

## Work package 6, The Bologna Process in Under-graduate Medical Studies

Dear Dean,

On 19<sup>th</sup> of June 1999, the ministers of Higher Education in 29 European countries signed a declaration known as the Bologna Declaration where they agreed to develop a coherent Higher Education in the European Area by 2010. Since the beginning of the Bologna process, significant progress has been made with now 46 countries committed to its implementation. However, there remains some uncertainty as to the extent to which the expected outcomes have been achieved.

To gather evidence on the current situation with regard to the Bologna Process in each of the signatory countries, MEDINE 2 (Thematic Network in Medical Education) and AMEE (Association for Medical Education in Europe) are conducting a survey as part of an EU funded project. We would very much like to include your views as to the position with regard to your medical school regardless of your country's decision in adopting the Bologna process recommendations. If you are not the best suited person to respond on behalf of your medical school, please pass on this communication to the appropriate person.

The survey addresses the **10 dimensions of the Bologna process** that have been extracted from the Communiqués of the different Ministerial Meetings including the one held at a conference in Louvain La Neuve (Belgium) on April 2009. These dimensions have been grouped in terms of (1) Learning outcomes of medical schools (including *Life Long Learning, Employability and Research*), (2) Educational process (including *Student-centred*), and (3) Curriculum Planning and Management issues (including *Readable degrees, Mobility, International dimension, Social dimension, Three cycle model and Quality assurance*).

The survey has '*closed questions*' where you are asked to select from a list of options and '*open questions*' where you are free to tell us about your views. Please feel free to enlarge the space of the provided text box if needed. To assist you in completing this survey, we have included a brief description relating to each recommendation.

Sharing with us the schools views on the Bologna process is of the utmost importance. It will not only contribute by shedding light on the current and future situations of the Bologna process but will also be of interest to schools who are considering the integration of the different dimensions of the Bologna process in their educational practice.

Complete confidentiality will be maintained. **The data we collect will not contain any information about you.** No one will be able to link the data you provide to your school's identity. A summary of the findings will be produced and we will send you a copy if you let us know of your interest. The collated findings from the research will be accessible through MEDINE 2 website and it is intended that the results will be disseminated at academic conferences and published in an academic journal.

On behalf of MEDINE2 and AMEE, I would like to thank you in advance for your cooperation in this timely and important initiative. If you have any queries please do not hesitate to contact:

Madalena Patricio, Head of the MEDINE work package 6 at: [patricio@fm.ul.pt](mailto:patricio@fm.ul.pt)



## A/ Background Information

Information about you	
Q1. Name	
Q2. Title	Prof <input type="checkbox"/> Dr <input type="checkbox"/> Mr <input type="checkbox"/> Mrs <input type="checkbox"/> Miss <input type="checkbox"/> Ms <input type="checkbox"/>
Q3. University or Institution	
Q4. Faculty	
Q5. Country	
Q6. Respondent's Role in the Institution (Please, select all that apply)	Dean <input type="checkbox"/> Vice Dean <input type="checkbox"/> Head of Medical Education Unit <input type="checkbox"/> Head of undergraduate Studies <input type="checkbox"/> Head of International Relations <input type="checkbox"/> Head of EU Project <input type="checkbox"/> Head of curriculum <input type="checkbox"/> Teacher <input type="checkbox"/> Administrator <input type="checkbox"/> Other, please specify <input type="text"/>
Q7. Professional Background	Doctor <input type="checkbox"/> Nurse <input type="checkbox"/> Lay person <input type="checkbox"/> Other, please specify <input type="text"/>
Q8. Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>
Q9. Age	< 20ys <input type="checkbox"/> 20-29ys <input type="checkbox"/> 30-49ys <input type="checkbox"/> 50-65ys <input type="checkbox"/> >65ys <input type="checkbox"/>
Q10. E-mail Address	
Q11. Telephone	
Q12. Fax	

