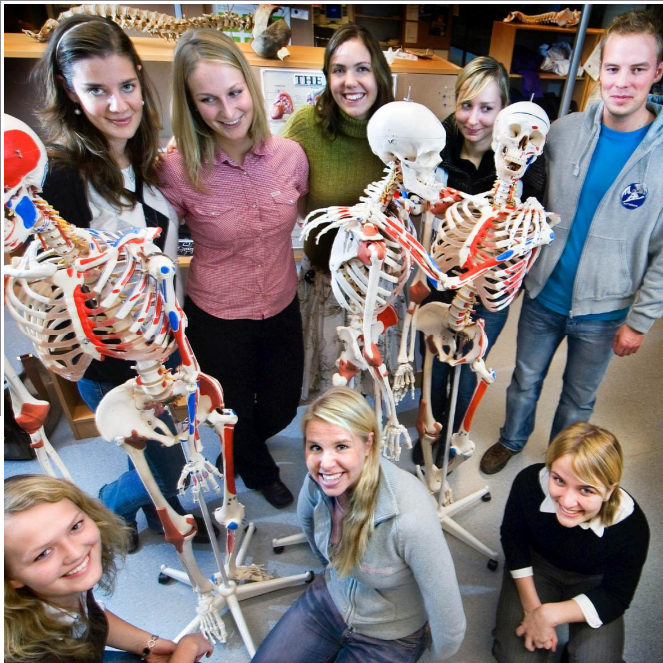




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Faculty of Medicine



## Self-evaluation report on the management of education at the Faculty of Medicine

## Table of Contents

1	Introduction	1
2	A description of the management of education in the Faculty and its institutes and departments	2
2.1	Faculty	2
2.2	Institutes and departments	3
2.3	Student participation in educational planning and development	3
3	A summary of the responses to the management of education questions	4
3.1	The faculty questions adapted for the Faculty of Medicine	5
3.2	Questions concerning the Faculty's management of education and its challenges	9
4	A summary of the strengths, weaknesses and areas in need of development in the management of education	13

## 1 Introduction

“Management of education at the Faculty of Medicine” refers to the management practices through which the Faculty’s training and educational services are organised. This report examines the management of the Faculty’s undergraduate education leading to the basic degrees of Licentiate in Medicine and Licentiate in Dentistry. The medical and dental licentiates are extensive degree programmes that involve all six of the Faculty’s institutes and departments as well as the Research and Development Unit for Medical Education (TUKE).

The working group for the quality of teaching, chosen for the 2007-2009 strategy period under the dean of education and the Undergraduate Education Planning Committee, is in charge of the educational management evaluation process. The group includes teacher representatives from all Faculty institutes and departments as well as student representatives, the head of academic affairs and representatives of TUKE. The senior lecturer in university pedagogy serves as group chair.<sup>1</sup>

