

Berlin_Oct08

The Structure of Medical Education in Europe

**Implementing Bologna
– on the way
to a European success story?**

**International Conference hosted by the German
Rectors' Conference (HRK)**



10-11 October 2008 Berlin, Ludwig Erhard Haus

**Bewitched
Bothered
and
Bewildered**

Rodgers and Hart, Pal Joey, 1940



Pressures for change

- Advances in Medicine
- Health service provisions
- Public expectations
- New educational thinking
- New learning technologies
- Globalisation



Pressures for change

- Globalisation

The Structure of Medical Education in Europe:

Implementing Bologna –
On the way to a European success
story?

International Conference hosted by the
German Rectors' Conference (HRK)

10 - 11 October 2008
Berlin, Ludwig Erhard Haus



HRK German Rectors' Conference
Bologna Centre

Realising the European Higher Education Area

Conference of European Ministers responsible for Higher
Education

18 - 19 September 2003



The follow-up meeting of the European Ministers in charge of Higher Education took place in Berlin on 18 and 19 September. Ministers reviewed the progress achieved since the Prague meeting in 2001 and set directions and concrete priorities for the next 20 months, before they met again in [May 2005 in Bergen/Norway](#).

The next meeting will take place in [London, GB, in 2007](#).



The European Association for International Education (EAIE) Executive Forum

***“Innovation and the International Agenda
for Higher Education:
What Research Agenda is Needed?”***

February 29, 2008, Berlin



Internationalisation is one of the driving elements in higher education and requires a new research agenda to help the higher education community in shaping this innovation



