

Reflections on the CHarME project

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Education and Culture DG



Challenges of Harmonising Medical Education in Europe

Some of your challenges

Academic (time, support, diversity)

Institutional (policy, ECTS, opposition)

Situational (language, costs, employer)

Student-specific (diversity, concerns)



Some of your achievements

Collaboration & sharing

“Surviving the jungle”

Benchmarking methodology & report

Student survey

Dissemination & exploitation

Desire for ongoing work ...



Education and Culture DG



Work Packages

[01 MEDINElingua](#)[02 Mobility Toolkit](#)[03 Tuning Toolkit](#)[04 Bologna First Cycle](#)[05 Curriculum Trends](#)[06 Progressing Bologna](#)[07 Research](#)[08 Network management](#)[09 Dissemination of MEDINE2 outputs](#)[10 Exploitation of MEDINE2 outputs](#)[11 Quality Assurance of the Network](#)

External Links

Project Summary

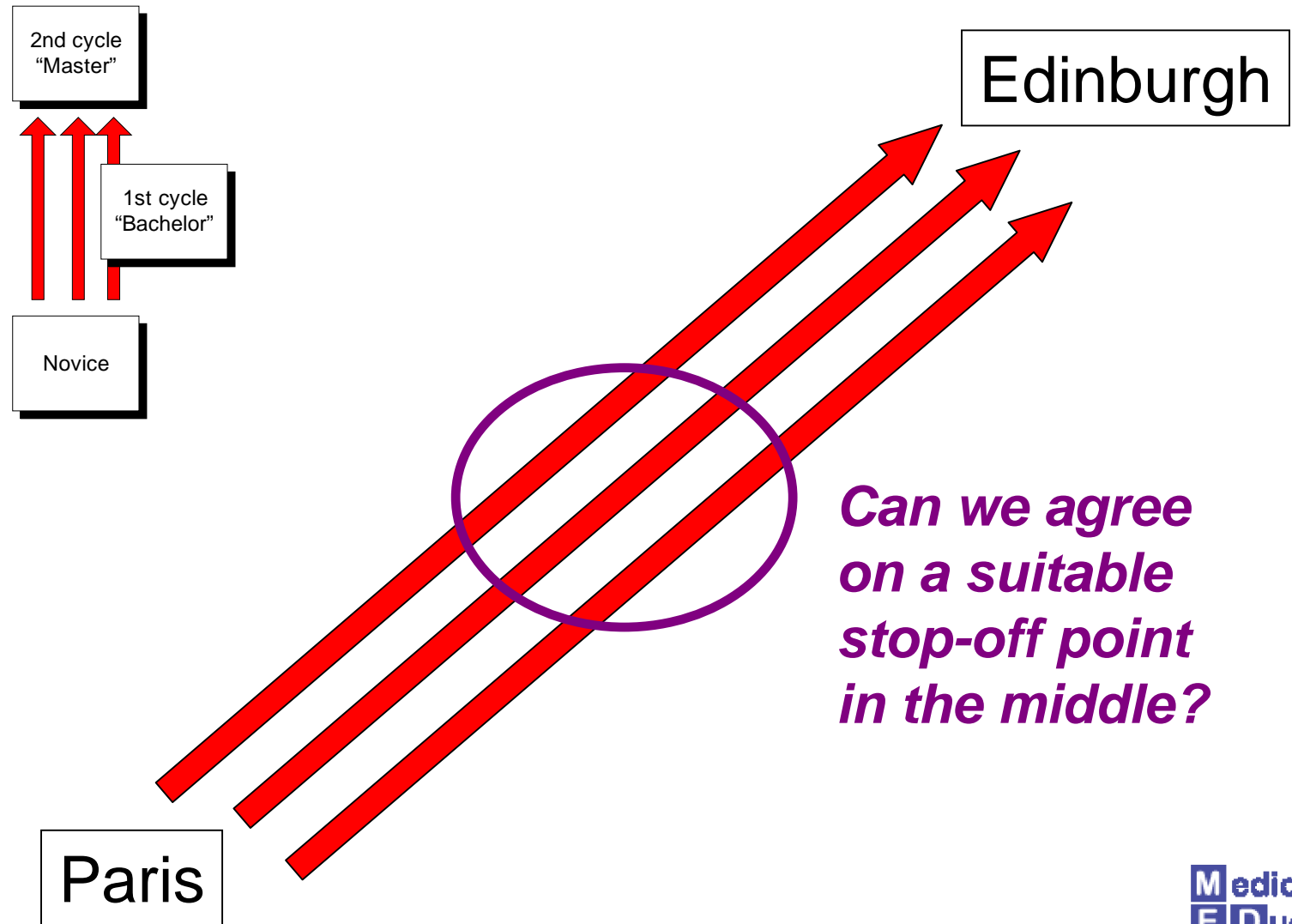


The MEDINE2 Thematic Network in Medical Education in Europe will build on the work of the MEDINE Network, 2004-2007. The Network is required because the education and training of medical doctors to a high standard is critical to the physical health, well-being, productivity and social cohesion of European society. Various issues must be addressed. Despite facilitative legislation, mobility of medical students and practitioners within Europe is limited, despite increasing mobility of citizens. Standards and content of medical education programmes are inconsistent, and the transparency and comparability of qualifications are limited.

This adversely affects equity of access to quality health-care. Application of the Bologna principles to medical education is patchy and variable, leading to further divergence of practice.

There is an urgent need to modernise and harmonise medical education and training across Europe in response to rapidly changing societal needs. This relies on educating learning providers about contemporary developments, and enhanced cooperation between institutions. Medical research is essential for European competitiveness, sustainable economic growth, creativity and innovation, and cooperation between institutions and enterprise/industry. Educational aspects of medical research must be addressed in terms of quality, effectiveness, accessibility, openness and coherence. Advances in ICT have implications for health-care delivery and education/training. The Network will incorporate this and promote innovative use of ICT.

WP4 - Defining 1st Cycle LO



The Tuning Learning Outcomes/ competences for Primary Medical Degrees in Europe

LEVEL 1

Graduates in medicine will have the ability to:

- carry out a consultation with a patient
- assess clinical presentations, order investigations, make differential diagnoses, and negotiate a management plan
- provide immediate care of medical emergencies, including First Aid and resuscitation
- prescribe drugs
- carry out practical procedures
- communicate effectively in a medical context
