

Ângelo Jesus<sup>1,2</sup>; Rita Ferraz Oliveira<sup>1,3</sup>; Cátia Martins<sup>1</sup>; Ana Oliveira<sup>1,4,5</sup>; Cláudia Pinho<sup>1,4,5</sup>; Marlene Santos<sup>1,6</sup>; Patrícia Correia<sup>1,7</sup>; Agostinho Cunha<sup>1,8</sup>; Agostinho Cruz<sup>1</sup>

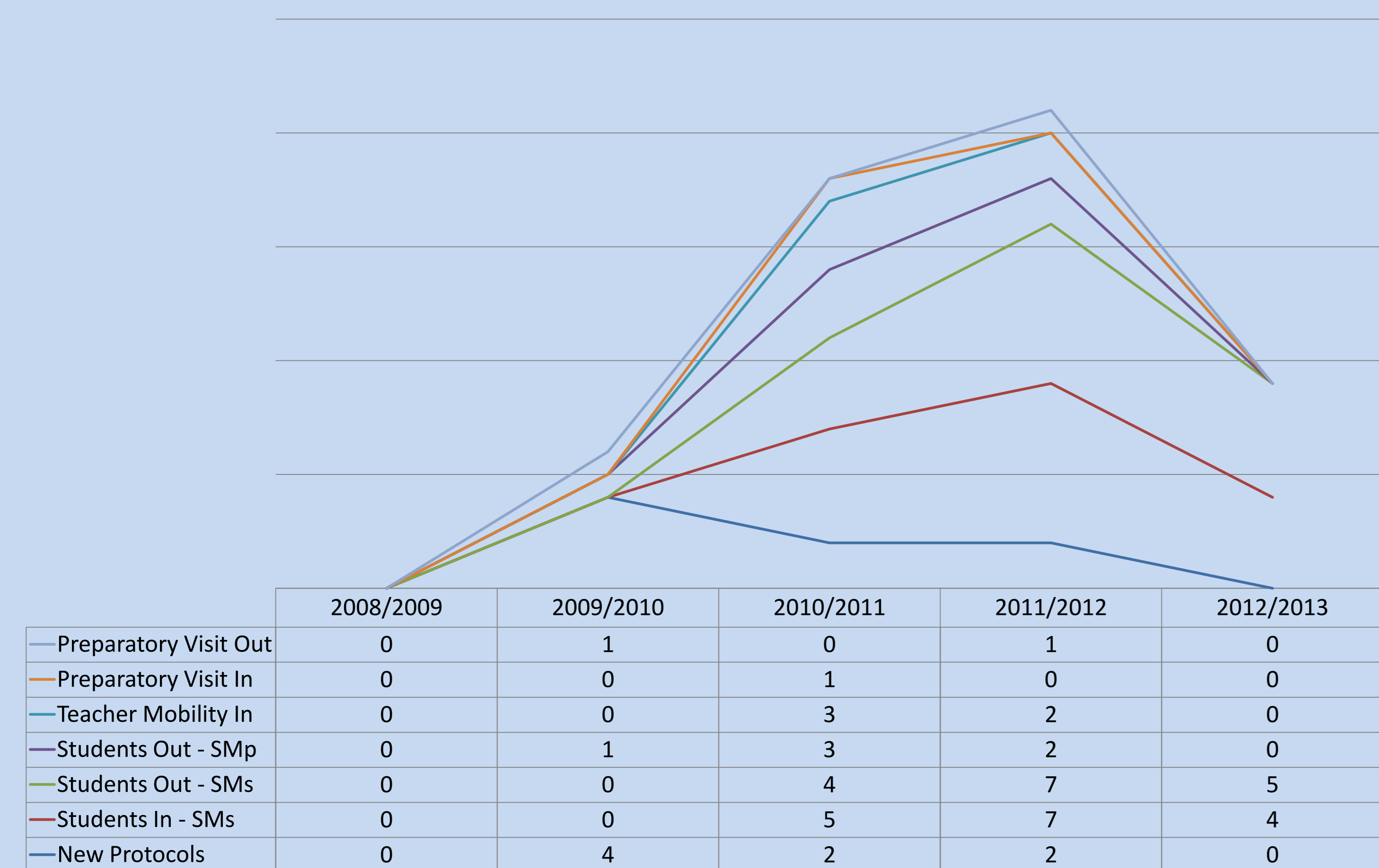
<sup>1</sup>Núcleo de Investigação em Farmácia, Centro de Investigação em Saúde e Ambiente, Escola Superior de Tecnologia da Saúde do Porto - Instituto Politécnico do Porto, Vila Nova de Gaia, Portugal; <sup>2</sup>Centro de Investigação em Educação do Instituto de Educação da Universidade do Minho; <sup>3</sup>Departamento de Biologia da Universidade de Aveiro, Portugal; <sup>4</sup>Departamento de Biologia da Universidade do Minho, Portugal; <sup>5</sup>Centro de Investigação e Tecnologia Agro-Alimentar e Biológica/Universidade do Minho; <sup>6</sup>Faculdade de Medicina da Universidade do Porto; <sup>7</sup>Laboratório de Engenharia de Processos Ambiente e Energia, Departamento de Engenharia Química, Faculdade de Engenharia da Universidade do Porto; <sup>8</sup>Hospital de Santa Maria Maior EPE, Barcelos, Portugal;

