

# Students' Mobility in Europe

A survey carried out within the CHarME project

**Thomas Schlabs**

Standing Committee on Medical Education  
*Bundesvertretung der Medizinstudierenden in Deutschland e.V. (bvmd)*  
German Medical Students' Association (GeMSA)  
Bonn, Germany

# Outline of the presentation

1

General outline of the CHarME project

2

Survey on students' mobility

3

CHarME Curriculum Mapping

4

Conclusions & Outlook

# Outline of the CHarME project

1

- Learn more about national and institutional conditions (demographics, resources, regulations) of each partner
- Identify best practice in curriculum reform and student mobility

**Benchmarking**

2

- Ask for the students' opinion on mobility: motivation, obstacles etc.
- Identify the best time for exchange within the curriculum

**Survey on students' mobility**

3

- Development of an easily readable curriculum grid to be used by all partners
- Identify „mobility windows“ for facilitated student exchange

**CHarME Curriculum Mapping**

4

# Methodology of the survey

1

- Web-based using [surveyMonkey.com](http://surveyMonkey.com) – open for responses from 25<sup>th</sup> January till 31<sup>st</sup> August 2010

2

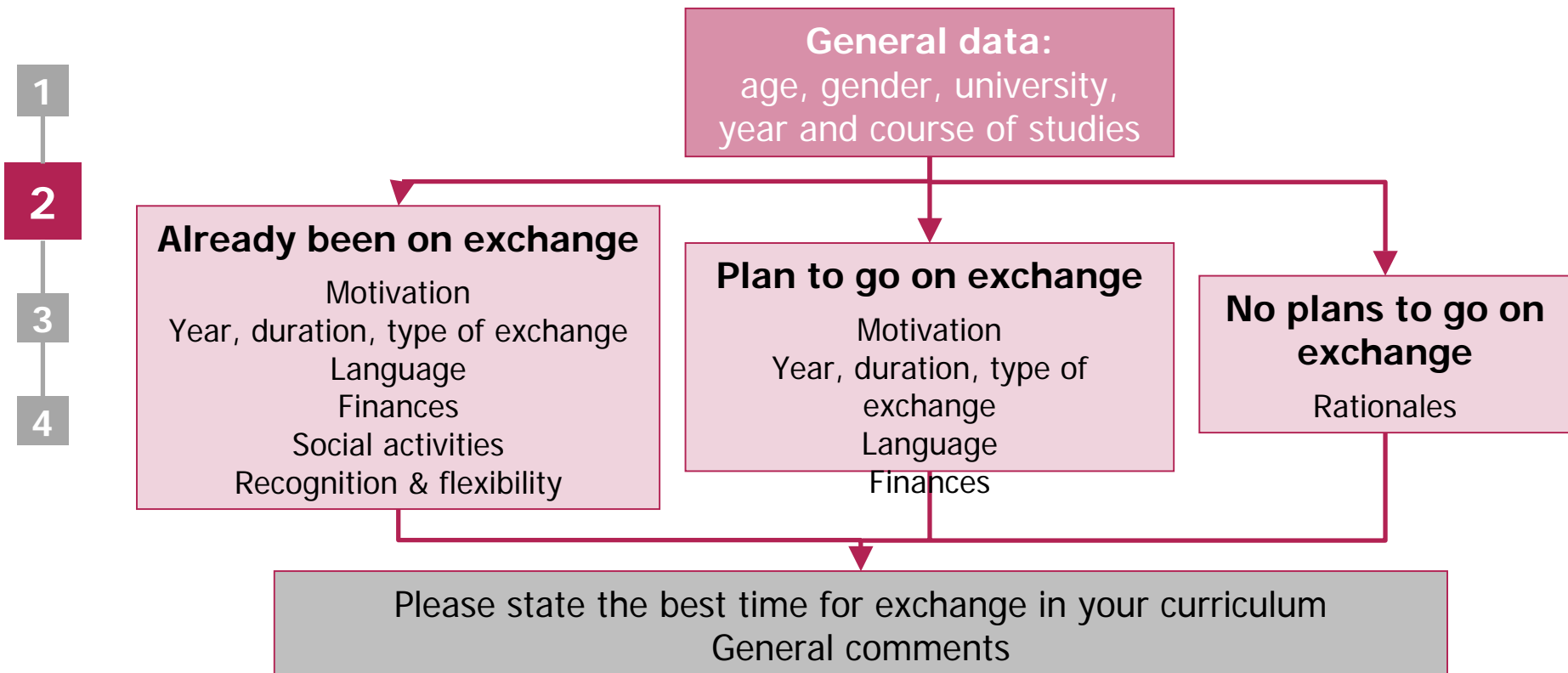
- Total of 46 items:
  - Open-ended responses
  - multiple-choice questions
  - ratings etc.

3

4

- **Target group:** students of the health care professions
- **Dissemination:** via the project partners (mailing lists etc.)

