of the modules they are teaching and improve their Continuous Professional Development (CPD).

**3.** The introduction of mentorship, peer observations, and one-to-one sessions with the lecturers could improve the lecturer's performance. Care should be taken in not making this a threatening exercise.

**4.** Recruitment of more University lecturers from a minority background who transition from Nigeria and other countries to the UK. This will ease the transition for students with the aim of co-constructing knowledge with someone you can empathise with rather than sympathise with their position. This is not to say that black educators are better than whites, but because they are different.

**5.** Increase the contact hours with students - student's self-directed learning hours need to be reduced. This could help Nigerian international students transit more easily.

6. A student liaison officer who has good multicultural and international experience should be employed by Universities to ease Nigerian students' transition.

**7.** Treat students well as they are the first marketing link for the University that advertises the University. They can give positive or negative feedback about the University depending on their personal experience.

8. There needs to be more on making staff accountable for their interactions with others so that all are treated with the dignity and respect that all humans deserve, regardless of who they are.

**9.** Optimal support for pregnant students. Provide support and guidance for pregnant women and those that just had a baby because there could be a significant implication for the mental health of these women.

**10.** Initial accommodation regarding appointments with lecturers until the new international students, including those from Nigerian origin, get used to using emails as a form of communication because this is a new system to them.

11. HE institution should embark on a multicultural curriculum by working in partnership with the Black students to develop appropriate policy regards equality and diversity, challenge racism, diversity of staff to provide role models.

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## APPENDICES

### Appendix 1

#### PROJECT PLAN

##### PROJECT PLANNER

No	Activity	PLAN START	PLAN DURATION	ACTUAL START	ACTUAL DURATION	PERCENT COMPLETE
1	Start of Prof Doc	Mon 03/10/17	7	Fri 07/10/17	1	<b>100%</b>
2	Prof Doc taught modules	Mon 03/10/17	290	Fri 07/10/17	290	<b>100%</b>
3	Contextualization of the project and project management initiation	Mon 10/07/17	56	Fri 08/09/17	56	<b>100%</b>
4	Methodology	Mon 16/10/17	77	Fri 19/01/18	77	<b>100%</b>
5	Obtain Ethical approval	Mon 16/10/17	7	Fri 27/10/17	7	<b>100%</b>
6	Obtain Informed consent from all participants	Mon 13/11/17	35	Fri 15/12/17	35	<b>100%</b>
7	Plan Interviews	Mon 18/12/18	14	Fri 29/12/18	14	<b>100%</b>
8	Conduct workshop sessions and Transcribe data	Mon 08/01/18	84	Fri 30/03/18	84	<b>100%</b>
9	Analyse Qualitative data	Mon 02/04/18	56	Fri 01/06/18	56	<b>100%</b>
10	Prepare Questionnaire from Thematic data	Mon 04/06/18	21	Fri 22/06/18	21	<b>100%</b>
11	Send questionnaire & collate data	Mon 25/06/18	84	Fri 17/08/18	84	<b>100%</b>
12	Analyse Quantitative data - SPSS	Mon 20/08/18	6	Fri 09/11/18	7	<b>100%</b>
13	Start Reading & Writing up	Mon 12/11/18	42	Fri 21/12/18	4	<b>100%</b>
14	Review reading	Mon 07/01/19	28	Fri 01/02/19	28	<b>100%</b>
15	Write Thesis	Mon 04/02/19	112	Fri 15/05/19	112	<b>100%</b>

## Appendix 2

### **CONTENT LIST OF DOCTORAL REPORT**

Please refer to the content list at the beginning of the report.



### Appendix 3

#### **HEALTH AND SAFETY**

I complied with the health and safety of the University X London campus, because that is the location of my participants and regular risk assessments are being carried out by the health and safety officer of the University X and same is stored in the P-drive of the University system. The researcher is a one of the 'Risk assessor' for the University. The university risk assessment focuses on the environment and the student and staff safety. For confidential reason, this can be requested from the University upon request.

## Appendix 4 - NOTES OF MEETINGS WITH SUPERVISOR

### **Benjamin Olusola Ajibade**

---

**From:** Catherine Hayes  
**Sent:** 18 August 2017 11:43  
**To:** Benjamin Olusola Ajibade  
**Subject:** Confirmation of Supervision Sessions (Planning and Contextualisation Module - Prof Doc)

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Dear Ben

This is an email that you can incorporate into your submission, to confirm that we have had two sessions of formal supervision in planning your work to date.

Kindest wishes  
Catherine Hayes

**Dr Catherine Hayes | Reader in Pedagogic Practice**

**University of Sunderland | Faculty of Health Sciences and Wellbeing | City Campus | SR1 3SD**

T: +44 (0) 191 515 2523

E: [Catherine.hayes@sunderland.ac.uk](mailto:Catherine.hayes@sunderland.ac.uk)

## Appendix 5

### SUPERVISION ONE

**DATE** - 28th July 2017

**PARTICIPANTS** - Benjamin Ajibade and Catherine Hayes

**DISCUSSION POINTS** -

- Discussed the focus of the topic for my research with reference to the internationalisation of the curriculum and conceptualization of the theory.
- Lack of definition of the length of transition, pastoral support level
- There are lots of formalised system but not standard framework
- The contextual depth of Nigerian educational system and think about the different part of the country.

**ACTION**

- Explore literature search regards internationalisation of the curriculum with focus on transition to HE, sociocultural perspectives and gaps in the literature
- Search for policies regarding HE and TEF
- complete operational definitions e.g. sociocultural transition, internationalisation of the curriculum etc

**DATE OF NEXT MEETING** - 18th Aug 2017

## Appendix 6

### SUPERVISION TWO

**DATE** - 18th Aug 2017

**PARTICIPANTS** - Benjamin Ajibade and Catherine Hayes

#### **DISCUSSION POINTS** -

- The topic is too broad and the framework to be developed will need to be more specific. This is an initial stage in the research degree and the idea of developing a framework was not taken forward.
- The data selected are aimed at BME in the UK rather than global data.
- Some of the discussions are out of context

#### **ACTION** -

- Develop the area of 'safety' to a more greater detail regards equality and diversity and its implication and 'fit for purpose' to the international students.
- Be careful we aren't drifting from the focus of your study
- More data required regards Nigeria students coming to the UK
- You should access policies specifically relating to the internationalisation of curricula beyond what you have already examined

**DATE OF NEXT MEETING** - To be confirmed

## SUPERVISION THREE

### GRADUATE RESEARCH SUPPORT

#### Research Degree Supervision Record

Name of Student	Benjamin Ajibade		
Date of Meeting	June 2018	School:	Health and wellbeing
Director of Studies present	Prof Catherine Hayes		
Other supervisor(s) present	None		

Progress made since last meeting:  
(include progress since the last meeting, particularly against agreed actions)

I prepared an abstract for the post graduate research students conference organised by the University X graduate school and did a Powerpoint presentation on this.

Issues discussed during meeting:  
(include any concerns about the frequency of meetings, e.g. if a meeting has been missed)

Feedback was given on the PowerPoint presentation

- I think these are brilliant but you've got too much information on the slide and I'd move some of the content into the notes sections so that you can talk around a slide with much less information on it
- I've done the first three for you, so you can see what I mean. The content is great though, and I think doing this will make it much less of a 'read through' and more of a presentation.
- Do send me them through for a final check

Agreed Actions (including who is responsible to progress the actions):

I am responsible to update the slide by making a presentable one.

--

**TO BE COMPLETED BY THE DIRECTOR OF STUDIES**

Outcome of meeting: All the supervision records are signed off by the Director of studies Prof Catherine Hayes.

	Progress Satisfactory – Yes
	Lack of progress
	Other:

Date of Next Monthly Meeting:
Dates of Interim meetings:

The student is responsible for sending this form once per month via email to [GRS@sunderland.ac.uk](mailto:GRS@sunderland.ac.uk) and the Director of Studies.

*The purpose of this form is to provide students with an indication of their current progress and plans for the short-term development of their studies. It is an opportunity to record issues and concerns as well as developments and may be used to note non-academic matters which are affecting a students' study.*

*When the annual monitoring review occurs this should, as far as possible, pick up things which have already been indicated in monthly meetings and recorded here. This form is also used to ensure that all students are maintaining regular contact with their supervisor(s) which has particular importance for international students in the UK on visas.*

October 18

**GRADUATE RESEARCH SUPPORT**

**Research Degree Supervision Record**

Name of Student	Benjamin Ajibade		
Date of Meeting	July 2018	School:	Health and wellbeing
Director of Studies present	Prof Catherine Hayes		
Other supervisor(s) present	No		

Progress made since last meeting:  
(include progress since the last meeting, particularly against agreed actions)

I prepared a Powerpoint presentation for the 3 rivers conference organised by the North East Universities consortium.

Issues discussed during meeting:  
(include any concerns about the frequency of meetings, e.g. if a meeting has been missed)

Feedback was given by the supervisor

Agreed Actions (including who is responsible to progress the actions):

The amendment was made and Powerpoint slide was submitted to the 3 Rivers conference for presentation at the conference later in the year.

**TO BE COMPLETED BY THE DIRECTOR OF STUDIES**

Outcome of meeting:

	Progress Satisfactory – Yes
	Lack of progress
	Other:

Date of Next Monthly Meeting:
Dates of Interim meetings:

The student is responsible for sending this form once per month via email to [GRS@sunderland.ac.uk](mailto:GRS@sunderland.ac.uk) and the Director of Studies.

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October 18



**GRADUATE RESEARCH SUPPORT**

**Research Degree Supervision Record**

Name of Student	Benjamin Ajibade		
Date of Meeting	August 2018	School:	Health and wellbeing
Director of Studies present	Prof Catherine Hayes		
Other supervisor(s) present	No		

Progress made since last meeting:  
(include progress since the last meeting, particularly against agreed actions)

- Continue to transcribe the data

Issues discussed during meeting:  
(include any concerns about the frequency of meetings, e.g. if a meeting has been missed)

- Continue to transcribe the rest of the data.
- Ben – Am finding the NVivo to be boring.
- Catherine – You can use Quirkos software and you will find it more interesting.

