Welcome to the fifth AMEE Annual Report. We have had another exciting year and we bring you a flavour of our projects and activities to inspire you to join us in our endeavours in the year to come.

Message from the President

It is with great pleasure that I welcome you to the latest AMEE Annual Report. As you will see the past twelve months have been extremely busy. Although many people know AMEE through attending our wonderful meetings this publication demonstrates the great breadth of activities which support our members. There are so many things that AMEE does that it’s difficult to pick out any particular one. However I will mention a few of the newer initiatives. The MedEdPublish initiative goes from strength to strength under the excellent editorship of Prof Richard Hays, and the number and diversity of papers means that there is something of interest for everyone. The ASPIRE award programme continues to develop with new areas on simulation and faculty development added. The AMEE courses remain as popular as ever and the first online ESME Assessment course ran successfully this year.

The conference in Barcelona was probably our most successful yet attracting more than 3450 participants from 100 countries. The standard and diversity of the presentations and posters was outstanding, and the feedback from delegates reflected this.

Finally, let me thank all the AMEE staff who do such a great job supporting the work of AMEE. I hope you enjoy reading this report. If you require any further information on AMEE activities please look at the website or email amee@dundee.ac.uk.

I look forward to seeing you in Helsinki for the AMEE 2017 meeting.

Trudie E Roberts

Message from the General Secretary

This has been a busy and productive year for AMEE. A participant at last year’s AMEE Conference pointed out to me that every few years AMEE launches a significant new initiative. The most recent was AMEE MedEdPublish. Medical Teacher receives many more papers for consideration than it is possible to publish and the need for a second AMEE journal was recognised. This provided an opportunity to take a forward look at publishing with the immediate publication of papers received and post-publication peer review by a panel and readers. The censorship of papers by an editor and a few referees is avoided and the wider medical education community is involved in a dynamic process around a paper. To date we have had very positive responses to what is seen by some as a disruptive innovation in publishing. This Annual Report summarises progress relating to AMEE MedEdPublish and other AMEE initiatives. The ESME courses are now established as a leading international staff development programme and continue to grow in popularity and scope.

Excellence in medical education is on today’s agenda and is reflected in a number of AMEE initiatives including the ASPIRE-to-Excellence programme, the BEME collaboration and the various AMEE awards. A key function of AMEE is to support the practising teacher in the healthcare professions and MedEdWorld, the AMEE newsletter, the AMEE Guides, the conference, the webinars, the awards and fellowships all contribute. These initiatives are possible only through the work of the AMEE team, the AMEE Committees and the members of the Association.

Ronald M Harden
AMEE 2016 Conference, Barcelona, Spain with 3,450 participants
17th Ottawa Conference, Abu Dhabi, UAE
MedEdWorld - quick access to information on health professions education
AMEE MedEdPublish - a post publication peer review e-journal
Medical Teacher - a leading journal in medical education

Representation from 100 countries at AMEE 2016
AMEE members from 92 countries
Worldwide readership and contributions to Medical Teacher
AMEE Committees and their progress reports
New CPD Committee

AMEE Miriam Friedman Ben David Award 2016
Medical Teacher Poster Prize Awards at AMEE 2016
AMEE Teaching Innovation Awards at AMEE 2016
AMEE Study Fellowship Award
AMEE Student Grant

29 BEME systematic reviews on medical education in progress
BEME review published
New BEME Committees to promote evidence informed education

Research in education papers presented at AMEE 2016
AMEE Research Paper Award
New AMEE Research Guides
AMEE Research Grants Award

14 new AMEE Guides
Essential Skills in Medical Education (ESME) Course at conferences, and online
New Essential Skills in Medical Education Assessment (ESMEA) Online Course
AMEE Postgraduate Committee Travel Award
AMEE MedEdWorld Webinars Autumn and Spring Series

ASPIRE Awards to schools to recognise excellence in Assessment, Faculty Development, Social Accountability, Student Engagement and Simulation
New ASPIRE category to recognise excellence in Simulation
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AMEE Fellowship and Associate Fellowship
ASPIRE Academy to promote excellence
AMEE 2016, Barcelona, Spain

The 2016 Conference was held in Barcelona from 26-31 August. The number of participants increased slightly over the previous year, with 3,450 educators, students, researchers, and administrators from all corners of the world coming together to share, to reflect and to learn. It is particularly exciting to see participation from professions outside medicine, and we very much welcome all the healthcare professions to AMEE conferences to share challenges that we all face.

The huge enthusiasm from participants was evident, both in the formal sessions and in the informal networking that is such an important part of AMEE conferences. Some very thoughtful and provocative questions were asked of the speakers who included Graham Brown-Martin, Glenda Eoyang, Phillip Cotton, Ewa Pawlowicz and Diana Laurillard. The closing session featured a series of PechaKucha™ presentations where six participants gamely accepted the challenge to present some key messages on a series of topics in accordance with the PechaKucha™ rules! The AMEE Fringe continues to be hugely popular and is a wonderfully refreshing format that generates much excitement and participation from everyone in the room. A newly introduced session ‘Point of View’ allowed presenters to address a topic in health professions education on which they had a particularly strong viewpoint.

We were delighted to have the participation of our many commercial, not-for-profit and academic exhibitors, some of whom were AMEE conference regulars and others new to the AMEE arena. The opportunity to see the range of state-of-the-art equipment, software and other products designed to facilitate teaching, learning and assessment, enriched the conference for our participants and also allowed exhibitors to connect with representatives of organisations and institutions active in health professions education.

First World Summit on Competency-Based Education

One of the most important trends in the last decade has been the move to competency-based/outcome-based education. The Summit, organised by the International Competency Based Medical Education Collaborators (ICBMEC) as a pre-conference event to AMEE 2016, provided a forum for both experienced participants and those new to the theme to share information and innovations and to explore future developments.