Information on the Curriculum			
Q13. Duration in years of undergraduate medical studies	<input type="text"/>		
Q14. Admission process to the first year of undergraduate medical studies	Direct Entry from high school <input type="checkbox"/>	Graduate Entry <input type="checkbox"/>	Both <input type="checkbox"/>
Q15. Language(s) used in teaching	Native Language (s), specify <input type="text"/>	English <input type="checkbox"/>	Other <input type="text"/>

## B/ Learning Outcomes of Medical School

### 1. Life Long Learning

“ ... Widening participation shall also be achieved through lifelong learning as an integral part of our education systems. Lifelong learning is subject to the principle of public responsibility. The accessibility, quality of provision and transparency of information shall be assured. Lifelong learning involves obtaining qualifications, extending knowledge and understanding, gaining new skills and competences or enriching personal growth. Lifelong learning implies that qualifications may be obtained through flexible learning paths, including part-time studies, as well as work based routes. The implementation of lifelong learning policies requires strong partnerships between public authorities, higher education institutions, students, employers and employees. The European Universities’ Charter on Lifelong Learning developed by the European University Association provides a useful input for defining such partnerships. Successful policies for lifelong learning will include basic principles and procedures for recognition of prior learning on the basis of learning outcomes regardless of whether the knowledge, skills and competences were acquired through formal, non-formal, or informal learning paths. Lifelong learning will be supported by adequate organisational structures and funding. Lifelong learning encouraged by national policies should inform the practice of higher education institutions. The development of national qualifications frameworks is an important step towards the implementation of lifelong learning. We aim at having them implemented and prepared for self-certification against the overarching Qualifications Framework for the European Higher Education Area by 2012. This will require continued coordination at the level of the EHEA and with the European Qualifications Framework for Lifelong Learning. Within national contexts, intermediate qualifications within the first cycle can be a means of widening access to higher education.” (*Leuven/Louvain-la-Neuve Communiqué, April 2009*)

<b>Question 16:</b> Is your school aware of “ <b>Life Long Learning</b> ” as a dimension of the Bologna process Yes <input type="checkbox"/> No <input type="checkbox"/> In part <input type="checkbox"/>	
<b>Question 17</b> Please tell us about the implementation of this dimension in your school	
a. Implementation not considered	
b. Implementation considered but decision taken not to implement	
c. Implementation planned	
d. Partially Implemented	
e. Fully Implemented	
<b>Question 18</b> Are the skills of life long learning ( <i>eg skills of self assessment and continuing education</i> ) a stated learning outcome?	
a. Yes	
b. No	
c. Comment (enlarge space as needed): .....	
<b>Question 19</b> Whether a stated learning outcome or not in your school, has the curriculum been designed to help students develop life-long learning skills ( <i>eg skills of self assessment and continuing education</i> )?	
a. Yes	
b. No	
c. If yes, please describe (enlarge space as needed): .....	
<b>Question 20</b> Are life-long learning skills specifically assessed?	

a. yes	
b. no	
c. If yes, please describe (enlarge space as needed): .....	
<b>Question 21</b> When planning your curriculum is there an input from employers of doctors and/or those concerned with post-graduate education?	
a. yes	
b. no	
c. If yes, please describe (enlarge space as needed): .....	
<b>Question 22</b> Please inform us of any other initiative relevant to 'Life Long Learning' in place (or planned) at your school. .....	

**2. Employability**

" ... With labour markets increasingly relying on higher skill levels and transversal competences, higher education should equip students with the advanced knowledge, skills and competences they need throughout their professional lives. Employability empowers the individual to fully seize the opportunities in changing labour markets. We aim at raising initial qualifications as well as maintaining and renewing a skilled workforce through close cooperation between governments, higher education institutions, social partners and students. This will allow institutions to be more responsive to employers needs and employers to better understand the educational perspective. Higher education institutions, together with governments, government agencies and employers, shall improve the provision, accessibility and quality of their careers and employment related guidance services to students and alumni. We encourage work placements embedded in study programmes as well as on-the-job learning. (Leuven/Louvain-la-Neuve Communiqué, April 2009

