

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

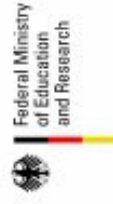
- Globalisation

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



£2.20
2-8 October
2008
No. 1,865

The Bologna Process

1. Standardisation / Harmonisation

Mobility

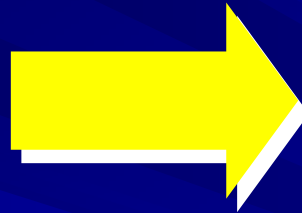
Quality of patient care

What to standardise?

Time
Curriculum
Examinations

LEARNING OUTCOMES

Process



Product



Process

Product



ning

Tuning
Educational
Structures
in Europe

Universities'
contribution
to the
Bologna
Process

An
introduction



Education and Culture

Socrates – Tempus

The Bologna Process

1. Standardisation / Harmonisation

LEARNING OUTCOMES

QUALITY ASSURANCE

WORLD FEDERATION

Postgraduate
Education
WFME Global Standards
for
Quality Improvement

WFME Office: University of Copenhagen · Denmark · 2003

WORLD FEDERATION FOR MEDICAL EDUCATION

Continuing Professional
Development
of Medical Education
WFME Global Standards
for
Quality Improvement

WFME Office: University of Copenhagen · Denmark · 2003

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

STUDENT

International

