

NUS-Priority Research In Medical Education

NUS - PRIME

TWO PATHWAYS, ONE PROFESSION: A MIXED METHOD STUDY COMPARING LEARNING EXPERIENCES OF TRADITIONAL UNDERGRADUATE AND POST-BACCALAUREATE MEDICAL STUDENTS

Globally, medical education is broadly categorised into two systems: those that enrol high school graduates, and those that admit Post-Baccalaureate Medical Students. While some countries, including Taiwan, implement both systems concurrently, systematic comparisons remain scarce. A multi-centre cohort study was conducted across medical schools of two pathways to explore participants' backgrounds and learning experiences in Taiwan.



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8 SEPTEMBER 2025

Monday | 12:30 - 01:30 PM (SG Time)

Join Us Online!



Registration closes on **2 September 2025**

Register here or scan the QR code

TEAM-BASED LEARNING IN THE NUS COMMON CURRICULUM FOR HEALTHCARE PROFESSIONALS DEVELOPS COMPETENCIES FOR INTERPROFESSIONAL COLLABORATIVE PRACTICE

The World Health Organization has advocated interprofessional education (IPE) for preparing graduates of healthcare programmes for collaborative practice. At NUS, a Common Curriculum for Healthcare Professionals was implemented in AY2023/24 where students from Dentistry, Medicine, Nursing and Pharmacy had to complete five essential courses over their first two years. This presented a platform for IPE in which students completed the courses through team-based learning. Collaborative learning in teams made up of different professions had helped to hone competencies for collaborative practice. This presentation will present data from a self-reporting survey on the students' reaction, attitude and perception of their readiness to interprofessional collaborative practice.



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