

**Medical students
as module co-directors in the
Berlin Modular Curriculum of Medicine**



Harm Peters

Major curriculum reform at the Charité Berlin

I. The context

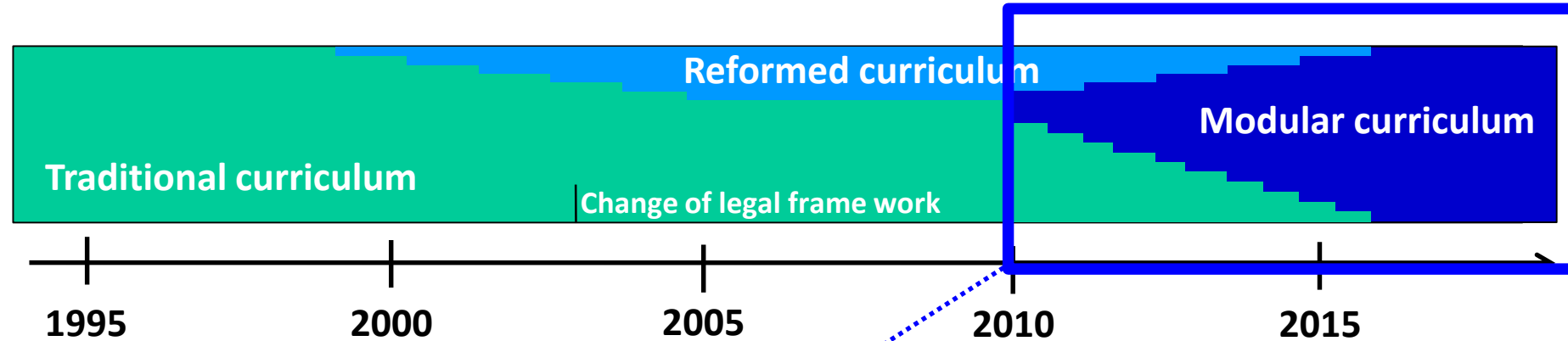


The Charité – same facts

- One the largest employers in Berlin
- 18,010 employees
- 4,500 medical students
- 3,001 hospital beds
- 692.920 outpatient cases
- 5,442 births with 5,644 babies delivered
- 1.8 billion euros total revenue

Major curriculum reform at the Charité Berlin

I. The context



Challenges:

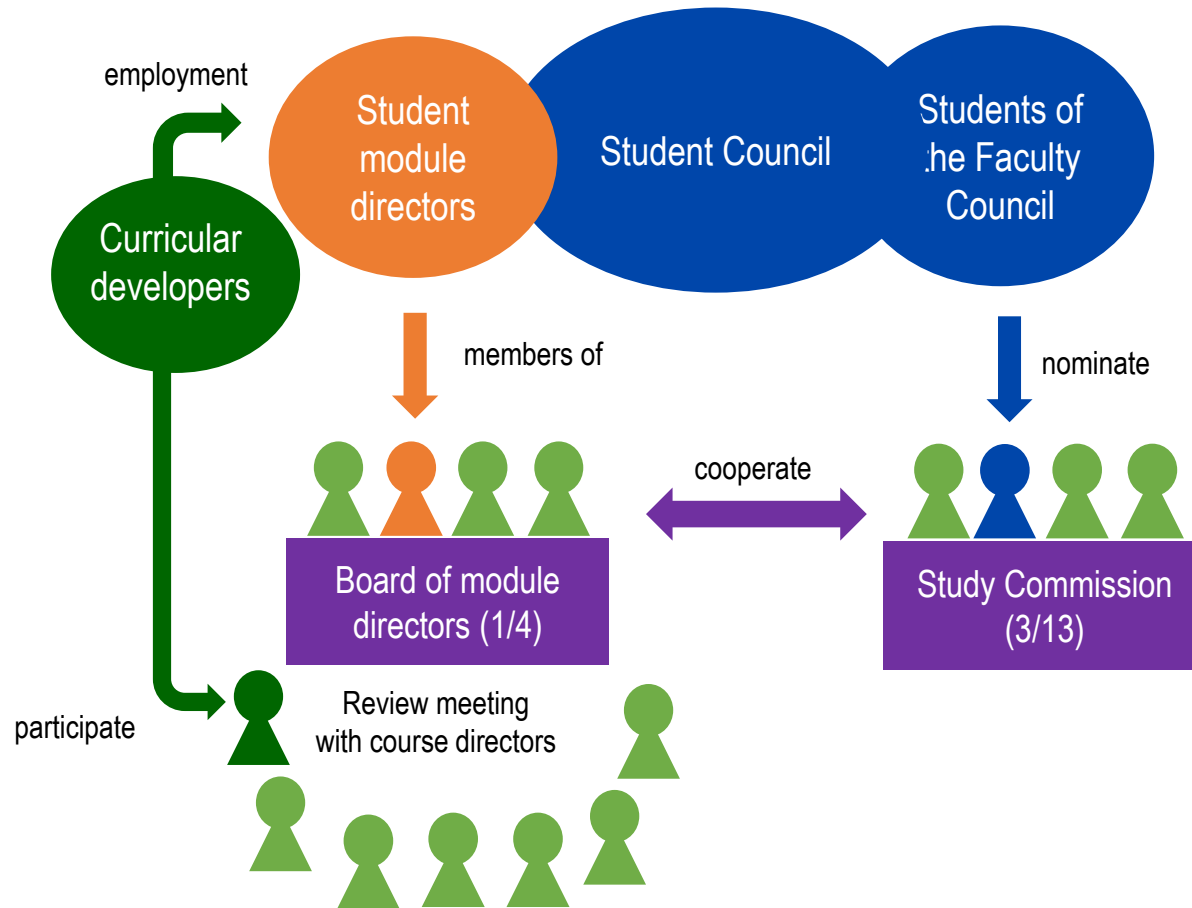
- Real life experiment ◀
- Large scale ◀
- 2 x 320 students per year ◀
- Approx. 2,500 teachers ◀

