

# **Sustainable Education Practices**

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**Josephine Fáladé**  
**UCL School of Pharmacy**  
**[j.falade@ucl.ac.uk](mailto:j.falade@ucl.ac.uk)**

# Outline

- Some definitions
- International students in the UK
- Study and some results
- Discussions
- Summary and final thoughts, including a student's perspective



# Sustainable Development

- “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”

Sustainable development as described by the  
1987 Bruntland Commission Report

<https://en.unesco.org/themes/education-sustainable-development/what-is-esd/sd>

# Sustainable Development – Four Dimensions



Getting a balance of these dimensions to improve quality of life over a long term = **Sustainability**

<https://en.unesco.org/themes/education-sustainable-development/what-is-esd/sd>

# Sustainable Internationalisation of Education

Sustainability and Internationalisation are core values of higher education institutions (HEIs).

Internationalisation: “The process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education.” (Knight 2004, p. 11).

- Sustainability in internationalisation
  - Economic,
  - **Environmental,**
  - **Social.**

# Sustainable Internationalisation?

*“... integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments”*

(Beelen & Jones, 2015).

# Sustainable International Education?

Environmental  
impact of  
international  
travel?

- Short-term Vs Long-term international study

Benefits to students  
and their source  
communities?

# Overseas Postgraduate Education: Motivations and Outcomes (OPEMO)

Josephine Fáladé  
j.falade@ucl.ac.uk



# International Students in UK

22% of the total student population  
(n=2.75M).

48% were postgraduate students.  
(UUK, 2022)

# Background

The globalisation of the labour market for highly skilled people has provided strong incentives to study abroad as part of a tertiary education (Rosenzweig, 2008).

A response to globalisation is internationalisation of the curriculum (IoC) (Leask and Bridge, 2013).

Overseas education produces graduates that migrate to developed countries to pursue 'ideal' practice due to lack of opportunities and/or support in their home countries (Goodwin and Nacht, 1984; Grafton and Gordon, 2015).

# Internationalisation of Education

The first step towards migration is choosing to study abroad (Rosenzweig, 2008; Sutter and Jandl, 2006; Tani, 2017)

According to the World Health Organisation (WHO), migration and mobility of health workers can result in inequitable access to health care (WHO, 2016).

# Study: Programmes and Setting

MSc Clinical  
Pharmacy,  
International Practice  
and Policy (CPIPP).

MSc Physiotherapy  
Studies.

University College London (UCL)

- 40,000+ students from over 150 countries around the world.

53% international  
students

37% international staff

## Aim

To explore the reasons for, and the outcomes of participation in overseas postgraduate education among healthcare practitioners with a focus on pharmacists and physiotherapists.

# Objectives



1. To evaluate reasons why pharmacists and physiotherapists choose overseas postgraduate education.
2. To determine the perceived influence of UK postgraduate education on personal and professional practice.
  - a) How did the UK postgraduate education influence their next career move?
  - b) How do they feel that their experiences of the MSc programme have influenced the extent to which they have been able to support others – personally and professionally?
3. To determine the level of preparedness to work in their home /source countries during and after their course of study.

# Method

Mixed-method study involving both quantitative and qualitative approaches

Self-selection in both study phases.

Online questionnaire.

Interviews with participants from the quantitative phase who consented to the qualitative phase.

Proposed analysis with SPSS and NVivo

# Interim Results





# Demography

|  |    |
|--|----|
| MSc Clinical Pharmacy,<br>International Practice and Policy<br>(CPIPP) | 18 |
| MSc Cardiorespiratory<br>Physiotherapy<br>(Studies or Advanced)        | 19 |
| MSc Neurophysiotherapy<br>(Studies or Advanced)                        | 10 |
| MSc Paediatric Physiotherapy<br>(Studies or Advanced)                  | 12 |

Quantitative: Alumni n = 59

- Over 80% working in healthcare, in full time work.
- 74% Female.
- Modal age range 30 – 39

