What is AMEE?

The Association for Medical Education in Europe (AMEE) is a worldwide organisation with members in 90 countries on five continents. Members include teachers, educators, researchers, administrators, curriculum developers, deans, assessors, students and trainees in medicine and the healthcare professions.

AMEE promotes international excellence in education in the healthcare professions across the continuum of undergraduate, postgraduate and continuing education. AMEE, working with other organisations, supports teachers and institutions in their current educational activities and in the development of new approaches to curriculum planning, teaching and learning methods, assessment techniques and educational management, in response to advances in medicine, changes in healthcare delivery and patient demands and new educational thinking and techniques.

AMEE promotes excellence in medical education internationally by:

- Promoting the sharing of information through networking, conferences, publications and online activities
- Identifying improvements in traditional approaches and supporting innovation in curriculum planning, teaching and learning, assessment and education management
- Encouraging research in the field of healthcare professions education
- Promoting the use of evidence-informed education
- Setting standards for excellence in healthcare professions education
- Acknowledging achievement both at an individual and an institutional level
- Recognising the global nature of healthcare professions education
- Influencing the continuing development of healthcare professions education through collaboration with relevant national, regional and international bodies.

This Report is available to download from the AMEE website: [www.amee.org](http://www.amee.org)

A printed copy can be obtained by contacting:

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[www.amee.org](http://www.amee.org)
Message from the President

Dear AMEE Members and Friends,

This year the President’s report is special since it is my last report after seven years of AMEE’s Presidency. Let me start by saying it has been an honour and an incredible challenge to have served AMEE during these years - probably the most challenging years of my working life. It is now time to look back at what I see as the achievements and disappointments during this period.

Since I was elected in Genoa in 2006 we have seen a huge growth in AMEE. Please do not interpret me wrongly…I am not saying that this is related with my presidency but just that we have all witnessed AMEE’s extraordinary progress as a result of the dynamics and members’ work. Since its emergence in Copenhagen in 1972, but especially in the last 10 years, AMEE, the International Association for Medical Education has become the largest and most prestigious association of medical education in the world with members in more than ninety countries, coming from five continents. AMEE has become a multidisciplinary organization with dentists, nurses, pharmacists and other health professionals actively involved in AMEE as well as doctors, medical scientists and educationalists.

An important achievement has been the development of collaborations with key institutions of which the World Federation for Medical Education (WFME), the Association of Medical Schools in Europe (AMSE), the World Health Organization (WHO), the European Junior Doctors (Permanent Working Group), the Saudi Society for Medical Education (SSME), International Association of Medical Science Educators (IAMSE), International Federation of Medical Students’ Associations (IFMSA) and the European Medical Students’ Association (EMSA) are just some examples. At AMEE we believe that only together can we achieve progress and meet the medical education community needs.

AMEE has made major contributions to medical education through its annual conference, its publications and the support it gives to its members. You will see a more complete picture described in the General Secretary’s report. For me of particular interest have been the MedEdWorld and ASPIRE initiatives. The former, launched in 2009, is a global online platform providing fantastic opportunities for networking, keeping teachers updated and offering a bank of teaching resources as well as collaborative training and an area for publishing. The ASPIRE initiative is a programme to recognize international excellence in medical schools. Behind these initiatives is the concept that we do not stand alone in the global world we now live in. We must share knowledge and expertise and strive for excellence far beyond the minimum educational standards.

On behalf of AMEE, I have had the opportunity to travel to many countries. With some countries such as Saudi Arabia and Russia a Memorandum of Understanding was signed and celebrated. My experience in these collaborative programmes exceeded expectations and I came back with much more than I gave.

I believe that another outstanding AMEE achievement has been the greater involvement of students in AMEE, and the recognition of their importance as active partners in medical education progress. The International Federation of Medical Students’ Associations (IFMSA) and the European Medical Students’ Association (EMSA) have adopted a proactive attitude driving changes in critical areas such as the Bologna Process. Medical education is going through one of the most challenging phases in its existence due to the complexity and pressures for change including globalization, new approaches to teaching, learning and assessment, a more scientific approach in education and a new vision of medical schools. A source of regret as my Presidency comes to an end is that I have not been able to lead AMEE to support and have an impact on less resourced areas in the world as much as I believe AMEE should have been doing. I hope that AMEE will be able to achieve more in this area in the years ahead. Without members’ collaboration it will be impossible for AMEE to achieve this goal.