- apply ethical and legal principles in medical practice
- assess psychological and social aspects of a patient's illness
- apply the principles, skills and knowledge of evidence-based medicine
- use information and information technology effectively in a medical context
- apply scientific principles, method and knowledge to medical practice and research
- promote health, engage with population health issues and work effectively in a health care system

Learning Outcomes/
Competences for
Undergraduate Medical
Education in Europe



The Tuning Project (Medicine)

LEVEL 2 (the relevant Level 1 outcomes are shown in bold parenthesis)

Graduates in medicine will have the ability to:

'Carry out a consultation with a patient'

- take a history
- carry out physical examination
- make clinical judgements and decisions
- provide explanation and advice
- provide reassurance and support
- assess the patient's mental state

'Assess clinical presentations, order investigations, make differential diagnoses, and negotiate a management plan'

- recognise and assess the severity of clinical presentations
- order appropriate investigations and interpret the results
- make differential diagnoses
- negotiate an appropriate management plan with patients and carers
- provide care of the dying and their families
- manage chronic illness

'Provide immediate care of medical emergencies, including First Aid and resuscitation'

- recognise and assess acute medical emergencies
- treat acute medical emergencies
- provide basic First Aid
- provide basic life support and cardio-pulmonary resuscitation according to current European guidelines
- provide advanced life support according to current European guidelines
- provide trauma care according to current European guidelines

'Prescribe drugs'

- prescribe clearly and accurately
- match appropriate drugs and other therapies to the clinical context
- review the appropriateness of drug and other therapies and evaluate potential benefits and risks
- treat pain and distress

'Carry out practical procedures'

- measure blood pressure
- venepuncture
- cannulation of veins
- administer IV therapy and use infusion devices
- subcutaneous and intramuscular injection
- administer oxygen
- move and handle patients
- suturing
- blood transfusion
- bladder catheterisation
- urinalysis
- electrocardiography
- basic respiratory function tests

'Communicate effectively in a medical context'

- communicate with patients
- communicate with colleagues
- communicate in breaking bad news
- communicate with relatives
- communicate with disabled people
- communicate in seeking informed consent
- communicate in writing (including medical records)
- communicate in dealing with aggression
- communicate by telephone
- communicate with those who require an interpreter

'Apply ethical and legal principles in medical practice'

- maintain confidentiality
- apply ethical principles and analysis to clinical care
- obtain and record informed consent
- certify death
- request autopsy
- apply national and European law to clinical care