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

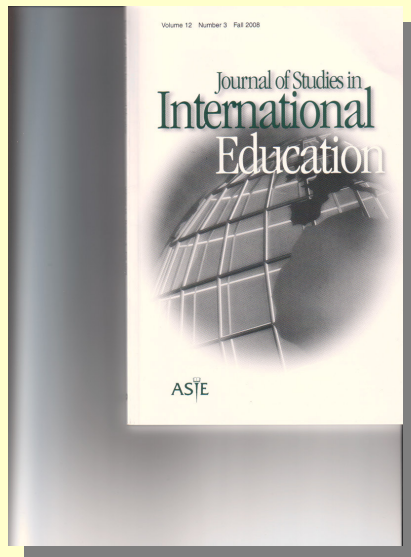
International

“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

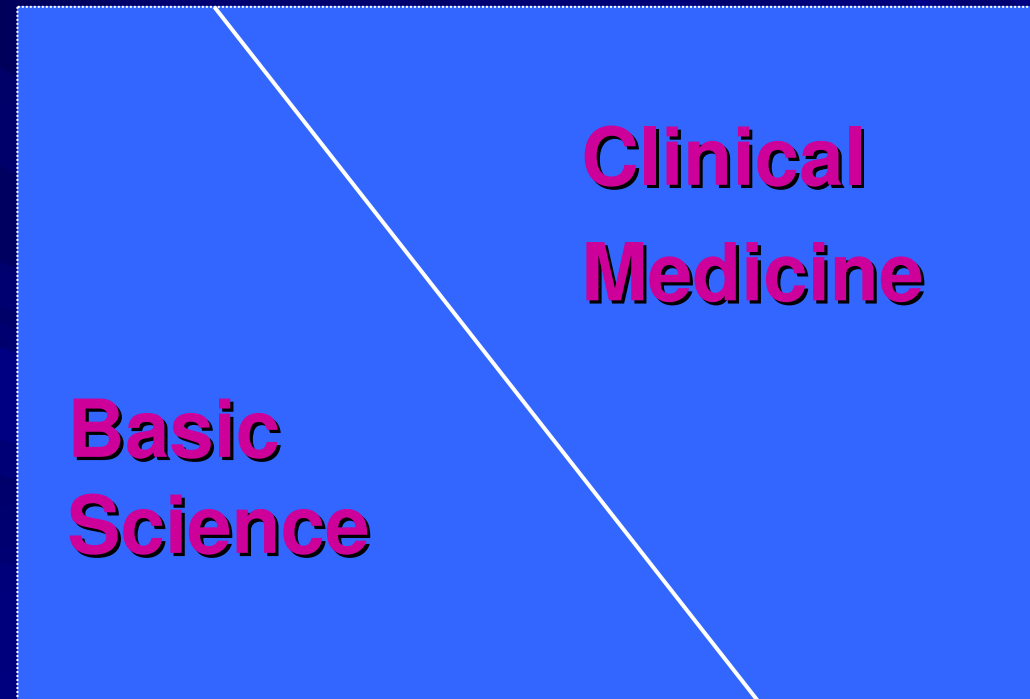
First Cycle

Basic Science

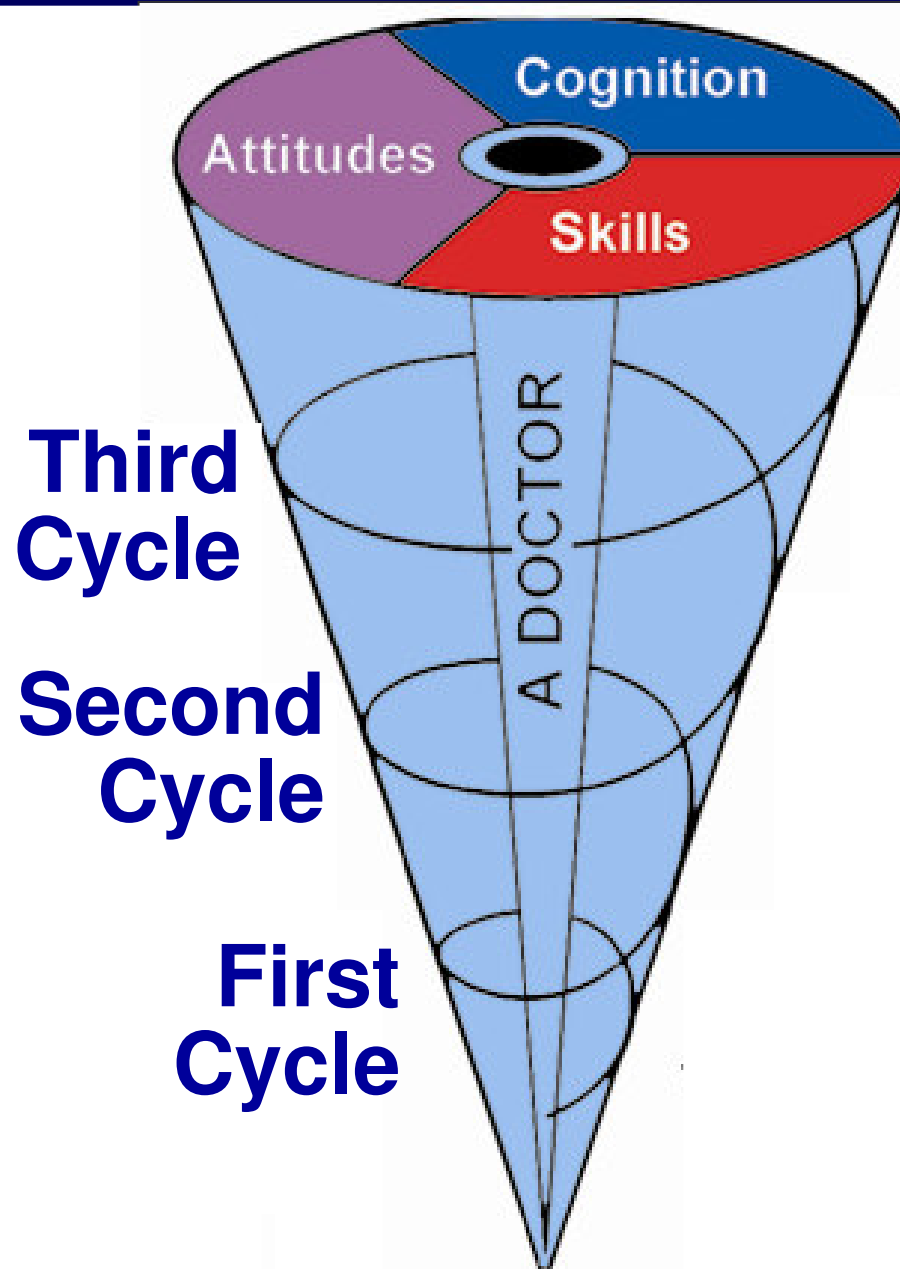


**Later years
(Second cycle)**

**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

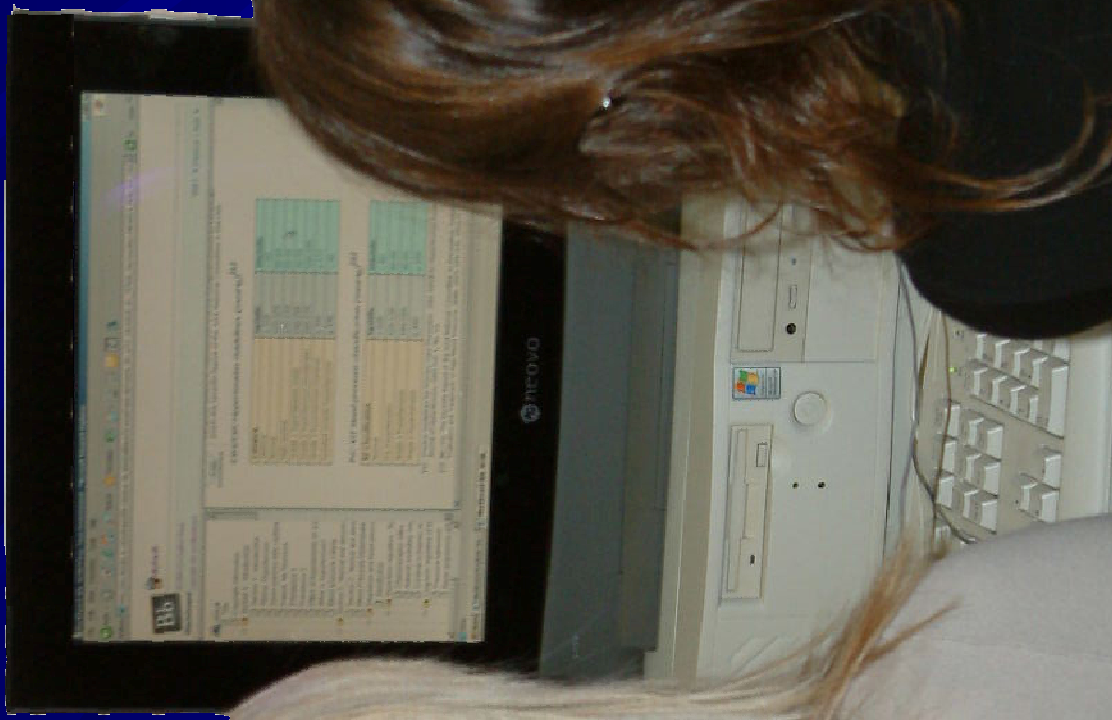


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D27

| Table 1 | | Table 2 | |
|--|--------|---|------|
| Clinical features | | Laboratory findings | |
| Age (years) | 55 | Haemoglobin (g L ⁻¹) | 12.5 |
| Sex | Male | Haematocrit (%) | 38 |
| Weight (kg) | 75 | Mean corpuscular volume (fL) | 104 |
| Height (cm) | 175 | Red blood cell count (10 ¹² L ⁻¹) | 4.5 |
| Temperature (°C) | 37.5 | White blood cell count (10 ⁹ L ⁻¹) | 10.5 |
| Pulse (beats min ⁻¹) | 95 | Neutrophils (%) | 85 |
| Respiratory rate (min ⁻¹) | 18 | Lymphocytes (%) | 10 |
| Blood pressure (mmHg) | 120/80 | Monocytes (%) | 5 |
| Serum sodium (mmol L ⁻¹) | 135 | Eosinophils (%) | 2 |
| Serum potassium (mmol L ⁻¹) | 4.5 | Basophils (%) | 1 |