<b>Question 23</b> Is your school aware of the Bologna process with regard to "Employability"?	
Yes <input type="checkbox"/>	No <input type="checkbox"/> In part <input type="checkbox"/>
<b>Question 24</b> Please tell us about its implementation in your school.	
a. Implementation not considered	
b. Implementation considered but decision taken not to implement	
c. Implementation planned	
d. Partially Implemented	
e. Fully Implemented	
<b>Question 25</b> Do the stated learning outcomes and the curriculum in your school reflect the competences and abilities required of a practicing doctor?	
a. Yes	
b. No	
c. Comment (enlarge space as needed): .....	
<b>Question 26</b> Have the learning outcomes been discussed and prepared in collaboration with the relevant stakeholders including employers?	

a. Yes	
b. No	
c. Comment (enlarge space as needed): .....	
<b>Question 27</b> Does your school provide students with career advice to prepare them for the job market?	
a. Yes	
b. No	
c. Comment (enlarge space as needed): .....	
<b>Question 28</b> Does your school provide job opportunities for students as part of their study programmes, for example shadowing a junior doctor?	
a. Yes	
b. No	
c. If yes, please describe (enlarge space as needed): .....	
<b>Question 29</b> Are the students in your school assessed before graduation to ensure that they have the competencies and abilities expected of a doctor?	
a. Yes	
b. No	
c. If yes, please describe (enlarge space as needed): .....	
<b>Question 30</b> Please inform us of any other initiative relevant to 'Employability' in place (or planned) at your school .....	

**3. Education Research and Innovation**

"... Higher education should be based at all levels on state of the art research and development thus fostering innovation and creativity in society. We recognise the potential of higher education programmes, including those based on applied science, to foster innovation. Consequently, the number of people with research competences should increase. Doctoral programmes should provide high quality disciplinary research and increasingly be complemented by inter-disciplinary and inter-sectoral programmes. Moreover, public authorities and institutions of higher education will make the career development of early stage researchers more attractive. (Leuven/Louvain-la-Neuve Communiqué, April 2009)

<b>Question 31</b> Is your school aware of the Bologna Process with regard to "Education, Research and Innovation"?	
Yes <input type="checkbox"/> No <input type="checkbox"/> In part <input type="checkbox"/>	
<b>Question 32</b> Please tell us about its implementation in your school.	
a. Implementation not considered	
b. Implementation considered but decision taken not to implement	
c. Implementation planned	

d. Partially Implemented	
e. Fully Implemented	
<b>Question 33</b> Is your school contributing to an increase in the number of graduates with research competences?	
a. Yes	
b. No	
c. Comment (enlarge space as needed): .....	
<b>Question 34</b> Is the ability to undertake original research a learning outcome in your school for all students?	
a. Yes	
b. No	
c. Comment (enlarge space as needed): .....	
<b>Question 35</b> Is the ability to appreciate and to evaluate published research findings a learning outcome in your school for all students?	
a. Yes	
b. No	
c. Comment (enlarge space as needed): .....	
<b>Question 36</b> Please inform us of any other initiative relevant to 'Education Research and Innovation' in place (or planned) at your school. .....	

## C/ Educational Process

### 4. Student Centred Learning and the Teaching Mission in Higher Education

"... We reassert the importance of the teaching mission of higher education institutions and the necessity for ongoing curricular reform geared toward the development of learning outcomes. Student-centred learning requires empowering individual learners, new approaches to teaching and learning, effective support and guidance structures and a curriculum focused more clearly on the learner in all three cycles. Curricular reform will thus be an ongoing process leading to high quality, flexible and more individually tailored education paths. Academics, in close cooperation with student and employer representatives, will continue to develop learning outcomes and international reference points for a growing number of subject areas. (*Leuven/Louvain-la-Neuve Communiqué, April 2009*)

