

## | CONCISE REPORT

# Student and Staff Perspectives on Important Employability and Global Mobility Skills for Health Professionals in Higher Education

Karan R. Chadda<sup>1,2</sup> | Jennifer Routh<sup>3</sup> | Tizreena Ismail<sup>4</sup> | Sasikala Devi Amirthalingam<sup>5</sup> | Chaisiri Angkurawaranon<sup>6</sup> | Viroj Boonyaratanakornkit<sup>7</sup> | Dayang Zuraina<sup>8</sup> | Dayangku Norlida<sup>8</sup> | Sabrina Lukas<sup>8</sup> | Asri Said<sup>8</sup> | Kamalan Jeevaratnam<sup>3</sup>

<sup>1</sup>Homerton College, University of Cambridge, Cambridge, UK | <sup>2</sup>Birmingham Acute Care Research Group, Institute of Inflammation and Ageing, University of Birmingham, Birmingham, UK | <sup>3</sup>Faculty of Health and Medical Sciences, University of Surrey, Guildford, UK | <sup>4</sup>College of Humanities and Science, Ajman University, Ajman, UAE | <sup>5</sup>Department of Family Medicine, International Medical University, Kuala Lumpur, Malaysia | <sup>6</sup>Department of Family Medicine, Chiang Mai University, Chiang Mai, Thailand | <sup>7</sup>Faculty of Allied Health Sciences, Chulalongkorn University, Bangkok, Thailand | <sup>8</sup>Faculty of Medicine and Health Sciences, University of Malaysia, Sarawak, Malaysia

**Correspondence:** Kamalan Jeevaratnam ([drkamalanjeeva@gmail.com](mailto:drkamalanjeeva@gmail.com))

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## ABSTRACT

This study investigated what value health professional students and staff place on employability and global mobility training. It investigated the most important employability and global mobility characteristics, and how perceptions vary between students and academics. The study used an anonymous, online questionnaire distributed to health professional students and academic staff at the University of Surrey (UK) and the University of Malaysia, Sarawak (Malaysia). The outcomes of pairwise comparison questions were processed using the Elo algorithm to generate importance rankings of the employability and global mobility characteristics. One hundred and forty-two students and 42 academics were included. The most important employability and global mobility characteristics were an ability to get along with people from different cultural backgrounds, adaptability, openness to new experiences, an ability to read situations and respond to them, communication skills, and problem-solving. The characteristics that were ranked highly by academics were also likely to have high rankings by students. This study demonstrates that students and academics value employability and global mobility teaching and give similar ratings to specific characteristics. The next step is to investigate how these characteristics can be incorporated into higher education curricula and adapted over time in response to evolving workforce requirements.

## 1 | Introduction

The landscape of higher education is versatile and has been one of rapid change recently. This is reflective of the fast-paced nature of employment markets and economic demands. Signif-

icant changes in employment markets across different regions have taken place due to globalization, artificial intelligence in industry, changes in migration and business policies, and increased mobility of people for employment. These changes have required higher education institutes to consider building

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Karan R. Chadda and Jennifer Routh contributed equally to this work and share first authorship.

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