



Federal Ministry
of Education
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HRK German Rector's Conference

The Voice of the Universities . Bologna Centre



The Structure of Medical Education in Europe: Implementing Bologna – On the way to a European success story?

Medical Education in Europe: Learning from a diverse Europe?

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Prof.Dr.drs.drs. Jerome Rotgans
(PhD, DDS, MD, MHPE)

**Committee Chair „Accreditation and Certification“
German Association for Medical Education**

**c/o RWTH Aachen University
Medical Faculty, Aachen/Germany**



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The Structure of Medical Education in Europe: Implementing Bologna – On the way to a European success story?

YES !?

Medical Education in Europe: Learning from a diverse Europe?

YES !

Aachen University
Rheinisch-Westphälische Technische Hochschule Aachen
University Hospital



a bit about myself

Networking Experience

- ❖ **Trained Reviewer of the QAA – Quality Assurance Agency for Higher Education in the United Kingdom**
- ❖ **Task Force Member of MED -NET**
- ❖ **Reviewer of the European Universities Association**
- ❖ **Member of DentEd / DentEd*Evolves* / DentEd III Thematic Network Projects within the SOCRATES / ERASMUS Programme**

An experience

Suppose your school should be evaluated either for political reasons (e.g. closure, pressure to develop the organisation) or accreditation purposes.

As experience shows,

- ❖ The message to prepare for such procedure – mostly – comes ‘inconveniently’.**
- ❖ The self-report tends to be rosier as !?**
- ❖ The composition of the reviewer team is !?**
- ❖**

An experience

As a result

- ❖ Was your institution involved in the process of judging?
- ❖ Does your institution identify itself with the judgement?
- ❖ Does judgement corresponds with reality?
- ❖ Is the judgement of real use for the institution?

What has been missing?

..... an honest self-report with 'real' strengths and 'honest' weaknesses, exchange of ideas, experiences, feedback, etc. 'without danger for life' and for the advantage of the organisation.



My answer

What was

DentEd ?

DentEd was

one of 17 European Thematic Network Projects within the ERASMUS Exchange Programme as,

- ❖ LibeRTiN - Light Rail TNP
- ❖ COTEPRa - Comparative TNP on inter-cultural and inter-textual literary education
- ❖ HyNet - TNP on Hydrogen Energy
- ❖ polifonia - TNP for music
- ❖ COMMUNIA - TNP on the Public Domain in the Digital Age
- ❖ European Chemistry Thematic Network
- ❖ MINERVA - TNP in the area of cultural, scientific information and scholarly content
- ❖ MED-NET, MED-NET II, MEDINE

Background

In the Nineties of the last century, multiple evidence had been derived of serious divergence in standards of undergraduate dental education in Europe.

Assessment methods were so different that it is not certain that all graduating doctors have achieved basic minimum levels to safely carry out the practice of dentistry.

Yet there is free movement of dentists throughout Europe based on the 1975 Sectoral Directives.

DentEd was

“a dental thematic educational network project complex, selected and funded by the European Commission, in order to promote educational and cultural co-operation in Europe and act to link diverse and disparate educational institutions involved in dental and stomatological education.”





The **DentEd project complex** commenced in 1997 and lasted till 2007.

It was based in the Dublin Dental School and Hospital, Trinity College, Dublin, and had succeeded in creating a network of 560 individual participants, over 160 dental schools covering all continents and over 12 European and international dental and specialist associations.

There have been three phases of the project:

- Phase One – DentEd – 1997 to 2000
- Phase Two – DentEd Evolves – 2000 to 2003
- Phase Three – DentEd III – 2004 to 2007

Phase One – DentEd



1997 to 2000

DentEd's Primary Aim was

- ❖ to observe and analyse curricula of EU dental schools, and
- ❖ to develop agreed critical indicators of acceptable levels of quality in undergraduate dental education and clinical training also
- ❖ to establish a network of dental schools throughout Europe through a process of INFORMATION EXCHANGE and peer visits (as 'critical friends')

DentEd's visits were ..

