

# **The Structure of Medical Education in Europe**

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## **Implementing Bologna – on the way to a European success story?**

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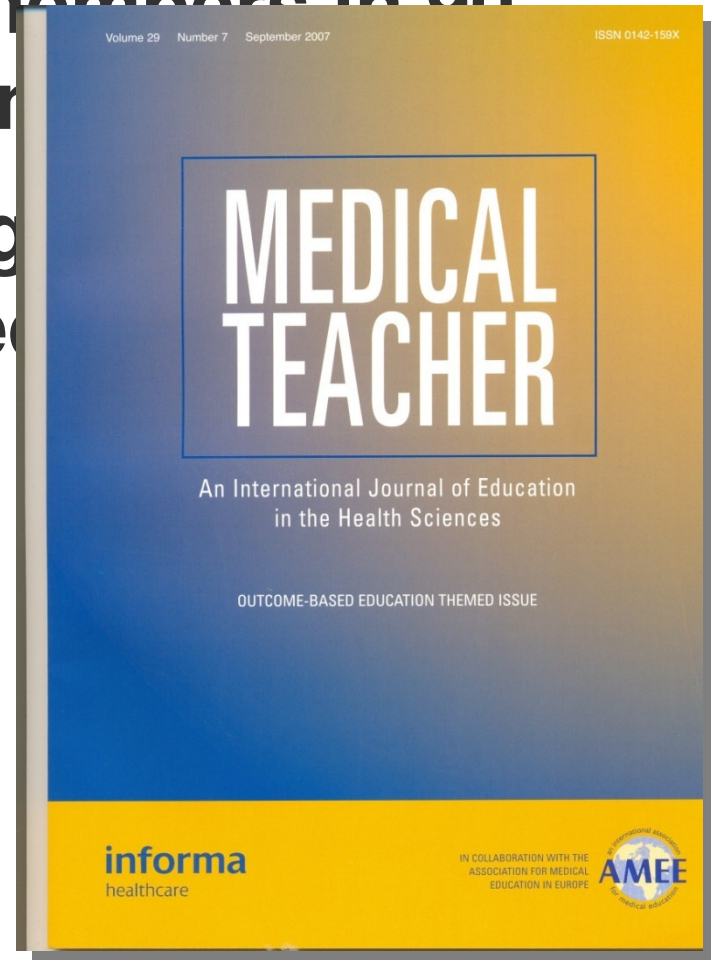
**International Conference hosted by the German  
Rectors' Conference (HRK)**

**10-11 October 2008 Berlin, Ludwig Erhard Haus**

# The Association for Medical Education in Europe (AMEE)

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- An organisation with members in 90 countries on 5 continents
- Production of a leading medical education journal – Medical Teacher



# The Association Education in

- An organisation of medical education in 50 countries on 5 continents
- Production of a leading medical education journal
- Organisation of the annual international medical education conference

amee 2008  
AN INTERNATIONAL ASSOCIATION FOR MEDICAL EDUCATION

Prague, Czech Republic

30 August to 3 September 2008



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with the endorsement of:



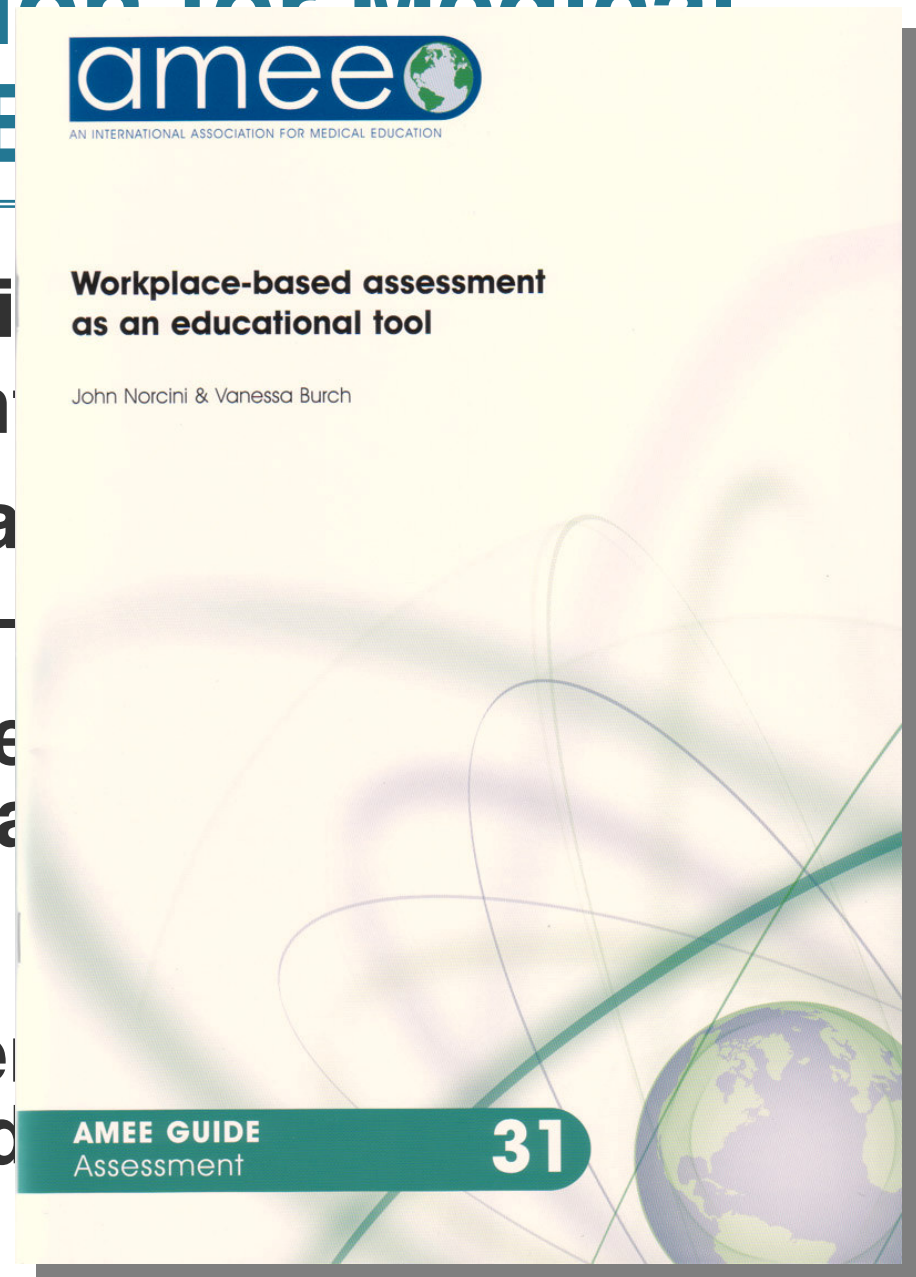
[www.amee.org](http://www.amee.org)