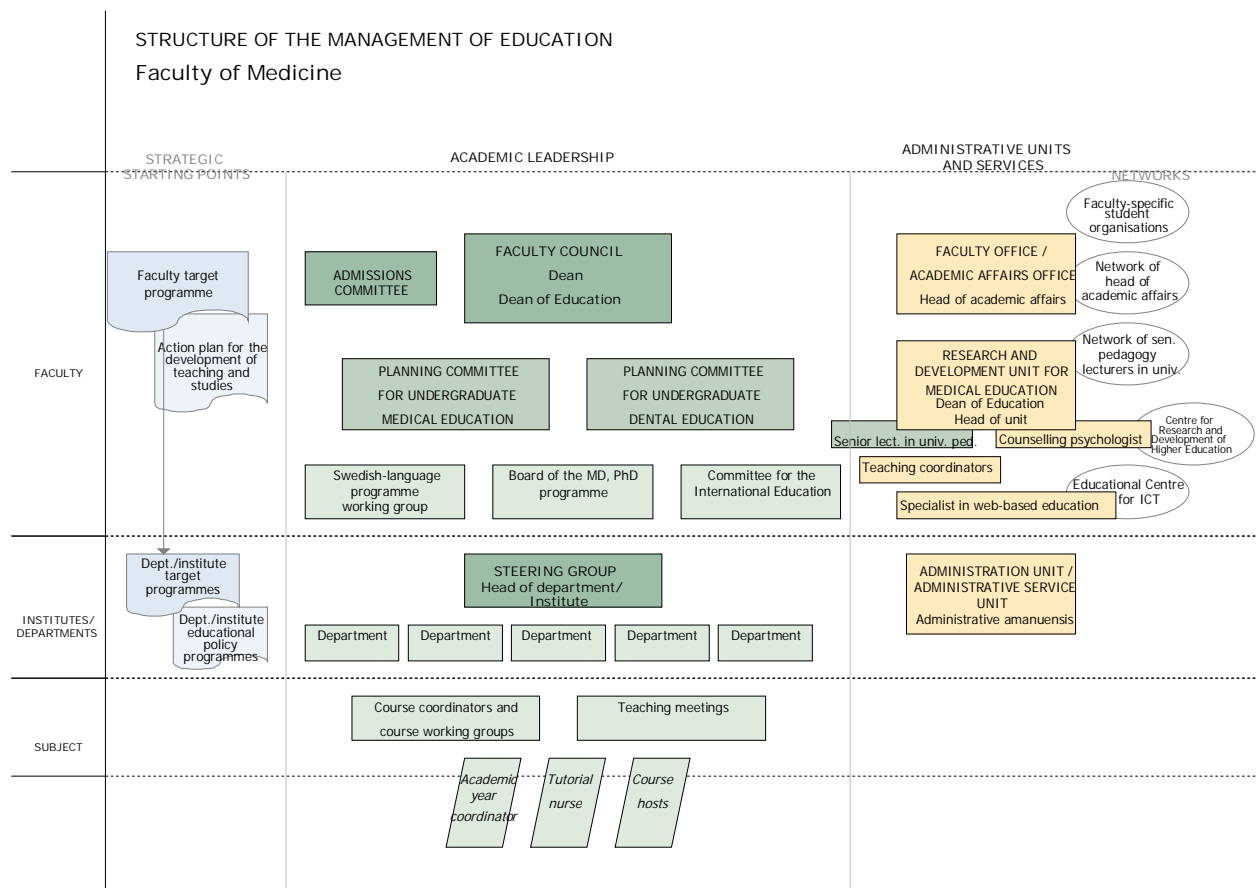
The Faculty’s self-evaluation of educational management has drawn upon various teaching evaluation processes, written materials concerning these processes and feedback received on the evaluations. The key evaluations include the following: the 2001-2002 international evaluation on the quality of education and degrees, the teaching quality self-evaluations and performance evaluations (which since 2003 have used the University’s quality evaluation matrices), and the University of Helsinki quality assurance audit of 2007-2008 and the Faculty operations manual compiled at the time. In addition to these completed materials, the present state of educational management was examined. In early 2008 an online survey among the teaching staff was conducted on this topic (73 of the Faculty’s 205 teachers responded). The six Faculty institutes and departments and TUKE provided self-evaluation reports using anonymous web-based responses to the survey. On 12 March 2008, an evaluation workshop on Faculty and institute/departmental teaching activities was organised (with 35 participants). The workshop went over matters relating to educational management as framed by the steering group. Based on this work, a SWOT analysis was produced. This self-evaluation report is based on the above-listed extensive material.

### The educational management evaluation process at the Faculty of Medicine



<sup>1</sup> Members of the working group for the quality of teaching include: Eeva Pyörälä (chair), Lecturer in University Pedagogy; Velina Vangelova, medical student; Inka Luotamo, dental student; Heikki Hervonen, University Lecturer; Hilpi Rautelin, Clinical Teacher; Petri Mattila, Clinical Teacher; Leila Niemi-Murola, Clinical Teacher; Antti Sajantila, Professor; Lena Sjöberg-Tuominen, Acting Clinical Teacher; Timo Kuusi, Head of TUKE; Kimmo Suomalainen, University Lecturer; Tom Pettersson, Swedish Study Programme Coordinator; and Jonna Cannelin, Acting Head of Academic Affairs.

## 2 A description of the management of education in the Faculty and its institutes and departments



### 2.1 Faculty

Strategy decisions on the Faculty's teaching activities are made by the **Faculty Council**, which is led by the Dean. The Faculty Council decides the teaching programme, degree requirements and the standing regulations on the degrees. It also makes proposals regarding the number of student admissions to the Faculty and decides on admissions selection criteria as well as on Faculty teaching post appointments.

The Faculty's **Dean of Education** is responsible for the preparation and implementation of the Faculty's teaching-related tasks and is also in charge of drafting the action plan for the development of teaching and studies.

Before reaching the Council, the Faculty's strategic policies on teaching are prepared in committees, i.e., in preparatory bodies representing teachers, students, teaching administration and teaching support staff.

The preparatory bodies relating to basic education at the Faculty include the following:

- **The Planning Committee for Undergraduate Medical Education** is responsible for the planning and development of education. It submits proposals and statements on curricula and on the development of degrees. The committee monitors the coordination and assessment of study units.
- **The Planning Committee for Undergraduate Dental Education** is responsible for the continual planning and development of dental education. The committee plans dental studies, primarily focusing on the clinical stage.
- **The Admissions Committee** is responsible for selecting new medical and dental students. The Committee cooperates with the national Entrance Examination Working Group of Medical and Veterinary Faculties, which is responsible for developing entrance examination.

- **The Working Group for the Swedish-language Programme** plans, develops and coordinates Faculty's instruction in Swedish together with the undergraduate education planning committees.
- **The Committee for International Education and Research** plans and develops student and teacher exchanges as well as teaching in English and the promotion of internationalisation.
- **The Board of the MD, PhD Programme** is responsible for programme admissions, confirms supervisor nominations and research funding plans, makes decisions based on steering committee recommendations, nominates tutors, organises training and monitors progress of the programme goals.