Let me end by expressing my confidence and expectations on AMEE’s future. Why such confidence? Because, if the tasks are enormous AMEE’s strengths are also enormous due to its members, its Executive, its committees and its central team. AMEE has a fantastic new President, capable of taking the lead and cope with new challenges. There is no-one better than Trudie Roberts to assume the AMEE leadership. AMEE also has an excellent team led by the General Secretary, Ronald Harden and Operations Director, Pat Lilley. Key members responsible for the on-going success of AMEE activities are Tracey Thomson, Trevor Gibbs and John Dent, supported by an enthusiastic and able Secretariat.

I truly believe that by working together we can develop new and better ways of training our healthcare professionals and that ultimately this will result in better care for our patients.

Madalena Patrício
AMEE President
In the forty years since it was established, AMEE has grown from an organisation focused around an annual meeting with limited participation to an organisation with an extensive range of activities designed to support its members and to contribute to the advancement of education in the health professions. The history of the early years of AMEE has been captured by Andrzej Wojtczak in a newly-published report (History of AMEE 1972-2009, Occasional Paper 5). Current AMEE initiatives are in line with the organisation’s aim of promoting excellence in education as outlined earlier in this report.

We had ambitious targets for 2012 and achieved all of these through a planned programme. Activities have included the organisation of conferences; the delivery of courses in medical education, both face-to-face and for the first time online; publication of the Association’s journal Medical Teacher and a rapidly-expanding series of AMEE guides designed to assist the practising teacher; development of MedEdWorld as an online informational source and exchange of views in medical education; the establishment of the ASPIRE initiative recognising excellence in medical education; continuing work on the Best Evidence Medical Education (BEME) Collaboration; support for research in medical education; leading the MEDINE2 task forces on Curriculum Trends and the Bologna Process; support for the continuum of education across the faces of undergraduate, postgraduate, and continuing education; and expansion of the services offered to AMEE members. Details of the individual activities are addressed in the pages that follow.

The ASPIRE-to-Excellence initiative merits particular mention. It has the potential of having a major impact on medical education and on the standing of teaching in a medical school by recognising internationally excellence in education. To date, university rankings have concentrated on research and have paid only lip service to education. The ASPIRE initiative has the potential to reverse this process and to recognise teaching alongside research as a key remit of a medical school. The criteria set out by working groups after a period of consultation represent the de facto standards of excellence in each of the three areas: assessment of students; student engagement in the medical school; and social responsibility and accountability as a mission of a medical school.

Following a difficult financial year in 2011, we have had a good result for 2012. The audited report and accounts are available as a separate document for approval by the General Assembly in Prague. This will allow the continued development and expansion of AMEE activities, the maintenance and possibly increase in the support given through AMEE awards and scholarships and help fund a move of the AMEE offices from Tay Park House in Dundee to alternative accommodation on the main university campus.

Much has been achieved over the past year through the hard work, inspiration, and creativity of AMEE members, the AMEE executive and the AMEE core team in Dundee, led by Pat Lilley. We have been particularly fortunate in having Madalena Patrício as our President. She has brought to AMEE an enormous enthusiasm and passion for all AMEE activities and, as outlined in her report, has been an excellent ambassador for AMEE at meetings and visits around the world. A significant development in 2012 was the establishment of AMEE committees, designed to involve AMEE members more actively in AMEE’s work in four areas in medical education: research, e-learning, simulation, and postgraduate education. AMEE members are invited to contribute to the work of the committees and to take part in open meetings of the committees during the annual AMEE conference.

Although much has been achieved, much still remains to be done. Stephen Jay Gould suggested that “evolution is a process of constant branching and expansion.” Rather than taking a step back into safety and areas where we are familiar, over the last year we have taken in AMEE a step forward into growth and have made significant advances in supporting developments in health professions education. Our plan is to continue this work in 2013.

Ronald M. Harden
AMEE General Secretary/Treasurer

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Without continual growth and progress such words as improvement, achievement, and success have no meaning.

