



# **Enhancing Research Competencies**

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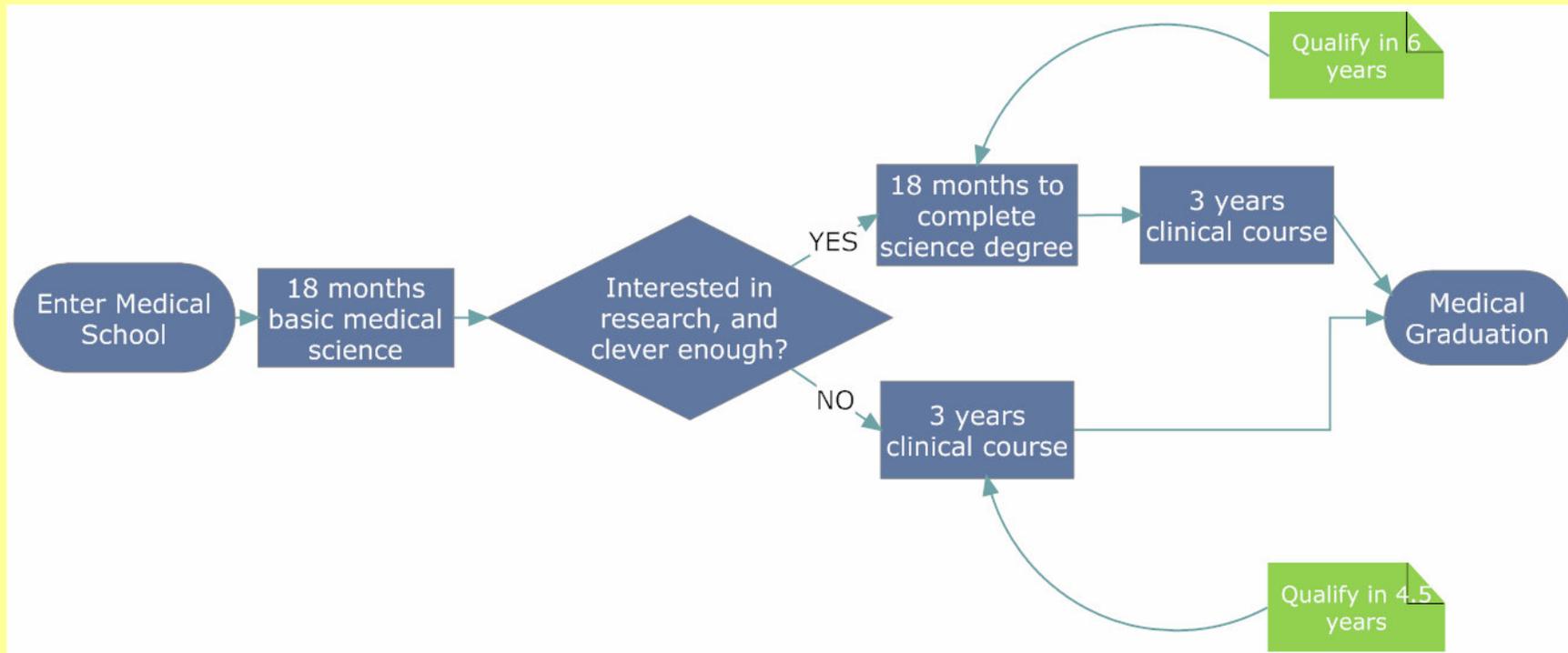
President AMSE

Vice-President ORPHEUS



- The recommendations and policies of ORPHEUS
- An opinion from AMSE
- A personal view

