

Besluit **Accreditatiebesluit met positief eindoordeel voor de opleiding Erasmus Mundus Master of Bioethics (master na master; joint degree) van de Katholieke Universiteit Leuven in samenwerking met de Radboud Universiteit Nijmegen en de Università degli Studi di Padova**

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| datum | Samenvattend oordeel van de visitatiecommissie |
| 4 maart 2014 | De visitatiecommissie (hierna commissie) heeft vastgesteld dat de opleiding Erasmus Mundus Master of Bioethics voldoet aan de generieke kwaliteitswaarborgen. De kwaliteit van de opleiding beoordeelt ze als goed. |
| onderwerp | |
| Accreditatiebesluit | |
| Erasmus Mundus Master of Bioethics (master na master) | |
| Katholieke Universiteit Leuven (001181) | |
| bijlagen | Standard 1 |
| 4 | The Erasmus Mundus Master of Bioethics (EMMB) is an integrated post-initial master programme organised by the University of Leuven, the Radboud University Nijmegen and the University of Padova. The programme aims to fill the need for European education with a specific focus on bioethics with the following objectives: <ul style="list-style-type: none">– At the level of knowledge, students learn the most important traditions in bioethics together with major contemporary movements, as well as the conceptual, methodological and practical issues in different areas of bioethics.– At the level of skills, the students develop academic and professional competences needed to conduct research in bioethics independently.– At the level of attitudes, the EMMB stimulates the students to develop a critical attitude towards ethical problems and the scientific bioethical literature. |

The committee considers the Erasmus Mundus Master of Bioethics (EMMB) as very valuable. The programme fulfills a need for thoroughly trained professionals and academics in bioethics. The programme has a clear mission, profile and objectives and well formulated learning outcomes that are in line with them.

Standard 2

The EMMB has opted for a condensed learning trajectory. In the first semester the students stay in Leuven, in the second semester in Nijmegen and Padova.

The programme specifically pays attention to European traditions in philosophy, theology and ethics and contains five educational parts: (1) Core bioethics courses (2) Lecture series in bioethics (3) Elective specialising courses (4) Research component (5) Bioethics training. All three groups of learning objectives are addressed in all educational parts throughout the programme. The committee has established that the programme is well structured, transparent and coherent. The cooperation between the three universities enables to benefit from the strong points of all three institutions involved. The students receive a wide palette of experiences and are enabled to familiarise with a range of expertise in the field. The

Pagina 2 van 8 committee found that the staff and coordinators invest a lot of energy in securing the coherence and are permanent actively improving the programme.

The EMMB predominantly focuses on mid-career professionals who have at least some years of experience in healthcare and want to enhance their knowledge and skills in dealing with ethical issues. The programme is designed to be small-scale and highly interactive. Self-study and lectures allow the student to gain the necessary foundation of knowledge, whilst skills can be learned in a variety of presentations, reviews, assignments and discussions, both in class and in small groups. Moving from one city to another and getting to know three universities as well as acquiring insight in the perspectives on bioethics of three institutions belong, according to the student, to the attractive aspects of the programme.

The committee appreciates the didactic concept of the programme. The committee lauds the way the expertise of the students is used in the learning process by mixing different backgrounds and perspectives. The committee is positive about the individual trajectories that are made possible for the students and established that the students receive intensive guidance and feedback.

The committee has established that the programme exerts itself to support the students in their learning process and to accommodate them in order to be able to study hard. The success rate of the programme is high. On average 95% of the students enrolled finish the programme successfully.

The committee has spoken to very dedicated teachers and is on the whole positive about the broadness and level of the expertise involved in the programme.

Standard 3

The committee has established that the programme has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved. The committee appreciates the peer review system of exams and tests that is being introduced in the Examination Committee, and the efforts of the Examination Committee to find a balance between the enriching the own traditions in examination in the three institutions and a close monitoring of the quality.

The quality of the selection of theses the committee has seen was on average very good. The committee was impressed by the achievements of the programme and is of the opinion that graduates of this programme are very valuable to society.