BENJAMIN FRANKLIN
Executive Committee

AMEE is governed by an Executive Committee consisting of a President, a General Secretary, six members elected for a three year period, one Junior Doctor representative appointed for one year and one student member appointed for one year. The President of the World Federation of Medical Education and the immediate Past President are ex officio members.

At the Annual General Meeting in Lyon, France, in August 2012, the General Assembly voted to accept the Executive Committee proposal that the Committee should be expanded in order to meet the growing needs of the Association. It was agreed that (1) a President Elect should be appointed to aid continuity; (2) a second student representative should be appointed; and (3) additional Committee members should be co-opted as required. The revised Constitution will be presented to the General Assembly in 2013.

A Nominations Committee is charged with reviewing nominations from AMEE members and bringing forward to the General Assembly appropriate nominations to fill vacancies on the Executive Committee.

A sub-committee was established to explore and make recommendations with regard to the request received from the World Federation of Medical Education that AMEE plays a key role in Europe in the new international programme to accredit the national bodies or organisations who currently have responsibility for accrediting medical schools in their country.

PRESIDENT
Professor Madalena Patrício, Portugal (until 2013)

PRESIDENT ELECT
Professor Trudie Roberts, UK

GENERAL SECRETARY/TREASURER
Professor Ronald M Harden, UK

COMMITTEE
Professor Peter Dieter, Germany (until 2014*)
Dr Steven Durning, USA (until 2013*)
Dr Kati Hakkarainen, Finland (until 2014**)
Professor Stefan Lindgren, WFME, Denmark (ex officio)
Professor Deborah Murdoch Eaton, UK (until 2014*)
Professor Jorge L Pales, Spain (until 2013**)
Professor Davinder Sandhu, UK (co-opted until 2013)
Dr Francesco Silenzi, Junior Doctor Representative (until 2013***)
Mr Agostinho Sousa, IFMSA Student Representative (until 2013***)
Professor Stanislaw Stipek, Czech Republic (co-opted until 2013)
Professor Olle ten Cate, The Netherlands (until 2015*)
Mr Süleyman Yıldız, EMSA Student Representative (co-opted until 2013***)

NOMINATIONS COMMITTEE
Professor John Cookson, UK
Dr Maria Rosa Fenoll Brunet, Spain
Dr Athol Kent, South Africa
Professor Andrzej Wojtczak, Poland (Chair)

ACREDITING THE ACCREDITORS SUB-COMMITTEE
Professor Cees van der Vleuten, Netherlands
Professor Peter Dieter, Germany
Professor Deborah Murdoch-Eaton, UK
Professor Trevor Gibbs, UK

* first term of office
** second term of office
*** nominated by organisation
The Executive Committee is supported by the Secretariat which performs the day-to-day administration of the Association. We invite you to meet our friendly AMEE team members, who are always happy to help. The entire team attends the annual conference and looks forward to meeting you!

Ms Karen Balneaves  
AMEE Secretary  
(k.balneaves@dundee.ac.uk)  
Karen joined the AMEE team in December 2011. She is the first point of contact for AMEE enquiries and her main responsibilities relate to membership issues and publication orders.

Professor Trevor Gibbs  
AMEE Development Officer  
(tjg.gibbs@gmail.com)  
Trevor joined the AMEE Team as Development Officer in 2010 with a range of responsibilities including developing international collaborations, commissioning AMEE guides and as a tutor for the ESME Online courses.

Ms Morag Allan Campbell  
AMEE Publications Manager  
(m.a.campbell@dundee.ac.uk)  
Morag joined AMEE in 2005. She is the Journal Coordinator for Medical Teacher and has recently taken on the role of overseeing the production of AMEE guides.

Mrs Pat Lilley  
AMEE Operations Director and Managing Editor of Medical Teacher  
(p.m.lilley@dundee.ac.uk)  
Pat joined AMEE in 1997 as Administrator, and is now the Operations Director responsible for all aspects of the Association’s work. She is also a tutor for the ESME Online courses.

Dr John Dent  
AMEE International Liaison Officer  
(j.a.dent@dundee.ac.uk)  
John is a part-time consultant to AMEE, his main responsibilities being the development of international collaborations particularly in Latin America and India, and as a tutor for the ESME Online courses.

