Think globally, act locally

*Perspectives of Medical Education*

Vincent Guion
DCEM 4 Purpan

---

**Students’ voice**

- **Local**
  - Association Corporative des Etudiants en Médecine de Toulouse = ACEMT
- **National**
  - Association Nationale des Etudiants en Médecine de France = ANEMF
- **International**
  - International Federation of Medical Students’ Associations = IFMSA
  - European Medical Students’ Associations = EMSA

Associations and Federations of students building a NETWORK

---

**Scales of decision**

- **Local**
  - Faculty councils (UFR)
  - University councils (CA, CEVU)

- **National**
  - Ministry of Health
  - Ministry of Higher Education
  - Parliament

- **International**
  - European Union

---

**Decisions and projects**

- **Local**
  - Format of every course
  - Changing the semiology teaching
  - Assessment criteria
  - Library opening hours

How to get involved?
- ACEMT general assemblies
- Corpo News by email
- E-carabin forum
- Contact your promotion delegate

---

**Decisions and projects**

- **National**
  - First year of medical studies (PACES)
  - Numerus Clausus
  - 6th year national ranking (ECN): faculty teaching as part of the rank?
  - Public Service Engagement Contracts (CESP)

How to get involved?
- Gain experience
- ANEMF general assemblies
- Mailing lists
- E-carabin forum
- Contact ACEMT vice-president (Lucas Malville)

---

**Decisions and projects**

- **International**
  - Bologna Process
  - European Higher Education Area
  - Erasmus exchange
  - Research and clinical exchanges

How to get involved?
- Gain more experience
- IFMSA elections in March and August
- ANEMF elections in June (Vice President for International Affairs)

How to be informed?
- IFMSA general assemblies
- Mailing lists
- Contact ANEMF Vice-President for International Affairs (Habib Dib)
Bologna Process
• Bologna declaration in 1999 initiated the Bologna process
• Signed by 30 European countries
• 47 countries follow the Bologna Process
• Creation of the European Higher Education Area

• Aim is to promote:
  ▶ system of academic degrees easy to recognize and compare
  ▶ system-based essentially on two cycles
  ▶ system of accumulation and transfer of credits (ECTS)
  ▶ mobility of students, teachers and researchers
  ▶ cooperation with regard to quality assurance
  ▶ the European dimension in higher education

Concrete application in Toulouse: CLES 3
• Principle: objective of four years of high quality teaching in medical English
• Methods:
  ▶ Two phases: English for medicine, and Medicine in English
  ▶ National learning outcomes (Ministry of Higher Education, ANEMF)
  ▶ European recognition
  ▶ Financial means: small groups, levels, material
  ▶ Use of modern teaching methods: computer/internet - based teaching and self improvement
  ▶ Involvement of medical staff
  ▶ Based on students’ willingness to participate and to progress
• Results:
  ▶ 4hrs 20min of exam including reading, listening, writing and talking
  ▶ 31 candidates from DCEM 3 & DCEM4

The IFMSA in the Bologna Process
• Bologna Process for Medical Education
• Cooperation with the Association for Medical Education in Europe (AMEE)
• Last contribution: 7th Bologna Process follow-up Workshop, Berlin, July 2008

• Main topics:
  ▶ Curricula
  ▶ Language
  ▶ Role of the universities and faculties
  ▶ ECTS
  ▶ Quality Assurance

Very briefly...
• Curricula
  ▶ Recognition: learning outcomes preferred to methods
  ▶ Assessment: choice of host or home
  ▶ Flexibility: possibility to combine courses to achieve the outcomes
  ▶ Electives
  ▶ Research
• Language
  ▶ Courses in the university, and native language courses for incomings
  ▶ Requirements and appropriate language skills
• Role of Universities and Faculties
  ▶ Information, cooperation, protocols
  ▶ International office, applications

Very briefly...
• ECTS
  ▶ Correct implementation (guide of the European Commission)
  ▶ Transparency of the framework and the validation
  ▶ Supplementary documents for achieved learning outcomes and study progress (compatibility for mobility)
  ▶ Students’ involvement in the implementation of ECTS framework
• Quality Assurance
  ▶ Use of standards and guidelines
  ▶ Databases providing information on medical schools
  ▶ Assurance for assessment methods
  ▶ Internal evaluation of quality assurance: staff, incoming and outgoing students, on mobility and international office
  ▶ External evaluation: accreditation systems

Conclusion: • Learning outcomes • Language skills • Comparability for Mobility • International scale • Students motivation !!

Discussion: Once upon a time....my own experience of English at Toulouse Purpan
Conclusion

Think globally, act locally! Perspectives of medical education

- Different scales of decisions, one huge network
- Information is given, just take it!
- Get involved, personal growth guaranteed!
- Bologna process carries much more hopes than only mobility!
- Play the game of reaching the CLES 3 level!

Thank you for your attention

Vincent Guion
DCEM 4 Purpan