Qualitative: n = 12

- 50 / 50  
(Pharmacists/Physiotherapists)
- Female = 10

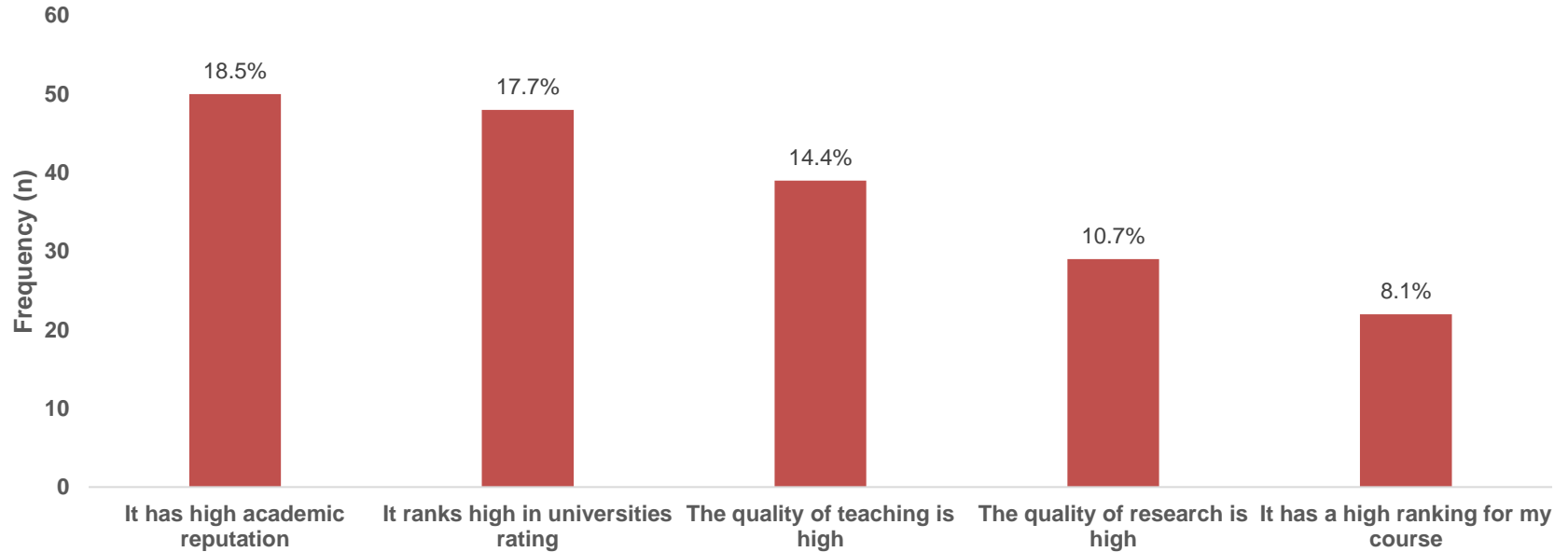
# Objective 1: To evaluate reasons why pharmacists and physiotherapists choose overseas postgraduate education.

Figure 1: Top 5 reasons for choosing to study in the UK (17 options, 323 responses)