The **Research and Development Unit for Medical Education** (TUKE) serves for the entire Faculty under the dean of education. It engages in strategic planning and teaching development. Its members of staff include the Finnish study programme coordinator, the Swedish study programme coordinator, the dental studies coordinator, the coordinator for international education, the university lecturer in university pedagogy, the specialist in web-based education and the Faculty's university lecturer for IT education. TUKE is responsible for the pedagogical training of Faculty teachers.

## 2.2 Institutes and departments

The Faculty of Medicine consists of six administrative units, i.e., the Institute of Biomedicine, Haartman Institute, Institute of Clinical Medicine, Institute of Dentistry, Department of Public Health and Department of Forensic Medicine. **Steering groups** of these institutes and departments are in charge of planning and developing teaching. Educational goals and measures are presented in their own target and policy programmes that are renewed every three years.

The renewed and integrated undergraduate education in medicine stresses cooperation between the various subjects. The institutes and departments are central to educational planning, and their teachers participate in planning, developing and carrying out the integrated study units. A **course coordinator** is assigned to every study unit in the Faculty. An **academic year/term coordinator** is designated for each year or term. They are responsible for the coordination between the different study units.

The institutes, departments and their subdivisions organise meetings for the teaching staff to plan their upcoming study units and to distribute the teaching work. The meetings also include a review of student feedback, and development of future teaching, using feedback as basis. Tutorial nurses also participate in the administration of teaching activities. Together with the "course hosts", they divide students into groups and, together with teachers and students, take care of practical arrangements for the courses.

## 2.3 Student participation in educational planning and development

Students actively take part at all levels of the Faculty's educational planning and development. Student organisations, medical and dental undergraduates' associations, the Swedish medical students' association (*Thorax*) and the Junior Doctors' Association (JDA) have representation on all of the educational planning committees. There are student members on the Faculty Council and in the institute/departmental steering groups. The board meetings of these organisations review current issues of the development of the Faculty's education. Student representatives are informed of the association board positions on matters under review.

Hosts are elected from each year of students (medical and dental courses have their own hosts). Together with the tutorial nurses and the responsible teachers, they participate in planning and developing practical arrangements for teaching.

An essential tool for the development of teaching is the course-specific feedback provided by students. There is a high course feedback response rate at 80%.

The medical students' organisation awards the Lecturer of the Year and Group Teacher of the Year. The dental undergraduates' organisation selects the Teacher of the Year.

### 3 A summary of the responses to the management of education questions

All faculties and institutes/departments received a questionnaire from the University of Helsinki's steering group for the international evaluation of the management of education. These questions were used as the basis for their self-evaluation. Some of the questions concern educational management at the institute/departmental level and some at the faculty level. The questions were the following:

#### *Management of education at the institutes and departments*

1. How does your unit agree on the contents, methods and development of teaching?
2. How does your unit prepare and decide on degree requirements?
3. How does your unit ensure an appropriate distribution of workloads in teaching?
4. How does your unit promote the professional skills and expertise of the teaching staff?

#### *Management of education at the faculty level*

5. How does the faculty support the implementation of high-quality teaching and the development of teaching in the entire faculty and its departments? How is this support managed?

Education at the Faculty of Medicine is organised differently than in other faculties. The Faculty institutes/departments are not responsible for the basic, intermediate and advanced study modules. Instead, the basic degrees include contributions from every institution/department. The degree module is prepared in the committees appointed by the Faculty and they include representatives of all the institutes/departments. Degree modules are then brought to the Faculty Council for approval. A challenge is how to coordinate and improve the compatibility of the different study units offered by the institutes and departments. The institutes and departments plan, implement, evaluate and develop study units on the basis of feedback. At the Faculty level, teaching is managed so that it proceeds systematically, forming a degree where progressive knowledge and skills are developed, culminating in the practical work of a doctor or dentist.

The Faculty of Medicine evaluation group modified the questions to better suit the operational environment of the Faculty. In addition, some of the questions were honed to apply more specifically to the future development of educational management at the Faculty. The Faculty wished to have a sharper focus on for example research opportunities for teaching staff and on how well the Research and Development Unit serves the staff's professional skill and competency development needs. It is important to gain information on how the coordination of study units is being managed between institutes and departments as well as between the Faculty and the institutes/departments. The flow of information between the Faculty, the institutes/departments and the teaching personnel with respect to curriculum and degree requirements poses a central challenge, as the curricula are implemented as collaboration between the institutes and departments.

*The steering group's questions were adapted for the operational environment of the Faculty as follows:*

1. How are educational content, methods and development arranged within your unit?
2. How are degree requirements prepared and decided on in the Faculty? How can your unit contribute to the degree requirements?
3. How does the unit ensure that teaching duties will be appropriately distributed?
4. How is a high level of professional skills and competencies promoted within your unit?
  - a. What opportunities do teaching staff have for conducting research?
  - b. What kinds of opportunities do teaching staff have to participate in pedagogical and other professional qualifications training?
  - c. What are the most important criteria in your unit for recruiting teaching staff?
5. How is the implementation and development of quality education supported in the Faculty? How is the implementation and development of the Faculty's education managed?