Ms Sheghley Ogilvie  
MedEdWorld Administrator  
(s.z.ogilvie@dundee.ac.uk)  
Sheghley joined the AMEE team in December 2011, and is responsible for the administration of MedEdWorld and contributing to its further development. She also manages the webinar series.

Dr Catherine Kennedy  
AMEE Project Officer  
(c.y.kennedy@dundee.ac.uk)  
Catherine joined AMEE in 2012 to provide academic input to projects, particularly MedEdWorld and the MEDINE2 Work Packages for which AMEE is responsible.

Mrs Cary Dich  
Project Administrator  
(c.z.dich@dundee.ac.uk)  
Cary joined AMEE in August 2012 as administrator for Best Evidence Medical Education (BEME) Collaboration and also provides technology support.

Mrs Tracey Thomson  
AMEE Administration Executive  
(t.r.thomson@dundee.ac.uk)  
Tracey joined AMEE in 2000, and is now the Administration Executive. Key responsibilities are managing the day-to-day running of the secretariat including conferences, membership and the associations’ accounts.

Mrs Louise Russell  
Administrative Assistant  
(l.m.russell@dundee.ac.uk)  
Louise joined the team in 2013 on a part-time basis to assist with AMEE projects and activities.

Mrs Dawn Mitchell  
Assistant to General Secretary  
(d.t.mitchell@dundee.ac.uk)  
Dawn joined the AMEE team in January 2012. Her primary role is to support the AMEE General Secretary and AMEE Operations Director in the development of AMEE activities including ASPIRE and the ESME Online courses.
AMEE Membership

AMEE members are principally teachers in the healthcare professions, deans, administrators, educators, researchers and students from over 90 countries throughout the world. There are three membership categories: individual, student and institutional.

Members become part of an international network of medical and healthcare professions educators committed to excellence in all aspects of medical and healthcare professions education, with the opportunity to share ideas and expertise and keep up to date with current developments in education. Members are encouraged to become involved in the work of the Association, and suggestions for future directions of AMEE and volunteers to take on specific responsibilities are greatly welcomed by the Executive Committee.

Individual membership benefits

- A personal copy of Medical Teacher, published 12 times a year in both print and online formats;
- Participation in the AMEE annual conference at a reduced rate;
- Membership of MedEdWorld including access to all areas, resources and webinars;
- Discount on AMEE Education Guides, Occasional Papers and BEME Guides;
- Discount on AMEE-ESME Online Courses;
- One vote in the General Assembly;
- Opportunity to apply for an AMEE Research Grant;
- Opportunity to be nominated for the Miriam Friedman Ben David Award.

The Individual membership fee for 2012 was £85 and £39 for students.

Institutional membership benefits

- Opportunity to register an unlimited number of participants from the institution in the AMEE annual conference at the members’ rate;
- Reduced fee for a table-top exhibit at AMEE conferences;
- One access to MedEdWorld including resources and webinars, and the opportunity to promote the institution’s activities; additionally there is the option for all members of the institution to access all areas of MedEdWorld for a supplementary payment of £300;
- Discount on AMEE Education Guides, Occasional Papers and BEME Guides;
- Discount on AMEE-ESME Online Courses;
- Three votes in the General Assembly.

The Institutional membership fee for 2012 was £200.

Institutional Members

AMEE is pleased to have the following Institutions and Organisations as Institutional Members in 2012:

- Academia Mexicana de Profesores Investigadores de medicina Familiar AC, Mexico
- Albert Schweitzer Ziekenhuis, Netherlands
- American University of the Caribbean, USA
- AO Foundation, Switzerland
- Asociación Mexicana de Facultades y Escuelas de Medicina AC, Mexico
- Asociación universidad de Iberoamérica, Costa Rica
- Association for Medical Education in Finland, Finland
- Association of Faculties of Medicine of Canada, Canada
- Association of Standardized Patient Educators (ASPE), USA
- Brighton & Sussex Medical School, UK
- Center for Clinical Education, Denmark
- Central College of Animal Studies, UK
- Centre for Health Professions Education, South Africa
- Chiangrai Medical Education Center, Thailand
- Chinese University of Hong Kong, P.R. China
- Chonburi Medical Education Center, Thailand
- College of Family Physicians of Canada, Canada
- College of Medicine, Rangsit University, Thailand
- Collaborative Project to Increase Rural Doctors, Thailand
- Danish Society for Medical Education, Denmark
- David Geffen School of Medicine at UCLA, USA
- David Tvlidiian Medical University, Georgia
- Department of Postgraduate Medical Education, Region of Southern Denmark, Denmark
- Donetsk National Medical University, Ukraine
- Duke-NUS Graduate Medical School, Singapore
- Durham University, UK
- East Kent Hospital University Foundation Trust, UK
- Educational Commission for Foreign Medical Graduates, USA
- European Institute of Emergency Health, Romania
- Faculty of Medical & Health Sciences University of Auckland, New Zealand
- Faculty of Medicine at Tübingen, Germany
- Faculty of Medicine, IASI, Romania
- Finnish Medical Society Duodecim, Finland
- Foreest Medical School, Medical Centre Alkmaar, Netherlands
- Fundacio Doctor Robert, Spain
- Gesellschaft für Medizinische Ausbildung (GMA), Germany
- Greenheart Medical University, Guyana
- Grodno State Medical University, Belarus
- Hatyai Hospital, Thailand
- Institute of Health Sciences Education, UK
- Institute of Health Sciences Education, UK
Instituto Médico de Capacitación, Mexico
Isra University, Pakistan
Jagiellonian University Medical College, Poland
Jessenius Faculty of Medicine in Martin, Slovakia
Karaganda State Medical University, Kazakhstan
Karolinska Institutet, Sweden
Kazakh National Medical University S.D. Aphanidiyarov, Kazakhstan
Khon Kaen Medical Education Center, Thailand
Koncem HR - Region Nordjylland, Denmark
Laeggeforeningen, Denmark
Maharaj Nahon Si Thammart Medical Education Center, Thailand
Management & Science University, Malaysia
Medical Education Center Kalasin Hospital, Thailand
Medical Education Center Songthla Hospital, Thailand
Medical Faculty in Plzen, Charles University of Prague, Czech Republic
Medical Institut "Reaviz", Russia
Medical University of Sofia, Bulgaria
Medical University of Warsaw, Poland
Memorial University of Newfoundland, Canada
Midwestern University, USA
Monash University, Australia
National Clinical Assessment Service, UK
National Medical Academy of Postgraduate Education, Ukraine
NHS Education for Scotland, North of Scotland Deanery, UK
Norwegian Medical Association, Norway
Norwegian University of Science & Technology (NTNU), Norway
Nederlandse Vereniging voor Medisch Onderwijs (NVMO), Netherlands
Office of Continuing Education and Professional Development, Canada
Petre Shotadze Tbilisi Medical Academy, Georgia
Pontificia Universidad Catolica de Chile School of Medicine, Chile
Postgraduate Medical Training Centre, Malta
Poznan University of Medical Sciences, Poland
Prapokklao Medical Education Center, Thailand
Queen Savang Vadhana Memorial Hospital, Thailand
Ramathibodi Hospital, Thailand
Ratchaburi Hospital Medical Education Center, Thailand
Remote Vocational Training Scheme Ltd, Australia
Ross University School of Medicine, Dominica
Ross University School of Medicine, USA
Royal Australian and New Zealand College of Obstetricians and Gynaecologists (RANZCOG), Australia
Royal College of Surgeons of England, UK
Royal College of Surgeons in Ireland, Ireland
Saraburi Regional Hospital, Thailand
Shenzhen Medical Continuing Education Center, P.R. China
Société internationale francophone d’éducation médicale (SIFEM), France
South Kazakhstan State Pharmaceutical Academy, Kazakhstan
SPR Hospital, Thailand
Sturt Fleurieu General Practice Education and Training, Australia
Sydney Medical School, Australia
Tbilisi State Medical University, Georgia
Texila American University, Guyana
Udonthani Hospital, Thailand
Universidad de Navarra, Spain
Universidad Espiritu Santo, Ecuador
Universidade da Beira Interior, Portugal
Universiteit van Amsterdam, Netherlands
University of Aberdeen, UK
University of Applied Sciences, Netherlands
University of Barcelona, Spain
University of Birmingham, UK
University of Bristol, UK
University of Dundee, UK
University of Edinburgh Medical Teaching Organisation, UK
University of Genoa, Italy
University of Glasgow, UK
University of Gothenburg, Sweden
University of Hail, Saudi Arabia
University of Helsinki, Finland
University of Maribor, Slovenia
University of Medicine and Pharmacy Tg. Mures, Romania
University of Minnesota Medical School, USA
University of North Dakota, USA
University of Pavia, Italy
University of Rijeka, Croatia
University of Sheffield, UK
University of Southern Denmark, Denmark
University of Tromso, Norway
University of Turku, Finland
University of the Witwatersrand, South Africa
Vachira Phuket Hospital, Thailand
Vrije Universiteit Brussel, Belgium
Warwick Medical School, UK
West Midlands SHA, UK
West Midlands Workforce Deanery, UK
Wilson Centre - University of Toronto, Canada
Xavier University Dr Jose P Rizal School of Medicine, Philippines
Yala Hospital, Thailand
Reports from the AMEE Committees