# 1. London, 40 years ago

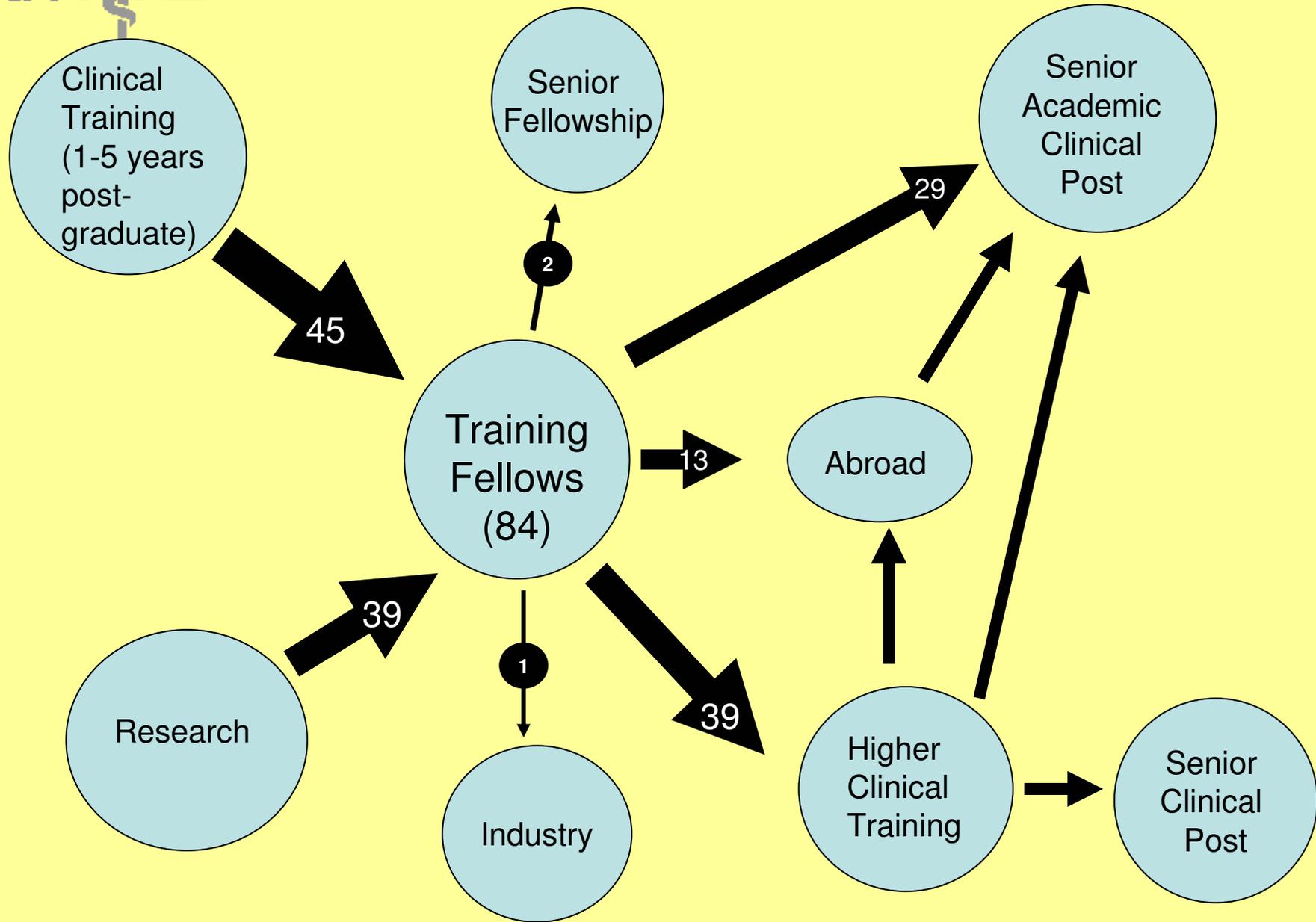


# Outcome of the “intercalated” science degree?

- - Strong tendency to enter a research career (Evered et al.)
- Important Note: courses do not need to be split in two for high-quality research experience to be incorporated: it is best for such research experience to be an integral part of the course

## 2. Research training for clinicians

- Personal experience – Wellcome Trust
- Research training fellowships for clinicians, ca. 2 - 8 years after qualification
- Clinical, laboratory and population-based research
- PhD





# Lessons from this experience?

- Serious research training – PhD level – for clinicians leads to an academic research career
- This can be fitted into specialist clinical training
- Some previous research experience helps in obtaining such a fellowship (similar to effect of research as an undergraduate)

# ORPHEUS

- Organisation for PhD Education in Biomedicine and Health Sciences in the European System.
- First met 2004, Zagreb
- Constituted 2006
- <http://www.orpheus-med.org/>



# The “Zagreb Declaration” (2004)

- Quality of research
- Publication in peer-review journals
- Independent review



## The “Second Zagreb Declaration” (2005)

- High research quality and uniform criteria
- PhD – level work in a clinical setting  
“closely linked” to the relevant university department
- Communication to the Bergen “Bologna” meeting

# ORPHEUS 2007 AND 2009

- 2007 (Helsinki)
  - “PhD training associated with medical schools should include programmes of clinical research”
  - These must be at the same (high) standard as programmes of basic biomedical research
- 2009 (Aarhus)
  - Setting of standards for the PhD degree in biomedical faculties



## Positive conclusions

- Research experience and research training leads to research careers
- These can be combined with undergraduate and postgraduate medical education
- Research may be basic, clinical or population-based

# Problems (1)

- Structures (undergraduate and postgraduate) need to allow science and research time
- Mobility and comparability are harmed by:
  - Poor quality PhD degrees in some countries
  - Sometimes, an incomprehensible failure to accept that a PhD can be based on clinical research
  - Countries where the PhD is not recognised as the primary postgraduate research qualification (habilitation?)



## Problems (2)

- Resources – money
- The dangers of the East to West, South to North, brain drain