*In addition to the questions asked of all faculties, some questions specifically concerned the Faculty of Medicine's management of education and its challenges:*

6. How does your unit manage the coordination of different study units? How does the Faculty manage the coordination of study units so that the degrees (Lic. Med. and Lic. Dent.) are integrated in a coherent way?
7. How well are you kept informed of important changes in the Faculty's teaching programme and degree requirements?
8. What areas need improvement in the management of education in your unit? What areas need improvement in the management of education in the Faculty of Medicine?

The web-based survey conducted in January 2008 of the entire Faculty received responses from 73 teachers and other teaching staff representatives of the six institutes/departments and TUKE. Every response was forwarded anonymously (e.g., without job titles) to the respective steering group. The institutes/departments prepared self-evaluation reports on their teaching activities based on these responses and on their other materials and discussions. The Faculty and institute/department workshop primarily covered the questions posed by the University steering group, the educational strengths and development challenges. The 35 participants included representatives of the institutes and departments, committees and the Faculty's Academic Affairs Office. A SWOT analysis was carried out on the material generated in the workshop. The following section reports on the responses to the faculty questions, as adapted for the Faculty of Medicine, and the Faculty's own questions.

### **3.1 The faculty questions adapted for the Faculty of Medicine**

#### **1. How are educational content, methods and development arranged within your unit?**

The work of preparing, planning and developing studies is a long-term process. Every study unit has an assigned course coordinator. The course coordinators consult with professors, teachers and working groups on study contents and learning goals, practical implementations and pedagogical and content development. The course coordinator has a major responsibility for Faculty teaching as well as a real opportunity to impact its development. Integrated course coordinators have a particularly high responsibility since their work involves interdisciplinary and interdepartmental planning. Institute/departmental steering group reviews educational changes, and its decisions are forwarded to the planning committees for undergraduate medical and dental education. The respective committee reviews the plan of studies, sets up interdepartmental working groups for carrying out additional preparatory work if needed and submits proposals to the Faculty Council on the content and methods of teaching and on the options for completing studies. The Faculty Council makes the final decisions.

Teaching occurs primarily in small groups. Therefore, every teacher who participates in a study unit must be familiar with the study unit's goals, methods, materials and assessment methods. The departments have well-functioning systems for conducting teaching meetings. Educational content, methods and assessment are discussed in teaching meetings that are attended by the entire teaching staff. Before a course begins, a preparatory and planning meeting is held to discuss the distribution of work between teachers. After a course ends, a meeting is held to go over student feedback and apply it towards changing and developing the course. Informing students of the changes that are made on the basis of their feedback constitutes a major challenge. These kinds of teaching support and development meetings, however, are not organised in all of the departments, where the management of education is instead left to the active initiative of individual teachers.

Some of the institutes and departments organise annual strategy days and planning seminars to conduct complete reviews of their educational content, methods and especially their teaching development. A teaching day aimed at all Faculty teaching staff is organised annually and includes discussions on current topics in education as well as presentations on good teaching practices and development trends. The Faculty also participates in annual nationwide teaching days, where all the faculties that provide medical and dental education contemplate together challenges and developments in education.

Developing teaching and discussing teaching development issues with the Faculty's collaborative partners constitutes a major challenge. A considerable share of the Faculty's clinical teaching takes place at Helsinki University Central Hospital, the hospitals of the Hospital District of Helsinki and Uusimaa, and the City of Helsinki health centres. The Swedish-language programme of studies is carried out in bilingual hospital units. Practical dental training is organised at the University Dental Clinic, a City of Helsinki dental care centre located in the Institute of Dentistry building. Working groups and follow-up groups exist for educational development and for follow-up with collaborative partners. In addition, TUKE organises informational and training events as needed for non-University teachers who participate in clinical training.

## **2. How are degree requirements prepared and decided on in the Faculty? How can your unit contribute to the degree requirements?**

The goal of undergraduate medical and dental training is to prepare students for the professional practice of statutory basic health care. An additional goal is to foster in students the capacities to retrieve, critically assess and apply information. Professional medical and dental practice is regulated by acts and decrees, which set clear requirements for education and training.

The two basic degrees of the Faculty of Medicine are the Licentiate of Medicine (360 ECTS credits) and the Licentiate of Dentistry (300 ECTS credits). The basic degrees are built around a core curriculum. The content and goals of learning and the methods of assessment are defined for the study units. A course coordinator is assigned to each study unit, and there is a coordinator for each academic year. Degrees involve educational cooperation between the institutes and the various departments.

Degree requirements are reviewed in the Faculty in stages. At the institute and departmental level, degree requirements are reviewed by discussing the course catalogue texts. Changes to the course catalogue are made in two stages. Teachers plan and write change proposals to the course catalogue for the courses that they are in charge of. The proposals are discussed in the steering group and forwarded to the planning committee for undergraduate education and to the Faculty for approval. Changes are generally based on developments in the field or on students' feedback and initiatives. This is a workable system for preparing and deciding on the degree requirements of the Faculty. However, the teaching staff desires greater transparency and wants to be better informed about the decisions and changes.



