



SHAREABLE PDF

EDITORIAL

ERS PROFESSIONAL DEVELOPMENT

ERJ European Respiratory Journal Eur Respir J 0903-1936/1399-3003 European Respiratory Society 10.1183/13993003.02425-2019 ERJ-02425-2019 EDITORIAL ERS PROFESSIONAL DEVELOPMENT

A pathway to keep all lifelong learners up to date: the ERS continuing professional development programme A. FARR ET AL. ERS PROFESSIONAL DEVELOPMENT A pathway to keep all lifelong learners up to date

Farr Amy<sup>1</sup>, Aliberti Stefano<sup>2,3</sup>, Loukides Stelios<sup>4</sup>, Massard Gilbert<sup>5</sup>, Primhak Robert<sup>6</sup>, Rohde Gernot G.U.<sup>7</sup>, Tabin Nathalie<sup>1</sup>, Pannetier Carine<sup>1</sup>, Stolz Daiana<sup>8</sup>,

<sup>1</sup>European Respiratory Society, Lausanne, Switzerland. <sup>2</sup>University of Milan, Dept of Pathophysiology and Transplantation, Milan, Italy. <sup>3</sup>Fondazione IRCCS Ca' Granda Ospedale Maggiore Policlinico, Internal Medicine Dept, Respiratory Unit and Cystic Fibrosis Adult Center, Milan, Italy. <sup>4</sup>University of Athens, 2nd Respiratory Dept, Athens, Greece. <sup>5</sup>Dept of Medical Education, Université de Luxembourg, Maison du Savoir, Luxembourg, Luxembourg. <sup>6</sup>Sheffield, UK. <sup>7</sup>Dept of Respiratory Medicine, University Hospital, Goethe University, Frankfurt, Germany. <sup>8</sup>University Hospital Basel, Pulmonary Care Division, Basel, Switzerland.

**Correspondence:** D. Stolz, University Hospital Basel, Pulmonary Care Division, Petersgraben 4, 4031 Basel, Basel 4031, Switzerland. E-mail: daiana.Stolz@usb.ch 20202020550171220192301202020

Albert Einstein's philosophy on lifelong learning was that intellectual growth should commence at birth and cease only at death. Yet in reality, across the board, the foundations of our education systems encourage individual learners early in life to choose a particular path or specialty in a structured way, and then provide little guidance for ongoing development at a more mature stage of their careers. Accordingly, considerable efforts have been invested in identifying relevant content (syllabus) and defining in detail how knowledge and skills are expected to be transferred (curriculum), including: learning objectives, lessons, assignments and learning materials, as well as assessments and other methods, to evaluate learning for the training period up to specialisation in a certain discipline.