# Design of the questionnaire



# Responses (as of August 31st 2010)

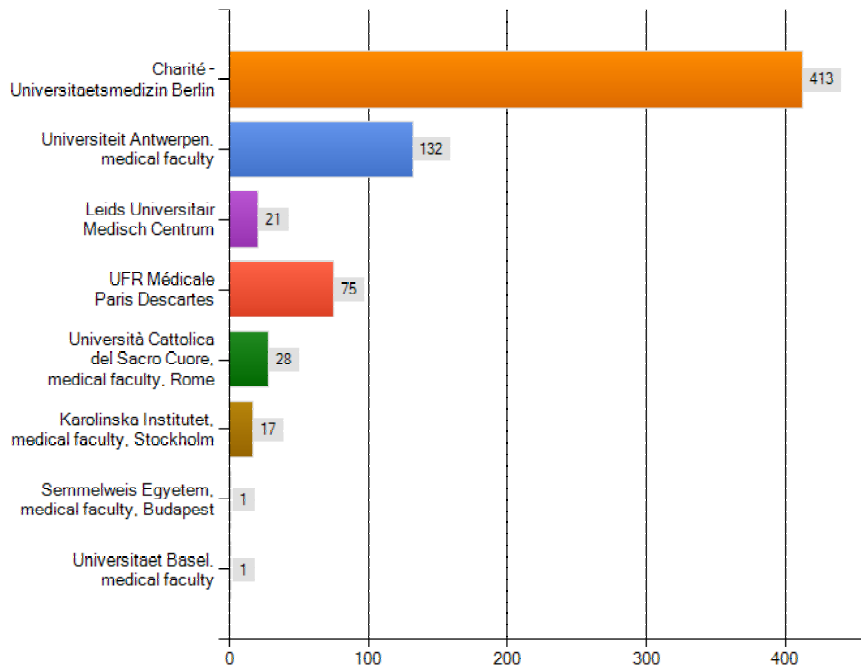
## Which university are you studying at?

1

2

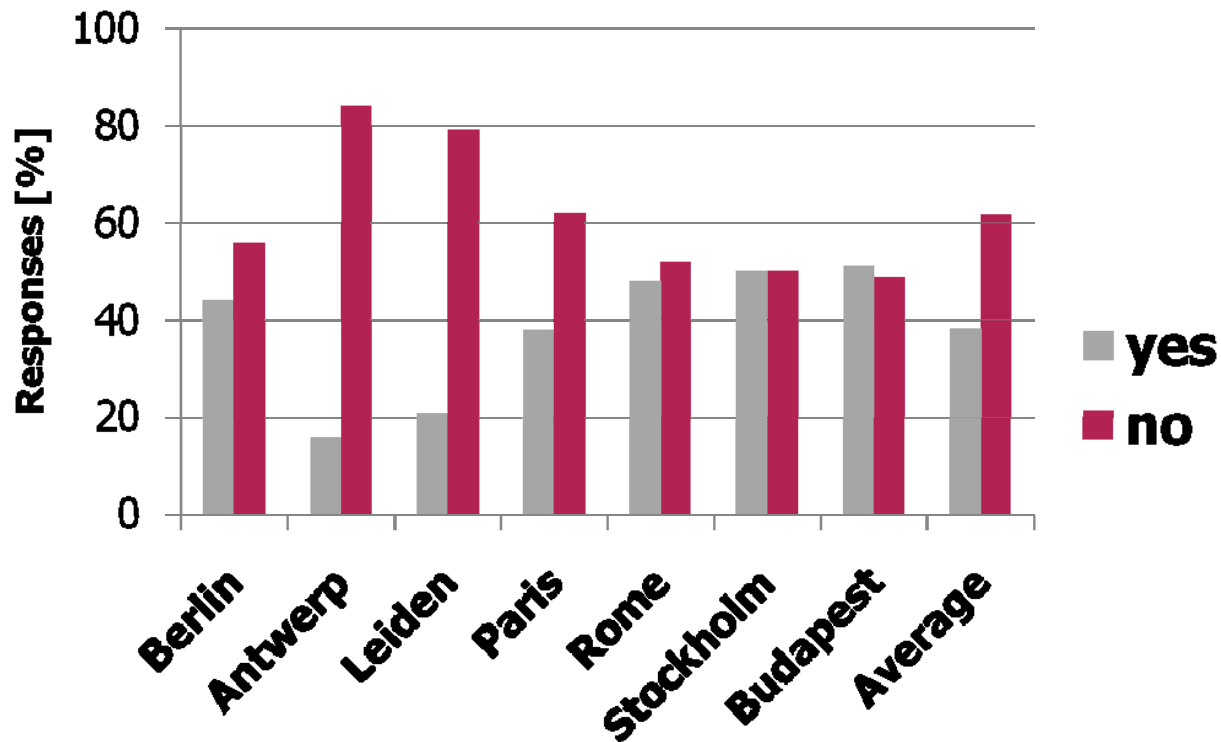
3

4



<b>Total responses</b>	<b>832</b>
<b>Male</b>	<b>316 [37.6%]</b>
<b>Female</b>	<b>516 [61.4%]</b>
<b>Age</b>	<b>23 ± 3 years</b>