AMEE 2017, Helsinki, Finland

Plans are now almost finalised for AMEE 2017 in Helsinki, a new venue for AMEE conferences. With the theme ‘The power to surprise’, the opening plenary by magician Peter Wardell will hopefully set the scene! The huge range of sessions should ensure that there is plenty to satisfy everyone, whatever their background and level of expertise.

A major preconference event in Helsinki will be the Fourth International Conference on Faculty Development in the Health Professions, held biennially and previously hosted by AMEE in Prague in 2013. Participants from around the world will discuss topics including global faculty development, assessment, innovation, leadership, diversity, interprofessional issues, and the future of faculty development.

Tampere Faculty of Medicine and Life Sciences, in collaboration with Tampere University of Applied Sciences and Tampere University Hospital are the hosts for a post-conference Interprofessional Skills Training Symposium in the new Skills Centre from 30 August to 1 September. The symposium aims to address issues on planning, executing and assessing interprofessional skills training in a practically-oriented setting.

Ottawa 2018 Conference, Abu Dhabi, UAE

Ottawa 2018 will be held in Abu Dhabi, United Arab Emirates, from 10-14 March in collaboration with the International Conference on Medical Education (ICME). The Ottawa Conference has a focus on assessment and evaluation in medicine and the healthcare professions and will feature a range of sessions for both experts in assessment and those new to the field. Abstract submission is open until 30 September through the website http://ottawa-icme2018.com/.

AMEE 2018, Basel, Switzerland

Plans are at an early stage for the programme for AMEE 2018 in Basel, 25-29 August. Some exciting ideas are being considered in collaboration with the Local Organising Committee led by Mathieu Nendaz from Geneva. Abstract submission will open in November 2017 and will close in February 2018.
AMEE is pleased to have given the following awards and prizes during the year, and would like to thank all the reviewers and committee members for their assistance in the selection process.

AMEE Miriam Friedman Ben-David New Educator Award
This award is to a person who has made an extraordinary effort and contribution within the field of medical education in a relatively short time. The 2016 Award was made to Dr Wolf Hautz, Inselspital University Hospital, Bern, Switzerland. A worthy winner, Wolf joins an illustrious list of young educators of whom Miriam would have been very proud.

AMEE Teaching Innovation Awards sponsored by the Patil Family
The award recognises innovation in health professions education based on the criteria of novelty, feasibility, transferability, local articulation and fit-for-purpose. The awards are made by the Patil Committee chaired by Deborah Murdoch-Eaton. Three Teaching Innovation awards were made to the following AMEE 2016 presenters:
- Mia E. Lang, Canada
- Thomas Gale and colleagues, UK
- Oliver Jones, UK

Medical Teacher Poster Prize
The prize sponsored by Taylor & Francis, publisher of Medical Teacher, is awarded annually to the best poster displayed at the conference, as selected by the Poster Prize Committee chaired by Janusz Janczukowicz. The 2016 winners were Roxana Knobel and colleagues, Universidade Federal de Santa Catarina, Florianópolis, Brazil: ‘Diversity of Opinions and Preferences About Mode of Delivery among Medicine and Nursing Courses’

AMEE Student Grants
The grants provide support for student-led activities that aim to improve medical education. Two awards were made in the current round of funding:
- Simulation Training in the Management of Obstetric Emergencies [STMOE]: University of Rwanda, MEDSAR (Medical Student Association of Rwanda)
- TS2 – Training Students in Teaching Skills: IFMSA, Pakistan

AMEE Study Fellowships sponsored by Merck-Serono
Three fellowships were awarded from an educational grant provided by Merck KGaA, Darmstadt, Germany – Global Medical Education. The aim of the award is to promote excellence in the field of health professions education, with a particular emphasis on continuing professional development. The 2016 winners were:
- Tumay Aydogan, Biruni University Faculty of Medicine, Istanbul, Turkey
- Zain Gulzar, Institute of Advanced Dental Sciences & Research, Pakistan
- Sarah C Walpole, Medecins Sans Frontieres, Democratic Republic of Congo, and Hull York Medical School, UK

AMEE Research Grants
The AMEE Research Committee is charged with reviewing submitted applications and for recommending recipients of funds to support research projects undertaken by AMEE members including members from emerging regions. The successful applicants in 2016 were:
- Lisi Gordon, UK: ‘Exploring the effects of context on senior medical trainee transition experiences: a multi-country project’
- Rashmi Kusurkar, The Netherlands: ‘Academic motivation and underperformance of ethnic minority medical students’

AMEE Research Paper Awards
The outstanding papers presented at AMEE 2016, as determined by the AMEE Research Committee were presented to:
- Sannne Peters, Belgium
- Amelia Kehoe, UK
- Rachel Hardeman, USA
- Elise Paradis, Canada
- Mark Goldszmidt, Canada
- Sanjev Sockalingram, Canada
- Hannah Gillespie, UK
- Tobias Todsen, Denmark

AMEE Postgraduate Committee Travel Awards
Recognising the challenge faced by junior doctors in obtaining funding to attend the AMEE conference, the Postgraduate Committee recommended setting aside funding to provide free conference registration for up to four junior doctors whose abstracts were selected for presentation as short communications at AMEE 2016. Awards were made to the following participants: David Brinkman, Andrew Darby Smith, Sarah Walpole, Chris Attoe and Sari Dewi.
AMEE has continued to develop its portfolio of Essential Skills in Medical Education (ESME) courses that aim to enhance the skills of teachers in the health care professions. This expanding range of courses is delivered both face-to-face and online.

