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 mobility of the students (and, to a lesser extent, teaching staff). The internationalization of Pharmacy Degree has been hampered by several European standards relating to the profession, the different sections and different educational degrees awarded. 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, trough 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.

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 (Graph 1). Most of Erasmus students are female (78%) (Graph 2).

• Integration of students in a foreign institution is not always easy, as stated in graph 3. However, most students found valuable assistance in Erasmus Students Networks (results not shown). The assessment performed by students of theirs host institutions is normally high, as stated in graph 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 Oppen and Saarikallio-Torp. 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. (Graph 5).

• In today’s world, one’s personal and professional success in life is all about having the right set of skills. Like Maros Sevcovic, the European Commissioner for Education, 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.

REFERENCES

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