**NO visitations or part of an accreditation process
rather they provide an opportunity for self-
reflection and exchange of ideas**

**It was NOT the intention to impose a single educa-
tional approach or a standard European curriculum
for medical education**

**..... rather they challenged the development of
each school's quality characteristics ; e.g.**

DentEd's visits were preceeded by a self-reflective report with

Sections concerning

- **facilities**
- **administration and organisation**
- **staff**
- **'The Medical Curriculum' (with all its disciplines)**
- **examinations, assessments and competences**
- **student affairs**
- **research and publications**
- ➔ **visitors comments and executive summary**

DentEd's Principle

The basic principle for each section and sub -section (of the curriculum) in the self -report:

- 1. primary aims**
- 2. main objectives**
- 3. hours in the curriculum**
- 4. method of learning/teaching**
- 5. assessment methods**
- 6. strengths**
- 7. weaknesses**
- 8. innovations and best practices**
- 9. plan for future changes**
- visitors comments**

DentEd's Principle – Conclusion

So, by sharing ideas, innovations and best practices in undergraduate dental education, convergence towards higher standards was encouraged 'automatically'.

Schools agreeing to participate in a “structured visit” undertook a process of self-evaluation of their undergraduate curricula, means of ensuring continuous improvement in their educational programmes and analyse the appropriateness of their quality management process.

DentEd Members (160) and Visits (51)

still goining on



Athens
Amsterdam
Ankara (May 2008)
Århus
Brescia
Brno
Budapest
Cardiff
Chişinau
Clermont-Ferrand
Dresden
Dublin
Freiburg
Gazi (Jun 2007)
Gießen
Glasgow
Helsinki
Iasi
Jeddah
Kaunas
Konya
Krakow
Kuwait
Liverpool
Lubjana
Lodz
Madrid
Malmö
Moscow (Nov 2007)
Münster
Napoli
Newcastle upon Tyne
Olumouc
Oslo
Oulu
Paris 5
Prague
Regensburg
Rome
Sarajevo
Sassari
Sofia
Stockholm
Tartu
Timișoara
Umeå
Vilnius
Warszawa
Witten
Yeditepe (Jan 2008)
Zagreb

DentEd – The Process

Following the principles there was a visit from six international medical educators with varying degrees of experience over 5 days (**observing**).

The visitors, staff and students exchanged views on the school's self-assessment of its best practices, strengths, weaknesses and innovative ideas or teaching programmes that may be shared with others (**exchanging**).

A report on the visit, based on the self-evaluation was prepared by the visitors on day 5: Opinions were exchanged and debated with all staff and students before the visitors report was finalized (on day 5) and agreed (later) with the school (**analysing**).

The DentEd Process

Visiting reports were published in the Internet for stimulation of discussions and implementation of best practise.

Indeed it was generally accepted that developments in education and quality improvement can best be achieved through peer influence rather than legislative changes (dissemination).

The visits were NEITHER an inspection NOR the initiation of an European accreditation scheme.

**THEY WERE STRUCTURED VISITS OF
'CRITICAL FRIENDS'**

THE CONCEPT

Self-Evaluation

Peer Visitation

Exchange of Ideas

Agreed Report

Publication in the Internet

Stimulation of Others

Comprehensive Consensus Document

The DentEd Effects

This project was likely to have the single most constructive effect in the promotion of convergence towards higher standards in dental education in Europe.

It also had global implications in the context of setting examples for others by gaining agreement within the European Union of essential indicators of quality, core proficiencies or competences of dental graduates.

The DentEd Effects

Following the extensive programme of structured visits and exchanges with international peers there was a comprehensive consensus document which identified innovations and best practices in European dentistry



Continued Academic Independence !

The DentEd Results

The DentEd project provided a significant database of information on dental education in the European Union and accession countries.

The interactive website (the first website of its type) was developed facilitating publications, exchange of ideas, information and outcomes between participating institutes

Phase Two – DentEd*Evolves* **2000 to 2003**



DentEd*Evolves* was the Thematic Network Project achieving convergence in standards of output of European Dental Education.

It analysed the information gained culminating in a Global Congress in dental education with its findings published in a special issue of the European Journal of Dental Education, which has become one of the most frequently accessed articles within the journal.

The final year of DentEd*Evolves* provided the basis for defining a profile for a European dentist.