**ESME Face-to-face courses**

Since 2005 AMEE has been delivering a range of face-to-face ESME courses at large international medical education conferences around the world. The courses have proved popular with both new and experienced teachers wishing to explore the theory underpinning education practice or to update their teaching skills. Certificates of participation are given at the end of the course, and participants who satisfactorily complete an additional assignment are awarded the AMEE-ESME Certificate in Medical Education. ESME Face-to-face courses were run at the following conferences in 2016/17:

- **Essential Skills in Medical Education (ESME):**
  - AMEE 2016, Barcelona Spain (August); Punta del Este, Uruguay (October); Buenos Aires, Argentina (October); Guangzhou, China (December); 14th APMEC, Singapore (January); Guangzhou, China (March); IAMSE Meeting, Vermont, USA (June)
- **Research Essential Skills in Medical Education (RESME):**
  - AMEE 2016, Barcelona Spain (August); 14th APMEC, Singapore (January)
- **Essential Skills in Medical Education Assessment (ESMEA):**
  - AMEE 2016, Barcelona Spain (August)
- **Essential Skills in Medical Education Simulation (ESMESim) Masterclass:**
  - AMEE 2016, Barcelona Spain (August)
- **Essential Skills in Computer-Enhanced Learning (ESCEL) Masterclass:**
  - AMEE 2016, Barcelona Spain (August)
- **Essential Skills in Continuing Education and Professional Development (ESCEPD) Masterclass:**
  - AMEE 2016, Barcelona Spain (August)

**ESME Online**

The development of ESME Online courses extended the opportunity to gain an AMEE-ESME Certificate in Medical Education at a distance. Beginning with two courses delivered in 2012, provision expanded to four courses in 2017, with an additional course planned for 2018. Each course consists of interactive webinars, discussion groups and assignments.

**ESME Online**

- **ESME Leadership in Medical Education**
  - Led by Stewart Mennin with Glenda Eoyang and Mary Nations, this course was delivered twice in 2016/2017 to a total of 81 participants. Participants who satisfactorily complete the course work received two certificates: an AMEE-ESME Certificate in Leadership in Medical Education, and a Human Systems Dynamics Certificate of completion of an Adaptive Action Lab in Leadership in Medical Education.
- **ESME Student**
  - Led by John Dent and Richard Hays, this course runs annually between January and April. Designed for undergraduate students with an interest in medical education, this course had a total of 60 students. Additional course tutors included: Catherine Kennedy, Thomas Fassier, and Julien Aron. Successful links have been established with several institutions, with groups of students attending from Bond University (Australia); Harvard University (US); University of Health Sciences (Cambodia); American University of the Caribbean (St Martin); University of Otago (New Zealand); University of Leeds (UK) and University of Liverpool (UK).
- **ESME Assessment (ESMEA)**
  - In 2017 the ESMEA course, led by Kathy Boursicot with Richard Fuller, Sydney Smee, John Patterson and Sandra Kemp, was successfully delivered to 27 participants. This course will be delivered twice in 2017/18.
- **ESME Recognition for Masters Degree**
  - The ESME course is now recognised by a number of institutions for credits towards further studies in medical education. These include University of Liverpool UK, Flinders University Australia, University of Hong Kong, Pontificia University Chile and University of Khartoum Sudan. The University of Dundee now recognises ESME for credits towards the Dundee Masters in Medical Education Course.

**Research ESME (RESME)**

In 2018 RESME will be launched as an online course, led by Charlotte Ringsted.

**Location of participants in ESME Online Courses**
MedEdWorld

AMEE MedEdWorld was launched in 2009 to help AMEE members keep in touch with developments in medical education between the AMEE annual conferences. It is an international health professions community of individuals and educational organisations whose purpose is the sharing of information, ideas, experience and expertise.

MedEdWorld has continued over the last year to provide news and information about:

- The latest education developments, awards, projects and items of interest around the globe
- Education conferences and meetings worldwide
- Courses on medical education, including the AMEE Essential Skills in Medical Education (ESME) face-to-face and online courses
- Masters in Medical Education and PhD Medical Education programmes available internationally
- A glossary of medical education terms
- Job opportunities in health professions education
- Recent articles on medical education from a range of sources recommended by the MedEdWorld community
- Video clips and other resources, including AMEE Conference videos
- Webinars on key topics in medical education by international experts in the field
- Reflections on a medical education theme. With the launch of AMEE MedEdPublish this was temporarily removed from the MedEdWorld site but has now been reinstated

A fortnightly newsletter updates members with key content appearing in MedEdWorld.

Special Interest Groups [SIGs] discuss and share information on specific aspects of medical education. Some are open access and some by invitation only.

MedEdWorld Webinars

Sixteen webinars on a range of topics in health professions education were offered during Autumn 2016 and Spring 2017, including two AMEE Simulation Committee members. These provided an opportunity to engage online with an internationally-acclaimed expert and colleagues around the globe. In addition to participation in the webinars by individuals, some schools arranged for groups to join the webinars.

The topics for 2016/2017 were:

- Diversity and gender in medical education Part 2: Sharing educational experience
- Facilitating interprofessional education: Key findings from a synthesis of qualitative research
- Technology-mediated encounters with simulated/standardized patients [SPs]: Preparing learners for telemedicine and a global world
- Interprofessional continuing education: It’s all about the team
- Doctors are people too: What’s important in early careers decision making and how can this inform policy and practice?
- The professionalization of health informatics and future directions for electronic health records
- Physicians know why: Reinforcing the basic science curriculum across medical education
- Institutional transformation to evidence-informed pedagogy
- Developing questionnaires for educational research: You can’t fix by analysis what you’ve spoiled by design
- Not your grandpa’s CME: What we know [and need to know] about the continuing professional development of physicians
- Learning across the professions: medical educators and teacher educators in dialogue
- Feedback can enhance mutual professional growth: But how can we promote bidirectional conversations?
- Why do you care about that? The values that drive medical education scholarships and research
- Clinical decision making as a special case of scientific reasoning? Theory and practical implications for medical education
- Key underpinning educational theories to consider with simulation-based learning
- Preparing simulated patients for OSCEs
AMEE MedEdPublish is an open access, e-journal that enables academics, teachers, clinicians, researchers and students to publish their experiences, views and research findings relating to teaching, learning and assessment in medical and health professions education.