Agreed Actions (including who is responsible to progress the actions):

- Continue transcription and Quirkos software trial version.

**TO BE COMPLETED BY THE DIRECTOR OF STUDIES**

Outcome of meeting:

	Progress Satisfactory – Yes
	Lack of progress
	Other:

Date of Next Monthly Meeting:
Dates of Interim meetings:

The student is responsible for sending this form once per month via email to [GRS@sunderland.ac.uk](mailto:GRS@sunderland.ac.uk) and the Director of Studies.

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*When the annual monitoring review occurs this should, as far as possible, pick up things which have already been indicated in monthly meetings and recorded here. This form is also used to ensure that all students are maintaining regular contact with their supervisor(s) which has particular importance for international students in the UK on visas.*

October 18

**GRADUATE RESEARCH SUPPORT**

**Research Degree Supervision Record**

Name of Student	Benjamin Ajibade		
Date of Meeting	Sept 2018	School:	Health and wellbeing
Director of Studies present	Prof Catherine Hayes		
Other supervisor(s) present	No		

Progress made since last meeting:  
(include progress since the last meeting, particularly against agreed actions)

- Continued to transcribe the rest of the data
- Quirkos software downloaded

Issues discussed during meeting:  
(include any concerns about the frequency of meetings, e.g. if a meeting has been missed)

- Am learning how to use Quirkos and getting myself familiarised with the system.

Agreed Actions (including who is responsible to progress the actions):

- Learn how to use quirkos and code and thematise all data.

**TO BE COMPLETED BY THE DIRECTOR OF STUDIES**

Outcome of meeting:

	Progress Satisfactory – Yes
	Lack of progress
	Other:

Date of Next Monthly Meeting:
Dates of Interim meetings:

The student is responsible for sending this form once per month via email to [GRS@sunderland.ac.uk](mailto:GRS@sunderland.ac.uk) and the Director of Studies.

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*When the annual monitoring review occurs this should, as far as possible, pick up things which have already been indicated in monthly meetings and recorded here. This form is also used to ensure that all students are maintaining regular contact with their supervisor(s) which has particular importance for international students in the UK on visas.*

October 18

**GRADUATE RESEARCH SUPPORT**

**Research Degree Supervision Record**

Name of Student	Benjamin Ajibade		
Date of Meeting	2 <sup>nd</sup> Oct 2018	School:	Health and wellbeing
Director of Studies present	Prof Catherine Hayes		
Other supervisor(s) present	No		

Progress made since last meeting:  
(include progress since the last meeting, particularly against agreed actions)

- I have started using Quirkos trial version

Issues discussed during meeting:  
(include any concerns about the frequency of meetings, e.g. if a meeting has been missed)

- I had to buy my own license when the University X in London will not buy the license.
- I had to re-code everything on Quirkos which I had already done on NVivo
- This above delayed my progress a little bit.

Agreed Actions (including who is responsible to progress the actions):

- Re-code the transcription on Quirkos

--

**TO BE COMPLETED BY THE DIRECTOR OF STUDIES**

Outcome of meeting:

	Progress Satisfactory – Yes
	Lack of progress
	Other:

Date of Next Monthly Meeting:
Dates of Interim meetings:

The student is responsible for sending this form once per month via email to [GRS@sunderland.ac.uk](mailto:GRS@sunderland.ac.uk) and the Director of Studies.

*The purpose of this form is to provide students with an indication of their current progress and plans for the short-term development of their studies. It is an opportunity to record issues and concerns as well as developments and may be used to note non-academic matters which are affecting a students' study.*

*When the annual monitoring review occurs this should, as far as possible, pick up things which have already been indicated in monthly meetings and recorded here. This form is also used to ensure that all students are maintaining regular contact with their supervisor(s) which has particular importance for international students in the UK on visas.*

October 18

**GRADUATE RESEARCH SUPPORT**

**Research Degree Supervision Record**

Name of Student	Benjamin Ajibade		
Date of Meeting	Nov 2018	School:	Health and wellbeing
Director of Studies present	Prof Catherine Hayes		
Other supervisor(s) present	No		

Progress made since last meeting:  
(include progress since the last meeting, particularly against agreed actions)

- Continue with the coding of data on Quirkos software

Issues discussed during meeting:  
(include any concerns about the frequency of meetings, e.g. if a meeting has been missed)

- None – continue coding

Agreed Actions (including who is responsible to progress the actions):

Continue coding

By Benjamin Ajibade

--

**TO BE COMPLETED BY THE DIRECTOR OF STUDIES**

Outcome of meeting:

	Progress Satisfactory – Yes
	Lack of progress
	Other:

Date of Next Monthly Meeting:
Dates of Interim meetings:

The student is responsible for sending this form once per month via email to [GRS@sunderland.ac.uk](mailto:GRS@sunderland.ac.uk) and the Director of Studies.

*The purpose of this form is to provide students with an indication of their current progress and plans for the short-term development of their studies. It is an opportunity to record issues and concerns as well as developments and may be used to note non-academic matters which are affecting a students' study.*

*When the annual monitoring review occurs this should, as far as possible, pick up things which have already been indicated in monthly meetings and recorded here. This form is also used to ensure that all students are maintaining regular contact with their supervisor(s) which has particular importance for international students in the UK on visas.*

October 18



**GRADUATE RESEARCH SUPPORT**

**Research Degree Supervision Record**

Name of Student	Benjamin Ajibade		
Date of Meeting	Dec 2018	School:	Health and wellbeing
Director of Studies present	Prof Catherine Hayes		
Other supervisor(s) present	No		

Progress made since last meeting:  
(include progress since the last meeting, particularly against agreed actions)

- Thematising of data on Quirkos software

Issues discussed during meeting:  
(include any concerns about the frequency of meetings, e.g. if a meeting has been missed)

- Continue to thematise your data using the Quirkos

Agreed Actions (including who is responsible to progress the actions):

- Continue to thematise your data using the Quirkos
- By Benjamin

**TO BE COMPLETED BY THE DIRECTOR OF STUDIES**

Outcome of meeting:

	Progress Satisfactory – Yes
	Lack of progress
	Other:

Date of Next Monthly Meeting:
Dates of Interim meetings:

The student is responsible for sending this form once per month via email to [GRS@sunderland.ac.uk](mailto:GRS@sunderland.ac.uk) and the Director of Studies.

*The purpose of this form is to provide students with an indication of their current progress and plans for the short-term development of their studies. It is an opportunity to record issues and concerns as well as developments and may be used to note non-academic matters which are affecting a students' study.*

*When the annual monitoring review occurs this should, as far as possible, pick up things which have already been indicated in monthly meetings and recorded here. This form is also used to ensure that all students are maintaining regular contact with their supervisor(s) which has particular importance for international students in the UK on visas.*

October 18

**GRADUATE RESEARCH SUPPORT**

**Research Degree Supervision Record**

Name of Student	Benjamin Ajibade		
Date of Meeting	14 <sup>th</sup> Jan 2019	School:	Health and wellbeing
Director of Studies present	Prof Catherine Hayes		
Other supervisor(s) present	No		

Progress made since last meeting:  
(include progress since the last meeting, particularly against agreed actions)

- I coded all my data and currently analysing the data.

Issues discussed during meeting:  
(include any concerns about the frequency of meetings, e.g. if a meeting has been missed)

- Catherine- Was Quirkos software useful
- Ben- I find it useful but looking at Quirkos, with the first sight you might feel that it's not a sophisticated software but upon using it, you will find out that it has almost all the functions you find in NVivo but what I find with quirkos is that its more pictorial and identify the most important themes.
- Catherine – It doesn't only identify the problem themes but also identify the salient themes as well. It delineates and it can make a distinction or differences and states the most common themes and how you will prioritise them in terms of what is it you are doing. That's quite important. As an insider researcher and a Nigerian, given this piece of research, you've taking that journey yourself, in that perspective, you can't suspend any crystal position that you might have about their procedurality, so it makes a difference between what actual reality is to specified reality and that is what you are trying to capture.
- Catherine – Are you quite happy about how the programme is progressing?
- Ben – I think it's going on well and if I can finish the analysis in few days, then I want to start my data analysis because my target is to submit my first full draft by end of February 2019 but it seems that's not visible, so am looking at early March 2019
- Ben – Do you feel I still have so much to do now?

- Catherine – The main thing is for you to get your work written down so that we can give you an extensive feedback on it, so that you can work with it and make necessary correction and I think that takes a while.

Agreed Actions (including who is responsible to progress the actions):

- Complete the data analysis chapter and start writing you full thesis.

### TO BE COMPLETED BY THE DIRECTOR OF STUDIES

Outcome of meeting:

	Progress Satisfactory – Yes
	Lack of progress
	Other:

Date of Next Monthly Meeting:
Dates of Interim meetings:

The student is responsible for sending this form once per month via email to [GRS@sunderland.ac.uk](mailto:GRS@sunderland.ac.uk) and the Director of Studies.

*The purpose of this form is to provide students with an indication of their current progress and plans for the short-term development of their studies. It is an opportunity to record issues and concerns as well as*

*developments and may be used to note non-academic matters which are affecting a students' study.*

*When the annual monitoring review occurs this should, as far as possible, pick up things which have already been indicated in monthly meetings and recorded here. This form is also used to ensure that all students are maintaining regular contact with their supervisor(s) which has particular importance for international students in the UK on visas.*

October 18

**GRADUATE RESEARCH SUPPORT**

**Research Degree Supervision Record**

Name of Student	Benjamin Ajibade		
Date of Meeting	Feb 2019	School:	Health and wellbeing
Director of Studies present	Prof Catherine Hayes		
Other supervisor(s) present	No		

Progress made since last meeting:  
(include progress since the last meeting, particularly against agreed actions)

- I completed the data analysis chapter of my thesis.