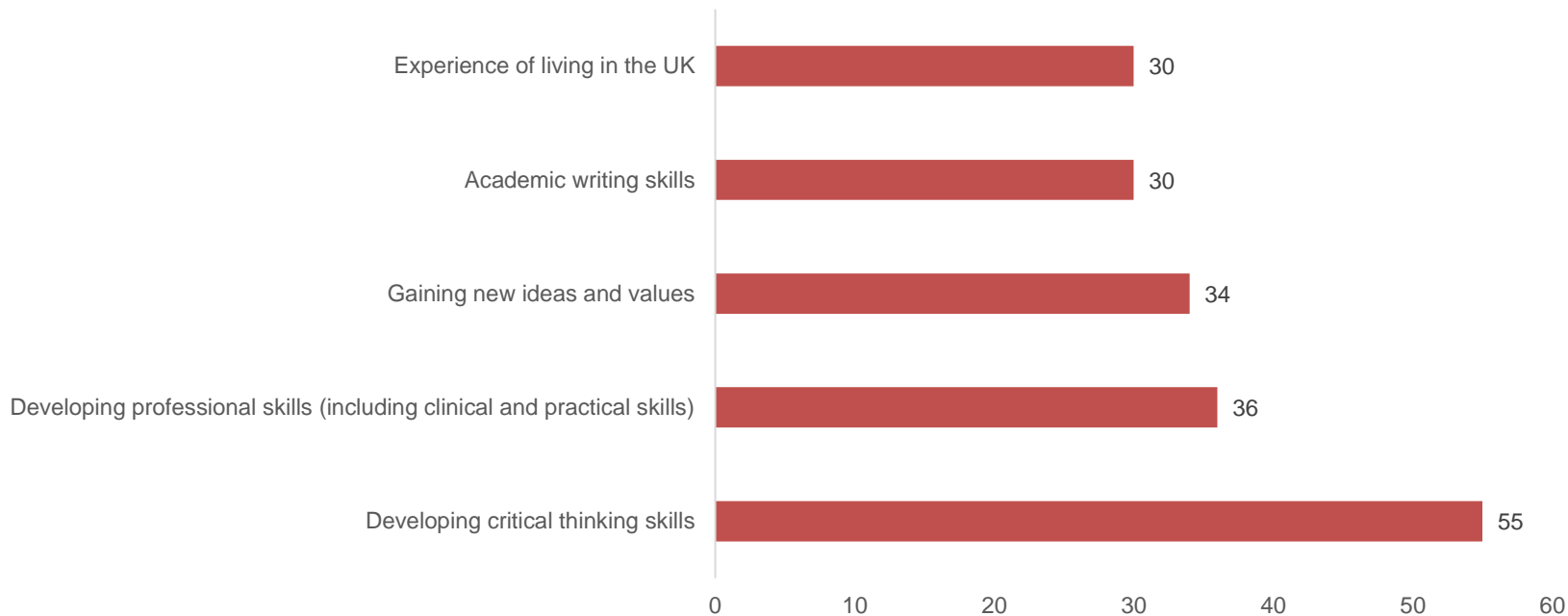
# Objective 1: To evaluate reasons why pharmacists and physiotherapists choose overseas postgraduate education.

Figure 2: Top 5 reasons for choosing the institution (12 options, 271 Responses)



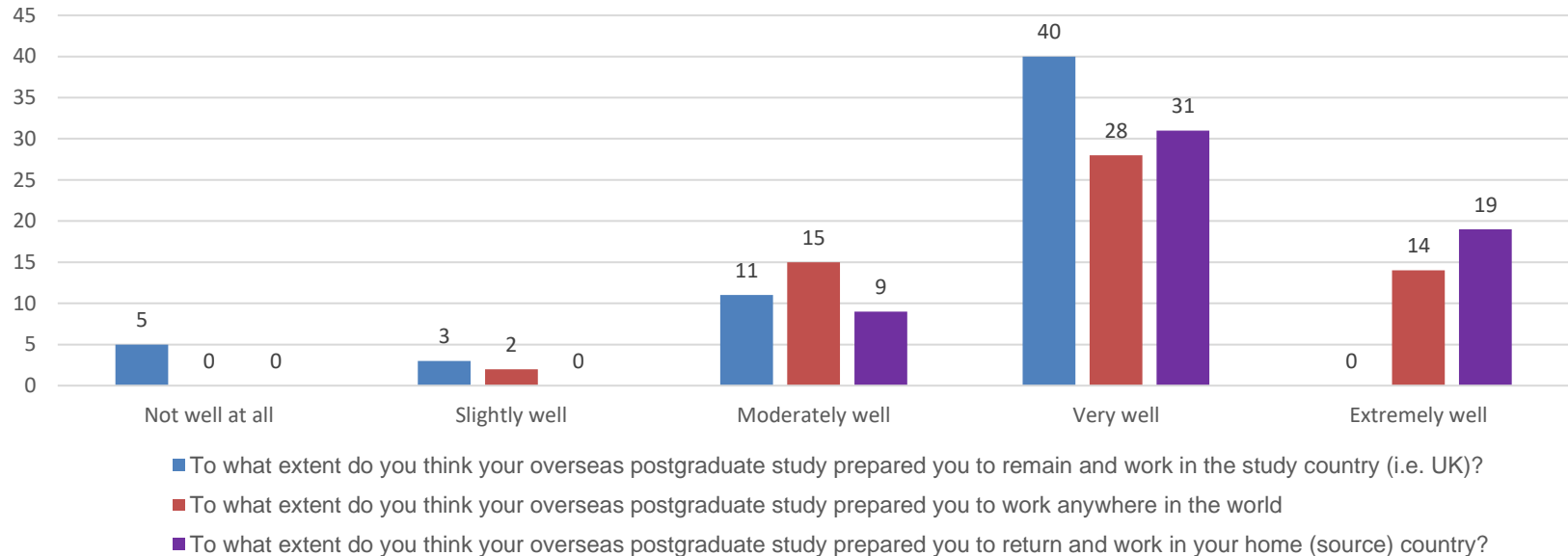
## Objective 2: To determine the perceived influence of UK postgraduate education on personal and professional practice

