Abstract tracks

Please look at the list of tracks/sub-tracks and choose one that is most appropriate for your presentation. Please read carefully the information about what should be submitted for each track, as reviewers will be selected based on the sub-track you choose, and your abstract risks rejection if it is submitted in the wrong track.

Please only submit your abstract once. It should not be duplicated for another track.

If you choose one of the ‘special tracks’ you do not need to identify a sub-track.

**SPECIAL TRACK: Competency-based/outcome-based (no sub-track needed)**

Papers on competency-based/outcome-based education relate to the move in health professions education to an emphasis on the competencies and learning outcomes expected of the product of the education programme – the student, or health professional. Papers might address the underpinning theoretical background to the approach, provide examples in practice or evaluate the outcome/competency.

**SPECIAL TRACK: Surgery education (no sub-track needed)**

The track invites abstracts on teaching, learning and assessment as it relates to surgery in undergraduate or postgraduate education and continuing professional development.

**SPECIAL TRACK: General practice/Family medicine (no sub-track needed)**

This track covers issues relating to teaching, learning and assessment in general practice/family medicine in undergraduate or postgraduate education, and continuing professional development.

**SPECIAL TRACK: Sustainability/Environmental/Global health (no sub-track needed)**

This track covers any aspect of teaching, learning or assessment to promote sustainability in health professions education. In particular it involves initiatives to equip undergraduates, and those already qualified, with the knowledge, skills, values, competence and confidence they need to sustainably promote the health, human rights and well-being of current and future generations, while protecting the health of the planet.

**MAIN TRACK: Assessment**

This track covers all aspects of assessment and feedback in the health professions, including written tests, clinical exams and work-place based assessment, as well as performance appraisal. Abstracts relating to admissions and selection processes should be submitted in the ‘Education Management’ track.

**SUB-TRACKS for Assessment**

- Clinical/OSCE
- Entrustable Professional Activities (EPA)
- Feedback
- Peer/360/self
- Portfolio
- Assessment of professionalism/attitudes
- Assessment of clinical reasoning/reflection
- Programmatic
- Psychometrics/Standard setting
Technology in assessment
Test enhanced learning
Workplace based/On the job assessment
Written
Other

MAIN TRACK: CPD

CPD is continuous process of acquiring new knowledge and skills throughout one’s professional life. It is essential to maintain competencies of health professionals, to remedy gaps in skills and to enable them to respond to the challenges of rapidly growing knowledge and technologies, changing health needs and the social, political and economic factors of the practice of medicine. Abstracts in this category should relate to the ongoing education and training of fully-qualified, practising health professionals

SUB-TRACKS for CPD

- Preparation for lifelong learning
- Approaches to CPD
- Assessment and feedback
- Revalidation/recertification
- Specialty-based CPD
- Other

MAIN TRACK: Curriculum approaches

This track is concerned with overall curriculum design – how and why a particular approach to curriculum planning was adopted in a specific setting. Abstracts detailing specific content or curriculum themes should be submitted in the ‘Curriculum Content’ track, and those dealing with introduction of new teaching methods should be submitted in the ‘Teaching and Learning’ track.

SUB-TRACKS for Curriculum approaches

- Case-based/Presentation-based
- Community-based
- Core curriculum
- Education environment
- Integration
- Interprofessional/Teamwork
- Longitudinal Integrated Clerkships
- Options/electives
- Problem based
- Social accountability
- Student-centred
- Team based
- Evaluation of curriculum
- Other

MAIN TRACK: Curriculum content

This track covers what is included in the curriculum, in terms of broad topics or themes. ‘Teaching skills’ here specifically refers to this inclusion of teaching as a curriculum topic for
undergraduate / postgraduate learners and development of faculty teaching skills should be submitted in the ‘Teacher’ track.