Issues discussed during meeting:  
(include any concerns about the frequency of meetings, e.g. if a meeting has been missed)

Director of studies feedback are -

- This is looking great and I think we ought to try to do a publication from it for the SAGE Research Methods Cases, that you can list alongside your conference presentations.
- Shall we have a catch up when I'm down in London later this week again
- I think there is scope for us to do a Case Study.
- It is great that you have made such a smashing job with Quirkos and if we could really tighten this and make it a Sage Research Methods Case study, it would add credibility to your data analysis section for the submission of your overall thesis

Agreed Actions (including who is responsible to progress the actions):

- Complete the data analysis chapter
- Get more information about SAGE research method cases.
- To be completed by myself

**TO BE COMPLETED BY THE DIRECTOR OF STUDIES**

Outcome of meeting:

	Progress Satisfactory – Yes
	Lack of progress
	Other:

Date of Next Monthly Meeting:
Dates of Interim meetings:

The student is responsible for sending this form once per month via email to [GRS@sunderland.ac.uk](mailto:GRS@sunderland.ac.uk) and the Director of Studies.

*The purpose of this form is to provide students with an indication of their current progress and plans for the short-term development of their studies. It is an opportunity to record issues and concerns as well as developments and may be used to note non-academic matters which are affecting a students' study.*

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October 18

**GRADUATE RESEARCH SUPPORT**

**Research Degree Supervision Record**

Name of Student	Benjamin Ajibade		
Date of Meeting	March 2019	School:	Health and wellbeing
Director of Studies present	Prof Catherine Hayes		
Other supervisor(s) present	No		

Progress made since last meeting:  
(include progress since the last meeting, particularly against agreed actions)

- I completed an initial ProfDoc thesis draft

Issues discussed during meeting:  
(include any concerns about the frequency of meetings, e.g. if a meeting has been missed)

- An initial feedback was given to resolve an issue before reading the first draft.
- I have started reading your initial draft and I have added commentary to the abstract so far.
  - This isn't yet thoroughly proof read enough for you to submit a final submission and there are a lot of syntax errors that are really detracting from your work.
  - Can I suggest that you have it proof read (not necessarily by an academic) just in terms of sense checking and then once that is all done we can go through the whole document for you so that the comments you receive back from us aren't purely about grammar.
  - Spend some time on its readability and accessibility first as the methodological process you have undertaken has been well done.
  - Do it now than have it raised as an issue in your viva

Agreed Actions (including who is responsible to progress the actions):

- The work was proof read and all the necessary amendments are made.



--

**TO BE COMPLETED BY THE DIRECTOR OF STUDIES**

Outcome of meeting:

	Progress Satisfactory – Yes
	Lack of progress
	Other:

Date of Next Monthly Meeting:
Dates of Interim meetings:

The student is responsible for sending this form once per month via email to [GRS@sunderland.ac.uk](mailto:GRS@sunderland.ac.uk) and the Director of Studies.

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October 18

**GRADUATE RESEARCH SUPPORT**

**Research Degree Supervision Record**

Name of Student	Benjamin Ajibade		
Date of Meeting	April 2019	School:	Health and wellbeing
Director of Studies present	Prof Catherine Hayes		
Other supervisor(s) present	Dr John Fulton		

**Progress made since last meeting:**

(include progress since the last meeting, particularly against agreed actions)

- I wrote an article to showcase the methodology of my thesis in the SAGE Methods Cases journal and same submitted. This was a joint publication that was submitted in April, 19 and published by SAGE America in Jan2020.
- I proofread the ProfDoc thesis draft and made necessary corrections to the syntax errors
- Received feedback from Dr John Fulton but still awaiting feedback from the Director of studies Prof Catherine Hayes

**Issues discussed during meeting:**

(include any concerns about the frequency of meetings, e.g. if a meeting has been missed)

- Feedback given by Prof Catherine Hayes and amendments made.
- Dr John Fulton's feedback on the submitted first draft is stated below
  1. There are a couple of issues all of which are usual at this stage of the your work and they don't detract from the very high quality of work but I would give then some consideration as you develop This runs throughout the thesis
  2. You do not always develop your paragraphs with the result that many ideas are not fully expressed or developed in the depth required
  3. What is fascinating is the ways in which prior experience can interact and influence the pedagogical experience

**Agreed Actions (including who is responsible to progress the actions):**

### **Actions from Johns feedback**

4. The literature review is as it stands again a little underdeveloped and I would look at added more literature to many of the sections which will demonstrate a comprehensive understanding of the key themes and fully develop your points. An example of this is your consideration of post colonialism which could be developed and would lead to some interesting points
5. You do make some interesting points about your epistemological stance and demonstrate good understanding of this but in your work you take a highly constructionist approach and also you mention interpretative phenomenology but do not develop this. I would look at this section and ensure clarity
6. Your use of lego is innovative and interesting and you cover this section very well—jumping a bit but in the results section you could discuss how this enhances your work...
7. Data analysis...now the focus is about students on particular programme of study and as such an outline of the structure of this course would be really useful..I think perhaps too many categories here and this could be condensed a little also think about the organisation of this section.... I think (and this is purely a suggestion) think about The experiences in Nigeria, Challenges in the UK system and socio-economic factors
8. Also you need to be very clear about what are niggles about the course and what are broader issues...for example problems with lecturers are these cross cultural issues or the type of thing which can occur on any course
9. The use of lego and how this brought out and developed ideas would have been really good and useful
10. Discussion just watch that this is not a repetition of the results section and what you need is a robust discussion with reference to the literature.
11. Recommendations are fine but could have been linked more fully to the findings....

### **TO BE COMPLETED BY THE DIRECTOR OF STUDIES**

Outcome of meeting:

	Progress Satisfactory- Yes
	Lack of progress
	Other:

Date of Next Monthly Meeting:
Dates of Interim meetings:

The student is responsible for sending this form once per month via email to [GRS@sunderland.ac.uk](mailto:GRS@sunderland.ac.uk) and the Director of Studies.

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October 18

## Appendix 7

### DETAILS OF PROFESSIONAL CONTACTS OR MENTORS

Mentor/Professional contact - Dr Audrey Callum

## Appendix 8

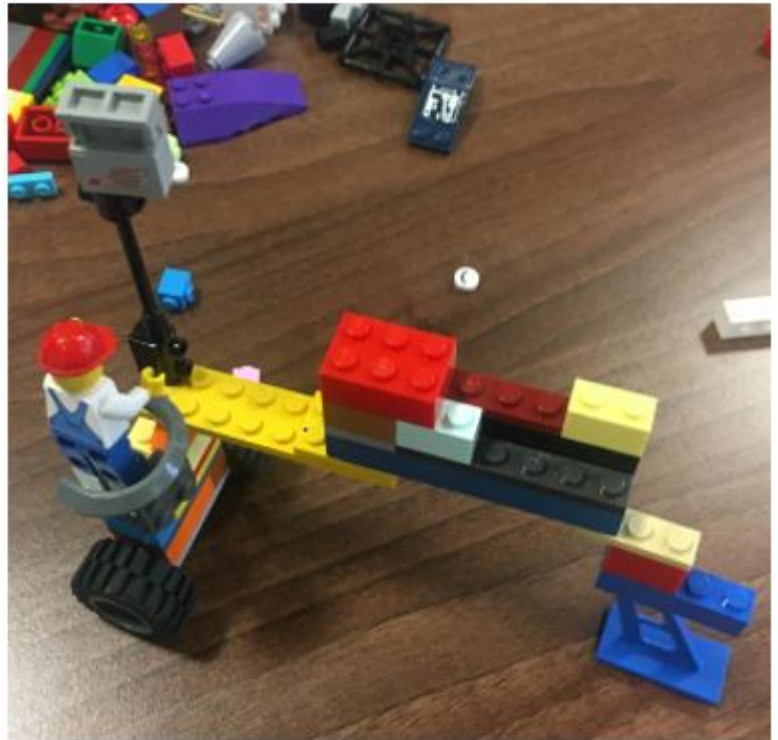
### NOTATION SYSTEM FOR ORTHOGRAPHIC TRANSCRIPTION

#### Key to transcript notations

-	Break after a word
...	Short pause after a phrase
(...)	Incomplete thought
[*]	Long pause after a phrase
[Gesture]	Gesture or expression added by the transcriber
[Inaudible word: time]	Inaudible or uncertain words
[NN]	Interviewee's name
{ <i>Words</i> }	Spoken with emphasis
[WORDS]	Spoken loudly
[ <i>Italics</i> ]	Repeated words or phrases
(?) (F? or M? or M?)	Uncertainty about who is speaker (?) or if the person is a female or male (F? and if you can guess but not certain (Judy?))

Appendix 9

Patient's model



## Appendix 10

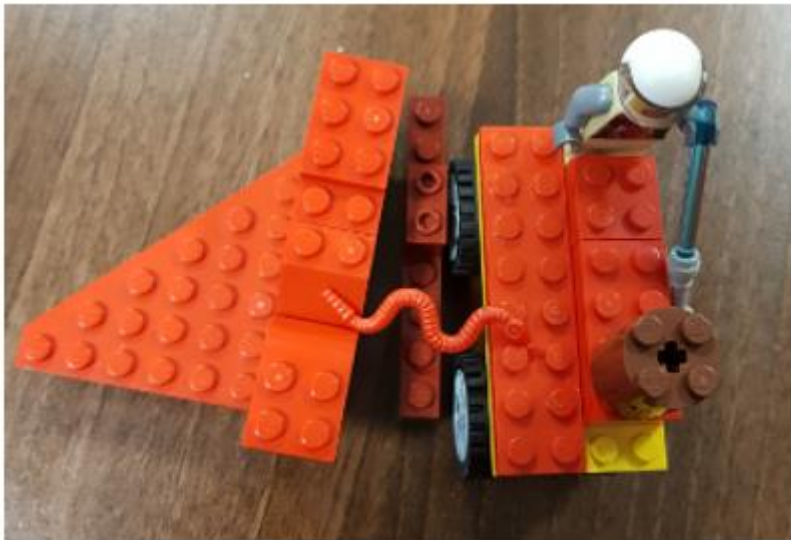
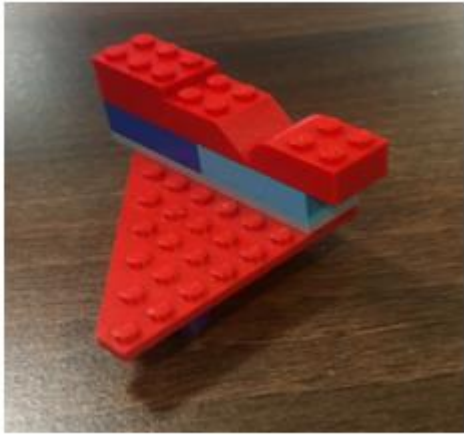
Glady's model|





## Appendix 11

Janes model



## PARTICIPANT INFORMATION SHEET

**Study title** - An Investigation of the Sociocultural Factors Impacting on the Transition to Higher Education of Nigerian Nursing Students in the UK using LEGO® Serious Play® Methodology.

