

Subgroup 1 - Tuning

Report to the HENRE II AGM

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8th February 2007

What is Tuning? – a reminder

Tuning is an integral part of the Bologna process which aims to create freedom of movement for students and academic staff throughout Europe & beyond.

Aim

To provide general guidelines so that Universities of all 45 Bologna countries can communicate in an agreed language and share basic structures e.g. Cycles, Credits, Quality Procedures etc.

Aim

- To make Bologna a word which means:
 - Quality
 - Transparency
 - Recognition
 - Employability
 - Mobility

Subgroup 1 Objectives

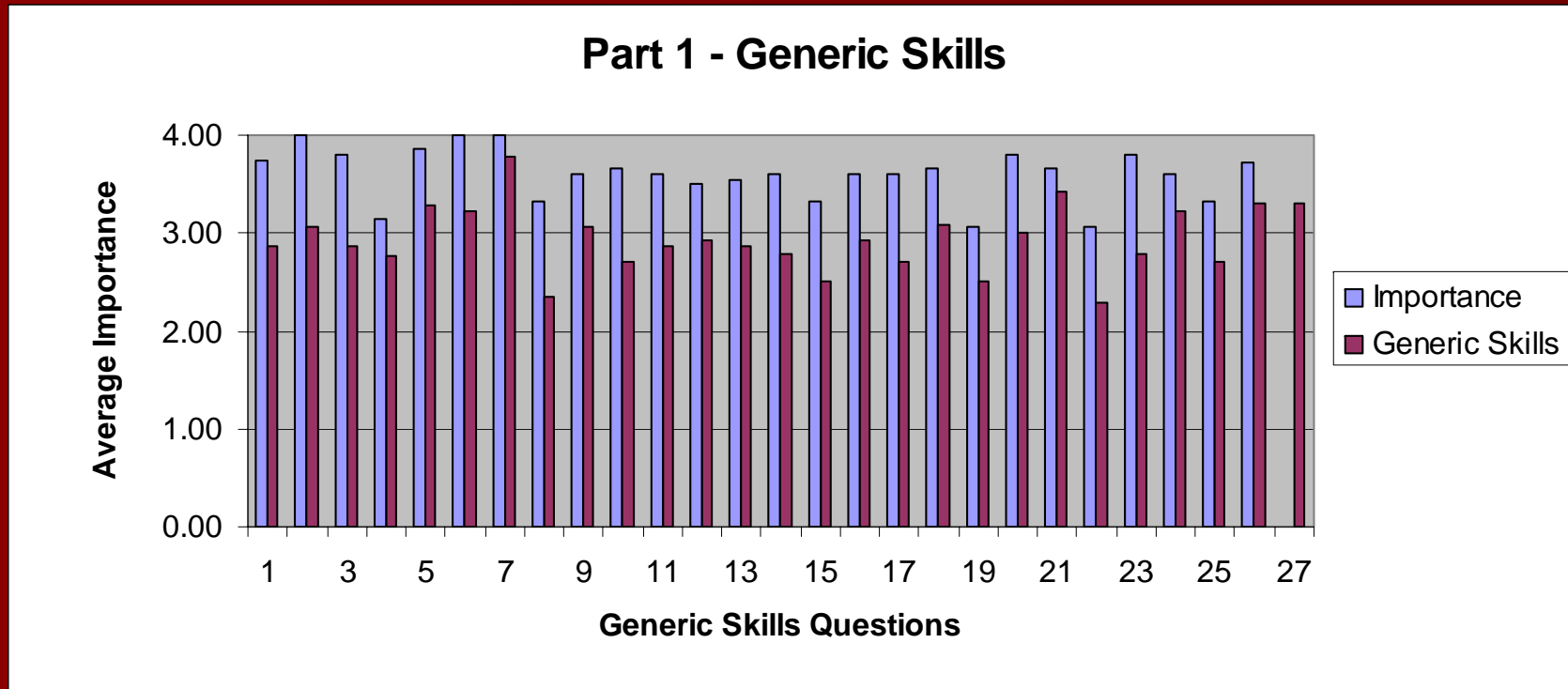
- I. To make recommendations regarding the nature of radiographic education programmes across Europe within the higher education sector
- II. Identify and recommend minimum learning outcomes of radiographic programmes of study at first cycle level
- III. Identify descriptors and benchmarks for radiographic education in order to develop academic and professional profiles for European Radiographers
- IV. Facilitate interaction and integration for the Eastern and central European region.

Group's responses to objective 1

- Work ongoing to analyse data collected from over 100 institutions as part of the HENRE I project.
- This work compared generic competencies and subject specific competencies amongst newly qualified 'radiographers'