<b>Question 37</b> Is your school aware of the Bologna process with regard to "Student-Centred Learning and the teaching mission of Higher Education"?	
Yes <input type="checkbox"/> No <input type="checkbox"/> In part <input type="checkbox"/>	
<b>Question 38</b> Please, tell us about its implementation in your school.	
a. Implementation not considered	
b. Implementation considered but decision taken not to implement	
c. Implementation planned	

d. Partially Implemented	
e. Fully Implemented	
<b>Question 39</b> Is ongoing curricular reform, geared toward the development of learning outcomes, happening in your school?	
a. Yes	
b. No	
c. Comment (enlarge space as needed): .....	
<b>Question 40</b> Has there been a move in your school to more student centred learning with empowerment of the students, flexible learning paths and learning tailored to the needs of individual students	
a. Yes	
b. Partially	
c. No	
d. If “yes” or “partially” please describe (enlarge space as needed): .....	
<b>Question 41</b> Please inform us of any other initiative relevant to ‘Student Centred Learning and the Teaching Mission in Higher Education’ in place (or planned) at your school. .....	

## D/ Curriculum Planning and Management Issues

### 5. Readable and comparable degrees

“Easily readable and comparable degrees and accessible information on educational systems and qualifications frameworks are prerequisites for citizens’ mobility and ensuring the continuing attractiveness and competitiveness of the EHEA (London Communiqué). Two specific tools serve this purpose namely the Diploma Supplement and a Common System of Credits for example the ECTS. The **Diploma Supplement** is a document attached to a higher education diploma aiming at improving international ‘transparency’ and at facilitating the academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. It is a flexible non-prescriptive tool which is designed to save time, money and workload. It is capable of adaptation to local needs. “They [Ministers] set the objective that every student graduating as from 2005 should receive the Diploma Supplement automatically and free of charge. It should be issued in a widely spoken European language. They appeal to institutions and employers to make full use of the Diploma Supplement, so as to take advantage of the improved transparency and flexibility of the higher education degree systems, for fostering employability and facilitating academic recognition for further studies.” (Berlin Communiqué, 2003). The **European Credit Transfer and Accumulation System (ECTS)** enables students to collect credits for learning achieved through higher education. ECTS is a learner-centred system which aims to increase transparency of learning outcomes and learning processes. It aims to facilitate planning, delivery, evaluation, recognition and validation of qualifications and units of learning as well as student mobility. *ECTS credits* are based on the workload students need in order to achieve expected learning outcomes. **Learning outcomes** describe what a learner is expected to know, understand and be able to do after successful completion of a process of learning. They relate to level descriptors in national and European qualifications frameworks. **Workload** indicates the time students typically need to complete all learning activities (such as lectures, seminars, projects, practical work, self-study and examinations) required to achieve the expected learning outcomes”.

<b>Question 42</b> Is your school aware of the Bologna process with regard to “ <b>Readable and Comparable Degrees</b> ”? Yes <input type="checkbox"/> No <input type="checkbox"/> In part <input type="checkbox"/>	
<b>Question 43</b> Please tell us about its implementation in your school.	
a. Implementation not considered	
b. Implementation considered but decision taken not to implement	
c. Implementation planned	
d. Partially Implemented	
e. Fully Implemented	
<b>Question 44</b> Does your school make information on the educational programme including the curriculum and learning outcomes accessible?	
a. Yes	
b. No	
c. Comment (please enlarge space as needed): .....	
<b>Question 45</b> Do the students in your school receive a Diploma Supplement as described above?	
a. Yes	
b. No	
c. Comment (please enlarge space as needed): .....	
<b>Question 46</b> Does your school implement a system of credits (eg ECTS) based on the workload expected from students to achieve the learning outcomes?	
a. Yes	
b. No	
c. Comment (please enlarge space as needed): .....	
<b>Question 47</b> Please inform us of any other initiative relevant to ‘ <b>Readable and Comparable Degrees</b> ’ in place (or planned) at your school. .....	