## Have you already spent part of your medical training abroad?



**N=823**

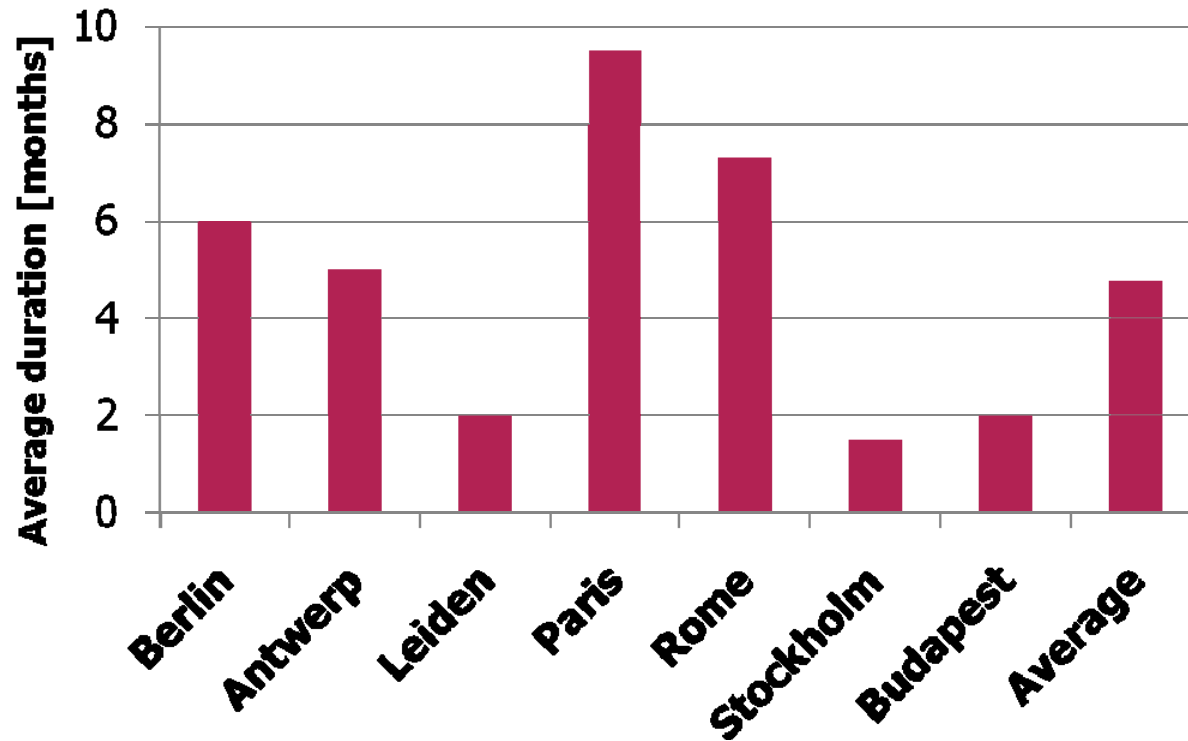
- 1
- 2
- 3
- 4

## What kind of exchange did you take part in?

<i>Responses %</i>	Berlin	Antwerp	Leiden	Paris	Rome	Stockholm	Budapest	Average
<b>clinical rotation</b>	<b>38</b>	<b>55</b>	20	<b>35</b>	30	<b>58</b>	<b>43</b>	<b>40</b>
<b>practical training</b>	25	13	20	33	<b>39</b>	16	29	<b>25</b>
<b>curriculum unit</b>	34	32	<b>40</b>	33	30	21	14	<b>29</b>
<b>research exchange</b>	3	0	20	0	0	5	14	<b>6</b>
<b>N</b>	<b>280</b>	<b>31</b>	<b>5</b>	<b>49</b>	<b>56</b>	<b>19</b>	<b>28</b>	<b>468</b>