Since the launch of the new MedEdPublish website in June 2016, the Editorial Team, led by Editor-in-Chief, Professor Richard Hays, are pleased to report the following:

- The publication in the journal of over 250 articles relating to medical education;
- The launch of four quarterly themed issues with a further six themed issues planned for 2017/2018;
- The appointment of the MedEdPublish Editorial Board with 29 members, including three Associate Editors;
- The creation of an active Panel of Reviewers comprising 116 members who have contributed to the posting of nearly 600 reviews in the journal;
- The successful running of two MedEdPublish related workshops at the AMEE 2016 conference in Barcelona;
- Promotion of the journal at a variety of exhibitions including a very busy MedEdPublish stand at AMEE 2016.

In May 2017, the MedEdPublish Team welcomed Richard Hays to Dundee along with Associate Editor Trevor Gibbs and consultant Ken Masters. The team met to discuss the success of the journal through its first year online and also to consider the future direction and developments. Key areas for development discussed were:

- Application process for the journal to be included in PubMed Central;
- The provision of a revised version facility for papers published in the journal;
- Enhancement of the website homepage;
- Raising the recognition and reputation of the journal.

**Themed Issues**

In addition to a wide range of papers on topics in health professions education, each quarterly issue featured a theme.

- **Community based education** (Lead Theme Editor: John Dent)
- **Behavioural sciences** (Lead Theme Editor: Jeni Harden)
- **Medical education in difficult circumstances** (Lead Theme Editor: Trevor Gibbs)
- **Life sciences** (Lead Theme Editor: Barbara Jennings)
- **Medical Students and Postgraduate Trainees as Medical Educators** (Lead Theme Editor: Julie Browne)

**Upcoming themes:**

Access to Medical Education  
Diversity in Medical Education  
Faculty Development  
Continuing Professional Development
Medical Teacher
www.medicalteacher.org

Editor: Professor R M Harden
Managing Editor: Mrs Pat Lilley
Journal Co-ordinator:
Ms Morag Allan Campbell (until January 2017)
Ms Susan Millar (since January 2017)
Associate Editors:
Dr John Dent, Professor Trevor Gibbs,
Professor John Sandars

2016 Impact Factor: 2.502
5-Year Impact Factor: 2.981

Medical Teacher, the AMEE journal, addresses the needs of those involved in training for the health professions throughout the world, whether in undergraduate education, postgraduate training or continuing professional development, keeping readers up to date with developments and new ideas in educational methods. An international Editorial Board advises on journal policy, and the Editor gratefully acknowledges the assistance of the Editorial Board members and also the many reviewers who give their time freely in order to assist with reviewing the increasing number of manuscripts submitted each year.

The following articles were the most highly cited in 2016
- Using focus groups in medical education research: AMEE Guide No. 91 (Stalmeijer et al. 2015)
- Defining professionalism in medical education: A systematic review (Birden et al. 2014)
- Curriculum development for the workplace using Entrustable Professional Activities (EPAs): AMEE Guide No. 99 (ten Cate et al. 2016)

Accessing the Journal
Published monthly, online access is given to AMEE individual and student members as part of their membership fee. Through the ‘members only’ area of the AMEE website, members can access Medical Teacher by logging in with their AMEE username and password. Print copies may also be requested for a small additional charge. Institutional subscriptions to the journal are available from the publisher.

Publishing Platform
The Taylor & Francis platform allows journal readers to benefit from a new reader-friendly layout, making sharing through social media easier and improving access to supplementary material, and links to other journals within the Taylor and Francis portfolio. The site also features article-level metrics, helping authors and readers to assess easily the impact of individual research.

Special issues and supplements
A Saudi supplement was published in April 2017. The second series of ‘The International CBME Collaborators: Journey towards implementation’, was published as a special issue in June 2017.

New feature
‘Medical Teacher in Ten Minutes’ – a new feature introduced in 2017, recognises that, due to increasing time pressures, it is not always possible to read the journal from cover to cover. The feature aims to give a brief synopsis of each article so that readers may determine whether they would benefit from reading the full article. Feedback is welcomed from readers.

Fortieth Anniversary Volume
2018 will mark the 40th anniversary of the publication of Medical Teacher. To recognise this important milestone readers are invited to submit on behalf of their medical school or postgraduate training programme short proposals for articles that highlight up to three key changes which have taken place in the education programme in the institution over the last ten years in terms of curriculum design, teaching and learning methods, assessment, student selection, student engagement, the role of teachers/trainers or education management issues. Accepted papers will appear in a special issue of the journal in mid-2018.
One of the great advantages of publishing an AMEE Guide is that there is space to develop arguments and provide a summary of the current state of play, clear explanations and helpful tips for newcomers to a subject area. The Guides in their full form are popular resources, and used widely across the world.

One of the unintended consequences of the popularity of the Guides is that they were placing considerable pressure on space in Medical Teacher, so from January this year we moved to a new format for the Guides. In addition to the full version of the guide, which is published by AMEE in the usual way, a shorter form of the Guide (of the order of 4000 words) is placed in Medical Teacher. This gives potential readers a chance to read the main elements of the guide and then turn to the fuller guide for more information. It also means that the authors get two publications, one of which is available on-line very quickly. The first in this new format was Guide number 110 on Longitudinal Clinical Clerkships [Hudson et al] and number 118 is now available on-line, with several more in the pipeline.