| Serum calcium (mmol L ⁻¹) | 2.5 | Platelets (10 ⁹ L ⁻¹) | 150 |
| Serum creatinine (µmol L ⁻¹) | 1.2 | Prothrombin time (s) | 14 |
| Serum urea (mmol L ⁻¹) | 5.5 | Partial thromboplastin time (s) | 32 |
| Serum albumin (g L ⁻¹) | 35 | Fibrinogen (g L ⁻¹) | 4.5 |
| Serum total protein (g L ⁻¹) | 65 | D-dimer (µg L ⁻¹) | 1.5 |
| Serum ferritin (µg L ⁻¹) | 100 | Urea nitrogen (mg dL ⁻¹) | 15 |
| Serum transferrin (µg L ⁻¹) | 100 | Creatinine (mg dL ⁻¹) | 1.2 |
| Serum transferrin saturation (%) | 45 | BUN (mg dL ⁻¹) | 15 |
| Serum transferrin receptor (µg L ⁻¹) | 100 | Cr (mg dL ⁻¹) | 1.2 |
| Serum transferrin receptor index (µg L ⁻¹) | 100 | BUN (mg dL ⁻¹) | 15 |
| Serum transferrin receptor index (µg L ⁻¹) | 100 | Cr (mg dL ⁻¹) | 1.2 |

NEOVO



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

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

Low

X
Central
Government

X Teachers

X Professional
Bodies

X
Vice
Chancellors
X
Funding
Councils

Low

High

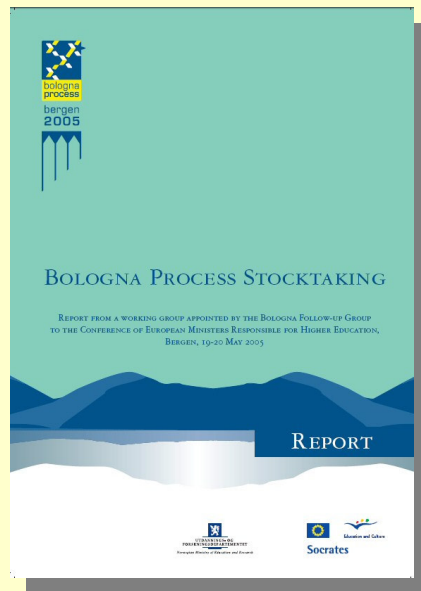
Influence on global perspectives

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!**

