

Structure of medical education in Europe: outcomes of working group 3 on mobility and recognition

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HRK, Berlin, October 11 2008

The scope of the discussion

- WG3 discussed student mobility, both within and beyond the ERASMUS Programme
- It also touched on teacher mobility, while noting the constraints imposed by patient care
- It did not discuss patient mobility, mobility of HE service providers, or the phenomenon of ‘by-pass’ mobility
- It heard presentations on ERASMUS mobility in and out of Germany; on IFSMA’s 2008 position paper on undergraduate medical mobility; on collaborative curriculum development by Aalborg, Hull and York universities (see www.hyms.ac.uk); and the DAAD’s MOCCA project (see eu.daad.de/mocca/06485.html)

EU-funded mobility

WG3 strongly asserted its belief in the professional value of student mobility. It urged the Commission, governments and HEIs to redouble their efforts to stimulate it.

There is significant room for improvement in:

- consistent and reliable use of ECTS and learning agreements
- recognition of integrated study periods
- the support offered by university infrastructures to students and to ERASMUS tutors
- language tuition and cultural induction

A core medical curriculum

- Will facilitate mobility and recognition
- Must be expressed in terms of learning outcomes
- May have different rationales (e.g. spiral, PBL, traditional etc), between which mobility may not be easy
- Will stimulate collaborative curriculum development between HEIs of similar mission and ethos

WG3 urges all stakeholders to work together to realise this possibility, using existing models (e.g. in Tuning and in other disciplines) as reference points

Cross-border inter-cycle mobility

... is currently difficult to achieve, but may be facilitated by combined effects of core curriculum and implementation of Bachelor-Master two-cycle structure; may perhaps be driven by cost-to-student and by portability of grants, loans and debt

WG3 welcomes assurance by DG MARKT that Bologna and DIR 2005-36-EC can 'go hand in hand'

It looks forward to ongoing discussion of how the Directive can accommodate learning outcomes and of how the Bologna QA apparatus can assure compliance

Thank you for your attention

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