

CHarME Benchmarking Report

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CHarME Benchmarking Report

- Aims
- Questionnaire
- Key Findings
- Conclusions
- Next steps

Aim

The CHarME project envisages developing joint strategies for the modernisation of the medical curricula in order to make them more transparent, more comparable, more compatible and more responsive.

Questionnaire

- Demographics/ Medical School Details
- Admissions
- Length/ Structure/ Form of Course
- Curriculum
- Exams and Licensing
- Quality Assurance
- Learning Objectives
- Results/ The Medical Profession
- Internationalisation/ Bologna

Demographics/ Medical School Details

- Variety
- National regulation
- Independence

Suggestion

- Itemisation / standards of/for the learning opportunities (placements) for medical students in the variety of healthcare providers; development of requirements for training and for quality standards for different types of placement.

Admissions

- Regulations
- 200-900

Suggestion

- The partnership needs to determine if admissions examinations influence student exchange programmes and if they do further exploration would be beneficial if not necessary.

Length/ Structure/ Form of Course

- Integrated/ traditional
- Bachelors/Masters

Conclusion

- A Bachelors/Masters structure does not preclude an integrated approach to curricular design.

Curriculum

- Variety of teaching methods
- Learning styles
- Study skills
- Patient contact
- Clinical and Communication skills
- eLearning
- ECTS
- Medical Education Research

Curriculum

Suggestions

- Detailed exploration of learning activities for clinical and communication skills in preparation for clinical placements on exchange programmes
- Exploration of the needs of students at the transition to year 1 of a Medical Programme
- The partnership might consider collaborative development of elearning elements of their Medical Programmes

Conclusions

- Use of ECTS as a recognised system for crediting prior learning
- Capitalisation on the partnership as a community of curriculum innovators for active collaborative medical education research

Exams and Licensing

- Terminology
- Assessments
- External frameworks
- Teacher exchange

Suggestion

- The partnership may like to explore the development of a teacher exchange programme between member Schools.

Conclusion

- Clarification of assessment and curriculum subsection terminology is needed, as is an understanding of assessment systems prior to formal recognition of assessment

Quality Assurance

- Commitment
- National frameworks
- Internal and external
- Present structures
- Collaborative QA

Suggestion

- A future development for the partnership may be a quality assurance system, which could include elements of external peer review by CHarME members.

Learning Objectives

- Models
- External framework – Tuning

Conclusion

- Identification and use of an external learning objective framework for Medicine onto which the partner organisation can map their curricula

Results/ The Medical Profession

- Progression statistics
- Languages
- Student research opportunities

Suggestion

- The partnership needs to determine the value to the project of internal Programme progression statistics

Conclusion

- Adoption of curricular innovations that promote international student exchange and of identification, mentoring and the provision of research tracks for the highly achieving students thereby growing academic careers

Internationalisation and Bologna Declaration

- Clarification of terminology – clerkships, electives
- Mapping
- Credit rating
- BA/MA formats

Conclusion

- Definitions are needed for curriculum subsections and for clinical placements to ensure clarity of data and to aid the future mapping exercise
- Adoption of a uniform credit rating system, and Medical Programme mapping to the BA/MA format

Students

- Student voice

Suggestion

- Development of strategies to manage student career and employment expectations

Conclusion

- Enhancement of the student voice and student participation at all levels of curricular innovation

Future

- Disruptive events and technologies

Suggestion

- Development of strategies to manage student career and employment expectations

Conclusion

- Medical Faculties need to develop outward looking structures that are flexible and can design innovative medical curricula within short timeframes to meet external pressures and altered healthcare provision.

Next Steps

- Aim
 - development of joint strategies for curriculum modernisation
 - Transparency, comparability, compatibility, responsiveness
- Benchmarking exercise
- Tasks
 - Terminology
 - Curriculum mapping

Opportunities and Priorities

Questionnaire Section	Next Focus
Demographics/ Medical School Details	Standards
Admissions	Admission exams
Length/ Structure/ Form of Course	BA/MA structure
Curriculum	ECTS, Research, Clinical skills
Exams and Licensing	Terminology, Assessment
Quality Assurance	Collaborative QA, External peer review
Learning Objectives	External framework
Results/ The Medical Profession	Student research projects
Internationalisation/Bologna	Curriculum mapping
Students	Student voice
Future	Outward looking strategies