The work of planning the studies for the degrees as a whole is done in the planning committees for undergraduate medical and dental education, which include representation from the teachers from the six institutes and departments, Finnish and Swedish speaking students, dental students, TUKE and the academic administration. Students play a very active role in the curriculum work. When needed, the committees set up working groups to prepare proposals and amendments concerning degree requirements. Students and teachers of the different institutes and departments are represented in the working groups. The planning committees for undergraduate education review all proposals to change the course catalogue. After this, the degree requirements are approved by the Faculty Council.

The medical and dental licentiate degrees are broad and relatively rigid compared to other basic degrees of the University. Extensive reforms are a challenge due to the rigid curriculum and tight schedules of the study years. By modifying the contents of the "Growing to be a Physician/Dentist" studies (11.5 ECTS credits), it has been possible to introduce some new elements into the degree.

### **3. How does the unit ensure that teaching duties will be appropriately distributed?**

Officially, the distribution of teaching duties is handled by the head of the discipline and is planned in connection with the human resources plan. The duties are distributed on the basis of qualifications, competencies and the teachers' areas of interest. In practice, the distribution is carried out in teaching meetings. All teaching staff in the given field participates in the meetings. Student feedback is analysed in the meetings, and changes for implementation are based on the feedback. Student feedback is also taken into account in allocating teaching duties.

A challenge that has arisen in the departments is the uneven distribution of teaching. The principle that "everyone teaches and everyone conducts research" is not realised in practice. Instead, the teaching load falls disproportionately on some teachers, allowing them little time for research. In addition, some teachers have stated that there is insufficient time for teaching development. Middle-level teachers are often in temporary teaching positions, which hinder them to maintain a long-term focus on teaching and research. More permanence in teaching posts is needed for the development of teaching at the department level. The Faculty is designing a survey of human resources in order to determine the teaching load of the institutes and departments and the number of teaching personnel. The goal is to find a basis for a more even distribution of the teaching burden between the institutes and the various departments.

Education in the Faculty of Medicine is also provided by outside teachers. For the clinical stage, teaching is provided by hospital and health centre clinicians. How to distribute the teaching workload between non-University clinicians and University teachers poses a challenge at the Faculty level. Another challenge is how to guarantee adequate teaching support for non-University clinicians.

### **4. How is a high level of professional skills and competencies promoted within your unit?**

A high level of professional skills and competencies is promoted among teaching staff by organising orientation training on educational content, goals and teaching methods for beginning teachers. All of the problem-based learning (PBL) teachers are required to have pedagogical training in PBL methods. The teaching staff participates in TUKE's pedagogical training. At the Faculty level, TUKE regularly organises a joint teaching day for all teaching personnel. Peer support and teaching meetings have been mentioned by teaching staff as important for promoting professional skills and pedagogical competencies. The staff also has noted that carefully reviewing student feedback is essential to promoting the teachers' professional skills. Teachers have stated that having opportunities to participate in training events, seminars and international scientific conferences in their respective academic fields is important for the promotion of professional skills and competencies.

#### *What opportunities does teaching staff have for conducting research?*

The opportunities for carrying out research are unevenly distributed among Faculty teachers, despite research work being a requirement of all teaching posts. A factor conducive to research possibilities of the Faculty teachers is the fact that research work is highly esteemed and

encouraged in the institutes and departments. The University offers a stimulating research environment and in principle good facilities. If a teacher has funding for research from outside the University, his or her research prospects are good. However, without external sponsorship, research is not possible. The distribution of teaching is clearly uneven in the departments as those with the heaviest teaching burdens do not have time for research during the term. Research has to be done outside the term and in teachers' free time. Acting teachers stated that their possibilities for conducting research were weak. The teachers felt that the increased amount of administrative tasks at the University has used up time, especially at the expense of research work.

*What kinds of opportunities does teaching staff have to participate in pedagogical and other professional qualifications training?*

The Faculty has offered pedagogical training to its teachers since 1993. TUKE is responsible for the pedagogical training. The Faculty's 10 ECTS credit course on the university pedagogy has been taken by over 200 Faculty teachers. Some of the teachers have continued their university pedagogy studies through the Faculty of Behavioural Sciences. The Faculty's central learning method is problem-based learning (PBL), in support of which PBL courses and tutorial continuation classes are held regularly for teachers. In addition, short courses, theme days and teachers' meetings support teachers' pedagogic competencies and networking.

According to the teaching staff, the Faculty affords particularly good opportunities for participating in pedagogical training. The departments encourage their teachers to take part in pedagogical training, and there is really active participation by Faculty teachers. The Faculty's own Research and Development Unit organises the pedagogical training. By having its own unit, the Faculty is able to provide an adequate amount and diverse range of training, and the training can be tailored to suit the different needs within the Faculty. The clinicians that participate in the Faculty's clinical teaching may also participate in the pedagogical training. Pedagogical training is an official criterion in recruiting teachers.