- 1
- 2**
- 3
- 4

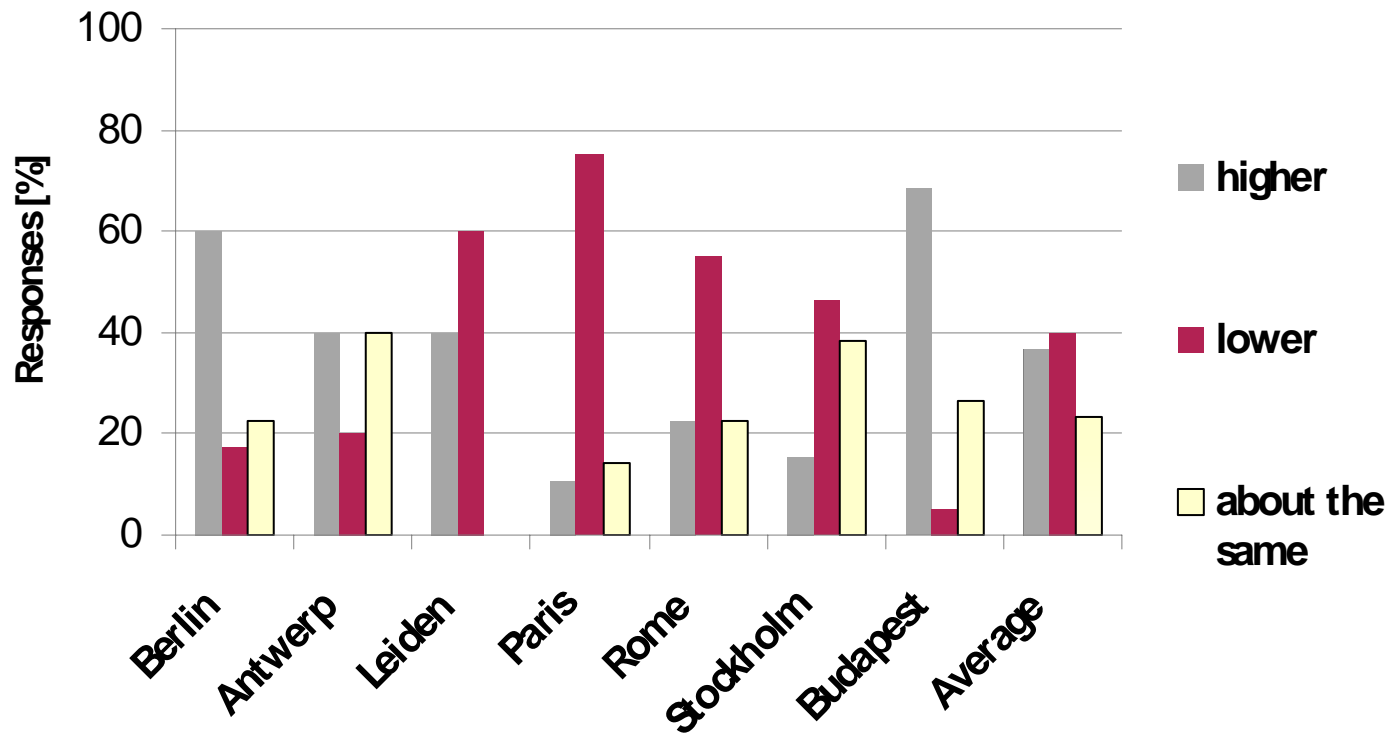
## Average duration of exchange



**N=251**

- 1
- 2**
- 3
- 4

## Were the cost of living at your host university higher, lower or about the same as at home?

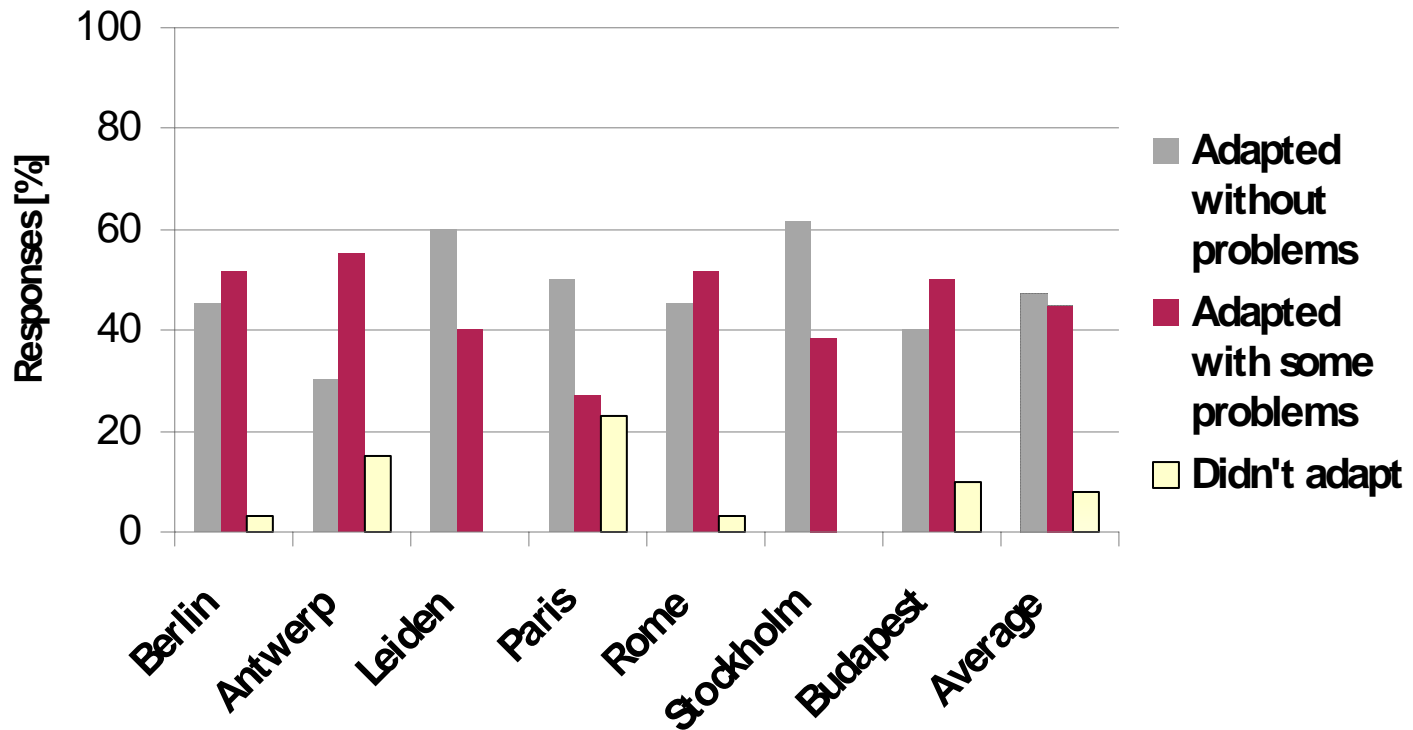


**N=271**

## Problems with recognition of credits acquired abroad

	<i>Responses %</i>	Berlin	Antwerp	Leiden	Paris	Rome	Stockholm	Budapest	Average