AMEE’s grateful thanks go to all the authors who have worked extremely hard to produce such valuable resources, and to the AMEE staff, especially Trevor Gibbs as he hands over to David Taylor, the new Guides Series Editor, and Susan Millar, Journal Coordinator.

AMEE Guides published during the year:
- Aligning physical learning spaces with the curriculum: Guide 107 [Nordquist and Sundberg]
- Writing competitive research conference abstracts: Guide 108 [Varpio et al]
- Producing a socially accountable medical school: Guide 109 [Boelen et al]
- Longitudinal clinical clerkships: Guide 110 [Hudson et al]
- Using consensus group methods such as Delphi and Nominal Group in medical education research: Guide 111 [Humphrey-Murto et al]
- A framework for negotiating positionality in phenomenological research: Guide 112 [Hopkins et al]
- Appreciative inquiry in medical education: Guide 113 [Sandars and Murdoch-Eaton]
- Health advocacy: Guide 114 [Hubinette et al]
- Motivation in medical education: Guide 115 [Pelaccia and Viau]
- Preparing medical students for the e-patient: Guide 116 [Masters]
- Master’s Degrees: Meeting the standards for medical and health professions education: Guide 118 [Tekian and Taylor]
- The foundations of measurement and assessment in medical education: Guide 119 [Tavakol and Dennick]
- Work engagement in health professions education: Guide 120 [van den Berg et al]

Trevor Gibbs (until October 2016)
David Taylor (from Nov 2016)
AMEE Guides Editor
The Best Evidence Medical Education (BEME) Collaboration is an international group of individuals, universities and professional organisations committed to the development of evidence informed education in the medical and health professions (www.bemecollaboration.org).

Established in 1999 BEME Collaboration has continued to develop thanks to the work of 19 BEME International Collaborative Centres and five BEME committees.

BEME Committees
- Review Committee
- Research Committee
- Education and Training Committee
- Translation into Practice Committee
- Funding Committee

BEME at AMEE 2016
Meetings of the BEME Board and BEME Review Editorial Committee (BREC) took place at the AMEE 2016 Conference in Barcelona. Reports on work in progress concerning BEME systematic reviews were presented in a ‘short communications’ session. Workshops/training sessions for BICCs addressing the BEME systematic review process were also offered at the conference.

BEME Review
Four BEME reviews were published in 2016/17:

- Tools for structured team communication in pre-registration health professions education: a Best Evidence Medical Education (BEME) review. (Buckley et al), BEME Guide No 41.
- The failure to fail underperforming trainees in health professions education: A BEME Systematic Review. (Yepes Rios et al), BEME Guide No 42.
- Effective methods of teaching and learning in anatomy as a basic science: (Losco et al), BEME Guide No 44.

BEME is taking a stronger leading role worldwide

With a total of 44 reviews published and 29 in progress BEME is taking a stronger leadership role worldwide, supporting teachers in taking evidence-informed decision about their practice. For this challenging task, we invite all those interested in working with BEME Collaboration to contact bemel@dundee.ac.uk

BEME counts on your collaboration which can be done in different ways namely by promoting BEME culture, collaborating as a BEME reviewer, integrating a systematic review, starting a systematic review, just to name a few.

You are most welcome...

More information about the BEME Collaboration is available at www.bemecollaboration.org

Madalena Patricio
(Faculty of Medicine, University of Lisbon)
Chair of BEME Board

BEME International Collaborating Centres (BICCs)
- Aberdeen Patient Safety Consortium, UK
- Alabama College of Osteopathic Medicine, USA
- Centre for Medical Education, Medical University of Lodz, Poland
- Consortium of Universities of Birmingham, Bournemouth, Essex and East Anglia, UK
- Health Professions Education Centre (HPEC) Royal College of Surgeons, Ireland
- Instituto Universitario del Hospital意大利De Buenos Aires/Universidad Nacional del Sur, Argentina
- Iuliu Hatieganu University of Medicine and Pharmacy, Cluj Napoca, Romania
- Kings College, London/University of Washington School of Medicine [Seattle], UK and USA
- Maastricht University, The Netherlands
- McGill University, Canada
- Stellenbosch University Faculty of Medicine, South Africa
- Tehran University of Medical Sciences, Iran
- University of California, San Francisco, USA
- University College London/Institute of Education, UK
- University of Colorado, USA
- University of Central Lancashire/Blackpool Victoria Hospital, UK
- University of Liverpool School of Medicine, UK
- University of Michigan, USA
- Washington University School of Medicine, Saint Louis, USA
The ASPIRE-to-Excellence initiative was established in 2012 whereby schools can apply to be recognised for excellence in medical, dental and veterinary education. An ASPIRE award allows dental, medical and veterinary schools to be recognised internationally for their excellence in education. ASPIRE provides a mechanism that improves the education process and outcomes around the world by identifying, recognising and rewarding excellence in the field. Schools apply for recognition in one or more of five areas.

Areas where excellence is recognised

- **Assessment of Students** - Panel Chair, Trudie Roberts, UK
- **Student Engagement in the curriculum and in the school** - Panel Chair, Khalid Bin Abdulrahman, Saudi Arabia
- **Social Accountability of the school** - Panel Chair, James Rourke, Canada
- **Faculty Development** – Panel Chair, David Irby, USA
- **Simulation** – Panel Chair, Barry Issenberg, USA

Simulation was added as a fifth area where excellence will be recognised.