Figure 3: Most useful aspects of the MSc (13 options, 280 responses)



## Objective 3: To determine the level of preparedness to work in UK, home /source country or anywhere else.

Figure 3: Preparedness for work (n = 59)



# Objective 2: Qualitative Interviews

I was able to meet pharmacists from all around the world through my classmates and hear their stories of how pharmacists dealt with things in their countries and what their working experience, working life is like but also being exposed to different cultures as well cause, I, you know just apart from pharmacy also learnt a lot about the background stories and I really enjoyed that as well make friends with these people and I can still call them my friends. *Pcy 001*

...so like the impact of this experience for me is contributing to the health of patients that weren't receiving this quality this good quality of programmes.

I started cardiac rehabilitation programme where I work and also I have contributed to other physiotherapist students and other physiotherapy colleagues because I can transmit the method the whole thing that I have learned.

I like introduced these new skills too when I returned .... and when I teach I included all these things that weren't included before you know in the curriculum programme.

*Phy 002*

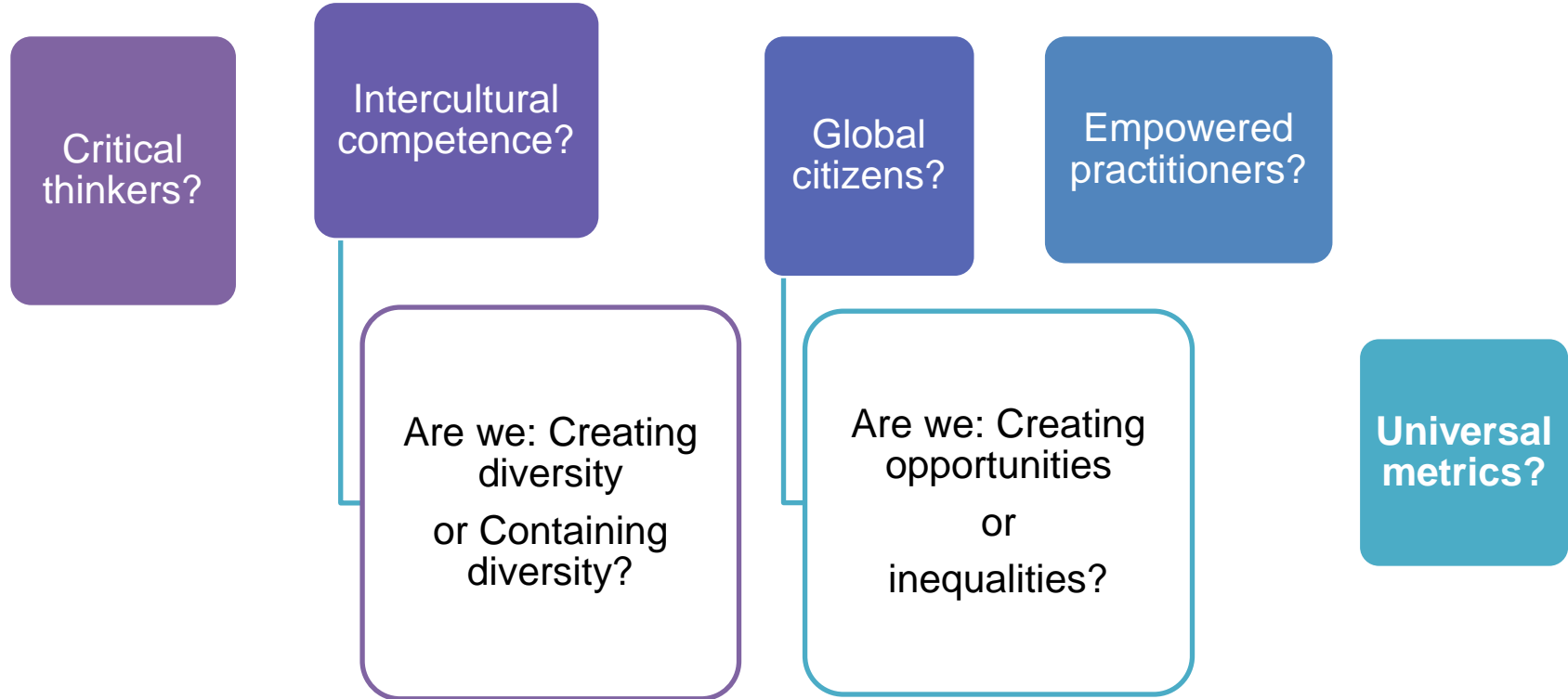
I just really like the broad aspect of international policy and practise which really fascinated me afterwards that's why I want to apply for a PhD and maybe have a different direction in my career than going back and be a community or hospital pharmacist and practising pharmacy. *Pcy 004*