Main characteristics:

- Integrated, modular structure
- Competency-based
- Learner-based
- Patient-based

Students as module co-directors

II. The concept



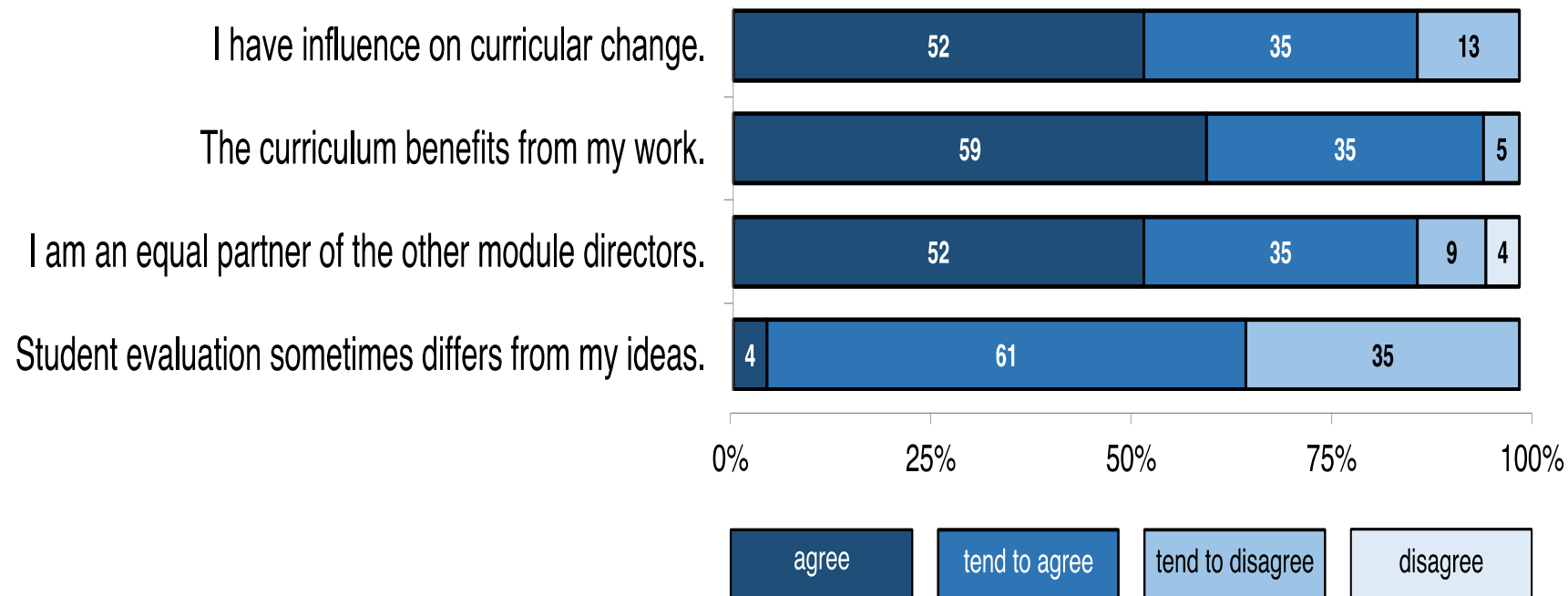
Student module directors

- undergraduate medical students
- Formal employees of the faculty
- tasks:
 - process student evaluation
 - prepare ideas for improvement
 - communicate with students
 - self-government as group