***Journal of Studies in International Education,
vol12, No 3. Fall 2008, 227-230***



Students face a 'pub quiz' to earn their marks 4

www.timeshighereducation.co.uk

Times

Higher

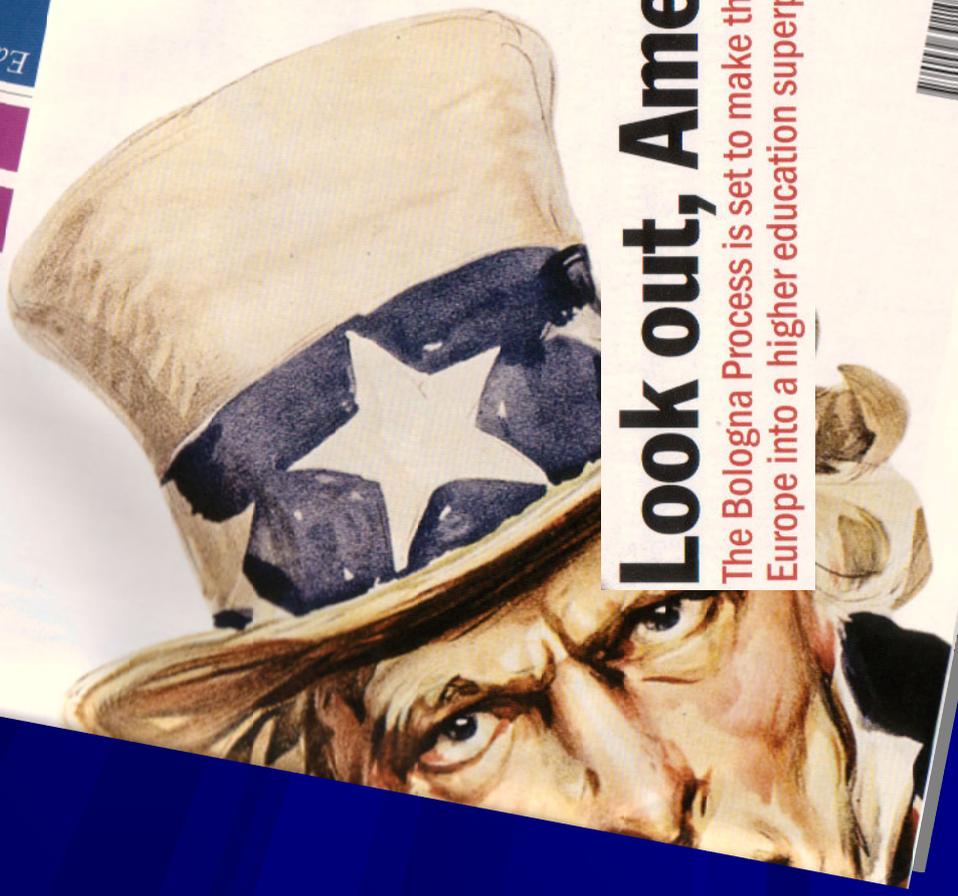
Education

The REF might deter cross-disciplinary work

It's over for 'isms'
Bloggers say academic fashions have faded 11

Insult or emollient?
Performance-related pay accepted by lecturers 14

Nerd-vana
Science Foo, the ultimate 'un-conference' 42



Look out, America

The Bologna Process is set to make the UK and Europe into a higher education superpower

40
£2.20
2-8 October
2008
9 770049 392107
No. 1,865

The Bologna Process

1. Standardisation / Harmonisation

Mobility

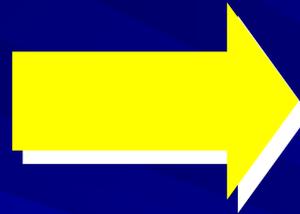
Quality of patient care

What to standardise?

Time
Curriculum
Examinations

LEARNING OUTCOMES

Process



Product

Process

Product



Tuning
Educational
Structures
in Europe

Universities'
contribution
to the
Bologna
Process

An
introduction



Socrates - Tempus

The Bologna Process

1. Standardisation / Harmonisation

LEARNING OUTCOMES

QUALITY ASSURANCE

WORLD FEDERATION

Postgra
E
WFME G
Quality

WFME Office: Univer

WORLD FEDERATION FOR MEDICAL EDUCATION

Continuing P
Developme
of Medica
WFME Globa
fo
Quality Im

WFME Office: University of Co

WORLD FEDERATION FOR MEDICAL EDUCATION



Basic Medical Education
WFME Global Standards
for
Quality Improvement

WFME Office: University of Copenhagen · Denmark · 2003

The Bologna Process

1. Standardisation / Harmonisation

LEARNING OUTCOMES

QUALITY ASSURANCE

2. International

TRANSNATIONAL