The DentEd*Evolves*
1st Global Congress, Prag, March 2001



The DentEd*Evolves*
2nd Global Congress, Singapore, April 2002

The DentEd*Evolves* Global Congress had working groups:



Section Heading

- 1.1 Student Selection matters and the influence of the
 clinical & academic environment on their
 development**
- 1.2 Cognition an Learning**
- 1.3 Development of Professional Competences**
- 1.4 Research and the Dental Student**
- 2.1 Evolving Methods of Assessment**
- 2.2 Continuous Quality Improvement**
- 2.3 Towards Global Convergence of Education, Training,
 Quality, Outcome and Assessment**
- 3.1 Scholarship and the University Community**
- 3.2 Ensuring Research Productivity in the Future Faculty**
- 3.3 Human Resource Management**

The DentEd*Evolves* Global Congress had working groups:



Section Heading

3.4 Securing the Financial Future of the Dental School

4.1 Web-based Interactive Learning Programmes

4.2 Global Diagnostic Codes and Clinical Records

**4.3 Towards Global Superstore of Quality-Assured
Modularised Learning Programmes**

4.4 Electronic Management Systems

5.1 Demography of Oral Diseases and Future Challenges

**5.2 Ethics, Equity and Global Responsibilities in Oral
Health and Disease**

5.3 Global Challenges in Research and Strategic Planning

6 Staff

7 EDSA Representatives

The DentEd*Evo*lves Global Congress finally had 3 taskforces:



Taskforce I `Profile and Competences of the European Dentist' was about:

Domain I: Professionalism

Domain II: Communication & Interpersonal Skills

Domain III: Knowledge Base, Information Handling and Critical Thinking

Domain IV: Clinical Information Gathering

Domain V: Diagnosis & Treatment Planning

Domain VI: Establishment & Maintenance of Oral Health

Domain VII: Health Promotion



‘Curriculum Structure & ECTS for European Dental Schools’



Taskforce II was about
an ADEE Framework of a Dental Programme

- ❖ Outcomes
- ❖ Content
- ❖ ECTS and Student Exchange
- ❖ Methods of Teaching & Learning
- ❖ Assessment Procedures
- ❖ Quality Assurance

Taskforce III was about

- ❖ **‘Quality Assurance of Dental Education’**



Phase Three – DentEd III

2004 to 2007



The DentEd III project activities have been integrated with those of ADEE in this phase of the project complex.

The aim of the project for the next 3 years was to set-out a defined profile and set of competences for European dental curricula in Universities, as well as developing a curriculum model comprised of a standardised European Credit Transfer System for European institutions.



DentEd III Objective

"To agree a profile for the European dentist based on competences in anticipation of the implementation of the Bologna Declaration.

This will promote the European Credit Transfer System, quality assurance and benchmarking."



The Aims of DentEd III were



- ❖ to develop an agreed profile of the European dentist
- ❖ to develop an agreed approach on competences and curriculum structure
- ❖ to develop an agreed approach to the implementation of the European Credit Transfer System (ECTS)
- ❖ to hold a global congress on dental education in 2007
- ❖ to ensure the continuation of the work of the DentEd TNP by merging its activities with those of ADEE



Global Congress on Dental Education III
Dublin Ireland 6-8 September 2007
DentEd III IFDEA ADEE ADEA

3rd Global Congress

In Dublin, September 2007





The DentEd III Global Congress had



Working Groups

- 1 Profile of a Dentist in Established Economies
 - 2 Profile of a Dentist in Emerging Economies
 - 3 Potential of Information Technology
 - 4 Impact of Biomedical Sciences and Biotechnology
 - 5 Evidence Based Dentistry and Research
 - 6 Inequalities in Access to Education and Health Care
 - 7 Quality Assurance and Benchmarking
 - 8 Staff Recruitment and Development
 - 9 The Students' Perspective
 - 10 Leadership and Governance
 - 11 Partnership with Business and Entrepreneurial institutions
 - 12 Curriculum Structure
 - 13 Balancing Teaching, Research and Patient Care
 - 15 A Global Network
- ➔ **A document with 411 pages !**

The DentEd III Global Congress



Conclusion

After DentEd has been concluded with the Global Congress the web-based network will be expanded to facilitate a Global repository of pertinent information and facilities for dental educators under the auspices of the International Federation for Dental Educators and Associations (IFDEA) .



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towards the european higher education area
bologna process

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YES !

Medical Education in Europe: Learning from a diverse Europe?

YES !

MedEd

**for
Convergence in Quality**

**A project in consequence
from DentEd's experiences:**



**Committee
"Accreditation and Certification,,
German Association for Medical
Education**

**Thank you for
your attention !**