*What are the most important criteria in your unit for recruiting teaching staff?*

The most important recruitment criteria for teaching staff included quality of research activities and teaching experience. Scientific merits take priority over teaching skills, particularly in recruitments for posts. High-quality research is stressed more than teaching qualifications; thus successful research work is a key condition for receiving an appointment. Only secondarily are teaching qualifications and pedagogical training taken into account. On the other hand, teachers with markedly poor student feedback are not recruited as teachers. For PBL-based teaching, teachers are required to possess formal PBL tutorial training as well as expertise in their field.

Educators who provide the Faculty's clinical-stage teaching must have in addition to a doctorate a medical or dental specialist degree. Having a medical or dental degree as well as clinical experience is seen as an advantage in appointments to teaching positions in pre-clinical stage studies. Recruiting qualified medical and dental teachers poses a real challenge for the Faculty, particularly the recruitment of clinical-stage middle-level teachers (clinical teachers and university lecturers). University career options are not currently very attractive to medical or dental specialists. The teaching staff has become multidisciplinary in recent years, especially as concerns the pre-clinical stage. The multidisciplinary background of the teaching staff represents both a challenge and an opportunity for the Faculty.

## **5. How is the implementation and development of quality education supported in the Faculty? How is the implementation and development of the Faculty's education managed?**

*Supporting the implementation and development of quality education in the Faculty*

The Faculty established its own unit to support training (TUKE, the Research and Development Unit for Medical Education) in 2002. From the web-based survey and the six institute/departmental reports on educational management, it became apparent that the activities of TUKE are the key to implementing and developing quality teaching at the Faculty. TUKE organises pedagogical training, orientation events, web-based education days, web-

based teaching guidance and a teaching day as well as custom-made courses and meetings when needed. According to the respondents, TUKE's variety of pedagogical training events for teachers supports the implementation and development of quality education. In addition, the Faculty has a very well-functioning student feedback system with a response rate of over 80%. TUKE is in charge of maintaining and developing the student feedback system. The implementation and development of quality teaching receive further support by the Faculty's best practices for learning assessment (the examination system, the Progress test, the OSCE, log books and constructive feedback).

The development of quality teaching has been bolstered by the Faculty's recent measures to make temporary teaching positions permanent. The Faculty has also given further backing to develop teaching by granting funding for various advanced and elective courses.

#### *Management of the implementation and development of Faculty education*

Education is managed by the dean of education and the Faculty Council assisted by the planning committees for undergraduate education. Special appreciation has gone to the students for their dedication to educational development work. Teaching development is also supported and followed by TUKE. The teaching staff, however, viewed Faculty educational management as somewhat distant. The reason they gave was the paucity of information from the planning committees for undergraduate education and the lack of discussions between the committees and the units that provide teaching. It was suggested in the workshop that communication could be improved by establishing an area in University ALMA intranet containing the minutes of committee meetings. It was also proposed that the interaction between the preparatory committees be improved and that dialogue be developed between the committees and the institutes/departments.

Appreciation was also voiced for the Faculty's appointment of a dean of education to manage teaching activities. In the workshop it was suggested that the dean of education visit the institutes and departments regularly. This would increase the interaction between the Faculty's educational management and the teaching staff of the institutes and departments.

### **3.2 Questions concerning the Faculty's management of education and its challenges**

#### **6. How does your unit manage the coordination of different study units? How does the Faculty manage the coordination of study units so that the degrees (Lic. Med. and Lic. Dent.) are integrated in a coherent way?**

##### *How does your unit manage the coordination of the different study units?*

Different practices have been developed in the institutes and departments to coordinate study units. In the Institute of Biomedicine and the Haartman Institute, the coordination is done systematically. In the smaller departments, such as the Departments of Public Health and Forensic Medicine, coordination is done in teaching meetings. In the Institute of Clinical Medicine, the coordination is done by coordinators, course coordinators and tutorial nurses. In the Institute of Dentistry, the study units are coordinated mainly by the institute's academic affairs office according to guidelines provided by the planning committee for undergraduate education.

From the beginning, the study units of the Institute of Biomedicine have been planned to form a continually progressive set of preclinical studies in which the learning goals of the different subjects form a unified continuum. Course contents and learning materials are public and available to all teachers via the digital course library maintained by the National Library of Health Sciences. Changes to the education are based on student feedback. The Institute's course coordinators work closely together to arrange the teaching work amongst themselves. The Institute also has a teaching development working group in which the study unit contents are refined.

Education in the Haartman Institute employs a holistic approach, although some of the teaching is dispersed between different study blocks. Coordination is carried out by the clinical teachers. The coordination occurs horizontally between the different fields in the Institute and vertically between the Institute and units of clinical studies. Discussions among teachers ensure that there are no overlaps or important gaps in teaching. Core content analysis to support the coordination has not yet been fully exploited, having been used by only a few teachers.