There is an advancement in the way that I see my patients, yeah, and the way I'm teaching my students. *Phy 005*

Before my MSc I didn't know anything about research. After I did my MSc, I trained my pharmacists to do the research in a structured way. We recently conducted how pharmacists contribute to preventing drug related events and medication error and we presented this as a poster as an oral presentation in the XX Pharmacists Association Conference. I think it's another milestone that I taught them about how to do research, that research is important. That's something that I learned from MSc which I implement in my hospital within only like 6 months.

*Pcy 003*

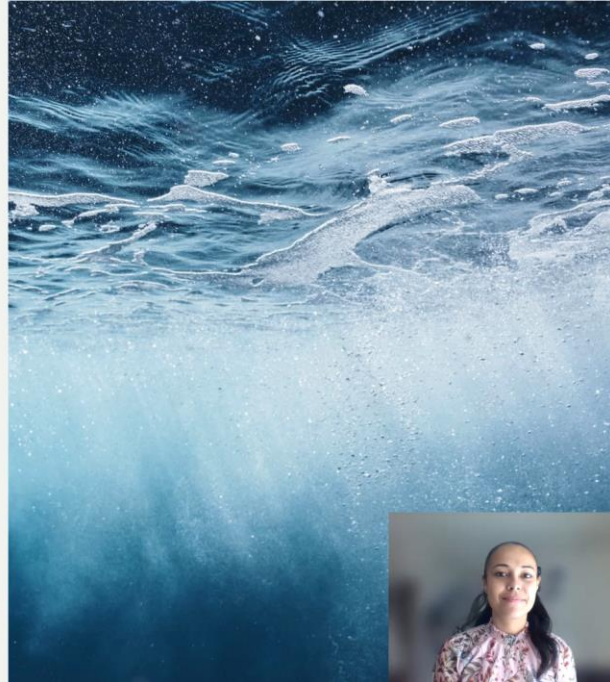
# Sustainable Education Practices?



# A Student's Perspective

## Sustainable Internationalisation – A personal experience

Gladys Habu  
Chevening FCDO Scholar  
2021/2022





# Summary

Universities have a responsibility to respond to the requirements and challenges related to globalisation and its effect on societies, economy and labour markets (Killick, 2006).

Having a broader view of the world and a more reflective approach to life through the experience of studying abroad results in individuals with increased confidence and greater ability to handle change. Living in a different country and experiencing a different culture, though challenging, enables cross cultural communication, respect and tolerance (Ali Zeilani, Al-Nawafalleh and Evans, 2011).

Sustainability in education practices is crucial. It is necessary for HEIs to continuously review practices that do not align with educational goals and values.

# Thank you for your time....



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## Acknowledgment

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Ms Gladys Habu (CPIPP Student)

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Study Participants

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