### **What is the purpose of the study?**

The purpose of this study to explore student's personal experiences and views of sociocultural factors that affect their transition to the education in the UK

### **Why have I been approached?**

You have been approached because you are a current student or recently completed your programme of study at the University X. If you consider taking part in this research, you consider yourself to have completed your pre-nursing programme in Nigeria and have not undertaken a degree or post graduate degree course in the UK before this one.

### **Who can take part in the study?**

Student of the University X undertaking a Nursing degree either at Undergraduate or Postgraduate level and had previously studied at either Diploma or Degree level in Nigeria

### **Do I have to take part?**

Participation is entirely voluntary. If you change your mind about taking part in the study, **you can withdraw at any point during the session without giving a reason and without penalty**. You may change your mind after you participated in the session. Just contact me with your participant's code within four weeks from the date of the session and state that you do not want your data to be used in the study. Upon withdrawal, all data will be immediately securely destroyed.

### **What will happen to me if I take part?**

You will be asked to take part in LEGO® play using LEGO bricks which might take up to three hours. I will ask you to tell me a story about your experience of being a student in Nigeria and United Kingdom by building LEGO bricks as an image to facilitate your personal story. This is like a Play, so whatever you build does not matter but the story behind it is what matters and there is no right or wrong way of building the brick. I will facilitate the process throughout.

### **What are the possible disadvantages and risks of taking part?**

I do not think that there is any risks or disadvantages in participating in this study. But the discussion might bring back memories because you will be asked to talk about your personal educational experience in Nigeria and the UK.

### **What are the possible benefits of taking part?**

There are no direct benefits for you taken part in the study, but your story and contribution will help us to improve the transition of international students most especially from Nigeria to UK education

system. This will lead to the development of a framework for use with future international students.

#### What if something goes wrong?

If you change your mind about participation, please contact me by email to cancel your participation. If you feel unhappy about the conduct of the study, please contact me immediately or the Chairperson of the University X Research Ethics Group, whose contact details are given below.

#### Will my taking part in this study be kept confidential?

Yes, your data will be kept entirely confidential. Your discussion will be audio-recorded (if you agree) and I will transcribe the audio-recordings. The transcription will be completely anonymous. The audio recordings will be kept in a safe place. However, responsible members of the University X may be given access to data for monitoring and/or audit of the study to ensure that I comply with regulations. I may also share completely anonymised data with other researchers to support future research.

#### **What will happen to the results of the research study?**

If suitable, the results may also be presented at academic conferences and/or written up for publication in peer reviewed academic journals.

#### Who is organising and funding the research?

The research is for my Professional Doctorate at University X

#### Who has reviewed the study?

The study has been reviewed by my Director of Studies - Prof Catherine Hayes  
The University X Research Ethics Group has reviewed and approved the study.

#### Contact for further information

Doctor John Fulton (Chair of the University X Research Ethics Group, University X) Email:  
[john.fulton@sunderland.ac.uk](mailto:john.fulton@sunderland.ac.uk)  
Phone: 0191 515 2529



**Study title:** An Investigation of the Sociocultural Factors Impacting on the Transition to Higher Education of Nigerian Nursing Students in the UK

Participant code: PD105

I am over the age of 18	x
I have read and understood the attached study information and, by signing below, I consent to participate in this study	x
I understand that I have the right to withdraw from the study without giving a reason at any time during the study itself.	x
I understand that I also have the right to change my mind about participating in the study for a short period after the study has concluded.	x
<p>Signed: <u>CN</u></p> <p>Print name: <u>XXXXXXXXX</u></p> <p>(Your name, along with your participant code is important to help match your data from two questionnaires. It will not be used for any purpose other than this.)</p> <p>Date: <u>28/02/18</u></p> <p>Witnessed by: <u>JN</u></p> <p>Print name: _____</p> <p>Date: <u>28/02/18</u></p>	

## Appendix 13B – Ethical Approval



Downloaded: 11/02/2018  
Approved: 05/02/2018

Benjamin Ajibade  
School of Nursing and Health Sciences  
Programme: Professional Doctorate

Dear Benjamin

**PROJECT TITLE:** An Investigation of the Sociocultural Factors Impacting on the Transition to Higher Education of Nigerian Nursing Students

**APPLICATION:** Reference Number 001745

On behalf of the University ethics reviewers who reviewed your project, I am pleased to inform you that on 05/02/2018 the above-named project was **approved** on ethics grounds, on the basis that you will adhere to the following documentation that you submitted for ethics review:

- University research ethics application form 001745 (dated 04/02/2018).

If during the course of the project you need to deviate significantly from the above-approved documentation please email [ethics.review@sunderland.ac.uk](mailto:ethics.review@sunderland.ac.uk)

For more information please visit: <https://www.sunderland.ac.uk/research/governance/researchethics/>

Yours sincerely

## Appendix 14

### Case 3 Juliet

#### CASE 3 Juliet

CASE 3 – Juliet - PD113

Mod: I want you to talk through that model in 30 seconds- what does your identity represent?.









Its erm a security guard- very conscious of safety and then with a radio to gather information

Mod: But this man is standing on a pillar- what does that represent to you?

Juliet: The pillar represents [\*] I can say knowledge- education.

How does it feel to be learning then?

Juliet: I don't know where to start- in nursing- my experience- it started on the black note when I was seeking admission for medicine- I didn't get it that year- I was pushed into nursing which I didn't like- then getting to the programme- it was really confusing- which is this red- there is no defined curriculum- and like the marking criterias- what they expect from you- you don't have the idea about it. Sometimes you have exams- all you know- your exam start on Wednesday- you don't know the course you are going in for. You just have to read everything and then the lecturers distant themselves from the students because they don't want to see you close to a lecturer. If a lecturer sees maybe a student that is really good and want to come close- that lecturer will be queried for other things- so lecturers try to distance themselves from students and then you have to it yourself- you read- you cram- you discuss with friends and two things are involved- either you pass which is the green or you fail- so I was able to get to the green and be among those that survived [\*]- that is it.

-  **29: Unsupportive Nigerian Lecturers**  
Unsupportive Nigerian Lecturers by Benjamin Ajibade
-  **33: Undefined curriculum**  
Undefined curriculum by Benjamin Ajibade
-  **35: Treacherous behaviour**  
Treacherous behaviour by Benjamin Ajibade
-  **35: Treacherous behaviour**  
Treacherous behaviour by Benjamin Ajibade
-  **29: Unsupportive Nigerian Lecturers**  
Unsupportive Nigerian Lecturers by Benjamin Ajibade
-  **37: Management suspicion**  
Management suspicion by Benjamin Ajibade
-  **39: cramming to pass**  
cramming to pass by Benjamin Ajibade
-  **27: Assessment in Nigeria**  
Assessment in Nigeria by Benjamin Ajibade

Mod: So- what is the black thing between survival and the lecturer?

Juliet: The black thing between erm the person and the lecturer is...in my school- if you are found close to the lecturer for any reason- when the result comes out- you will fail because the principal of the school want to fail you meaning maybe the lecturer informed you of what you are expecting in the exam or something|but if you keep yourself away from the lecturers and struggle- you will pass.



**32: Black note**

Black note by Benjamin Ajibade



**37: Management suspicion**

Management suspicion by Benjamin Ajibade

Mod: How does it feel to be learning now?

Juliet: Looking at my model here- this is me on the move from here to UK- the green here represent the state of heart- I was so happy migrating from Nigeria to UK to study and I was really focused- I had a target even before I started the programme I had the target of making a good grade but when I got to the school- things changed- so what you are seeing here is 'scorpion'- yes- I had a sting of scorpion while I school- I really put in my best- this is my radio- I gathered all my informations- during my study days I made sure I asked questions- I made sure I understood what the lecturers want from the students because I had this target- then the teaching style was quite good because the lecturers will make you to read more than we normally would have read- they will give you assignments that will make you read what is not even part of your module- which was a good one and we had lots of group discussions and I learnt from friends- Now during my final semester- I choose a dissertation topic which I put in my best- I even developed insomnia because of this dissertation- I wanted it to be the best in UK- you can see what that means- so after putting all my best and everything- the information I gathered my dissertation has being infringed with all the quotes in it; what did I do- they said its plagiarised- turnitin- 10% plagiarism- so I was invited to a panel. I had to travel from London to Sunderland to meet panel of professors for my dissertation- so those panel and the person that sent me there is this scorpion- they wanted to scatter my 'vision'- they wanted to damage- and see the way I

**54: Happy mig...**

Happy migration to UK by

**31: Green past...**

Green pasture by Benjamin

**53: Sting of a s...**

Sting of a scorpion by Benjamin

**52: Perseverance**

Perseverance by Benjamin

**42: Teaching st...**

Teaching style UK by Benjamin

**42: Teaching st...**

Teaching style UK by Benjamin

**26: Group work**

Group work by Benjamin Ajibade

**42: Teaching st...**

Teaching style UK by Benjamin

**15: Supportive...**

Supportive friends by Benjamin

**53: Sting of a s...**

Sting of a scorpion by Benjamin

**12: Turnitin, pL...**

Turnitin, plagiarism and

**53: Sting of a s...**

Sting of a scorpion by Benjamin

**53: Sting of a s...**

Sting of a scorpion by Benjamin

this scorpion- they wanted to scatter my vision- they wanted to damage- and see the way I faced the scorpion- it wasn't facing my own goal- it was just facing me while I face my goal- so by the grace of God- I got there- I was able to defend my dissertation very well and I had this trophy- after that- since there was no finance to chase Masters- I had to chase UK PIN- and I chased it and I got it.