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PROGRAMME

# The Association for Medical Education in Europe

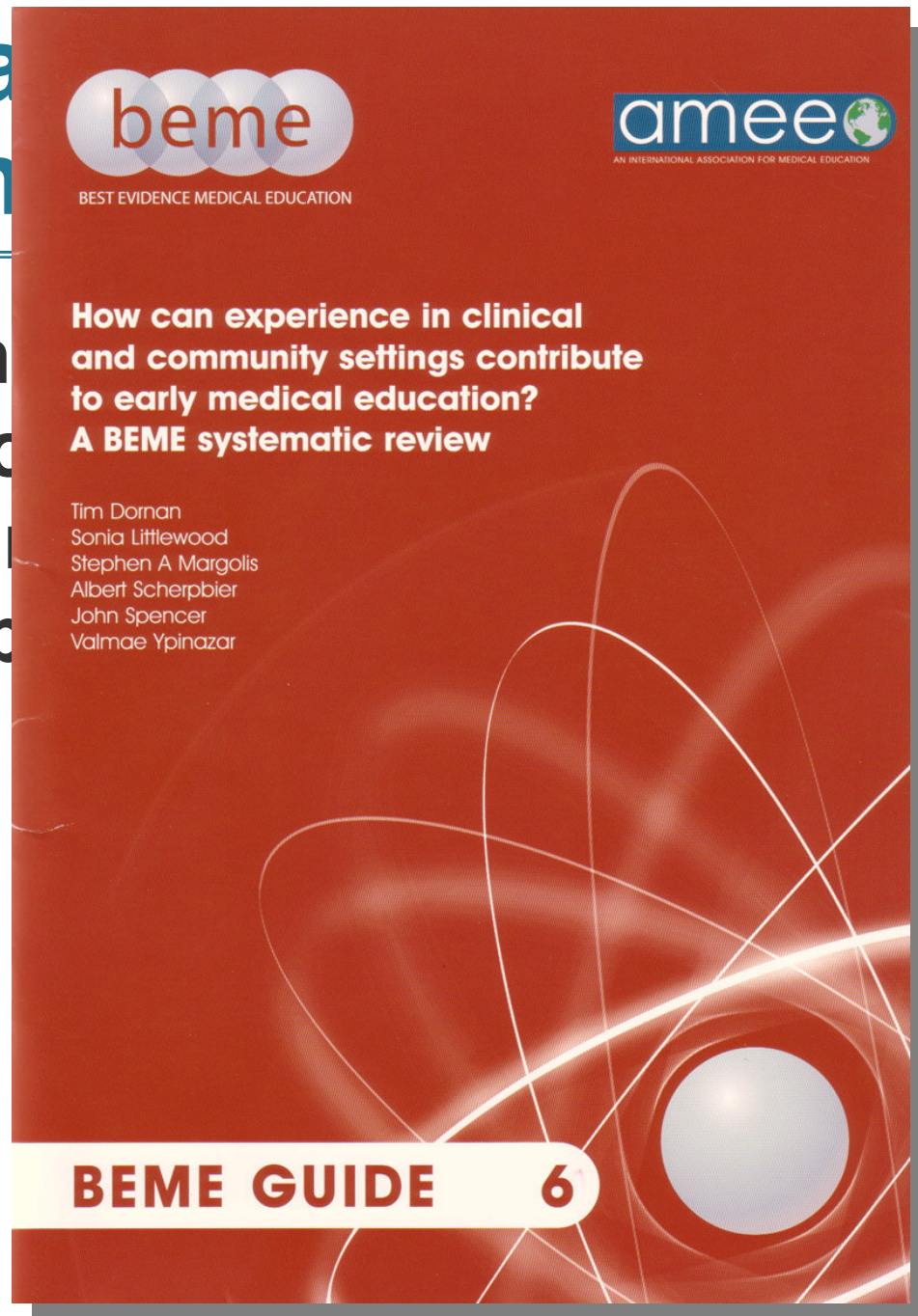
- An organisation with members in 50 countries on 5 continents
- Production of a leading medical education journal - the Medical Teacher
- Organisation of the annual international conference on medical education
- Publication of a series of medical education guides for practising teachers





# The Association Education in

- The development  
Medical Education  
with the dissemination  
reviews of best p



# The Association for Medical Education in Europe (AMEE)

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# AMEE and Bologna

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- **International membership**
- **Medical Teacher**
- **International conference**
- **AMEE guides**
- **BEME guides**
- **MedEdCentral**



# AMEE and Bologna

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- **AMEE recognized and accepted the importance of Bologna**
- **AMEE published a preliminary Policy Paper in 2005**
- **AMEE recognised an evolving situation**

AMEE will be working in a new policy paper



# What AMEE has already done

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- **Information and discussion at the AMEE Conferences**
  - workshops
  - short communications
  - symposia
  - posters ...
- **Articles in Medical Teacher**
- **A survey on the 2-cycle system**