## 6. Mobility

“ ... We believe that mobility of students, early stage researchers and staff enhances the quality of programmes and excellence in research; it strengthens the academic and cultural internationalization of European higher education. Mobility is important for personal development and employability; it fosters respect for diversity and a capacity to deal with other cultures. It encourages linguistic pluralism, thus underpinning the multilingual tradition of the European Higher Education Area and it increases cooperation and competition between higher education institutions. Therefore, mobility shall be the hallmark of the European Higher Education Area. We call upon each country to increase mobility, to ensure its high quality and to diversify its types and scope. In 2020, at least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad. Within each of the three cycles, opportunities for mobility shall be created in the structure of degree programmes. Joint degrees and programmes as well as mobility windows shall become more common practice. Moreover, mobility policies shall be based on a range of practical measures pertaining to the funding of mobility, recognition, available infrastructure, visa and work permit regulations. Flexible study paths and active information policies, full recognition of study

achievements, study support and the full portability of grants and loans are necessary requirements. Mobility should also lead to a more balanced flow of incoming and outgoing students across the European Higher Education Area and we aim for an improved participation rate from diverse student groups. Attractive working conditions and career paths as well as open international recruitment are necessary to attract highly qualified teachers and researchers to higher education institutions. Considering that teachers are key players, career structures should be adapted to facilitate mobility of teachers, early stage researchers and other staff; framework conditions will be established to ensure appropriate access to social security and to facilitate the portability of pensions and supplementary pension rights for mobile staff, making the best use of existing legal frameworks." (*Leuven/Louvain-la-Neuve Communiqué, April 2009*).

<b>Question 48</b> Is your school aware of the Bologna process with regard to "Mobility"?			
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
In part	<input type="checkbox"/>		
<b>Question 49</b> Please tell us about its implementation in your school			
a.	Implementation not considered		
b.	Implementation considered but decision taken not to implement		
c.	Implementation planned		
d.	Partially Implemented		
e.	Fully Implemented		
<b>Question 50</b> Does your school recognize time spent and competences acquired by your students when abroad?			
a.	Yes		
b.	No		
<b>Question 51</b> In general, what is the proportion of students in your school spending a study-period abroad?			
	<b>None or very few</b>	<b>A significant number</b>	<b>The majority</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<b>All or almost all</b>
			<input type="checkbox"/>
<b>Question 52</b> Is your curriculum structured in a way that encourages your students to spend time abroad or students from abroad to spend study periods in your school?			
a.	Yes		
b.	No		
c. If yes, please describe (enlarge the space as needed): .....			
<b>Question 53</b> On completion of the medical course, can students gain joint degrees from two or more universities?			
a.	Yes		
b.	No		
c. If yes, please describe (enlarge space as needed): .....			
<b>Question 54</b> Do teachers from abroad come to work in your school for short or extended periods?			
a.	Never or almost never		
b.	Occasionally		

c. Commonly	
d. Frequently	
e. Comment (enlarge space as needed): .....	
<b>Question 55</b> Do teachers from your school go to work abroad for short or extended periods?	
a. Never or almost never	
b. Occasionally	
c. Commonly	
d. Frequently	
e. Comment (enlarge space as needed): .....	
<b>Question 56</b> Is there in your school an officer or a staff member whose responsibility is to facilitate/manage the mobility of both staff and students?	
a. Yes	
b. No	
<b>Question 57</b> Please inform us of any other initiative relevant to 'Mobility' in place (or planned) at your school. .....	

**7. International Openness**

“ ... We call upon European higher education institutions to further internationalise their activities and to engage in global collaboration for sustainable development. The attractiveness and openness of European higher education will be highlighted by joint European actions. Competition on a global scale will be complemented by enhanced policy dialogue and cooperation based on partnership with other regions of the world, in particular through the organisation of Bologna Policy Fora, involving a variety of stakeholders. Transnational education should be governed by the European Standards and Guidelines for quality assurance as applicable within the European Higher Education Area and be in line with the UNESCO/OECD Guidelines for Quality Provision in Cross-Border Higher Education.” (Leuven/Louvain-la-Neuve Communiqué, April 2009)