TEACHER

International

Local

**Local
student**

**International
student**
Course of studies
IMG
Electives

Local

STUDENT

International

TEACHER

International

Local

International teacher
Visiting professor
Virtual teacher

Local student

International student
Course of studies
IMG
Electives

Local

International

STUDENT

International Medical Education and Future Directions: A Global Perspective

Ronald M. Harden, MD

(Academic Medicine, 2006, 815, 522-29)

TEACHER
Intern
Local

Virtual teacher

'A vision for the future'

Local
student

International
student
Course of studies
IMG
Electives

Local

STUDENT

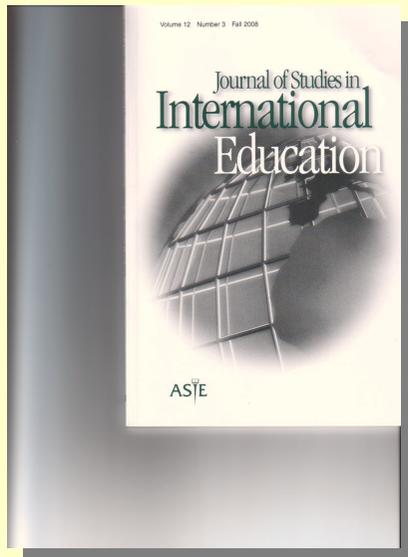
International

“Global Perspectives in Higher Education: Taking the Agenda Forward in the United Kingdom”

Jenny Lunn, *Journal of Studies in International Education*, 2008, 12, 231-254



The economic, social, and cultural interests of the nation demand that graduates have sound knowledge of global issues, the skills for working in an international context, and the values of a “global citizen”.



TEACHER

International

Local

**International
teacher**

PRESENT

**Transnational/
Global Student**

FUTURE

**Local
student**

PAST

**International
student**

PRESENT

Local

STUDENT

International

The Bologna Process

- 1. Standardisation / Harmonisation**
LEARNING OUTCOMES
QUALITY ASSURANCE
- 2. International**
TRANSNATIONAL
- 3. Stimulus for educational thinking**
SPIRAL CURRICULUM

A Myth

The 2 cycle Bologna process is a retrograde step in medicine in that it represents a return to the basic science/clinical medicine divide.

