

AMSE at Transnational Education Symposium: Globalisation and Transnational Education and Curriculum Implementation hosted by the Royal College of Surgeons in Ireland (RCSI) at RCSI Bahrain

19 May 2016, Bahrain

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Summary

RCSI Bahrain is a constituent university of RCSI in Dublin, Ireland. It was officially opened in October 2004. RCSI Bahrain is internationally recognised as a world-class institution providing healthcare education and training in the Kingdom, the other Gulf Cooperation Council states, Middle East/North Africa and beyond. RCSI Bahrain is also developing its world-wide reputation for original research and development across the health and biomedical sciences relevant to the healthcare requirements of the Middle East.

Main focus of the symposium

An intentional focus on diversity at the level of universities is essential to meet academic missions by reflecting different worldviews to establish a globally integrated world. Most universities have students from around 30-40 countries. What challenges does this pose regarding culture, fulfilling students' aspirations to get quality education, employability as well as delivering curriculum grounded in evidence based learning?

Main speakers included colleagues from RCSI Bahrain (Prof Davinder Sandhu, Prof Sameer Toom, Prof Joe McMenamin, Dr Wendy Maddison, Prof Seamus Cowman), Prof Hossam Hamdy (University of Qatar), Prof Ibrahim Al Alwan (President of the Association of Medical Education in the Eastern Mediterranean, AMEEMR) and Prof Peter Dieter (Association of the Medical Schools in Europe, AMSE). Lectures and discussions focused on transnational education, shaping global students, the development of a curriculum within a new world of global education, the impact on allied health professionals, how the EMRO countries cope with diverse curricula in a global world and the European experience of convergence and diversity in a global world. At the end of the symposium it was summarised that it is urgent to define the competences of the worldwide health care professionals in the future in order to subsequently develop curricula that cover these skills.