So- it was actually a nice experience schooling especially in London campus Sunderland University because I was so exposed- I read to the point that when I was going for interviews in NHS hospitals- I went to five NHS hospitals and I got jobs in the five NHS hospitals. By then I didn't have a PIN- I didn't even have IELTSs- but just with the knowledge I gathered from the school- so I scaled through and I had all the employments- how I have to chase other things- IELTSs- CBT and all that and by Gods grace- I got it and this is the trophy. Thank you.

Questioning –

Juliet: So you discussed an experience like going for an infringement and things like that- do you feel you are supported during that period or do you think you are on your own somehow? – It was two faced actually- I had some support because when you have a supervisor- a lecturer they know their students and they know what their students can do- a supervisor is trying to defend student- I know this student- this is her work but some other person from no where that don't even know the student was querying plagiarism- so I wonder the definition of plagiarism but I thank God they were able to give me definition of plagiarism and I found that there was no plagiarism- so my supervisor supported me and encouraged me- but at a point I was scared of going to face the panel- and he said- at that point- there is nothing he can do. So if you hear from your master that there is nothing he can do- at that stage- you know what that meant- but I just had the assurance- go and

defend your dissertation and it was good.

53: Sting of a s... Sting of a scorpion by Benjamin

60: Learning in... Learning in UK by Benjamin

60: Learning in... Learning in UK by Benjamin

61: Hurdles of... Hurdles of NMC UK Registration

61: Hurdles of... Hurdles of NMC UK Registration

13: Supportive... Supportive Lecturers by

12: Turnitin, pl... Turnitin, plagiarism and

13: Supportive... Supportive Lecturers by

12: Turnitin, pl... Turnitin, plagiarism and

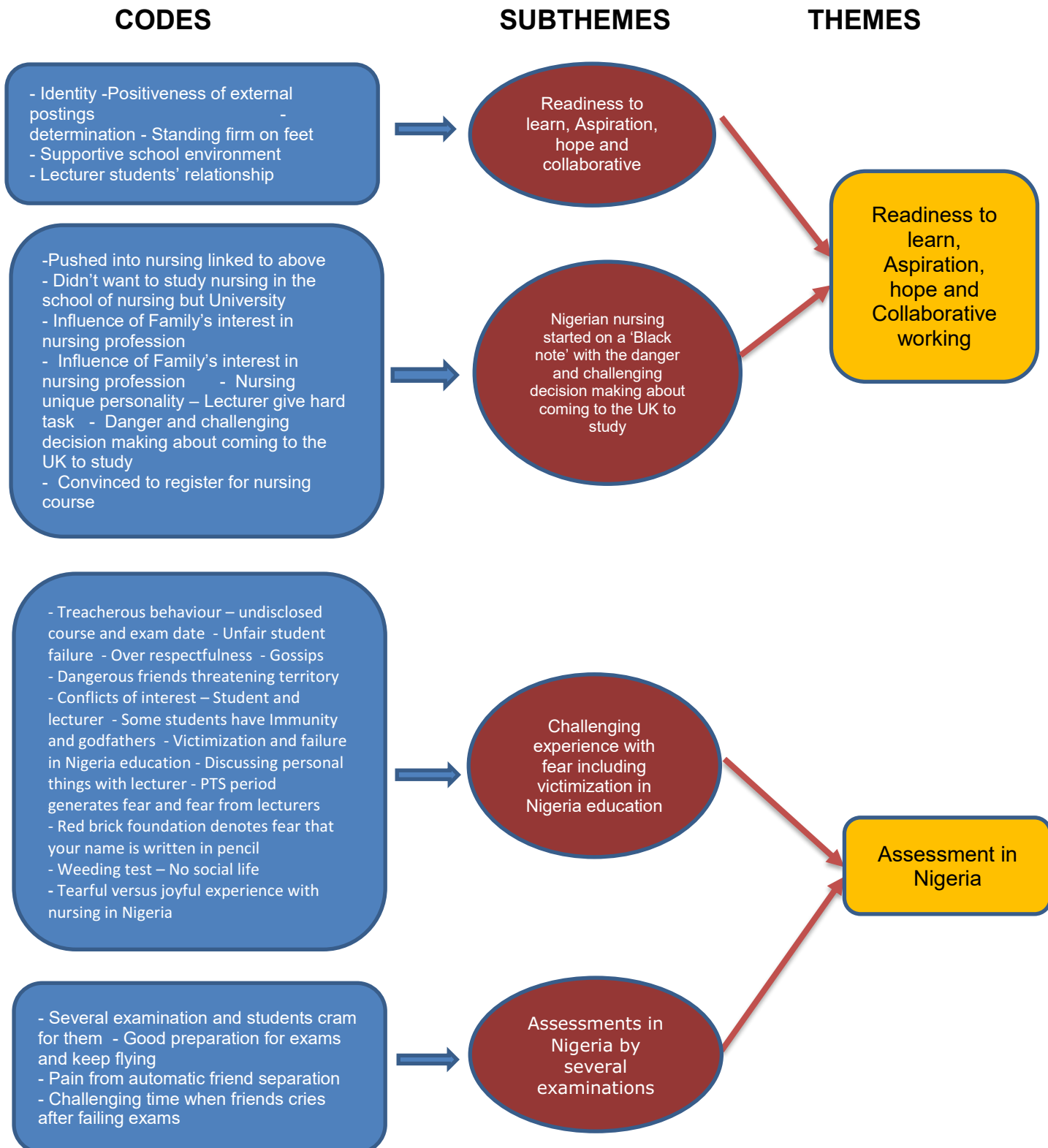
5: Fear Fear by Benjamin Ajibade

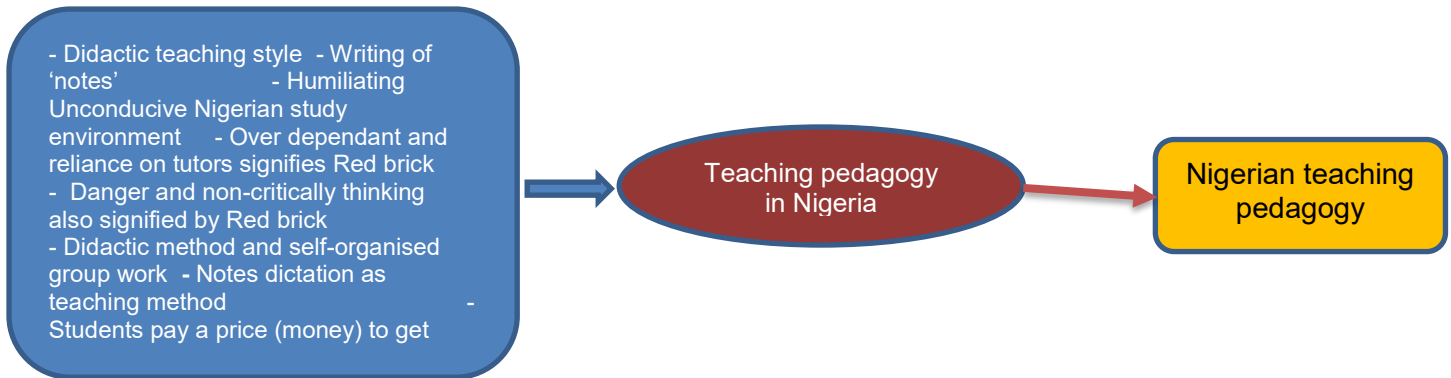
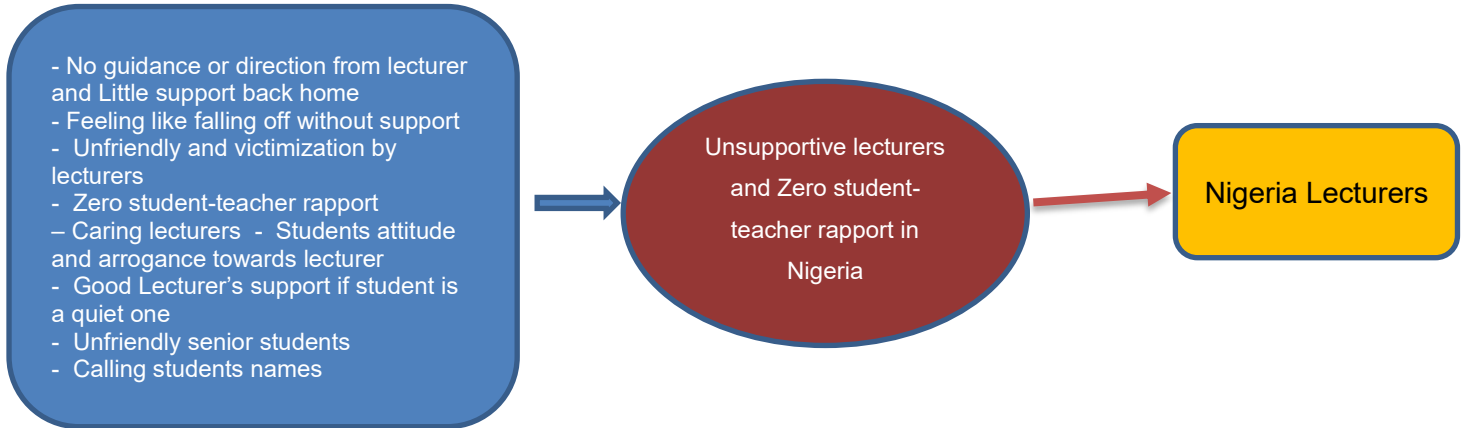