# Survey of implementation of the 2-cycle system

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**Aim was to obtain accurate data from the 46 countries  
which signed the Bologna agreement**

**The survey was primarily sent to BFUG  
(Bologna Follow-up Group) i.e. the representatives of  
Bologna Ministries in each country.**

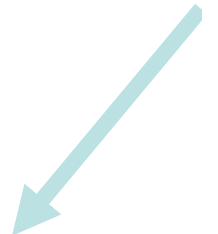
An AMEE- MEDINE Initiative



# What is the legal situation regarding the 2-cycle in medical studies ?

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- No adoption ? 19
- Medical Schools can Decide ? 4
- All Medical Schools must adopt ? 7
- Discussions still going on ? 11



# All Schools *must adopt*

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## **4 countries** \* (EU)

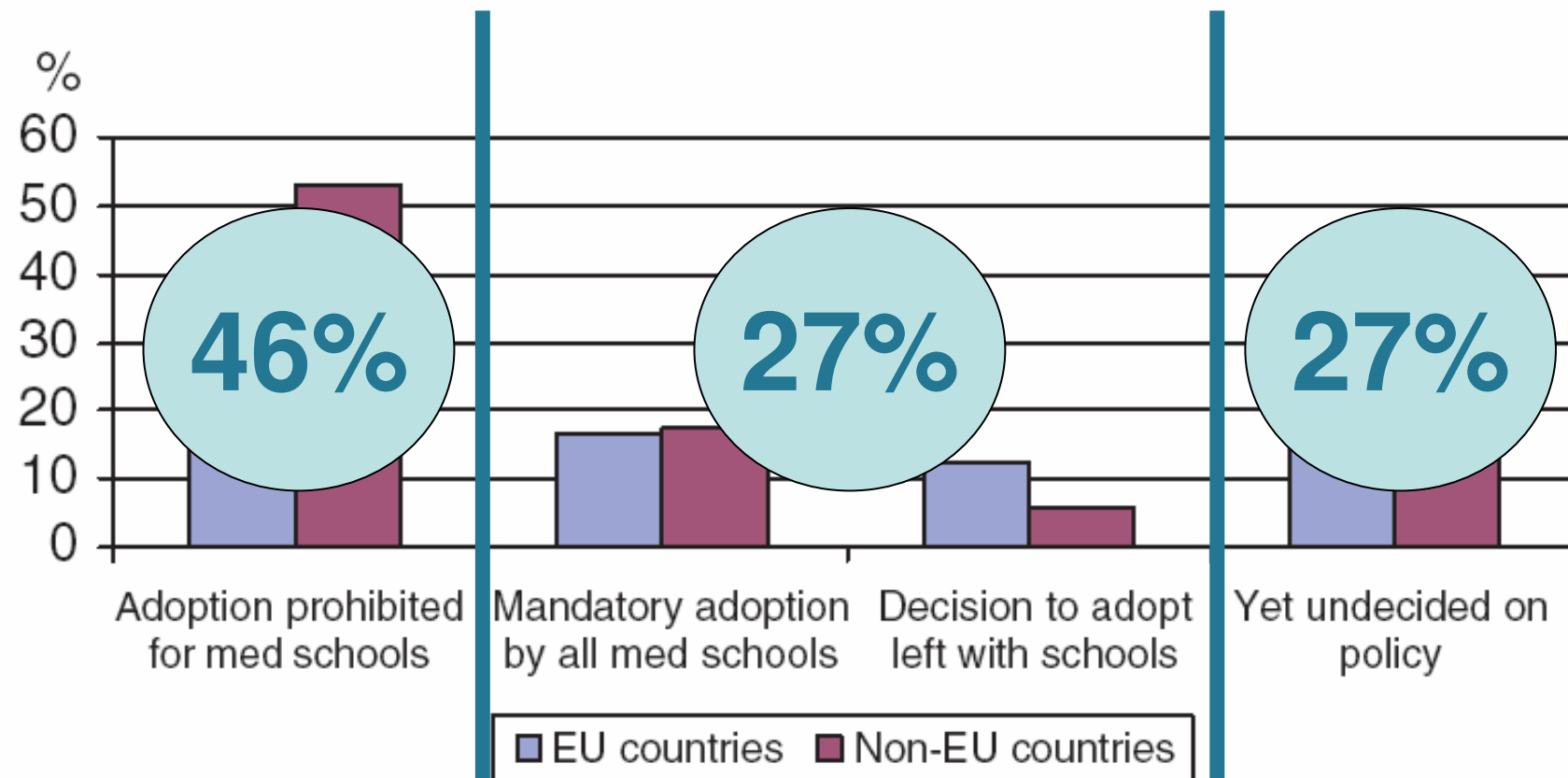
- Belgium FL
- Belgium FR
- Denmark
- Netherlands
- Portugal