## INTRODUCTION

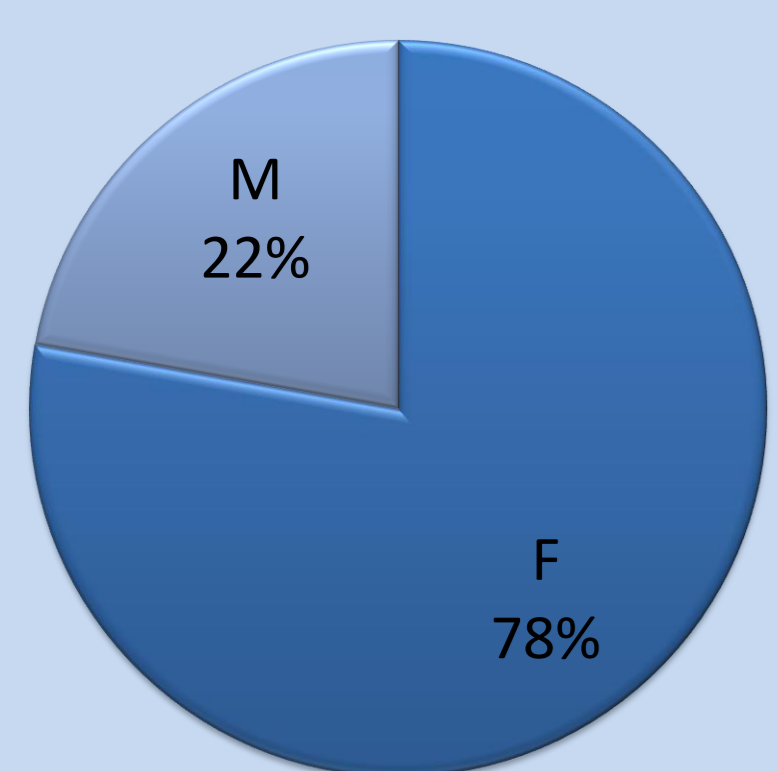
The Erasmus Programme was legally established in 1987 and went into operation in the academic year 1987/88. In terms of size as in any other respect, it became the Union's "flagship programme" in the field of education. The programme funds a wide variety of activities, ranging from the development of European curricula to summer schools, amongst others. It also developed and introduced the ECTS system into European higher education. However, its core activity has been and remains the promotion of the mobility of students (and, to a lesser extent, teaching staff)<sup>1</sup>. The internationalization of Pharmacy Degree has been hampered by several European standards relating to the profession, the different sections and different educational degrees awarded<sup>2</sup>. Therefore, this poster aims to describe the international mobility in the Pharmacy Degree at the School of Allied Health Sciences of Oporto.

## METHODS

It was conducted a descriptive and transversal study on the implementation of the mobility program, through the application of a survey to all the Pharmacy students that have participated in Erasmus Mobility program. The data was collected in the academic year of 2011/2012. Documentation and regulations were also consulted for statistical purposes.



Graphic 1: International Mobility the School Of Allied Health Sciences from 2008-2013