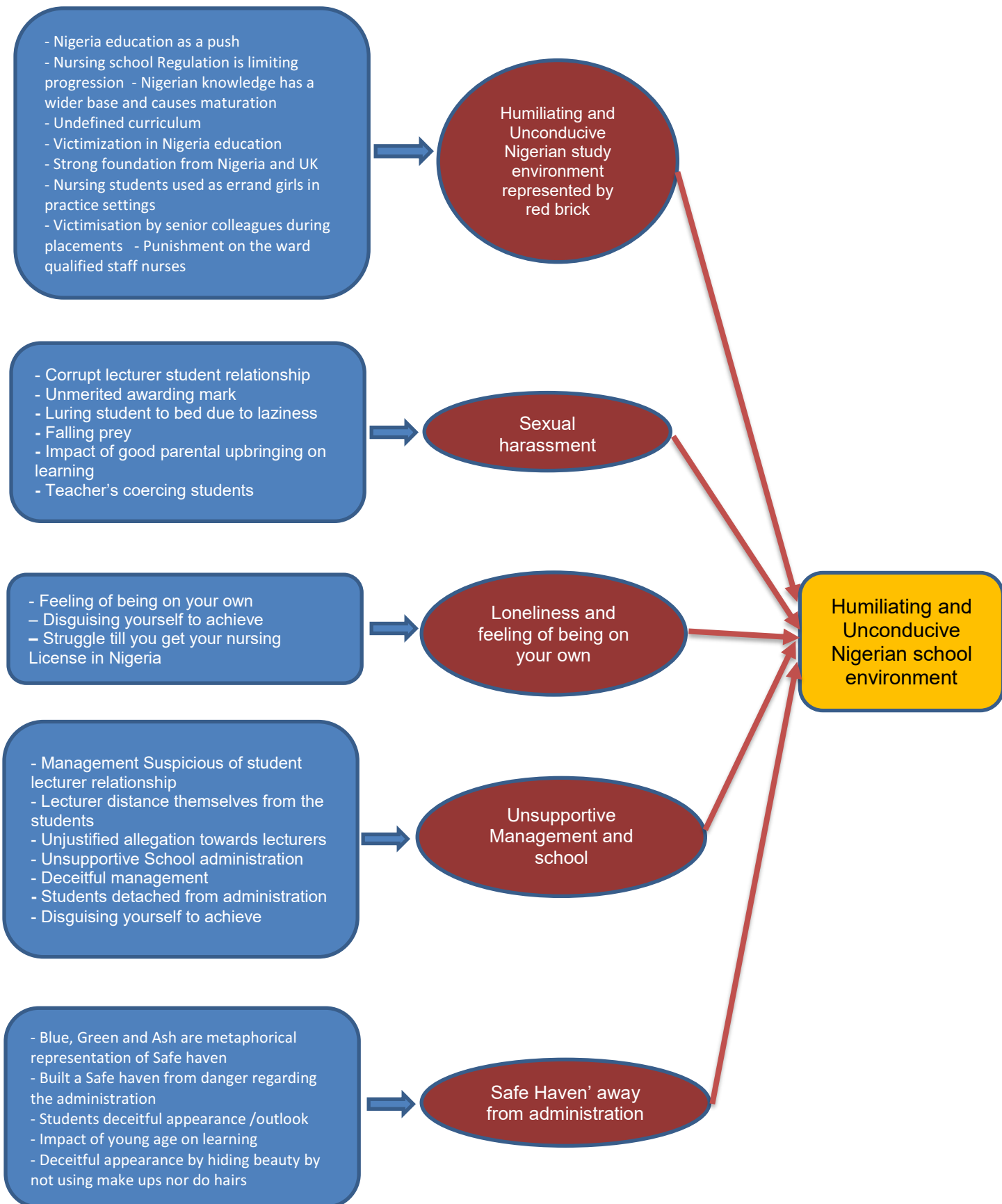
## Appendix 15

### DATA STRUCTURE

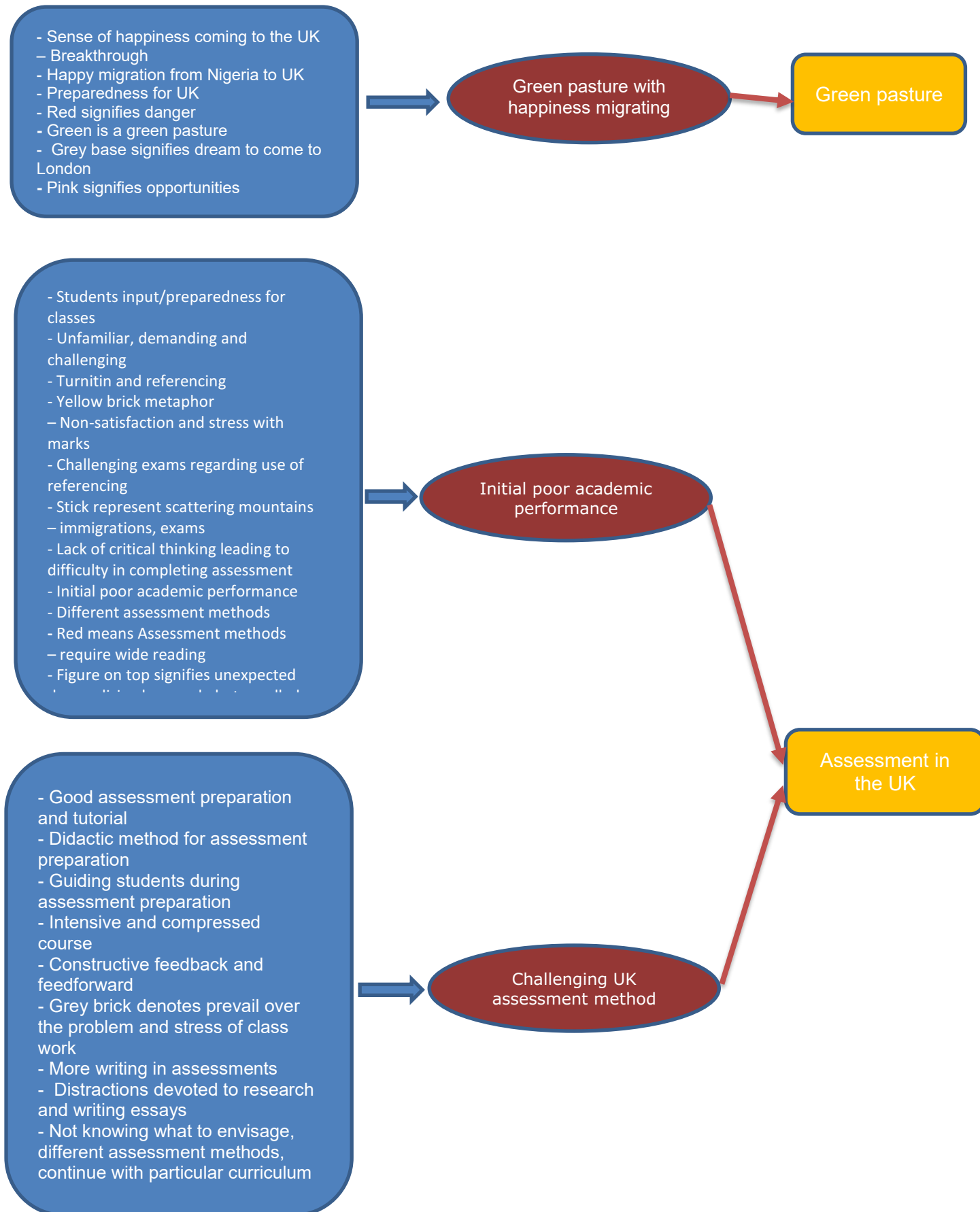
### LEARNING IN NIGERIA

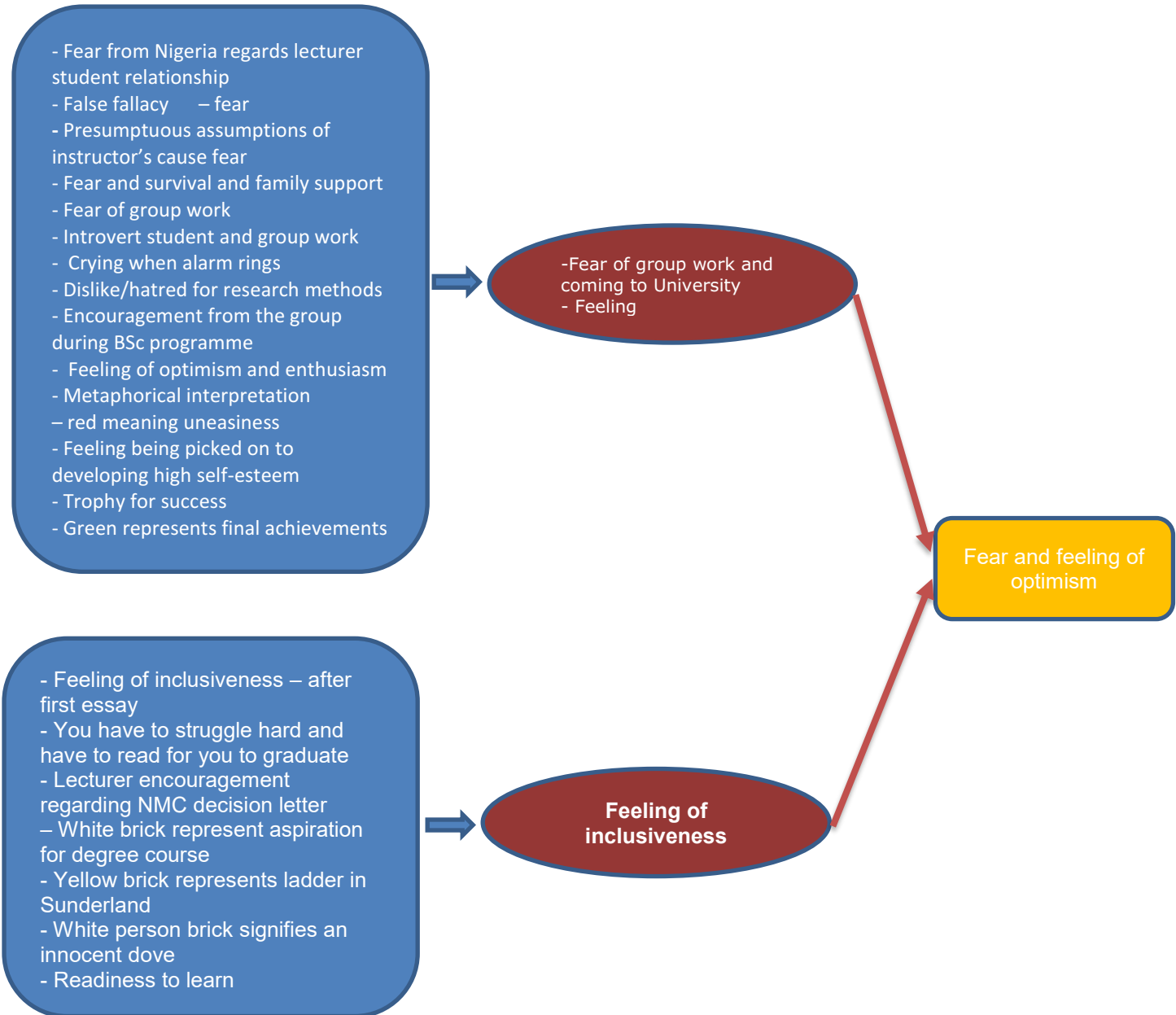


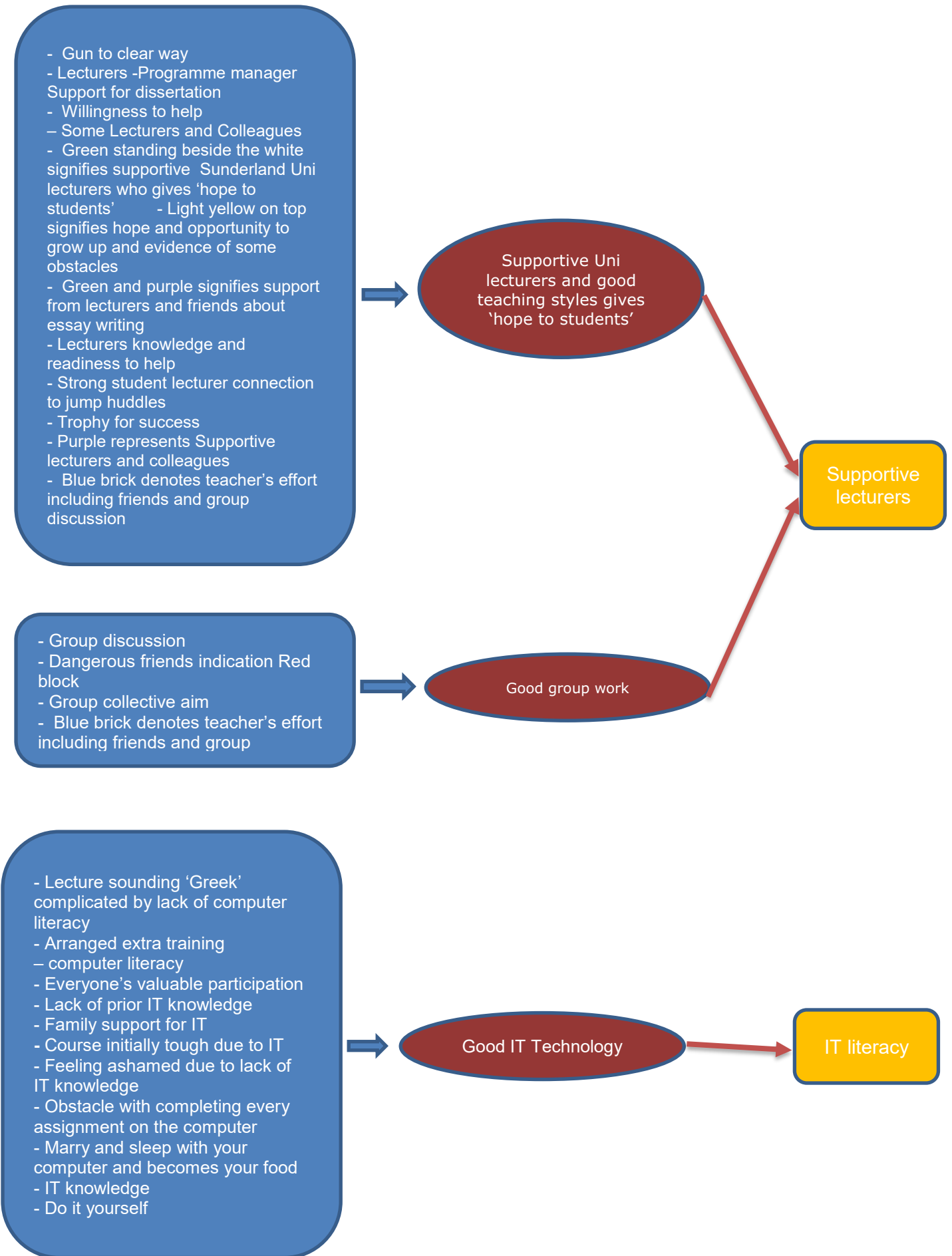


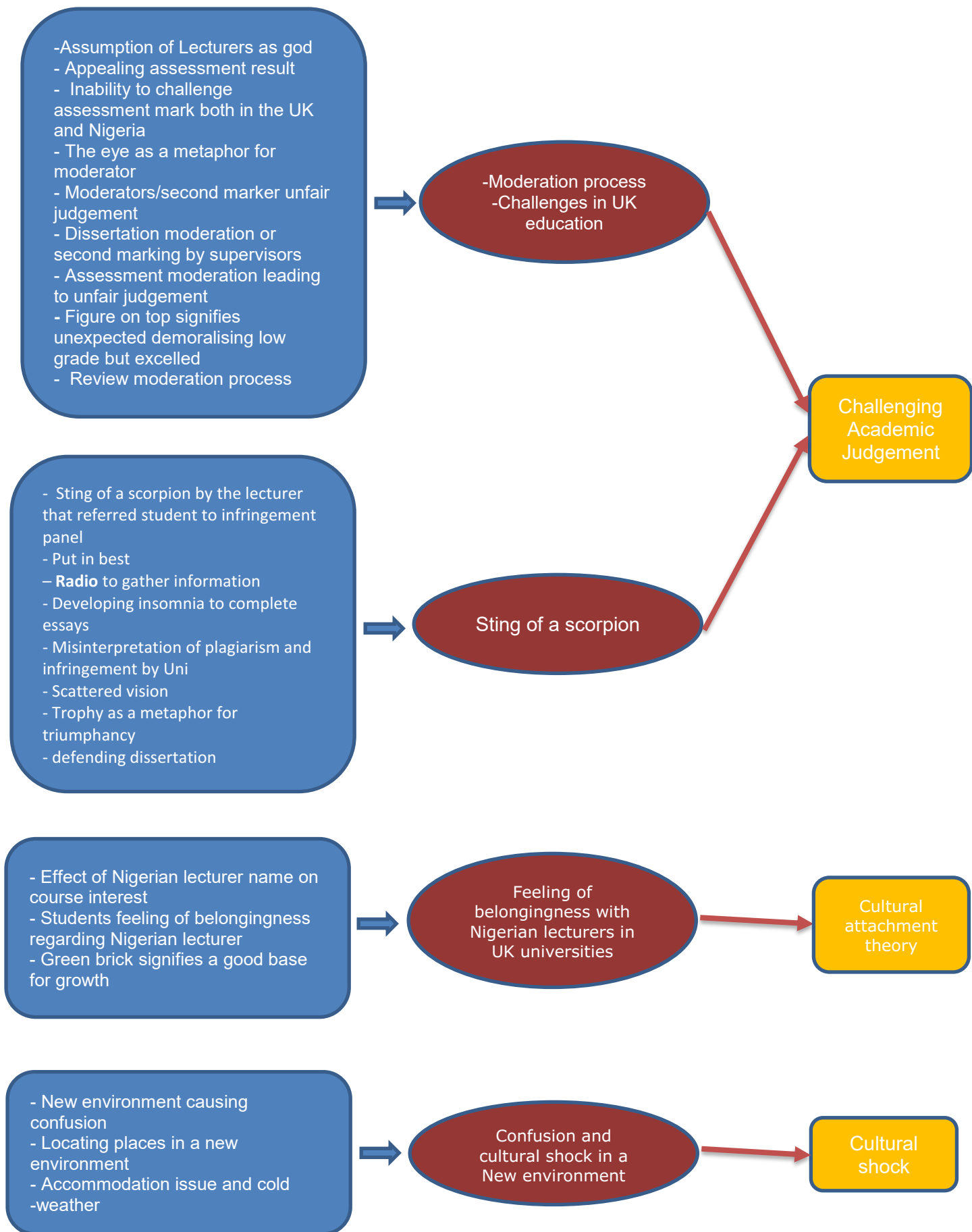


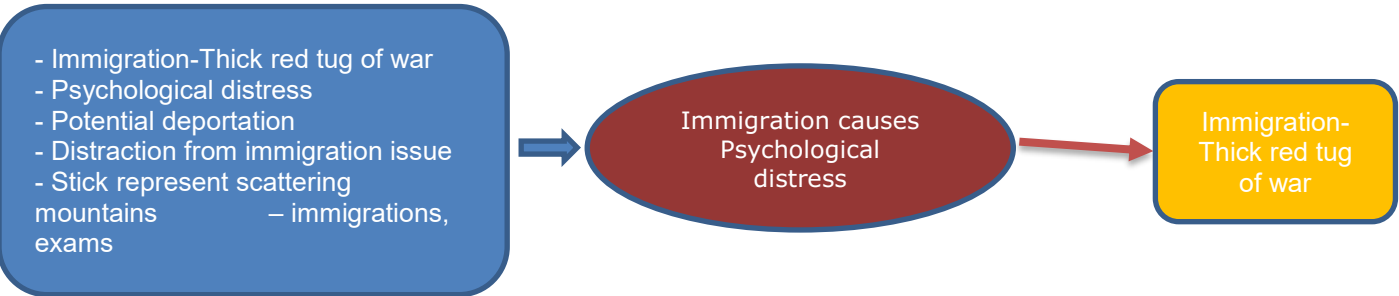
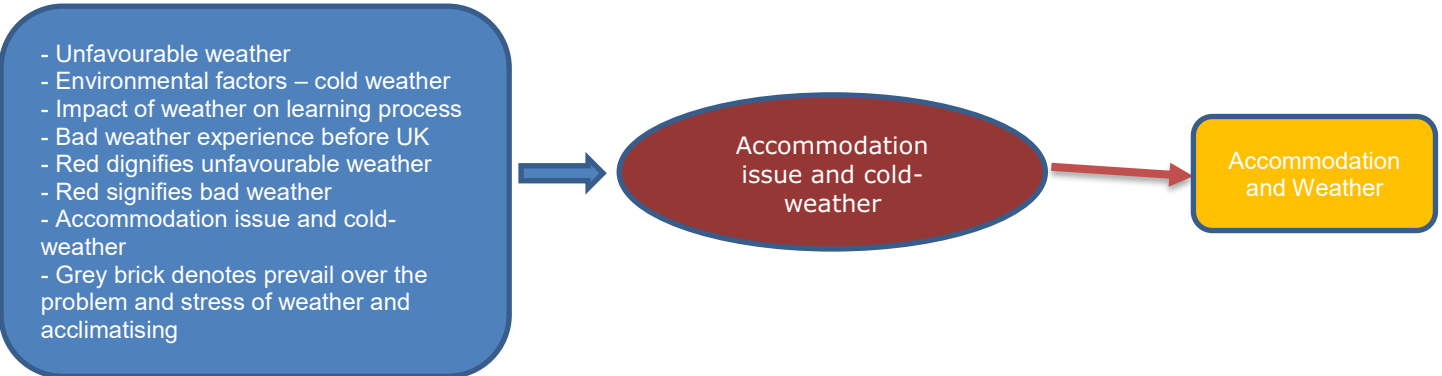
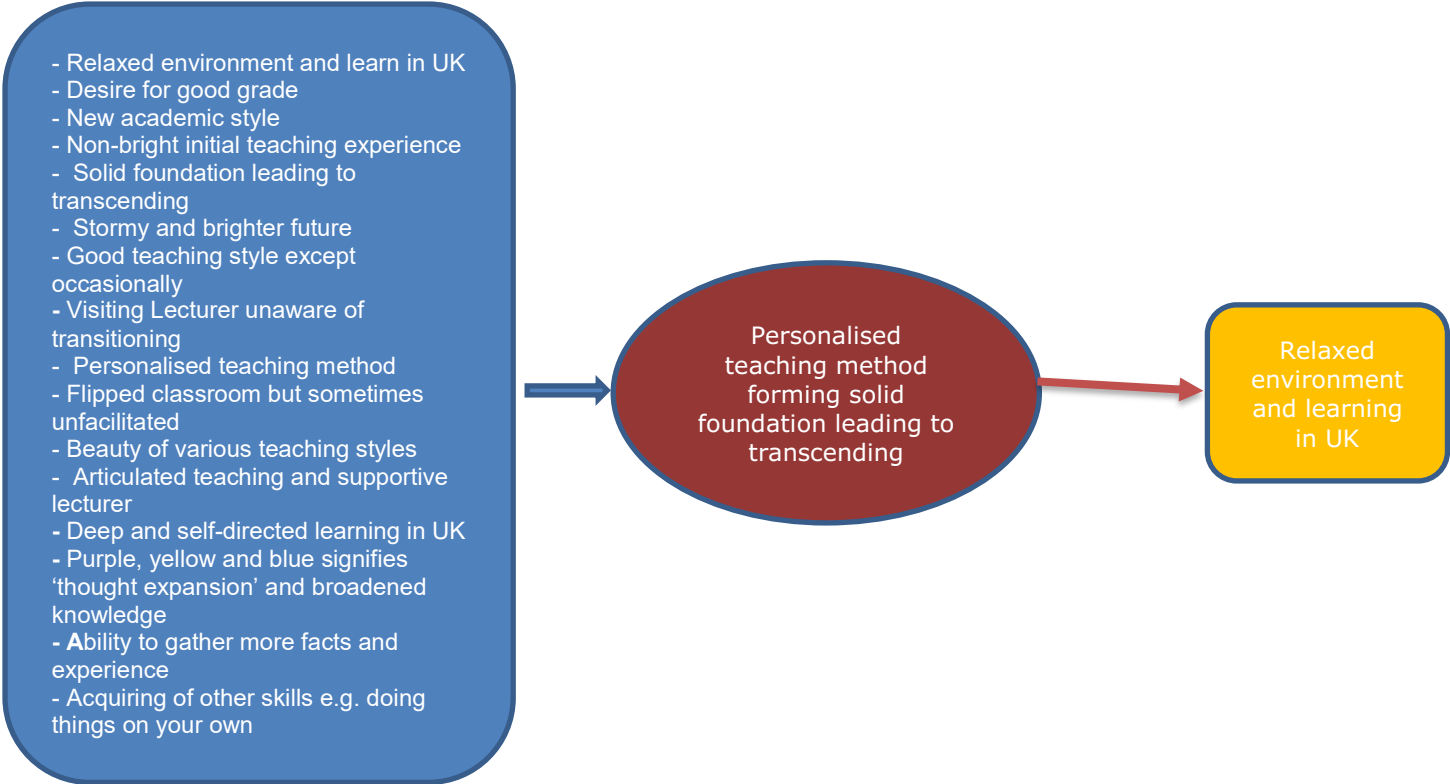
## LEARNING IN THE UNITED KINGDOM



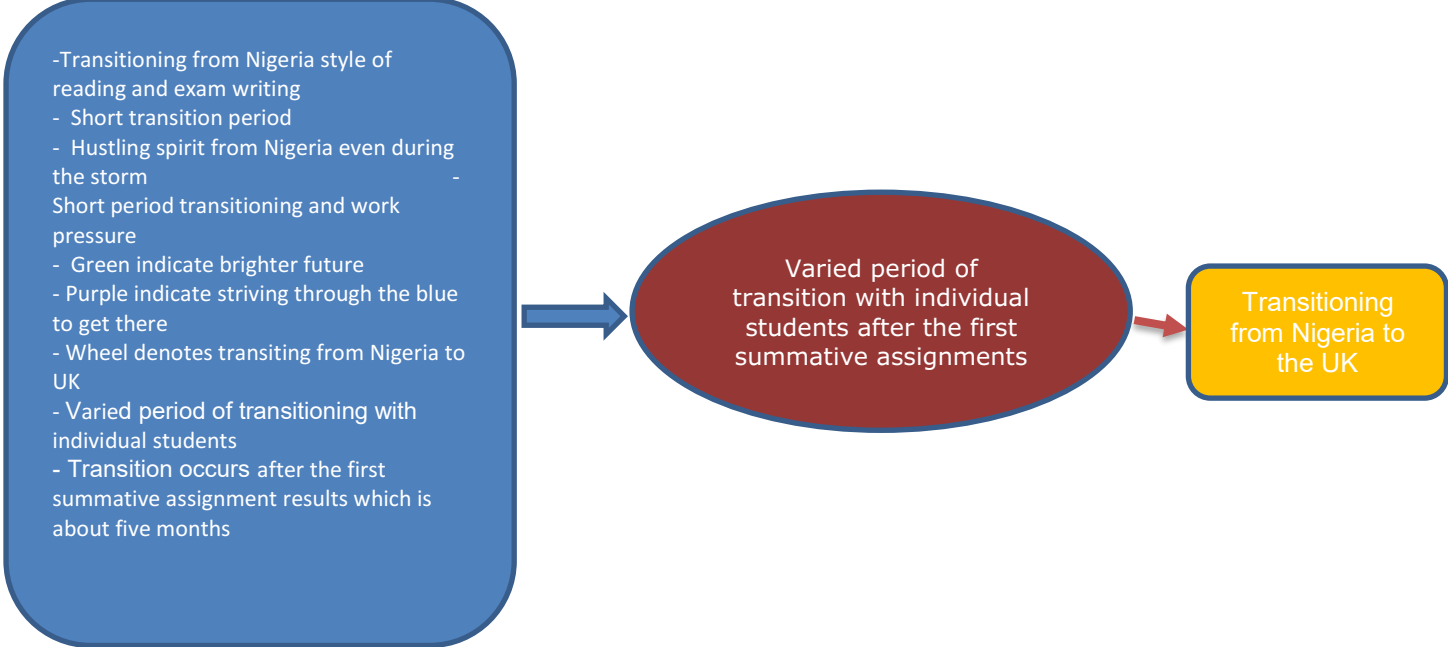












## Appendix 16

### PUBLICATIONS, CONFERENCES AND WORKSHOP PRESENTATIONS

1. Ajibade, B.O. (2018) An investigation of the sociocultural factors impacting on the transition to Higher Education of Nigerian nursing students in the UK via the use of Lego® Serious Play® Methodology. In: Post graduate research students conference, 28<sup>th</sup> June, 2018. Sunderland. United Kingdom.