Second Cycle

Clinical Medicine

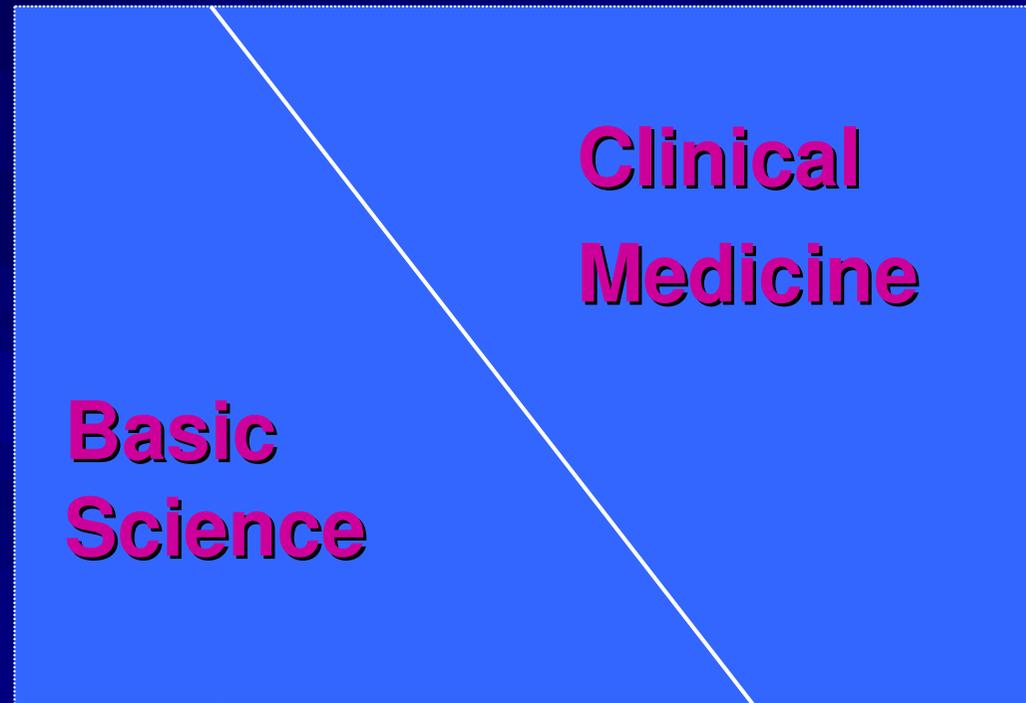
First Cycle

Basic Science

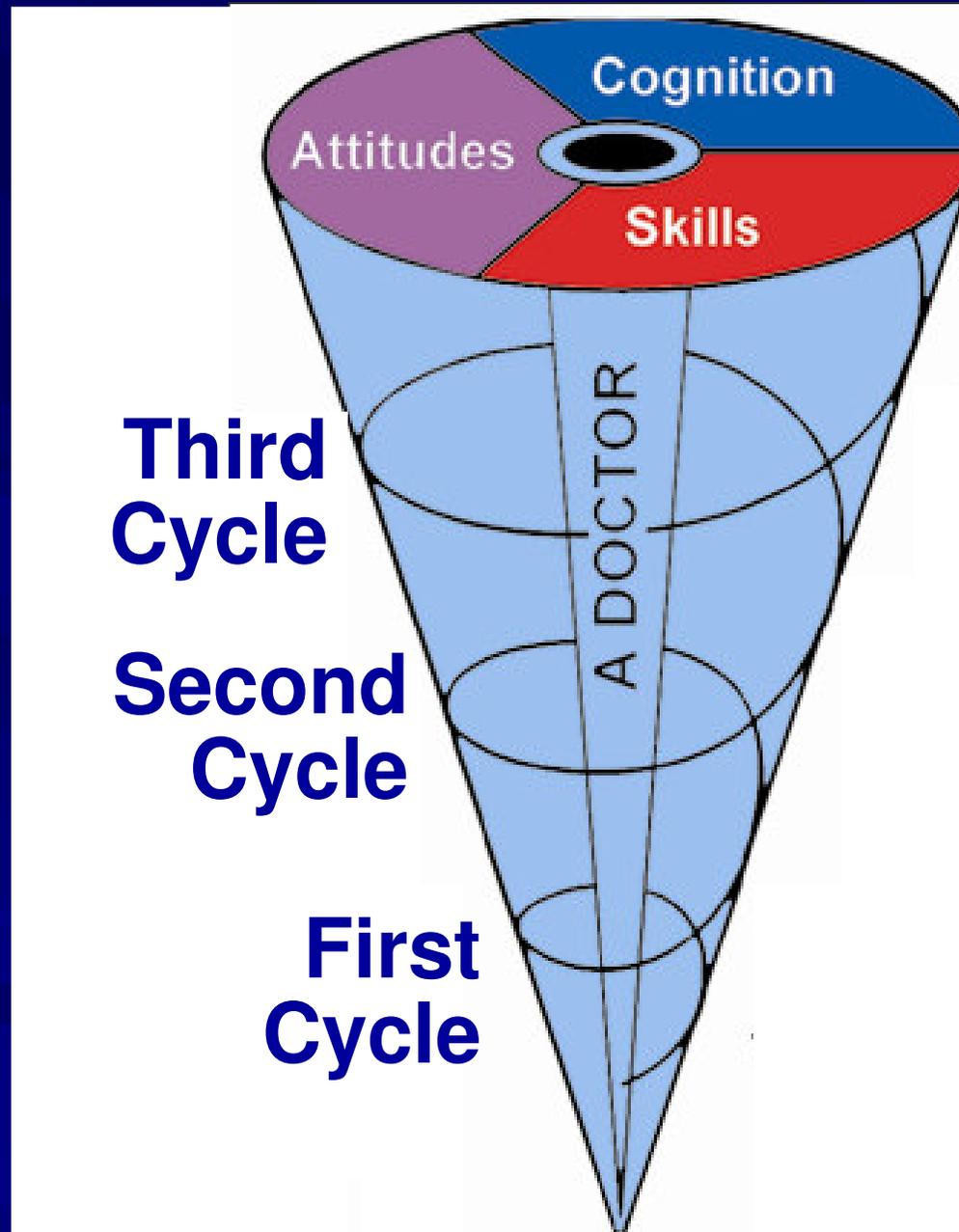


**Later years
(Second cycle)**

**Early years
(First cycle)**



A Spiral Curriculum and the Bologna Process



The Bologna Process

“A change and a challenge rather than a threat”

“A fantastic opportunity to think through a better and more flexible curriculum”

The Bologna Process

- 1. Standardisation / Harmonisation**
LEARNING OUTCOMES
QUALITY ASSURANCE
- 2. International**
TRANSNATIONAL
- 3. Stimulus for educational thinking**
SPIRAL CURRICULUM
LEARNING TECHNOLOGIES