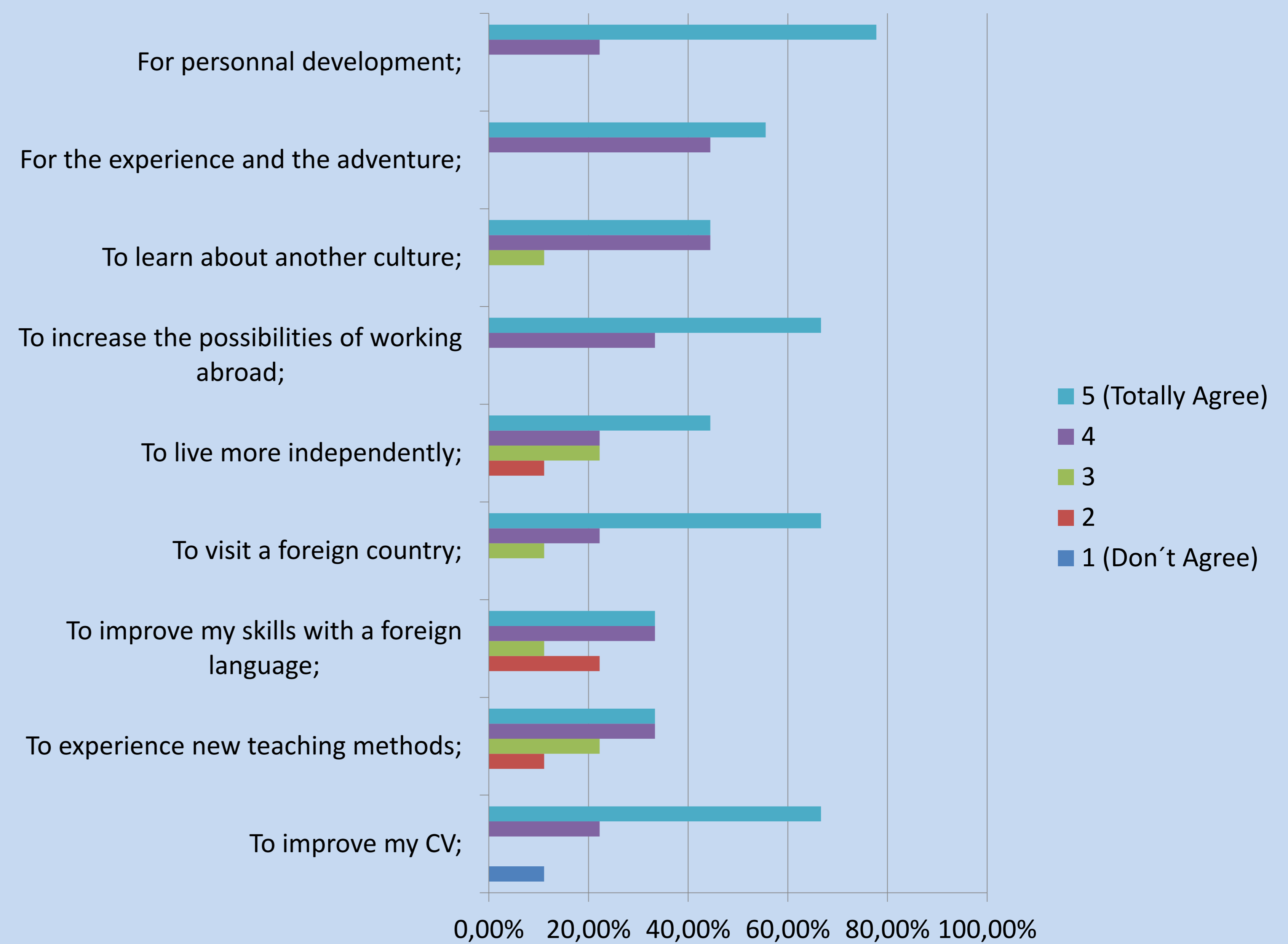
Graphic 2: Gender characterization of ERASMUS students.



Graphic 3: Assessment of integration with students from host institution.



Graphic 4: Quality assessment of the host institution.



Graphic 5: Main reasons for participating in International Mobility Programs.

## DISCUSSION/CONCLUSION

- The Pharmacy Degree at the School of Allied Health Sciences of Oporto, had started International Mobility Programs in the academic year 2009/2010. Currently, we hold 8 bilateral agreements with countries such as Turkey, Spain, Estonia, Lithuania, Romania, Italy and Norway. Mobility periods normally extend from 3 to 6 months.
- Preparatory Visits and Teacher Mobility are also a priority, showing the commitment of all parties in a fruitful collaboration. Besides SMs Protocols, the school has also endeavored in SMP protocols, for Summer Erasmus in Spain and United Kingdom (Graphic 1). Most of Erasmus students are female (78%) (Graphic 2).
- Integration of students in a foreign institution is not always easy, as stated in graphic 3. However, most students found valuable assistance in Erasmus Students Networks (results not shown). The assessment performed by students of their host institutions is normally high, as stated in graphic 4.
- The main reasons for students to apply to Erasmus, are "personal development"; "to increase the possibilities of working abroad"; "to visit a foreign country" and "to improve my CV". These results are in consonance with the findings of Opper<sup>3</sup> and Saarikallio-Torp<sup>4</sup>. The majority of students also considered an improvement in foreign language, mainly English and Spanish, (results not showed). Similar results were found by Teichler *et al*<sup>5</sup> (Graphic 5).
- In today's world, one's personal and professional success in life is all about having the right set of skills. Like Maros Sefcovic, the European Commissioner for Education<sup>6</sup> we are convinced that mobility programmes such as Erasmus, are part of the answer to equipping professionals with the skills required in a complex and competitive world. As such, the School of Allied Health Sciences, and the Pharmacy degree will continue to explore and strengthen international relations, so that their students can acquire a set of skills that will make them able to compete in international labor market.

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