Bevindingen NVAO

De NVAO komt tot de volgende vaststellingen:

- De externe beoordeling is opgesteld en onderbouwd overeenkomstig het toepasselijke kader voor de opleidingsaccreditatie 2^{de} ronde (8 februari 2013);
- De visitatiecommissie heeft voor de externe beoordeling het door de Nederlandse overheid vastgestelde visitatieprotocol gevolgd;
- De externe beoordeling verschaft inzicht in de samenstelling van de visitatiecommissie;
- De externe beoordeling bevat een onderzoek ten gronde naar de aanwezigheid van voldoende generieke kwaliteitswaarborgen.

betreffende de accreditatie van de opleiding Erasmus Mundus Master of Bioethics (master na master; joint degree) van de KULeuven, de Radboud Universiteit Nijmegen en de Università degli Studi di Padova.

De NVAO,
Na beraadslaging,
Besluit :

Met toepassing van de Codex Hoger Onderwijs, in het bijzonder Art. II. 133-138, besluit de NVAO accreditatie te verlenen aan de opleiding Erasmus Mundus Master of Bioethics (master na master; joint degree; locaties: Leuven, Padova en Nijmegen) van de KULeuven, de Radboud Universiteit Nijmegen en de Università degli Studi di Padova. De kwaliteit van de opleiding is goed.

De in het eerste lid bedoelde accreditatie geldt vanaf de aanvang van het academiejaar 2014-2015 tot en met het einde van het academiejaar 2021-2022.

Den Haag, 4 maart 2014

De NVAO
Voor deze:



Lucien Bollaert
(bestuurder)

¹ Het ontwerp van accreditatierapport en –besluit werd aan de instelling bezorgd voor eventuele opmerkingen en bezwaren. Bij brief van 24 februari 2014 en bericht van 27 februari 2014 heeft de instelling van de gelegenheid gebruik gemaakt om te reageren. Dit heeft geleid tot een tekstuele aanpassing.

Pagina 4 van 8 **Bijlage 1: Globale oordelen NVAO**

De onderstaande tabel geeft per generieke kwaliteitswaarborg het globaal oordeel van de NVAO weer, alsook het eindoordeel.

| Generieke kwaliteitswaarborg | Oordeel |
|-------------------------------------|----------------|
| 1. Beogd eindniveau | G |
| 2. Onderwijsproces | G |
| 3. Gerealiseerd eindniveau | G |
| Eindoordeel | G |

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|---|---|
| Naam instelling | Katholieke Universiteit Leuven |
| Adres instelling | Naamsestraat 22 bus 5000 3000 Leuven België |
| Aard instelling | Ambtshalve geregistreerd |
| Naam associatie | Associatie KU Leuven |
| Naam opleiding (Graad, kwalificatie, specificatie) | Erasmus Mundus Master of Bioethics (MSc) |
| Niveau een oriëntatie | Master na master |
| Bijkomende titel | Geen |
| Opleidingsvarianten: - Afstudeerrichtingen - Studietraject voor werkstudenten | Geen |
| Onderwijstaal | Engels |
| Vestiging(en) opleiding | Leuven, Padova, Nijmegen |
| Studieomvang (in studiepunten) | 60 ECTS |
| Vervaldatum accreditatie, tijdelijke erkenning of erkenning nieuwe opleiding | 30 september 2016 |
| Academiejaar(a)r(en) waarin opleiding wordt aangeboden | Vanaf 2006-2007 |
| (Delen van) studiegebied(en) | Wijsbegeerte en moraalwetenschappen Geneeskunde Godgeleerdheid, godsdienstwetenschappen en kerkelijk recht |
| ISCED benaming van het studiegebied | - Humanities and Arts / Humanities - Health and Welfare / Health |

Domain-specific framework of reference

Compared to other disciplines, for example medical education, no specific benchmark or reference framework exists in the field of bioethics at the moment. We are not aware of (inter)national official standards in which the education and training of a bioethicist has been regulated and in which the intended competencies and end qualifications regarding orientation, content, and level have been described. However, the quality audit committee of the first visitation in 2006 concluded that the EMMB "spent a great deal of attention to the profile and to a well-conceived international benchmarking". In our view, the situation regarding a reference frame for the field has not substantially changed since then. We will proceed therefore in the same vein as in 2006. First, we will provide a needs analysis by shortly describing the professional field of a bioethicist. Second, we will highlight some crucial differences with other existing bioethics master programmes.