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Generic questions – Part 1

GENERIC SKILLS

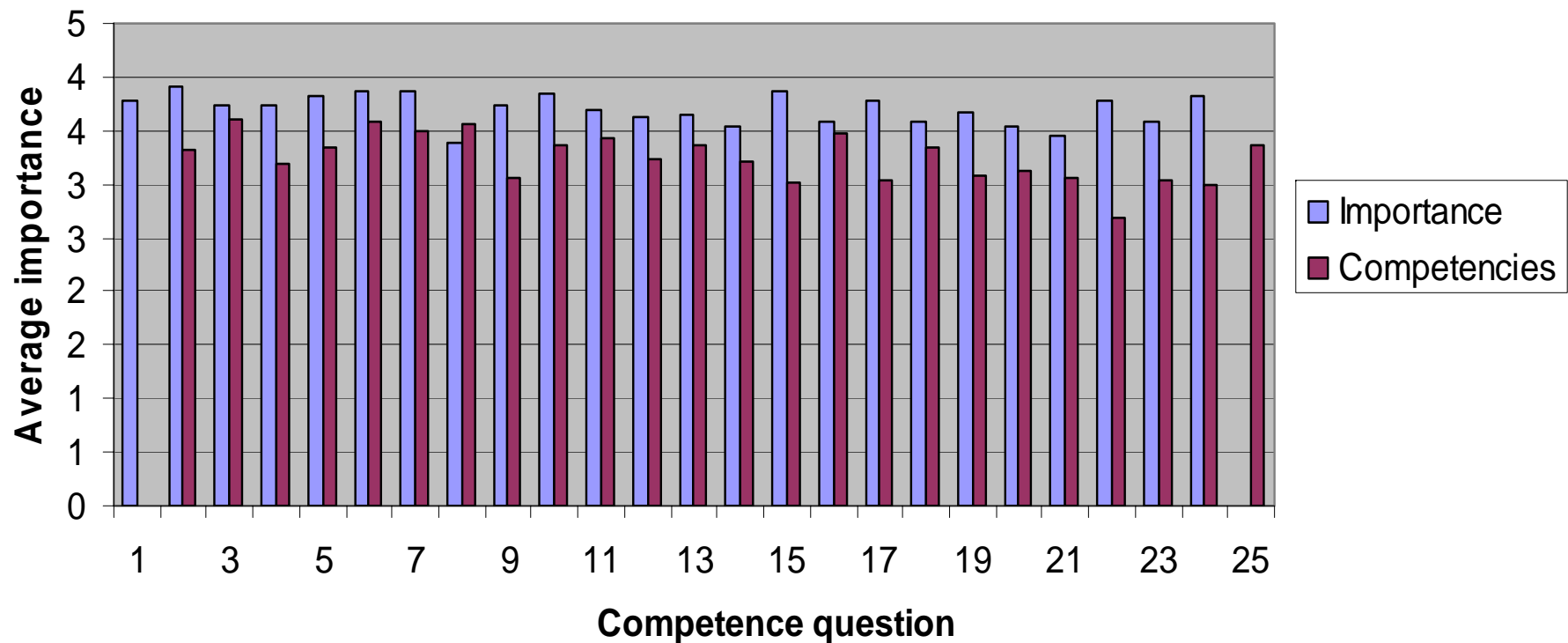
A programme of medical imaging and radiotherapy study should include the following academic competences:

- 1. A capacity for analysis and synthesis
- 2. A capacity for applying knowledge in practice
- 3. A capacity to reflect on experience in practice
- 4. An ability to plan and time manage one's own workload
- 5. Possess general knowledge in field of study
- 6. Possess a grounding of knowledge of the profession in practice
- 7. Be able to communicate orally and written in your native language
- 8. Possess knowledge of a second language
- 9. Possess an appropriate understanding of I.T. skills
- 10. Demonstration of an awareness of research and its use

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Part 2 - Skills/subject specific competencies:
newly qualified radiographers



Subject specific questions – Part 2

The newly qualified radiographer should be able to:

- 1. Work in a multidisciplinary healthcare team and effectively apply verbal and non-verbal communication with patients and others.
- 2. Inform and instruct patients appropriately before, during and after procedures.
- 3. Document, communicate and report information in a coherent way while complying with data protection regulations.
- 4. During the diagnostic or therapeutic procedure, apply ethical principles and obtain informed consent according to professional standards.
- 5. Practice according to national and Local health and safety protocols.
- 6. Accept responsibility for one's own actions within the scope of professional practice.
- 7. Evaluate the needs of patients in various circumstances and apply appropriate care.
- 8. Strategically plan and manage one's own work load and work flow.

Group's responses to objective 1

- It was anticipated that courses at first cycle would be different throughout Europe because of the range of ECTS credits required for qualification **but....**
- The differences could also be due to the ECTS system being used or interpreted differently

Group's responses to objective 1

- It is obviously necessary to distinguish between the two elements above **therefore....**
- A further piece of work was initiated which asked institutions to compare their course Learning Outcomes (or similar) to a single set of National Benchmarks
- This work was initiated following the last subgroup meeting in September with a deadline for completion of 31st Jan 2007

Group's responses to objective 2

(Identify and recommend minimum learning outcomes of radiographic programmes of study at first cycle level)

- It was felt that the recent work which has been started i.e. the comparison of Learning Outcomes for individual institutions against a 'benchmark' should answer this Objective

Group's responses to objective 3

(Identify descriptors and benchmarks for radiographic education in order to develop academic and professional profiles for European Radiographers)

- Again, the information we are seeking above for objectives 1 & 2 was thought appropriate to answer this question
- Additionally, because National Benchmarks were thought not to be available for all countries involved, the UK QAA benchmarks could be used as an initial measure

Group's responses to objective 4

(Facilitate interaction and integration for the Eastern and central European region)

- It was felt by the group that the potential benefits for all radiographers in Europe were great in terms of freedom of movement
- The benefits for those from Eastern European and New Member countries was potentially greater in the immediate sense, because the comparability study could offer some advantages for work throughout the currently better off states.

There is no more except the
questions!

(which I shall look to my fellow subgroup
members to help me answer)