

CALOHEE TEMPLATE Second Cycle -- bachelor – Level 6

TUNING Qualifications Reference Framework (Meta-Profile) General Descriptors of a Bachelor Programme in the Subject Area of Medicine (LEVEL 6)

QF EHEA 1st cycle descriptors	SQF domain dimensions Level 6 (BACHELOR)	EQF descriptor Knowledge Level 6 <i>Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles</i>	EQF descriptor Skills <i>Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study</i>	EQF descriptor Autonomy and Responsibility (Wider Competences) Level 6 <i>- Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts - Take responsibility for managing professional development of individuals and groups</i>
Special feature degree programme	Medical expert	Demonstrate an understanding of biomedical and clinical sciences, and other domains which are relevant to health.	Demonstrate the ability in a simulated setting to <ol style="list-style-type: none"> 1. Perform basic patient-centered clinical assessment 2. Deliver supportive and empathetic care. 3. Recognize and address local and global health needs. 	Applies medical knowledge and acts on the basis of professional values to provide evidence-based, effective, efficient and safe patient- or population-oriented care in the simulated settings.
1. <i>Have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study</i>	Scholar	Demonstrate a basic understanding of principles that underlie <ol style="list-style-type: none"> 1. Scientific methods 2. Philosophy/theory of science, history of medicine, bioethics. 3. Scientific communication. 	Demonstrate the ability to <ol style="list-style-type: none"> 1. Identify and appraise relevant information 2. Propose and manage a (limited/small) research project. 3. Apply the principles of scientific integrity. 	Use and share specific knowledge of the medical sciences, critically and ethically, to report on a limited (research) project.
	Innovator	Demonstrate a basic knowledge of the strategies and resources necessary for innovation and implementation in order to improve and ensure equitable healthcare.	Demonstrate critical and strategic thinking to contribute to equitable global healthcare provision in a simulated (multidisciplinary) group setting	Can identify the need for change and drive innovation in order to improve equitable healthcare in a simulated (multidisciplinary) setting.

<p>II. <i>Can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study</i></p>	<p>Collaborator</p>	<p>Demonstrate knowledge required to collaborate successfully as a competent member of a small (healthcare) team.</p>	<p>Demonstrate the capability to collaborate in multidisciplinary teams and manage differences.</p>	<p>Demonstrate effective collaboration</p> <ol style="list-style-type: none"> 1. in multidisciplinary/interprofessional teams, 2. with fellow students in a project or group assignment 3. with patients and relatives in shared decision making in a simulated setting
	<p>Leader</p>	<p>Demonstrate knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. (small) group dynamics 2. Optimal management of resources 3. Self-management 	<p>Demonstrate the capability to</p> <ol style="list-style-type: none"> 1. manage a small team and delegate and/or handover responsibilities 2. manage time and resources effectively 3. foster an inclusive and respectful group culture. 4. set priorities in study and private life to safeguard the balance and wellbeing 	<p>Contribute to the creation of a culture of safety, trust, openness, fairness, honesty and accountability in a small group.</p> <p>Demonstrate the capability to promote one's own, sustainable availability</p>
<p>III. <i>Have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues</i></p>	<p>Professional</p>	<p>Demonstrate knowledge and understanding of</p> <ol style="list-style-type: none"> 1. relevant legal and ethical frameworks 2. the individual role in the professional context 3. health systems and health policy 4. reflective practice 	<p>Demonstrate in a simulated or simple practice setting the ability to:</p> <ol style="list-style-type: none"> 1. act in accordance with ethical, legal and professional standards 2. reflect and manage personal and professional demands 3. recognize conflicts of interest 4. engage in peer to peer reflection and constructive feedback 	<p>Demonstrate in a simulated or simple practice setting the ability to Act professionally in relation to</p> <ol style="list-style-type: none"> 1. adherence to legal, professional and ethical principles. 2. Self-care and reflection. <p>Demonstrates respect, openness and interest towards representatives of other cultures and subcultures.</p>
<p>IV. <i>Can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences</i></p>	<p>Communicator</p>	<p>Demonstrate knowledge and understanding of diverse communication models and techniques in order to effectively handle information in different contexts.</p>	<p>Demonstrate in a simulated or simple practice setting the ability to:</p> <ol style="list-style-type: none"> 1. use communication forms and techniques that are appropriate for the context. 2. establish a professional therapeutic relationship with patients and/or families. 	<p>Demonstrate in a simulated or simple practice setting the ability to:</p> <p>Communicate effectively and respectfully with patients, families, colleagues (inter-professional) and society, using appropriate approaches for specific contexts.</p>

	Health Advocate	<p>Demonstrate basic knowledge and understanding of</p> <ol style="list-style-type: none"> 1. Determinants of health. 2. Health needs of individuals and populations. 3. Models of health behavior and promotion. 4. Healthcare systems and policies. 	<p>Demonstrate in a simulated or simple practice setting the ability to</p> <ol style="list-style-type: none"> 1. Identify the health needs of an individual patient 2. Identify barriers and enable change. 	<p>Demonstrate in a simulated or simple practice setting the ability to</p> <ol style="list-style-type: none"> 1. Introduce health promotion and prevention as topics of discussions with patients 2. Be aware of and identify and discuss health literacy
<p><i>V. Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy</i></p>	Scholar/Life long learner	<p>Demonstrate knowledge and understanding of learning skills and strategies required for self-directed learning.</p>	<p>Can identify one's own (professional) development needs by self-reflection and can address these needs.</p>	<p>Demonstrate motivation and initiative to manage and evaluate learning and development activities, receive and provide constructive feedback to further develop</p>