A new ‘Curriculum’ theme will be added in ASPIRE-to-Excellence initiative in 2018. Peter McCrorie is leading the panel to develop the criteria.

2016 Awards

Awards were presented to the following schools at AMEE 2016 in Barcelona:

- **The School of Veterinary Medicine & Science, University of Nottingham, UK** – **Student Engagement**
- **Florida International University, Herbert Wertheim College of Medicine, USA** – **Social Accountability**
- **Brody School of Medicine, East Carolina University, USA** – **Social Accountability**
- **University of Leeds, School of Medicine, UK** – **Social Accountability**
- **Leaders in Indigenous Medical Education (LIME) Network, Australia and New Zealand** – **Social Accountability**
- **University of California, San Francisco, USA** – **Faculty Development**
- **Royal Veterinary College, University of London, UK** – **Faculty Development**

ASPIRE Academy

The Academy is the premier meeting point for all ASPIRE award winning schools. It fuels and supports the continual drive for excellence in medical education. The Academy acts globally by providing support for schools interested in enhancing their medical education practices, offering advice to identify and overcome obstacles to excellence, and sharing diverse best practice examples. The Academy also delivers workshops/presentations at various meetings as well as publishing papers on the topic. The Academy was formed to facilitate close collaboration of ASPIRE award winners so that they may assist in raising the level of excellence in medical education worldwide.
AMEE Membership and Fellowship

Categories of AMEE Membership

AMEE offers three categories of membership:

Individual:
AMEE members are teachers in healthcare professions, deans, educators, researchers, clinicians, basic scientists and administrators, some of whom are also members of ABEM, AoME, CAME, GMA, IAMSE, SSME and ViEW. AMEE currently has members from 92 countries.

Student:
Student members are medical and healthcare professions students including those up to one year post-basic qualification. AMEE student members are also affiliated to EMSA and IFMSA. AMEE introduced a special discount on student membership for students from less well resourced countries. AMEE currently has student members from 23 countries.

Institutional/Premium Institutional:
Institutional and Premium Institutional members are largely medical schools, university departments, private or governmental statutory bodies or organisations related to medical / healthcare professions education, and regional associations of medical education. There are currently 127 Institutional and 34 Premium Institutional members.

AMEE Fellowship

The concept of AMEE Associate Fellowship (AFAMEE) was introduced in April 2015, and was followed in August 2016 with the Fellowship (FAMEE) as a means of rewarding and supporting active AMEE members who had not only contributed to the AMEE community but had shown academic scholarship in publication and presentation of their work. Associate Fellow and Fellows can use the appropriate post-nominal. Criteria for each classification can be found on the AMEE website (www.amee.org/fellowship).

In order to advise on the policies related to Fellowship and consider submissions, a Fellowship Committee was established in 2015. The Committee met during the AMEE annual conference in Barcelona and other times by web conference to discuss the development of the initiative.

The number of Associate Fellows of AMEE now stands at 30 and the number of Fellows including inaugural fellows at 25.

This coming year will see the Fellowship Committee working on improving the criteria to reflect contributions to AMEE; a wider dissemination of promotional material to an increased number of medical and healthcare establishments; a mentorship scheme to assist faculty to become Associate Fellows and the development of a community of Fellows and Associate Fellows that promotes active debate and support between members.

Fellowship Committee:
Olle ten Cate (Chair ), Trevor Gibbs (Vice-Chair), Angel Centeno, Francois Cilliers, John Dent, Steve Durning, Madalena Patricio, Trudie Roberts, Gary Rogers, Dujeepa Samarasekera

Fellows of AMEE:
- Olle ten Cate, Utrecht, The Netherlands
- Trevor Gibbs, AMEE, UK
- Gary Rogers, Gold Coast, Australia
- John Dent, AMEE, UK
- Steven Durning, Bethesda, USA
- Trudie Roberts, Leeds, UK
- Madalena Patricio, Lisbon, Portugal
- Dujeepa Samarasekera, YLL National University, Singapore
- Francois Cilliers, University of Cape Town, South Africa
- Angel Centeno, University of Austral, Argentina
- Gert van Zyl, University of Free State, South Africa
- Jen Cleland, University of Aberdeen, UK
- Jordi Pales, University of Barcelona, Spain
- Kati Hakkarainen, University of Tampere, Finland
- Ming-Jung Ho, National Taiwan University, Taiwan
- Richard Hays, University of Tasmania, Australia
- Larry Gruppen, University of Michigan, USA
- Karen Mann, Dalhousie University, Canada
- Sigrid Harendza, University of Hamburg, Germany
- Pablo Pulido, Venezuela

Associate Fellows of AMEE:
- Ian Wilson
- Olanrewaju Sorinola
- Peter de Jong
- Leila Niemi-Murola
- Anique Atherley
- Carmen Fuentetallba
- John Goldie
- Joel King
- Rashmi Kusurkar
- Sue Murphy
- Luis Patrao
- Ralph Pinnock
- Nancy Posel
- Daniel Kambey
- Jonathan Rial
- Ricardo Tjeng
- Jennifer Illingworth
- Craig Zimitat
- Julie Williamson
- Catherine Haines
- Kazunobu Ishikawa
- Pedro Roque Martins Lito
- Sara Mortaz Hejri
- Marjo Wijnen-Meijer
- Roghayeh Gandomkar
- Elpida Artemiou
- Catherine Regan

Some members opted not to display their names on the website.
AMEE Postgraduate Committee

**AMEE Conferences:** Increasing numbers of attendees interested in PGME are attending AMEE conferences, organising sessions and discussing how to showcase this area of medical education that is distinct from UGME or CPD.

**AMEE meeting presentations:** The PGME committee has organised multiple sessions at the AMEE 2016 and AMEE 2017 conferences, including symposia, pre-conference workshops, posters and oral presentations.