*How does the Faculty manage the coordination of study units so that the degrees (Lic. Med. and Lic. Dent.) are integrated in a coherent way?*

In the study reforms of the 1990s the Faculty carried out an integration of most of its study subjects and organised the undergraduate studies into comprehensive study units, each including specific learning goals, contents and methods of assessment. A survey of essential informational and professional competencies was undertaken in the 2000s with core content analysis, using a computer application designed for this purpose. Tapping the benefits of core content analysis for study-unit coordination and study field integration is a process still requiring much work. Core content analysis is often mentioned in teachers' responses as an important tool for improving the coordination and compatibility of study units, resulting in degrees that are meaningfully coherent totalities. Core content analysis and its computer application are not yet in full use as tools for "vertical integration", which refers to the systematic deepening of learned knowledge and skills as the student progresses through studies.

The planning committee for undergraduate education is responsible for coordinating the study units. Study-unit coordination is discussed in the committee, but the current emphasis of different fields in the curricula may change little, due in part to the autonomy of the institutes and departments. The responsible individuals of departments, institutes and units should be in touch with each other in a more systematic way in order to eliminate overlapping topics and to identify significant gaps. In developing the degrees, open communication and work methods between the committees and the institutes/departments are important educational development targets of the Faculty.

To coordinate study units, TUKE has a coordinator for the Finnish and Swedish medical study programmes as well as a dental studies coordinator. It is hoped that the coordinators will be effective in bringing about the coordination of studies and in achieving greater vertical integration. The Faculty also needs a clear view as to medical and dental studies in the pre-clinical stage, i.e., how they are vertically integrated and scheduled in the two degrees.

Systematic and cohesive Lic. Med. and Lic. Dent. degrees are not the result of the Faculty working on its own on the development of education. The Faculty participates in both national and international teaching and degree development work. It takes part in nationwide training planning meetings that create common development policies for the training of Finnish doctors and dentists. Faculty teachers and students also take part in international medical and dental educational development congresses (such as AMEE and ADEE). To sum up, the work of degree and curriculum development is carried out on multiple levels: at the departmental and institute as well as other subdivision levels, at the Faculty level, and at the national and international levels.

## **7. How well are you kept informed of important changes in the Faculty's teaching programme and degree requirements?**

A central educational task facing the Faculty concerns communicating changes that occur in the teaching programme and degree requirements. Degrees are implemented with the participation of all teachers who, along with tutorial nurses, should have a good and up-to-date understanding of degree and teaching-programme changes.

The Faculty has an email list for the teaching staff. The list has proven to be an excellent channel for communications on teaching activities. However, the teachers stated that they received information on degree requirements only when new course catalogues were published. Faculty teaching staff feels they are insufficiently or only occasionally informed of the work of

the Faculty Council and the educational preparatory committees. Communication and cooperation should be improved between the institutes/departments and the units, as well as between the committees. There is a desire for committee operations to become more transparent by, for example, making the meeting minutes available on the University's ALMA intranet pages.

To improve information flow, it was suggested that general information meetings led by the dean of education be organised for all teachers. The needs assessed by the undergraduate education planning committees and the solutions to those needs could be brought forward in such meetings, providing also a chance to discuss the needs for changes to the teaching programme.

Internally, information flow in the institutes and departments is generally considered good. Essential changes to teaching within the various fields of study are communicated by the heads of the institutes, departments and subdivisions. The work of tutorial nurses in distributing information received praise. They kept the teaching staffs of the departments and subdivisions well informed of the practical changes to the teaching.

Regarding the communication of Faculty teaching activities, improvements in the general flow of information and the more active use of online communications channels were desired. The Faculty website was mentioned as a target for development (this work is in progress as renovations to the Faculty web pages were begun in autumn 2007). The Academic Affairs Office should make more of their services available online. Developing the use of the digital library of course material was also requested.

## **8. What areas need improvement in the management of education in your unit? What areas need improvement in the management of education in the Faculty of Medicine?**

### *Targets for development regarding the management of education in the unit*

The management of education faces challenges at the unit level. It was requested that there be unit-level meetings to provide an overall perspective on Faculty teaching activities as well as meetings for cooperation between the various departments. Follow-up should be done to see that the workload of teachers is evenly distributed so that all teachers would have the time and opportunity to conduct research. In filling teaching posts, more emphasis should be placed on the applicants' abilities and desires to participate in teaching activities and development.

At the unit level, it was desired that there be a greater shouldering of the responsibility for undergraduate teaching by the head of the academic field of study. Professors put a particular emphasis on research and post-graduate training. The burden for the content and development of undergraduate teaching thereby falls on middle-level teachers (university lecturers/clinical teachers). Quick turnovers in teaching staff also lead to problems, resulting in the additional work of organising orientation training for the replacements.