2. Ajibade, B.O. (2019) The Nature of Truth in Research Through Lenses of Three Modes –Theory, Practice, and Mixture of both with Innovations. *International Journal of Entrepreneurship Management Innovation and Development*. 3(1): 45-60. Accessible from:  
<http://emidjournals.co.uk/wp-content/uploads/2019/11/The-Nature-of-Truth-in-Research-Through-Lenses-of-Three-Modes-%E2%80%93-Theory-Practice-and-Mixture-of-both-with-Innovations-1-2.pdf>
3. Ajibade, B.O. and Hayes, C. (2020) An Insight into Utilising LEGO® Serious Play® (LSP) to explore International Student Transitions into a United Kingdom Higher Education Institution: In the SAGE Research Method Cases -  
<https://methods.sagepub.com/case/lego-serious-play-international-student-transition-uk-higher-ed-institution?>  
DOI: <https://dx.doi.org/10.4135/9781529710625> SAGE Publications.
4. Hayes, C. and Ajibade, B.O. (2017) *Globalisation in Postgraduate International Education: Illuminating a Kaleidoscope of Knowledge Acquisition, Skills Transfer and Global Societal Learning Gain*. In: Higher Education Academy Annual conference on Teaching in the spotlight: Learning from Global communities, 3-5<sup>th</sup> July, 2018. Aston. Birmingham.
5. Hayes, C. and Ajibade, B.O. (2018) *Building an Internationalised Curriculum with LEGO® Serious Play®: Using Gamification to Capture and Co-Construct Authentic Learning Transitions in Higher Education*. In: Three rivers annual Learning and Teaching Conference on Sharing excellence in learning and teaching: supporting students and staff through good practice, innovation, and collaboration, 6<sup>th</sup> July, 2018. Newcastle upon Tyne. United Kingdom.