(\* Belgium = 2 reports )

## **3 countries** (non-EU)

- Armenia
- Iceland
- Switzerland

# National policies on 2 cycle system in medical education among Bologna countries (2007)





# Implementation of the Bologna two-cycle system in medical education: Where do we stand in 2007? - Results of an AMEE-MEDINE survey

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## Abstract

**Background:** The Bologna Declaration aims to harmonize European higher education. At workshops held at AMEE Conferences (2001/2007), it was observed that medical educators seem unaware of Bologna Declaration policies in their own countries. Specifically the objective to structure higher education in two cycles evokes strong opinions, but an overview on the implementation progress is lacking.

**Method:** To determine the present state of implementation of the Bologna two-cycle system in medical education, an AMEE-MEDINE survey was sent to all forty-six signatory countries, inquiring about legislative decisions.

**Results:** Not all answers were unequivocal, but it appears that only seven countries decided for adoption and nineteen decided not to adopt it. The remainder fifteen have not decided or leaves the decision to their medical schools. Non-European countries seem to reject the system more often than European countries.

**Discussion:** We found that very few persons are well informed about national policies and harmonization of medical education does not seem to be enhanced by the Bologna Declaration. Our findings point in the direction of a diversification regarding curricula structure. There is a need for clarity and dialogue on many aspects of Medical Education. The Bologna process could serve as a vehicle to reach this goal.

# Conclusions from Survey

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- **There is support for the Bologna Process in Medicine**
- **The position varies across Europe**
- **A number of misinterpretations have occurred namely with the two-cycle system, the most controversial objective**



# **“Lack of curricular integration”**

is one example of a misinterpretation –a strong argument against the 2 cycle model

# **“A spiral curriculum”**

An example of how integrated curriculum can be achieved with 2 cycles



**Cycle  
2  
MA**

**Cycle  
1  
BA**

**Flexibility**

**High level of objectives**

**Logical sequence**

**Integration**

**From simple to complex**

**Reinforcement**

**ECTS  
L.O.**

**ECTS  
L.O.**

**MedicalTeacher**

**Vol. 21,2,1999**

# AMEE aims to help

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## Objectives

- Collecting further information
- Providing a forum for discussion
- Disseminating information and case studies of implementation
- Encouraging collaboration and research on international medical education

*Follow-up Survey*





# AMEE aims to help

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## Mechanisms

### Conferences

**Presentations**  
**Short communications**  
**Posters**  
**Workshops**

### Publications

**Medical Teacher**  
**AMEE Guides**

### Online

**Website**  
**MedEdCentral**  
**MedEdWorld**

# The Future

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- Bologna is an ongoing story
- Progress is encouraging but there is still much to be achieved before the desired harmonisation
- Bologna cannot be only a **TOP DOWN** process. All of us must be engaged in the process
- This meeting is showing how the partners can collaborate in Bologna implementation

**BOTTOM UP**



*The Bologna Declaration on the European space for higher education:*  
an explanation by the Confederation of EU Rectors' Conferences and the Association of European Universities (CRE)



**Universities and other institutions of  
higher education can choose to be actors,  
rather than objects,  
of this essential process of change**