1									
2	No recognition at all	5	0	20	7	3	8	0	6
3	Only parts were recognized	17	0	0	33	17	0	37	15
4	Grade was not recognized	15	0	0	0	0	0	11	4
	Full recognition	<b>58</b>	<b>85</b>	<b>80</b>	<b>48</b>	<b>72</b>	<b>92</b>	<b>32</b>	<b>67</b>
	<b>N</b>	280	31	5	49	56	19	28	468

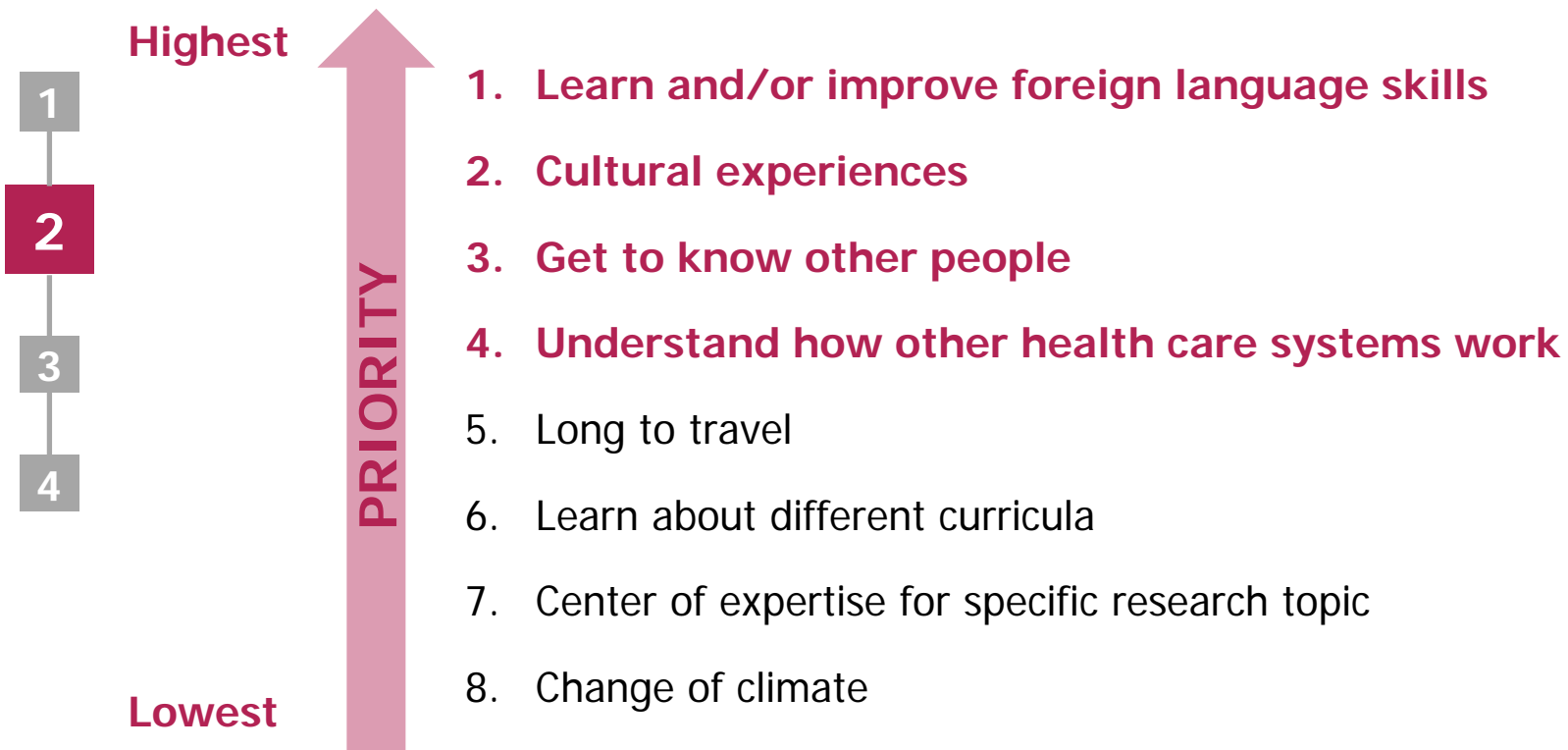
## How did you adapt to the different curriculum, teaching and assessment methods?