COMMISSION OF THE EUROPEAN COMMUNITIES

Brussels, 28.3.2001
COM(2001)172 final

**COMMUNICATION FROM THE COMMISSION
TO THE COUNCIL AND THE EUROPEAN PARLIAMENT**

The eLearning Action Plan

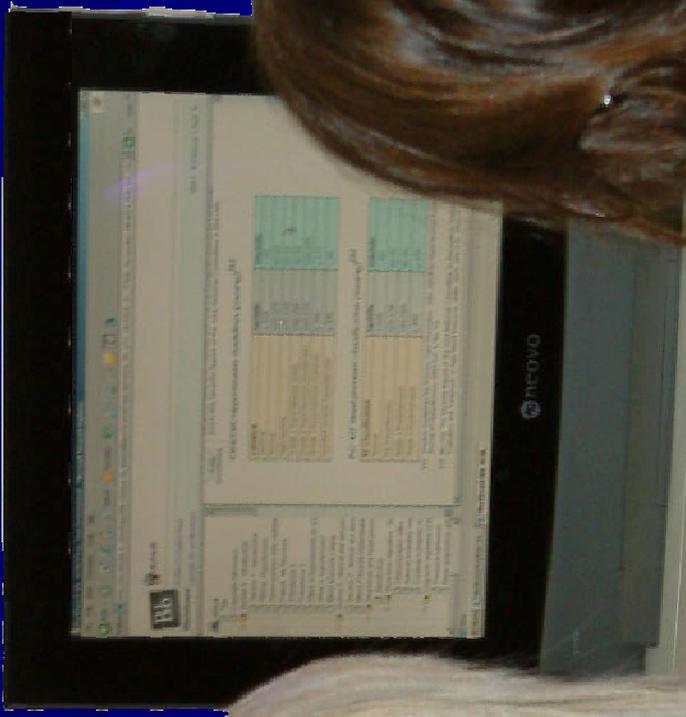
Designing tomorrow's education



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Category 7	700	kg
Category 8	800	kg
Category 9	900	kg
Category 10	1000	kg

HP



Patient management

Drugs



Cost considerations

Of the principles listed in the table on the previous frame, cost is an important factor which is often neglected.

After you have viewed the video and read the articles you should then click on the forward button to join a forum discussion.



IVIMEDS MEDIA PLAYER

A video player interface showing a man in a dark suit and blue patterned tie speaking. The player has standard controls: a play button, a progress bar, and a volume icon. Below the video frame, the text reads: **The cost of anti-hypertensive drugs**
Stephen R Smith MD, Brown University

Click on arrow to see summary table of drug costs (in US dollars)

To read 'Unaffordable drug prices: the major cause of non-compliance with hypertension medication in Ghana' in the J Pharm Pharmaceut Sci, 2004, click on URL [http://www.ualberta.ca/~csps/JPPS7\(3\)/L.Matowe/hypertension.pdf](http://www.ualberta.ca/~csps/JPPS7(3)/L.Matowe/hypertension.pdf)

To read an editorial article 'Ambulatory blood pressure monitoring and "white coat" hypertension:

http://www.mja.com.au/public/issues/176_12_170602/mcg10196_fm.html



“ A good idea. Good to hear from experts round the globe”.

Dundee student

The Bologna Process

- 1. Standardisation / Harmonisation**
LEARNING OUTCOMES
QUALITY ASSURANCE
- 2. International**
TRANSNATIONAL
- 3. Stimulus for educational thinking**
SPIRAL CURRICULUM
LEARNING TECHNOLOGIES
- 4. Stakeholders**
INFORMATION, CASE STUDIES, RESEARCH

European Education Policy

```
graph TD; A[European Education Policy] --> B[National Policy]; B --> C[HEIs Strategies]; C --> D[Department]; D --> E[Individual Teachers];
```



National Policy



HEIs Strategies



Department



Individual Teachers

Involvement in global perspectives

High

X Teachers

X Professional Bodies

Low

X
Central Government

X
Funding Councils

X
Vice Chancellors

Low

High

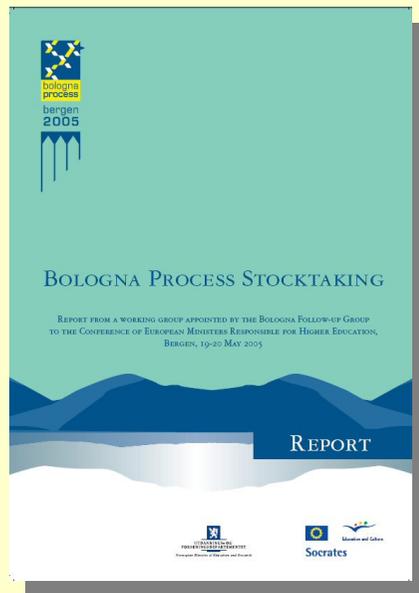
Influence on global perspectives

Jenny Lunn, 2008

“

There is a risk that excessive emphasis on the process could actually displace the end objective – namely, the enhancement of quality in higher education.

”



Bologna Process Stocktaking Report, 2005

The Bologna Process

Limited View

Uniformity and
homogeneity

International approach

Basic science/clinical
medicine divide

Restrictions & constraints

Expanded View

Common learning
outcomes and standards

Transnational approach

Spiral curriculum

Opportunities

**FRANKLY I DON'T LIKE
HOW THINGS ARE GOING!**

