

The Bologna Process

The following Policy on the Bologna Process and Medical Education was agreed by the AMSE General Assembly at its meeting in Berlin on 12 June 2010

- AMSE endorses the purpose of the Bologna declaration and supports the policy that medical education, as a part of higher education, should be fully involved in the Bologna Process.
- When implementing the Bologna objectives in medical education, the specificity of medical curricula and the current situation of European medical schools must be considered.
- Most Bologna action lines are in accordance with current practices and reforms in medical schools, but implementation of action line two (“adoption of a system essentially based on two cycles”) can have serious implications for the quality of medical education if not done with care and with regard to best practice in medical education.
- AMSE proposes that medical schools should not be obliged to adopt the two cycle structure and be allowed to continue to have a long, integrated, one-tier structure for basic medical education.
- AMSE urges countries and governments, if making decisions of fundamental importance to medical education in Europe, to do so based on the necessary evidence and in dialogue with medical schools and their stakeholders (including students), and with the interests of patients and society paramount.

AMSE accepts that the central requirement for undergraduate medical education remains the obligation under Directive 2005/36/EC of the European Parliament and of the Council of the European Union, with later amendments. The Directive requires (at Article 24) that “Basic medical training shall comprise at least six years of study, or 5,500 hours of theoretical and practical training provided by, or under the supervision of, a university.”

This requirement, together with continuing quality improvement of medical courses measured against agreed national and international standards; and with development and improvement in the definition of teaching outcomes, curricula, educational methods and assessment techniques, is of greater importance than the introduction of any two-cycle model.



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