<b>Question 58</b> Is your school aware of the Bologna Process with regard to “International Openness”? Yes <input type="checkbox"/> No <input type="checkbox"/> In part <input type="checkbox"/>	
<b>Question 59</b> Please tell us about its implementation in your school.	
a. Implementation not considered	
b. Implementation considered but decision taken not to implement	
c. Implementation planned	
d. Partially Implemented	
e. Fully Implemented	
<b>Question 60</b> Does the curriculum in your school reflect international aspects of medical practice?	
a. Yes	

b. No	
c. Comment (enlarge space as needed): .....	
<b>Question 61</b> Is your school involved in global collaboration with other medical schools internationally?	
a. Yes	
b. No	
c. Comment (enlarge space as needed): .....	
<b>Question 62</b> Please inform us of any other initiative relevant to 'International Openness' in place (or planned) at your school. .....	

### 8. Social Dimension Equitable Access and Completion

"The student body within higher education should reflect the diversity of Europe's populations. We therefore emphasize the social characteristics of higher education and aim to provide equal opportunities to quality education. Access into higher education should be widened by fostering the potential of students from underrepresented groups and by providing adequate conditions for the completion of their studies. This involves improving the learning environment, removing all barriers to study, and creating the appropriate economic conditions for students to be able to benefit from the study opportunities at all levels. Each participating country will set measurable targets for widening overall participation and increasing participation of underrepresented groups in higher education, to be reached by the end of the next decade. Efforts to achieve equity in higher education should be complemented by actions in other parts of the educational system." *(Leuven/Louvain-la-Neuve Communiqué, April 2009)*

<b>Question 63</b> Is your school aware of the Bologna process with regard to the "Social dimension equitable access and completion"?	
Yes <input type="checkbox"/> No <input type="checkbox"/> In part <input type="checkbox"/>	
<b>Question 64</b> Please tell us about its implementation in your school?	
a. Implementation not considered	
b. Implementation considered but decision taken not to implement	
c. Implementation planned	
d. Partially Implemented	
e. Fully Implemented	
<b>Question 65</b> Is there in your school a stated measured target(s) for widening overall participation of under-represented groups?	
a. Yes	
b. No	
c. If yes, what is (are) the target(s)?	
<b>Question 66</b> Has your school developed strategies for enhancing and increasing access to medical studies for under-represented groups?	
a. Yes	
b. No	

c. If yes, please describe the strategies (enlarge the space as needed) .....	
<b>Question 67</b> If students from under-represented groups are admitted to your school, have you created economical and educational conditions to help them complete their studies?	
a. Yes	
b. No	
c. If yes, please describe (enlarge space as needed) .....	
<b>Question 68</b> Please inform us of any other initiative relevant to 'Social Dimension Equitable Access and Completion' in place (or planned) at your school. .....	

**9. Three Cycle Model**

"A two-cycle qualifications system was one of the initial objectives stated in the Bologna Declaration (1999). Later, the Bergen Conference of European Ministers Responsible for Higher Education (2005) adopted the overarching framework for qualifications in the EHEA comprising three cycles (bachelor, master and doctoral degree), generic descriptors for each cycle based on learning outcomes and competences, and credit ranges in the first and second cycles.

There is a uniform structure regarding the 2 initial cycles: the first lasts a minimum of three years typically include 180-240 ECTS credits, ends in a Bachelor-level degree, which should also be relevant to the European labour market as an appropriate level of qualification. The second cycle of 2 or 3 years' duration typically including 90-120 ECTS credits consists of Master's degrees.