'Assess psychological and social aspects of a patient's illness'

- assess psychological factors in presentations and impact of illness
- assess social factors in presentations and impact of illness
- detect stress in relation to illness
- detect alcohol and substance abuse, dependency

'Apply the principles, skills and knowledge of evidence-based medicine'

- apply evidence to practice
- define and carry out an appropriate literature search
- critically appraise published medical literature

'Use information and information technology effectively in a medical context'

- keep accurate and complete clinical records
- use computers
- access information sources
- store and retrieve information

'Ability to apply scientific principles, method and knowledge to medical practice and research'

- no specified level 2 outcomes

'Promote health, engage with population health issues and work effectively in a health care system'

- provide patient care which minimises the risk of harm to patients
- apply measures to prevent the spread of infection
- recognise own health needs and ensure own health does not interfere with professional responsibilities
- conform with professional regulation and certification to practise
- receive and provide professional appraisal
- make informed career choices
- engage in health promotion at individual and population levels

Outcomes for Medical Professionalism

Professional attributes

- probity, honesty, ethical commitment
- commitment to maintaining good practice, concern for quality
- critical and self-critical abilities, reflective practice
- empathy
- creativity
- initiative, will to succeed
- interpersonal skills

Professional working

- ability to recognise limits and ask for help
- capacity to deal with uncertainty and adapt to new situations
- ability to lead others
- ability to work autonomously when necessary
- ability to solve problems
- ability to make decisions
- ability to work in a multidisciplinary team
- ability to communicate with experts in other disciplines
- capacity for organisation and planning (including time management)

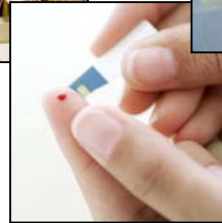
The doctor as expert

- capacity for analysis and synthesis
- capacity to learn (including lifelong self-directed learning)
- capacity for applying knowledge in practice
- ability to teach others
- research skills

The global doctor

- appreciation of diversity and multiculturalism
- understanding of cultures and customs of other countries
- ability to work in an international context
- knowledge of a second language
- general knowledge outside medicine

Constructive alignment of LO



**Define
LO**

**Student-centred
Teaching & Learning**

**Appropriate
assessment**

Evaluation

Biggs J (1996) Enhancing
teaching through constructive
alignment. HE 32:347



Images from Tuning &
MS Office Clipart



MEDINE
The Thematic Network on Medical Education in Europe

WFME GLOBAL STANDARDS FOR QUALITY
IMPROVEMENT IN MEDICAL EDUCATION
EUROPEAN SPECIFICATIONS



Quality Assurance Task Force · WFME Office · University of Copenhagen · Denmark · 2007



WFME Global Standards: European Specifications

- Home Page
- Phase 1: SD1 Outcomes
- Phase 2: Assessment and SD2 Outcomes
- Phase 3: Standards
- Alignment with GMC Tomorrow's Doctors
- The Learning Outcomes
- Main Group
- SDMCG Working Groups
- External Working Groups
- Comments and Contacts
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Working Groups

These are private work areas for Sottish Doctors Working Group Members.

[Report on involvement of Anatomy in contributing to the learning outcomes of the Scottish Doctor](#) 

[External Working Groups](#)

- [Standard Setting Group](#)
- [Patient Management Group](#)
- [Communication Skills Group](#)
- [Health Promotion and Disease Prevention Group](#)
- [Role of the Doctor and Personal Development Group](#)
- [Basic, Social and Clinical Sciences Group](#)
- [Medical Education Informatics Group](#)
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Home Page

Phase 1: SD1 Outcomes

Phase 2: Assessment and SD2 Outcomes

Phase 3: Standards

Alignment with GMC Tomorrow's Doctors

The Learning Outcomes

Main Group

SDMCG Working Groups

External Working Groups

Comments and Contacts

Links

Communication Skills Group

Scottish Doctor Standard Setting Project

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Dr Peter Barton	Glasgow p.barton@clinmed.gla.ac.uk

[Communication Skills Group Discussion](#)

Some suggestions

Outcome mapping exercise (? via WP3)

? Collaborate WP2 (ECTS) & WP1 (language)

Try to increase use of website & online tools

Introduce topic leads in 8 institutions to each-other

Highlight / develop “curriculum windows”

Concentrate on good completion & publications

Submit funding application again when ready