In addition to developing one's own unit, closer cooperation was desired between the subdivisions, departments, institutes, the planning committees for undergraduate education, TUKE and the Faculty. Through cooperation, course content could be better integrated and coordinated. Peer assessment of core content analysis between the study fields could improve the prospects for coordinating the contents of studies. It was requested that TUKE supported better the activities of the institutes and departments.

*Targets for development regarding the management of education in the Faculty of Medicine*  
Important targets for the development of educational management were proposed, and these are continuations of development processes already underway in the Faculty. The most important of these includes making optimal use of core content analysis in determining the Lic. Med. and Lic. Dent. degrees and increasing vertical integration in the work of curriculum planning. It is proposed that a cross-disciplinary working group between the institutes and departments be set up for vertical integration based on core content analysis. The focuses of teaching should be re-assessed in terms of the rapid developments in the academic fields.

Vertical integration and the core content that forms its basis are Faculty targets of continuous development. These targets should be openly discussed with Faculty teaching personnel.

It is requested that the Faculty be more active in developing the degree in dentistry. The responsibility for developing dental education includes the entire Faculty, not only the Institute of Dentistry. The definition of core competencies, based on the core content of the degrees, provides a firm basis for the coherent vertical integration of studies. This requires a closer cooperation especially between the pre-clinical studies and clinical studies of dentistry as well as a well-planned integration of the dental studies programme with biomedical studies.

There should be more open events for the entire teaching staff of the Faculty on such themes as educational visions, strategy, goals and methods. A new educational management practice that is planned is for the dean of education to make visits to the institutes and departments. Feedback from both students and Faculty alumni could be used to further develop teaching. Feedback from working life is in fact a central development target of the Faculty. It is hoped that TUKE will develop this kind of managerial tool for the Faculty's use.

Faculty teaching occurs primarily in small groups. Student enrolment figures have increased since 2002, and dental student enrolment will increase again in 2008. Teaching group sizes have therefore also grown, which is a concern that students have addressed for years. The workload of teachers has also increased accordingly. Of special concern is the situation of clinical-stage teachers since group size may not be increased for courses involving patients.

It is hoped that a heightened regard for teaching can be developed through educational management. In practice, teaching and teaching development should have greater visibility in decisions on appointments of teaching posts. The institutes and departments should actively recruit academically qualified physician-teachers into their teaching staff and the Faculty should strive to improve the appeal of academic careers in order to ensure high educational quality for the future.

## 4 A summary of the strengths, weaknesses and areas in need of development in the management of education

The bodies that prepare, decide on and carry out teaching constitute the strength of the management of education in the Faculty. Course coordinators, academic year coordinators and tutorial nurses have a commitment to education. There is a well-functioning system in place for conducting teaching meetings. The Faculty has its own teaching support unit (TUKE, the Research and Development Unit), which provides pedagogical support and training and participates in preparing and implementing teaching development work. Faculty students play an active multileveled role in educational development. Students also have an impact on education through the web-based student feedback system. Student feedback is discussed in teaching meetings, and amendments to teaching are made on the basis of the feedback.

It is considered positive from an educational management perspective that the basic degree is regulated by acts and decrees. A challenge is the rigidity of the degree structure and academic term coordination, which limits degree reform and the introduction of new elements to studies. Other major challenges include coordination of the different study units between the institutes and departments and development and implementation of systematically progressive degree. Core content analysis is hoped to facilitate the progress of vertical integration. Other targets for development include increasing communication on preparatory and decision-making processes and making them more transparent.

There have been demands from the departmental and subdivisional levels that the heads of the academic fields will take on a greater share of the responsibility for undergraduate teaching and that there will be a more even distribution of teaching work between teaching staff. Research work is more highly valued than teaching work when making appointments. Teaching duties are not distributed evenly within the departments, which hinders the research of those bearing the teaching work. An elevated regard for teaching is hoped to be achieved through educational management. Qualified clinical-stage teacher recruitment has become increasingly difficult, and making university careers more attractive is a central challenge of the Faculty.

### SWOT analysis of the management of education

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>▪ Teaching meetings, open atmosphere</li> <li>▪ Planning committees for undergraduate education</li> <li>▪ The active role of students</li> <li>▪ The acts and decrees regulating degrees</li> <li>▪ The Faculty's own extensive pedagogical training and support unit TUKE</li> <li>▪ Encouragement for teachers to do research, good facilities</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>▪ Rigid degree structure and strong traditions hindering educational reforms</li> <li>▪ Insufficient stress on teaching qualifications when recruiting teachers</li> <li>▪ Weakness in the information flow regarding Faculty preparatory and decision-making processes and weak transparency</li> </ul>
<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>▪ Course coordinator activities</li> <li>▪ The teaching staff's multidisciplinary backgrounds</li> <li>▪ Professors committed to undergraduate teaching</li> <li>▪ The active initiative of the planning committees for undergraduate education</li> <li>▪ An active role for the dean of education</li> <li>▪ Developing education with collaborative partners</li> <li>▪ The core content database</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>▪ Insufficient resources directed to the development of teaching</li> <li>▪ Decline in the appeal of university careers among clinicians</li> </ul>