**Grant funding:** The PGME committee once again ran a highly successful competition for funding for junior doctors who submitted short communications and posters about PGME. The increased funding provided this year through Prof Zulfiqar Ali Khan Educational Grant means that more junior doctors are able to attend the conference, enriching AMEE and the PG community.

The PGME Transition Team
Rille Philak, Subha Ramani, Linda Snell

AMEE Research Committee

**Programme Planning/Research Papers:** We reviewed over 260 abstracts this year, of which one in six were accepted as research papers. Research papers are evaluated during the AMEE conference, and best papers acknowledged. Our fixed-time poster mentoring session worked very well in 2016, and this will be rolled out again in Helsinki.

**Research grants:** AMEE research grants are highly competitive and, as with the research papers, go through a robust two-stage review process. As always, the final selection was difficult. We thank all those involved in the review process.

**Emerging Regions Research Awards:** This new award will provide financial support for educational research and scholarship projects for those AMEE members working in under-resourced regions. The goal of this new initiative is to support scholarship. The successful applicants will be announced in Helsinki.

**Doctoral Awards:** The Doctoral Award submissions are reviewed by a panel of experienced PhD supervisors/mentors, then further evaluated at the AMEE meeting to identify an overall best thesis. This initiative aims to acknowledge high quality research in the field.

As always, I must acknowledge the hard work, innovation and inspiration of all my colleagues on the Research Committee.

Jennifer Cleland,
Chair, AMEE Research Committee

AMEE Faculty Development Committee

An AMEE Faculty Development Committee established in February 2017, will meet in Helsinki in August 2017, to create a work plan based on the following committee goals:

- To advance best practices and excellence in the development of health professions faculty across the globe
- To provide advice to the AMEE Executive Committee and AMEE staff on faculty and health professions educator development
- To promote scholarly work in faculty and health professions educator development to and among the membership of AMEE
- To oversee the selection of sites and appointment of conference organising committees for biennial International Conferences on Faculty Development in the Health Professions
- To develop and deliver a symposium on a current topic in faculty and health professions educator development at each AMEE conference that is not associated with an International Conference on Faculty Development in the Health Professions
- To consider and develop other global and regional activities to support and advance faculty and health professions educator development
- To keep AMEE members informed about current issues and events in faculty and health professional educator development through MedEdWorld and MedEdPublish.

The Committee looks forward to a fruitful collaboration and an increase of international activities focused on this critically important aspect of health professions education. We also invite AMEE members to let us know if they would like to become involved in this committee, either by e-mail or by participating at the open committee meeting that will be held in Helsinki.

Yvonne Steinert, Ph.D.
Chair, AMEE Faculty Development Committee

AMEE webinar: A webinar on feedback, focusing particularly on PGME, was presented in April 2017. Over 25 participants from many countries participated in the webinar which was a highly interactive session.

The committee is in a time of renewal and transition, currently engaged in appointing the leadership of the committee as well as drafting a proposal with clear guidelines for the membership term and member obligations. The PGME committee closed meeting at the AMEE meeting will discuss fresh directions and activities to enhance both AMEE and PGME as a worldwide endeavour.

Yvonne Steinert, Ph.D.
Chair, AMEE Faculty Development Committee
AMEE Simulation Committee

The AMEE Simulation Committee is charged with the responsibility of advising how AMEE can engage in and promote simulation-based education and assessment, feature simulation at its annual conference, and keep AMEE members up-to-date with important developments in the field of simulation. The AMEE 2017 Conference will host several simulation-oriented events including a symposium that will showcase approaches to simulation in medical and health professions education. Workshops will also be offered by experienced simulation practitioners aligned with the Committee. For the second year, we will offer the AMEE Simulation Journal Club with a prize sponsored by the CAMES for the premium paper. The Journal Club shares the most recent innovative, provocative and interesting papers published on the topic of simulation. The Conference booth at AMEE 2016 also proved valuable in making connections with the broader membership of the AMEE community. An important initiative during the past year has been the development and implementation of the AMEE ASPIRE award under the chairmanship of Professor Barry Issenberg. Dr Ronald Gorter was welcomed to the AMEE Simulation Committee to share his dental simulation experience. Finally, Dr Nancy McNaughton, has responsibility for communicating through MedEdWorld news items that might be of interest to AMEE members.

Lars Konge and Debra Nestel
Co-Chairs, AMEE Simulation Committee

AMEE Technology Enhanced Learning (TEL) Committee

The AMEE Technology Enhanced Learning Committee, formerly known as the eLearning Committee was established to help progress AMEE’s activities involving didactic technologies. The Committee focuses on enhancing teaching and learning by the use of general education technologies with special emphasis on the education pedagogies underlying their use. The Committee is available to support the AMEE Executive Committee in achieving their strategic goals by providing advice and support regarding the AMEE Conference, an eLearning symposium every 3 years, MedEdWorld and online tools for AMEE membership activities.

In previous years the Committee has worked on the use of social media during the AMEE conferences, the introduction of ePosters and PechaKucha presentations as a new presentation format, and on a two-day pre-conference satellite symposium on the use of eLearning in medical education.

In the last year the Committee has worked on the tasks and responsibilities of the Committee, and on the membership model.

The Committee currently is involved in the Elsevier sponsored Hackathon with students, and members of the TEL Committee assist in the review of eLearning-related abstracts submitted for poster and oral presentation at the AMEE meeting. At the 2017 meeting in Helsinki the Committee will deliver a symposium on the importance of creativity, innovation and entrepreneurship as an essential aspect of medical education.

