


University of Bristol

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Type of organisation:

SME School University Public Authority
 Training No Profit NGO

Fields of action:

SMEs Youth Universities Public Authorities
 Equal opportunities Schools Unemployed

Description of the Organisation

The University of Bristol (UoB) is one of the most popular and successful universities in the UK and was ranked within the top 5% of universities in the world in the QS World University Rankings 2019. UoB was formally constituted in 1909, though the history of the institution can be traced back to its precursor, University College Bristol, which existed from 1876 – 1909.

UoB attracts students from all over the world, creating a rich and exciting international community. It is located in a vibrant, dynamic city with a reputation for creativity and sustainability. With a choice of over 200 degree courses covering a broad range of subjects, its students engage with intellectually challenging courses that encourage independence of mind.

In 2017/18 UoB had a total research grant income of £168.6M. It is a top 10 UK University and 51st overall in the world according to the QS University world rankings 2019, and is ranked 6th In Europe for teaching by the THE. Several Nobel Prize winners are linked to the University, including its current Chancellor, Sir Paul Nurse.

The Centre for Ethics in Medicine (CEM) was founded in 1996 with the appointment of Professor Alastair V Campbell, who took up the first Chair for Ethics in Medicine in the United Kingdom. The CEM was first Centre for medical ethics established in a UK Medical School. CEM is located in Bristol Medical School, within the Faculty of Health Sciences.

The Centre's research portfolio reflects the diverse and interdisciplinary expertise of its staff members and collaborators, who come from such disciplines as philosophy, law, sociology, history, and the healthcare professions. Their work has been funded by organisations including the European Commission, the Wellcome Trust and the NIHR. The Centre boasts an extensive teaching portfolio, which includes significant input into the 5 year Medicine (MBChB) programme at Bristol, alongside programmes dedicated to the study of bioethics and healthcare ethics, including an intercalated Bioethics degree, a Masters by research and a PhD programme. Education and training is also provided on a range of continuing professional development courses, including workshops aimed at the members of research and clinical ethics committees and researchers.

The CEM has a great interest in teaching innovation, and the implementation of a new curriculum on the 5 Year MBChB has presented an opportunity to regenerate the ethics curriculum for medical students, focussing on case based learning and ethics as a helical theme running throughout the programme. A particular interest of the research team is the development of novel methodologies to perform research in bioethics, generating unique research-led teaching - for example, a course on "empirical bioethics" is offered.

Centre staff members also contribute to the maintenance of ethical standards by providing expert opinion, advice and support to organisations and professionals at the international, national and local levels. Beneficiaries include local ethics committees, the British Medical Association, The Royal College of General Practitioners, The Institute for Medical Ethics, the National Council for Palliative Care, the Retained Organs Commission, the European Clinical Ethics Network and the Nuffield Council on Bioethics. Staff members equally enter into public discussions about ethics in medicine, through a range of award-winning public engagement activities and contributions to the worldwide media.

Experience of the organization in previous European projects

Centre for Ethics in Medicine

PRINTEGER (2015-2018): Promoting Integrity as an Integral Dimension of Excellence in Research. Coordination & Support Action. H2020

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ENTIRE (2017-2021): mapping normative framework for ethics and integrity of research. European Commission. H2020-Swafs-2016. Pillar: Science with and for Society

SOFTIS-PED (2016-2018): Soft Skills for children's health. European Commission, Key Action: Cooperation for innovation and the exchange of good practices. Action: Strategic Partnership. 2016-RO01-KA203-024630

COST ACTION (2013-2016): Disaster Bioethics European Cooperation in Science and Technology. Member Committee – European Commission 2013-2017. Member committee representing Spain in a multi-centric project involving 26 European countries. Founded by European Commission. IS1201. Mental health research group on humanitarian disaster.

ERASMUS PLUS (2014-17): Palliative Care MOOC: Massive open online courses with videos for palliative clinical field and intercultural and multilingual medical communication. European Commission. Key Action: Cooperation for innovation and the exchange of good practices. Action: Strategic Partnership. 2014-2017. Number 2014-1-RO01-KA203-002940

Experience and Expertise of the organization in the project's subject area

In its research, teaching and engagement work, CEM engages with a range of partners and disciplines, including in the arts and humanities. CEM has, for example, been involved in an intense programme of award-winning public engagement activity around the theme “Ethics and Law at the End of Life”. The engagement programme began in 2013 and has included work with theatre companies, filmmakers and museums. This has included, for example, heavily-subscribed public events (exploring euthanasia), peaking in 2016 with a ground-breaking exhibition at Bristol Museum.

The exhibition aimed to engage the public in discussion and debate about end-of-life care, integrating academic, and clinical perspectives within the accessible and visual language of a museum. The initiative promoted three-way conversations and learning between academics, clinicians and the public. A CEM member helped with the contents of two large exhibitions, in collaboration with the Bristol Museum curators in a multi-disciplinary team, which attracted over 50,000 visitors.

The CEM team also have a longstanding experience in teaching and research in medical ethics, with world leading expertise. Members of the team have previously led the development of innovative online learning platforms for research methods and many of the teaching sessions reflect on past or present cases and stories.

In summary, CEM have extensive experience and success in both public engagement and teaching and learning in medical ethics and beyond, and are perfectly placed to contribute to this project.

Contributions that can be provided to the project

CEM will collaborate actively in all the IOs of the project adding its expertise to each step of the implementation process. CEM will design the part of the educational material related to the Modern Medicine. UK has several collections of medical museum available a cross the country and its contribution to the History of Medicine has been significant since the Modern Age. They will design the educational material from the start of the Modern age until the first half of XXth. In the second IO the role of CEM will be focused on the design of the collections available in the digital museum and the interaction between the museum and the on line platform.

Reasons of involvement in the project

The CEM's contribution will be essential to transfer their expertise and previous collaboration with public museum in the implementation of the digital museum. The essential experience in promote medical ethics through the publica engagement and the format of a museum exhibition will contribute to the quality of collection and their integration with the resting educational material. CEM has experience in the design and implaementation of e-learnign program and in the implementation of new curricula in medical education, these expertise are essential to improve the quality of ALCMAEON project.

Contact Person's Experience and Expertise

Dr. Valenti is a Senior Research Associate at the Centre for Ethics in Medicine in the Medical School at the University of Bristol, UK, where he is working on a major Wellcome Trust Collaborative project, Balancing Best Interests in Healthcare, Ethics and Law (BABEL). Dr. Valenti is a trained philosopher with a background in medical ethics and clinical research. He has a ten-year experience in the teaching of medical humanities and bioethics and has been involved in several EU funded research projects. Dr. Valenti expertise in medical education teaching innovation grown through the implementation of two previous Erasmus Plus projects focused on the application of e-learning solutions for clinicians and medical students: Med&Lang (2014-1-RO01-KA203-002940), a MOOC for palliative care practitioners and SoftisPed (2016-1-RO01-KA203-024630) an educational online platform offering a training program for clinicians, residents and medical students to promote soft skills in pediatrics.