Students as module co-directors

III. Results

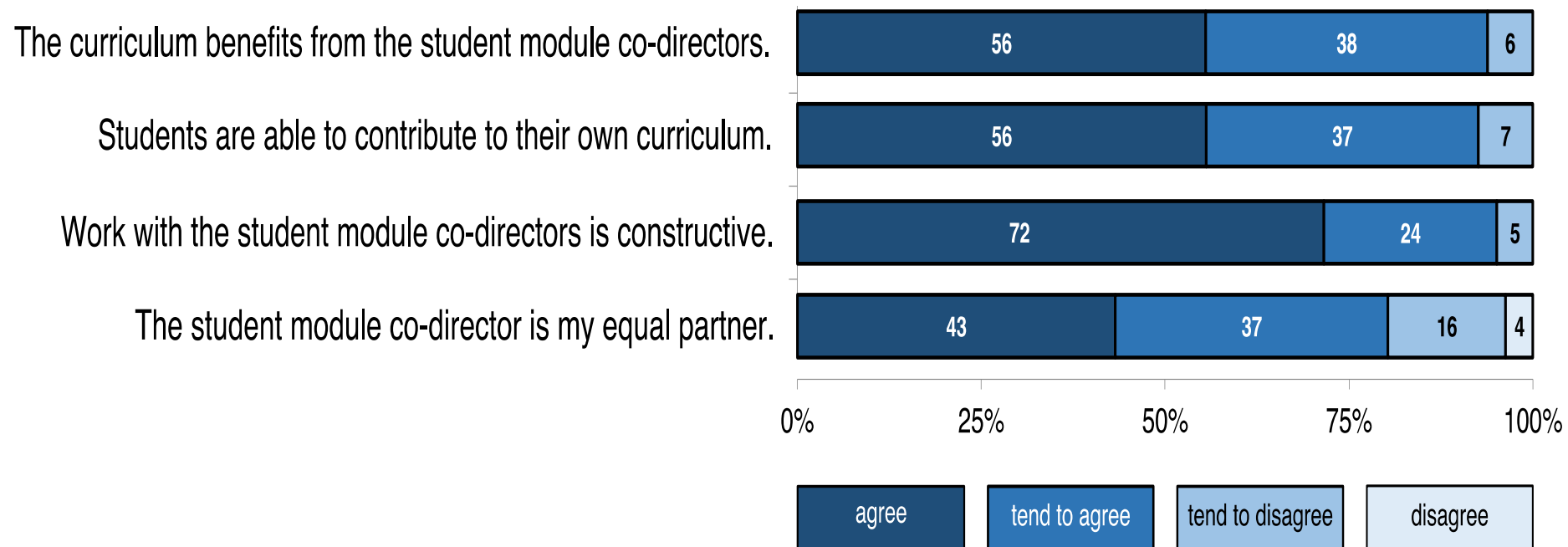
A.1) Student module co-directors about their role



Students as module co-directors

III. Results

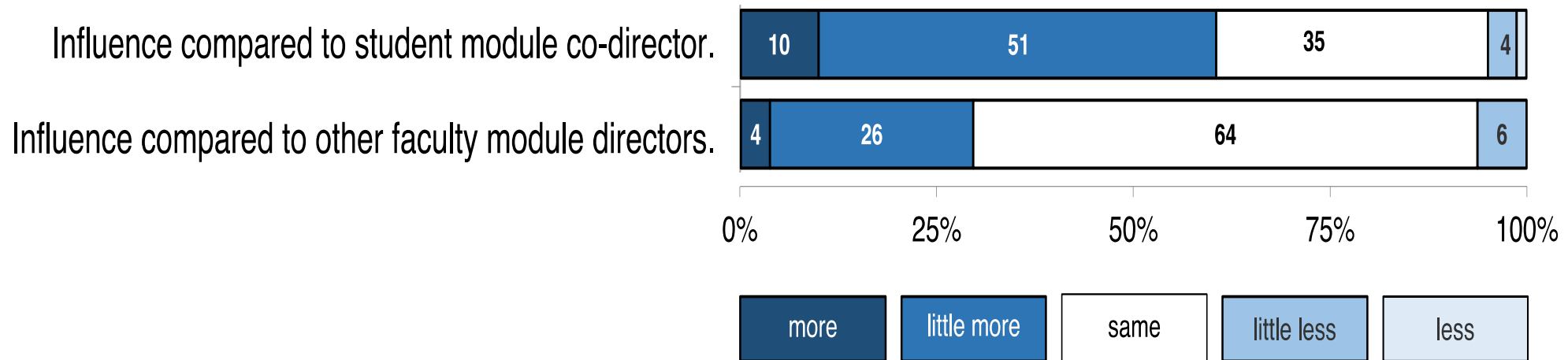
A.2) Faculty module directors about the student module co-directors' role



Students as module co-directors

III. Results

B) Faculty module directors about their own influence on the curriculum by comparison



Students as module co-directors

IV. Practice Point

- Students as module co-directors represent a feasible and effective model of student engagement in curriculum development.
- The students bring in broad and unique knowledge on their curriculum and contribute complementarily to its improvement.
- The model builds on high autonomy of students in organizing their work individually and as a group.
- Their work benefits both the students and the institution.