Peter GM de Jon
Chair, AMEE TEL Committee

AMEE Continuing Professional Development (CPD) Committee

2016 marked a significant year for the role of CPD within AMEE. In August of 2016 the first CPD Special Interest Group meeting was held in Barcelona co-facilitated by Lawrence Sherman, Jane Tipping and Kathy Chappell. The inter-professional group of approximately 25 people represented diverse international interests of AMEE members as well as a breadth of stakeholders including academia, medical specialty societies, accreditation bodies and industry. The composition of the SIG also spoke to the current and future status of CPD as an important component of the medical education continuum. All concluded the desire to create higher visibility and credibility for CPD within AMEE and recommended the move towards creating a CPD committee. In February 2017 AMEE Executive Committee agreed to the creation the CPD committee, the first meeting to be held in Helsinki 2017. Concurrent with this, the profile of CPD will be further increased at the Helsinki meeting through the addition of a dedicated symposium, poster session, as well as the continuance of the CPD Special Interest Group. The SIG provides an opportunity for all individuals with an interest to contribute their views.

Jane Tipping and Lawrence Sherman
Co-Chairs, AMEE CPD Committee
The success of AMEE depends on the hard work and commitment of staff members. For 2017 we welcome new members to the team, Elizabeth Beattie, Diana Davidson and Susan Millar.

**Mr Farzand Ali**  
International Business Development Manager  
farzand.ali@dundee.ac.uk

Farzand is responsible for internationalisation and marketing of the Association’s initiatives. He is in charge of AMEE communications and promotional activities. He is also administering ASPIRE-to-Excellence initiative.

**Ms Elizabeth Beattie**  
Technology Administrator  
ed.beattie@dundee.ac.uk

Liz joined the AMEE team in October 2016. Her role is to manage the AMEE webinar series, provide technology support for the Association’s websites, source and upload content to MedEdWorld and to provide support to the Secretariat with the various technologies and systems used.

**Ms Karen Burnett**  
AMEE Secretary  
k.burnett@dundee.ac.uk

Karen is the first point of contact in the AMEE Office. Her main responsibilities relate to membership issues and publication orders.

**Mr Don Cathcart**  
Technician  
d.c.cathcart@dundee.ac.uk

Don works for AMEE one day a week to provide computer and network support.

**Ms Diana Davidson**  
ESME Course Administrator / MedEdPublish Assistant  
d.davidson@dundee.ac.uk

Diana joined the AMEE Team in January 2017. Her main role is to support both the ESME Online and the ESME face-to-face courses. She will also support the MedEdPublish Team.

**Dr John Dent**  
AMEE International Liaison Officer  
dentja@dundee.ac.uk

John is a part-time consultant to AMEE and plays a major role in developing international collaborations on behalf of AMEE. He is also a tutor for the ESME Online courses and Course Leader of the ESME Student course. He is an Associate Editor of AMEE MedEdPublish and Medical Teacher.

**Professor Trevor Gibbs**  
AMEE Development Officer  
trevor.gibbs@gmail.com

Trevor travels extensively promoting the activities of AMEE across the world. He has been a major force in developing the AMEE Guide series, organises poster sessions at AMEE conferences, and plays an active role in ESME courses. He has played an important role in BEME. He is an Associate Editor of AMEE MedEdPublish and Medical Teacher.

**Dr Catherine Kennedy**  
AMEE Education Officer  
catherine.kennedy@dundee.ac.uk

Catherine provides academic input on a variety of AMEE projects. She co-ordinates the AMEE-ESME Online courses, acting as a tutor for ESME Online and ESME Student. She is also involved in the continuing development of MedEdPublish.

**Mrs Pat Lilley**  
AMEE Operations Director  
pat.lilley@dundee.ac.uk

Pat is responsible for all aspects of the Association’s work including conferences, courses and publications. She is also Managing Editor of Medical Teacher.

**Ms Kerrie McKay**  
AMEE Marketing & Multimedia Developer  
k.mckay@dundee.ac.uk

Kerrie joined AMEE in December 2015 as an AMEE Administration Assistant providing administration support to the AMEE General Secretary. Her key responsibility is supporting all aspects of the AMEE MedEdPublish e-journal.

**Mrs Coleen McLaren**  
AMEE Marketing & Multimedia Developer  
c.y.mclaren@dundee.ac.uk

Coleen is involved with the implementation of the Association’s marketing strategies through a variety of media. She is the lead on AMEE’s social media platforms and is responsible for developing design concepts, producing all publicity materials including the conference programme and the design of AMEE exhibition stands.

**Mr Jake McLaughlin**  
MedEdWorld Administrator / Assistant to General Secretary  
j.mclaughlin@dundee.ac.uk

Jake joined AMEE in July 2016. As MedEdWorld Administrator he is responsible for sourcing content for the website and producing the AMEE MedEdWorld Newsletter. He also acts as an Assistant to the AMEE General Secretary.

**Mrs Louise Russell**  
AMEE Administrative Assistant/BEME Administrator  
lm.russell@dundee.ac.uk

Louise joined the AMEE team on a part-time basis in 2013 to assist on a variety of AMEE projects. She is the Administrator for the Best Evidence Medical Education (BEME) Collaboration.

**Ms Susan Millar**  
AMEE Operations Director  
s.millar@dundee.ac.uk

Susan started with AMEE in January 2017. Her main duties relate to overseeing the Medical Teacher manuscript process from submission to ultimate publication, communicating with authors and scheduling copy for publication. She oversees the publication of the AMEE Guides.

**Mrs Tracey Thomson**  
AMEE Administration Executive  
t.r.thomson@dundee.ac.uk

Tracey oversees the day-to-day running of the secretariat including the membership, keeps the Association’s accounts and looks after the AMEE website. She also has responsibility for the administrative aspects of AMEE conferences.