



Virtual 2020

EAFP EUROPEAN ASSOCIATION OF FACULTIES OF PHARMACY

# Evaluation of Erasmus Experience for Pharmaceutical Technology Students

Nicolette Sammut Bartolo, Janis Vella Szijj, Francesca Wirth, Lilian M Azzopardi

Department of Pharmacy, University of Malta, Msida, Malta

email: nicolette.sammut-bartolo@um.edu.mt

## INTRODUCTION

During the third year of studies, students reading for a Bachelors degree in Pharmaceutical Technology have the opportunity to carry out an eight-week placement at a European university, under the Erasmus programme.

During this period, students join research groups in Faculties of Pharmacies in Europe. Students are followed-up virtually during the mobility, by tutors from the sending institution to support them to develop learning skills during the placement.

## AIM

To evaluate the impact of the Erasmus experience on students

## METHOD

A self-administered questionnaire was disseminated to pharmaceutical technology students to evaluate their Erasmus experience. The questionnaire consisted of ten closed-ended 5-point Likert scale questions, ranging from strongly agree to strongly disagree. The questionnaire evaluated the outcomes of the Erasmus experience (Figure 1), how the experience helped students develop, in what aspects did the tutors from the sending institution help during the virtual tutorials and whether they would recommend the experience to other students.

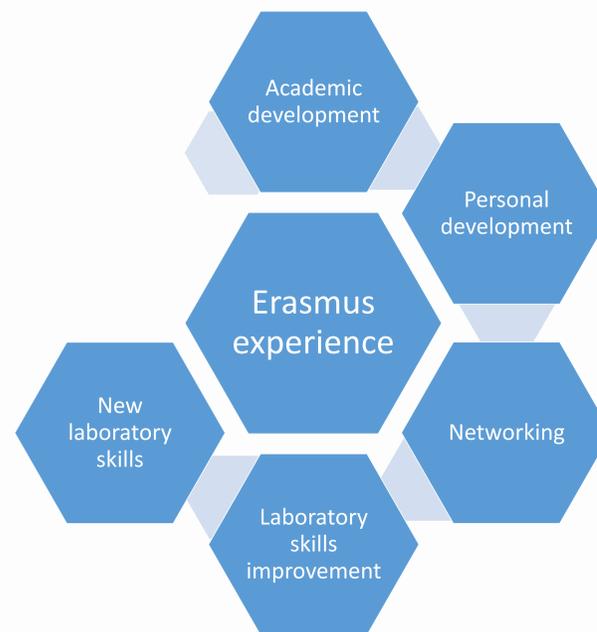


Figure 1: Erasmus experience outcomes

## RESULTS

Ten out of 11 students enrolled in the third year of the Pharmaceutical Technology program went on an Erasmus mobility during the scholastic year 2019/2020. Seven students answered the questionnaire.

Students agreed that the Erasmus experience helped them develop academically (n=6) and personally (n=6), extend their network of fellow students and friends (n=4) and to gain (n=6) and improve (n=5) laboratory skills.

Students agreed that tutorials organized by the sending institution helped guiding them to keep records of daily activities (n=3) and that tutors helped with logistical (n=4), academic (n=4) and personal (n=3) issues experienced during the Erasmus experience. All students agreed that given the choice they would recommend the experience to other students.

## CONCLUSION

The Erasmus mobility experience enables students to develop academically and personally. The organization of tutorials from the sending institution serve to standardize the support provided to all students following a mobility placement for academic and social skills development.