<b>Question 69</b> Is your school aware of the Bologna process with regard to the "Three Cycle Model"?	
Yes <input type="checkbox"/>	No <input type="checkbox"/> In part <input type="checkbox"/>
<b>Question 70</b> Please tell us about its implementation in your school.	
a. Implementation not considered	
b. Implementation considered but decision taken not to implement	
c. Implementation planned	
d. Partially Implemented	
e. Fully Implemented,	
<b>If your answer is "a or "b", please go to question 75</b>	
<b>Question 71</b> In implementing the 2 cycle model, how do you describe the curriculum in your medical school?	
a. Mainly basic medical science in the first cycle followed by a clinical second cycle	
b. Integrated curriculum (basic medical sciences & clinical medicine addressed across both cycles)	

c. Other model please describe .....	
<b>Question 72</b> Following completion of the first cycle what are the possibilities for your students (select all that applies)	
a. continue with a second cycle in your medical school	
b. continue with a second cycle in another medical school	
c. continue with another non-medical programme of study	
d. seek employment after the bachelor	
e. Comment: .....	
<b>Question 73</b> If places are available, can students enter your Institution for the second cycle after completion of a first cycle programme in (select all that applies).	
a. your medical school	
b. another medical school	
c. another health-care profession related area	
d. any field of study	
e. Comment (enlarge space as needed)	
<b>Question 74</b> Please inform us of any other initiative relevant to the 'Three cycle model' in place (or planned) at your school. .....	

### 10. Quality assurance

"In higher education, the term quality assurance refers to all the policies, ongoing review processes and actions designed to ensure that institutions, programmes and qualifications meet and maintain specified standards of education, scholarship, and infrastructure. In this respect, quality assurance primarily provides institutions and stakeholders in higher education with a guarantee that quality is being achieved (i.e. accountability). Quality assurance has a function of enhancement and improvement of higher education system, institution, or programme. One of the purposes of the Bologna Declaration (1999) was to encourage European cooperation in quality assurance of higher education with a view to developing comparable criteria and methodologies. The Member States and the Commission are establishing a European Quality Assurance Reference Framework to serve as a reference instrument to help Member States to promote and monitor continuous improvement of their Vocational Education and Training (VET) systems, based on common European references. The aim is improving quality assurance systems at national level and making best use of the framework involving the social partners, regional and local authorities and every other relevant stakeholder".

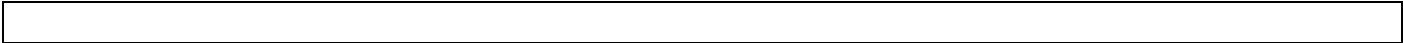
<b>Question 75</b> Is your school aware of the Bologna Process with regard to "Quality assurance"?	
Yes <input type="checkbox"/> No <input type="checkbox"/> In part <input type="checkbox"/>	
<b>Question 76</b> Please tell us about its implementation in your school.	
a. Implementation not considered	
b. Implementation considered but decision taken not to implement	
c. Implementation planned	

d. Partially Implemented	
e. Fully Implemented	
<b>Question 77</b> Is there an internal quality assurance programme in your medical school?	
a. Yes	
b. No	
c. If yes, please describe (enlarge space as needed): .....	
<b>Question 78</b> Is there an external quality assurance programme?	
a. Yes	
b. No	
c. If yes, who is responsible of this programme? .....	
<b>Question 79</b> Are there mechanisms in place in your school to evaluate the quality and competency of staff involved with teaching?	
a. Yes	
b. No	
c. If yes, please describe (enlarge space as needed): .....	
<b>Question 80</b> Are there mechanisms in place at your school to ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered?	
a. Yes	
b. No	
c. If yes, please describe (enlarge space as needed): .....	
<b>Question 81</b> Does your school regularly publish up to date, impartial and objective information regarding quality assurance results?	
a. Yes	
b. No	
c. Comment (enlarge space as needed): .....	
<b>Question 82</b> Please inform of any other initiative relevant to 'Quality assurance' in place (or planned) at your school. .....	

**E/ Final Comments** (all in one webpage)

**Lessons Learned from the Bologna Process**

**Q83.** What key messages would you highlight for other institutions who are considering implementing the Bologna Process



Q 84. Any other comments you want to make regarding the Bologna process

**Other comments**

Q85. Any comment you want to make regarding the survey

THANKS FOR YOUR KIND COOPERATION

If you have any query please feel free to contact Madalena Patricio at: [patricio@fm.ul.pt](mailto:patricio@fm.ul.pt)