Needs analysis

Health care professionals and researchers find themselves increasingly confronted with moral questions due to various reasons. First, the exponential proliferation of technological innovations in biotechnology and molecular sciences continuously challenges traditional medical knowledge and practice and creates new questions to be solved. For example, medical innovations such as living organ donation, new reproductive technologies, genetic testing and prenatal diagnosis, personalised medicine, tissue engineering and nanotechnology, require profound reflection on their use. Secondly, the debates on equal access to health services and equitable distribution of limited economic resources require more and more ethical reflection, as well as ethical issues in chronic care, elderly care and end-of-life care. Moreover, the increasing commercialisation in healthcare is a huge challenge for public healthcare systems. Thirdly, social changes increasingly lead to an emancipatory movement for the patient and the rise of patient rights. Previously, bedside decisions were almost exclusively the concern of the individual physician. The authority of the physician and the traditional paternalistic relationship is now put under review globally. However, many countries still lack patient rights in their cultures and their legislation. Such complex issues challenge the people who have to deal with them every day. They require careful study and well considered judgement, as well as rigorous questioning and thorough debate.

More than 30 years ago research ethics committees (RECs) were institutionalised as an integral part of clinical research through the first amendment of the Declaration of Helsinki. RECs have been established worldwide to review clinical research protocols. Their decision was originally just an opinion or advice given by the peers of the investigator, without any legal consequences. Now they have a defined legal status regarding human research. Today, no clinical research project can be started or published in a biomedical journal without the approval of a REC. In Europe alone, there are approximately 2000 RECs, each consisting of 8-15 members. Further training and education into the ethics of clinical research, the methods of clinical research, and the current standard operating procedures and obligations of ethics committees is needed for well-functioning RECs.

Clinical practice raises a wide variety of ethical issues that can be difficult for individual healthcare professionals to resolve. Therefore, various hospitals have established clinical ethics committees (CECs). Clinical ethics can be described as the provision of support and advice to health professionals and patients on ethical issues arising from clinical practice or

Pagina 7 van 8 patient care. The work of clinical ethics committees falls into three areas: (1) providing ethics input into organisational policy and guidelines around patient care, (2) facilitating ethics education of health professionals, and (3) giving advice to clinicians on individual cases. Many countries have a legal obligation to have an ethics committee in every hospital. In various countries, moral case deliberations are also developing as meetings with caregivers who systematically reflect on the moral questions they are confronted with in specific clinical cases.

The need to reflect on the moral dimension of advances in medical science and technology, as well as the desire to enhance public health has, in many areas of the world, led to the establishment of various forms of national or regional ethics committees.

Significant progress has been made in developing ethics in various curricula (medicine, nursing, dentistry, pharmacy, biomedical sciences) over the last three decades in American and Western European countries. Many medical schools have acknowledged the importance of ethics teaching relevant to the practice of medicine. Nursing colleges as well as programmes in biotechnology and sciences offer integrated courses on the ethical aspects of their practice. However, internationally there is a lack of persons trained to teach bioethics, and bioethics courses are often taught by individuals without certified competence. Many research projects are currently taking place in which the focus is on ethical, legal and social aspects of new technologies. In order to prepare individuals to take on these research projects, it is important to prepare future researchers.

In conclusion, a study in bioethics will empower graduates to participate in ethical debates in an informed, critical and effective manner. It will develop the skills of critical reasoning, argumentation, comprehension, research orientation and conceptual analysis. Graduates with training in bioethics are especially attractive to employers in the fields of medical practice, nursing, health sciences, research, government, law and social policy. Also RECs, CECs, national and/or regional ethics committees and teaching or research positions require expertise in bioethics.

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- Prof. I. de Beaufort, professor Health Care Ethics, Erasmus Medical Centre Rotterdam, Erasmus Universiteit, chair of the committee;
- Prof. P. Boitte, professor Social and Human Sciences and Medical Ethics, Faculty of Medicine and the Ethics Department, Lille Catholic Institute, France;
- Prof. P. Nortvedt, professor and head of the Center for Medical Ethics, Institute for Health and Society, University of Oslo, Norway;
- Prof. M. Parker, professor Bioethics, University of Oxford, UK;
- J. Braem MA, recently graduated masterstudent University Ghent, Belgium.

Het panel werd ondersteund door dr. B.M. van Balen, secretaris (gecertificeerd).