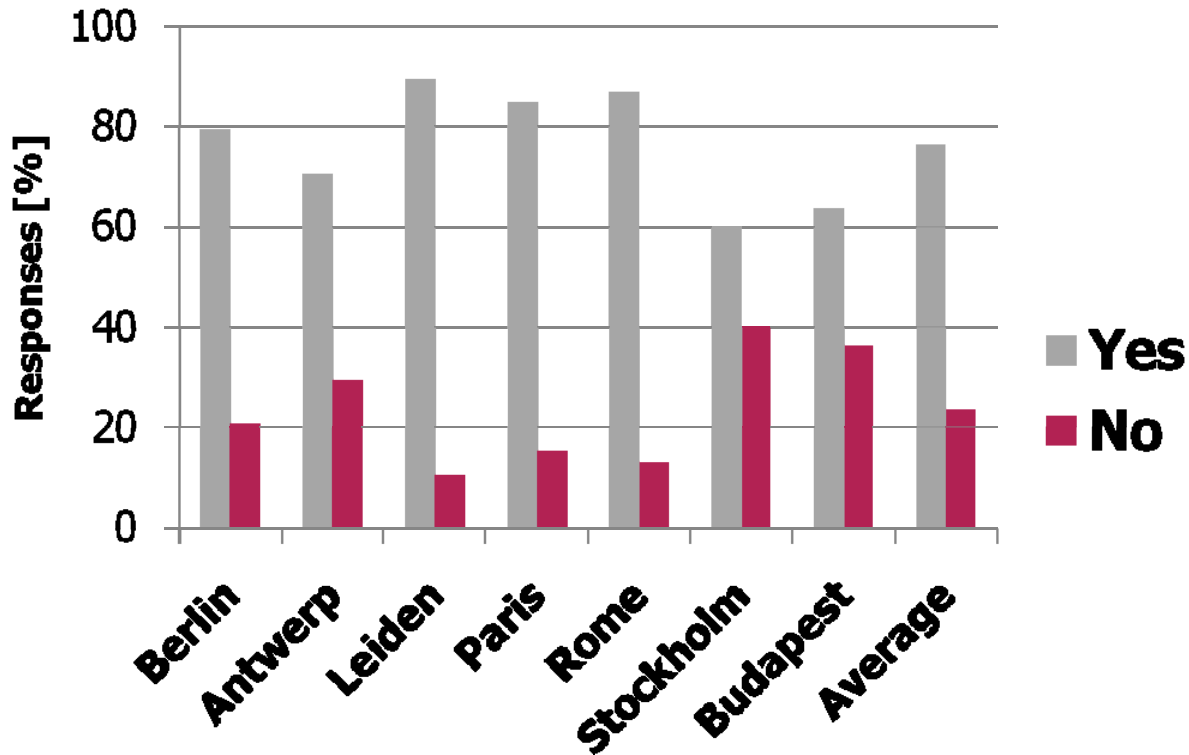
**N=270**

- 1
- 2
- 3
- 4

# Motivation for exchange (Ranked priority, N=281)



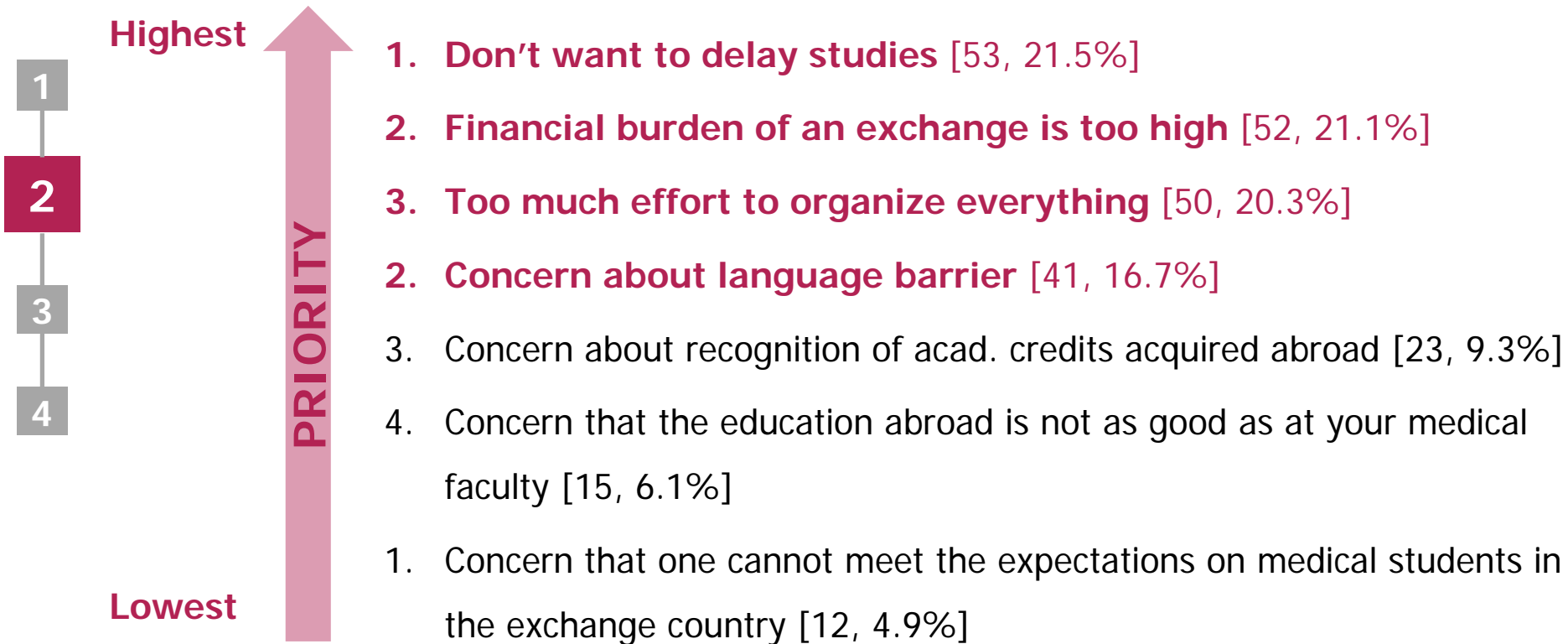
## Do you have plans to spend part of your medical training abroad?



N=823

- 1
- 2
- 3
- 4

## Reasons against exchange (N=101, multiple answers possible)



# Best time for exchange of curriculum units

Partner	1	2	3	4	5	6	7	8	9	10	11	12	13	14	N
Berlin	1.7	2.1	2.7	2.3	12.1	16.7	18.5	16.0	11.6	8.1	3.1	2.7	1.2	1.2	956
Antwerp	2.7	2.9	6.7	7.5	9.9	10.2	15.8	15.8	13.9	11.3	1.1	1.1	0.5	0.5	373
Leiden	-	10.3	13.8	13.8	8.6	10.3	5.2	10.3	5.2	5.2	1.7	5.2	3.4	6.9	58
Paris	1.2	3.1	11.8	13.7	18.6	18.6	8.7	7.5	6.2	3.7	1.9	1.2	1.9	1.9	161
Rome	6.2	6.2	10.3	8.3	9.7	10.3	10.3	10.3	6.9	8.3	4.8	4.8	2.1	1.4	145
Stockholm	2.5	4.9	11.1	12.3	7.4	8.6	8.6	8.6	9.9	8.6	9.9	2.5	2.5	2.5	81
	4.2	5.1	7.6	6.8	8.5	11.0	12.7	13.6	13.6	12.7	1.7	2.5	-	-	118

# Aims of CHarME curriculum mapping

1

- **Learn more about the curricula of the partner faculties**

2

1. Identify similarities – Differences – Good practices

3

2. Make curricula more comparable

3. Establish mutual trust for recognition based on transparency

4

- **Definition of mobility windows for facilitated mobility**

- **What's needed?**

- Easily readable curriculum grids for all partners

# Curriculum mapping exercise

1

1. **Which years/semesters are most suited for exchange of curriculum units** (based on the survey) → To be verified by the project partners (plenum)



2

2. **Identification of main subjects and topics in the curriculum of each partner** (plenum) → **color coding**



3

3. **„Negotiations“ between each partner** (small group work)
  - Identify curricular similarities and discuss possible mobility windows
  - If curricula are too different → think about alternatives for exchange (e.g. clinical rotations, research placements, summer schools etc.)