**SUB-TRACKS for Curriculum content**
- Clinical/Practical skills
- Clinical reasoning/Critical thinking
- Communication skills
- Ethics
- Empathy
- Foundation sciences
- Health promotion
- Patient safety
- Professionalism/Attitudes/Ethics/Professional Identity Formation
- Teaching skills
- Other

**MAIN TRACK: Education management**

This track covers high-level issues faced by medical schools and other training providers where decisions are required about what type of programmes will be offered and how these programmes are delivered, monitored and improved. The Education Management track is primarily concerned with non-educational decision making – abstracts describing decisions about what to include in the curriculum should be submitted in the ‘Curriculum Content’ track, and those covering curriculum design and planning should be submitted in the ‘Curriculum Approaches’ track.

**SUB-TRACKS for Education management**
- Change
- Collaboration/Sharing resources
- Cost/Finance
- Diversity/ Gender/Ethnicity
- Evidence-based education
- Accreditation/Regulation
- Institutional management
- International/transnational education
- Leadership
- Quality assurance
- Selection of students/trainees
- Widening participation
- Other

**MAIN TRACK: Postgraduate**

The Postgraduate track covers education issues specific to the period of time for post-graduate or residency/fellowship training that continues after award of a primary medical or other professional qualification. Health professionals in postgraduate training programmes are usually practising clinicians who are paid for their services, although they may not be fully licensed or certified for independent practise. This is distinct from graduate training programmes where a first degree is required for admission to a professional degree programme.

**SUB-TRACKS for Postgraduate**
- Transition to postgraduate education
Early years training  
Specialty training  
Approaches to postgraduate training  
Assessment of postgraduate trainee  
Junior doctor as teacher  
Stress, wellbeing and burnout  
Other

**MAIN TRACK: Research in health professions education**

This track is for abstracts relating to the research process from start to finish, and includes topics such as applying for funding, research ethics, data-sharing, methodology or theory. It is not intended as a general umbrella category for research papers, which should be submitted in the appropriate topic-based track.

**SUB-TRACKS for Research in health professions education**

- Grants/Financing
- Research methods/Design
- Theoretical perspectives
- Other

**MAIN TRACK: Student**

The ‘student’ track covers learner-related factors which may affect how and what students learn. This track includes student support and engagement, as well as studies exploring the characteristics and choices of learners. Abstracts relating to specific teaching methods should be submitted in the ‘Teaching & Learning’ track.

**SUB-TRACKS for Student**

- Career choice
- Characteristics
- Engagement with the curriculum
- Student as teacher
- Learning styles
- Support/In difficulty
- Stress/wellbeing
- Other

**MAIN TRACK: Teacher**

Abstracts in this track should relate specifically to teachers or trainers of health professionals. Evaluation refers to assessment or appraisal of the teacher; ‘professionalism’ and ‘roles’ to the development of their professional identity as teachers, and stress/wellbeing/burnout to the teacher’s health and wellbeing. Abstracts detailing how these topics are taught to students should be submitted in the ‘Curriculum Content’ or ‘Student’ tracks as appropriate.

**SUB-TRACKS for Teacher**

- Evaluation
- Professionalism
- Roles
- Stress/wellbeing/burnout
- Faculty development
MAIN TRACK: Teaching & Learning

This track covers a range of teaching and learning methods which may be applied singly or in combination within a teaching programme.

Technology Enhanced Learning (TEL) has a special emphasis on using educational principles and technology to enhance teaching and learning. Relevant submissions should have a focus on the design, delivery and implementation of online and blended learning by using a variety of devices and approaches, such as innovative content delivery, collaborative learning, social media, virtual and mixed reality environments, gamification and application of artificial intelligence. Submissions not likely to be of relevance include the use of technology for clinical simulation and decision aids unless there is a large educational component.

Abstracts which primarily deal with the content of teaching and learning sessions should be submitted in the ‘Curriculum Content’ track, while those dealing with overall curriculum design and planning should be submitted in the ‘Curriculum Approaches’ track.

SUB-TRACKS for Teaching & Learning

- Adaptive learning
- Ambulatory care context
- Blended learning
- Clinical context
- Collaborative/peer to peer
- Experiential learning
- Flipped classroom
- Independent learning
- Instructional design
- Learning analytics
- Lectures/large group
- Mentoring
- Portfolio
- Simulation/Simulated patients
- Small group
- Social media
- Technology enhanced/online learning
- Virtual reality/augmented reality
- Serious games/escape rooms
- Theories of education
- Other