4

# Color coding

1

**Aim:** to identify courses/modules with equal/similar content in the curriculum charts

2

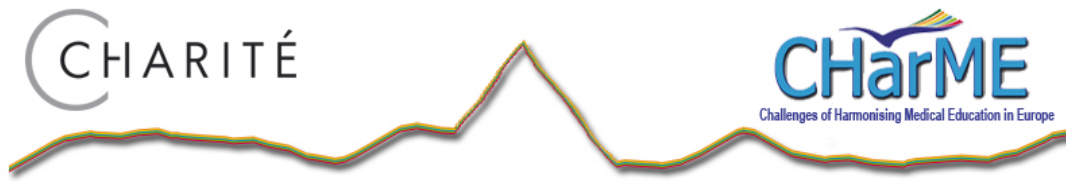
- colors were assigned interdisciplinary, mainly based on organ systems
- the whole process was consented by the partners in a plenary session

3

Oncology, oncosurgery, haematology
Dermatology, dermatosurgery
Cardiovascular system, respiratory system, pneumology, angiology, thoracic surgery etc.
Nephrology, Urology
Gastrointestinal System
Endocrinology, reproductive medicine
Emergency medicine, anaesthesiology
Musculo-skeletal system, orthopaedics, traumasurgery
Hygiene, microbiology, immunology
Family medicine, general medicine
Neurology, neurosurgery

4

← → ↻ 🏠 ☆ http://www.charite.de/charme/berlin.htm



### Curriculum Chart Charité Universitätsmedizin Berlin

Click on a topic to see a detailed description of the corresponding part of the curriculum. (color coding at the end of the chart)

■ [back to overview](#)

Charité - Universitätsmedizin Berlin		Germany	
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**Courses offered:** every semester  
**Academic calendar:** winter term: october - march  
 summer term: april - september

Year	Semester	Term	Week														
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
3	6	CL	Clinical and scientific basics					Immune and haematologic system					Oncology				
			Hygiene, micro-biology, virology I [6]							Emerg. med. Ia [2]		Internal medicine haematology, rheumatology [3]					Oncosurgery [2]
									Imaging, radiation therapy, radiation safety [4]			Pathology & linking clinic a					Exams
											Clinical chemistry lab diagnostics [4,5]						
																	Psychosomatic med. I [0.]

Week				
6	7	8	9	10
				Immune and
				Dermatology, venerolog
Emerg. med. Ia [2]				Internal medicine haematology, rheumatology [3]
				Imaging, radiation therapy, radiation safety [4]
				Pathology & linking clinic a
				Clinical chemistry lab diagnostics [4,5]
				Psychosomatic med. I [0.]

#### Color coding for the curriculum chart

- Oncology, oncosurgery, haematology
- Dermatology, dermatosurgery
- Cardiovascular system, respiratory system, pneumology, angiology, thoracic surgery etc.
- Nephrology, Urology
- Gastrointestinal System
- Endocrinology, reproductive medicine
- Emergency medicine, anaesthesiology
- Musculo-skeletal system, orthopaedics, traumasurgery
- Hygiene, microbiology, immunology
- Family medicine, general medicine
- Neurology, neurosurgery

1

2

3

4



# CM Reporting forms

CHarME Curriculum mapping  
**Reporting form**

Partner 1: \_\_\_\_\_

Partner 2: \_\_\_\_\_

1	Similarities
2	Differences
3	Is there already an existing student exchange between the partners (if yes, please specify)
4	Possible „mobility windows“ (time in curriculum, duration, content, ETCS, terms)
5	Alternatives, if mobility windows could not be identified
6	Person in charge of incoming students (contact details)
7	Person in charge of outgoing students (contact details)

- to be filled in by each partner for the interviews (partner X : partner Y)
- Asking for: similarities/differences/alternatives
- Indicates the person in charge for outgoing and incoming students

# Conclusions

1

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- Mobility is more than assuring quality and achieving learning objectives abroad → it requires **flexibility of students and raises cultural awareness** in a “mobile”, multicultural Europe
- There is already a lot of mobility but **curriculum-reform process can pose obstacles**, therefore we need
  - ✓ flexibility and transparency of faculties and curricula
  - ✓ **small networks of medical faculties** working on comparing their curricula towards the realization and increase of mobility
  - ✓ Defined **„mobility windows“**
- **curriculum mapping is a valuable tool** for curriculum comparison
- **students' involvement is vital** for curriculum development

# Outlook

1

- **Publication of the survey results & best-practice publication on Curriculum mapping**

4

- **Follow-up & Promotion of the method „curriculum mapping“**
  - convince other faculties to use it 😊 → use framework of MEDINE2 and ECTS MA
  - Commitment of the partners to implement best practices and mobility windows identified by the CHarME project

3

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- **Collaboration with the EC to compare survey data with their ERASMUS database**

# Acknowledgements



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- Please visit our project website to learn more!

[www.charite.de/charme](http://www.charite.de/charme)

**Thank you for your attention!**

**Questions**



**Thomas Schlabs**

Bundesvertretung der Medizinstudierenden in Deutschland e.V.

German Medical Students' Association (GEMSA)

Kennedyallee 91-103, 53175 Bonn, Germany

Email: [thomas.schlabs@charite.de](mailto:thomas.schlabs@charite.de)