In 2011 the Executive Committee identified the need to form additional committees in order to promote AMEE’s activities in specific areas and this was approved by the General Assembly. Four Committees were convened, composed of AMEE members with recognised expertise in the areas.

eLearning Committee

The AMEE eLearning Committee was established to help progress AMEE’s activities in eLearning. In 2012 the eLearning Committee was tasked with producing “a strategy on how social media could be used during the AMEE conferences.” Ken Masters took the lead in the project that resulted in a paper “A strategy for creating a richer conference experience through the use of electronic media”. The strategy contained several suggestions on how social media tools could be utilised during the conferences. Ken Masters performed a survey among AMEE delegates prior to the 2012 conference on their social media and mobile device usage during conferences and arranged a range of social media applications (Twitter, Facebook etc.) during the conference.

The eLearning Committee proposed in November 2011 that electronic posters (ePosters) could be piloted in the 2012 AMEE Conference and worked with the AMEE Office and Innovative Technology® to deliver ePoster sessions at AMEE 2012 using interactive touchscreens. The ePosters were generally greeted as a positive innovation and attracted large audiences taking an active part in discussions.

The eLearning Committee held a closed meeting during AMEE 2012 and an open meeting for conference participants. After the conference the committee drafted suggestions on how ePosters could be applied in future AMEE conferences. It also assisted in the review of eLearning related abstracts submitted for AMEE 2013. The Committee has also formed a subcommittee on MedEdWorld with the aim of starting a blog in 2013 to promote discussion on eLearning issues. Members are currently developing a consensus statement on emergent and current trends in eLearning.

AMEE eLearning Committee members:
Kati Hakkarainen, Finland (Chair)
John Sandars, UK (Vice Chair)
David Cook, USA
Peter de Jong, Netherlands
Rachel Ellaway, Canada
Moira Maley, Australia
Ken Masters, UAE
Goh Poh Sun, Singapore

AMEE Research Committee

The Research Committee believes that it is essential to provide opportunities to AMEE members across the continuum of health professions education with varying degrees of research experience. The activities below provide a spectrum of opportunities for feedback to AMEE members wishing to advance their research skills. The target of such activities is marked by level in the list below (N = novice; I = intermediate; E = expert). The AMEE Research Committee currently has monthly conference calls to discuss current and future activities.

Current activities:
1. Grants programme: We had a successful launch of an annual grants programme for our AMEE members. We believe that this activity can benefit scholars at all phases (N, I, E).
2. Poster presenter feedback: Face-to-face (one-on-one) feedback meetings to help our most junior researchers as well as up and coming scholars (N and I).
4. AMEE Theories Guide Series: An activity to help scholars at all levels (N, I, E).
5. Research Paper reviews: Selecting papers for the conference as well as providing feedback to submitters of both accepted and not accepted papers for the conference (N, I, E).

Potential future activities:
With the successful launch of the activities noted above, the Research Committee is now considering ways to further enhance our presence at the annual conference through mentoring activities as well as exploring ways to provide opportunities to assist members in between annual conferences. The ideas below are formative and subject to change. We welcome your opinions regarding potential new directions for the committee as well as feedback on our existing activities.
1. Workshops, pre-conference and other presentations on research topics “streamed” through the annual meeting, for example how to review grants and research papers and/or a pre-conference workshop based on the Theories Guide Series.


3. Engaging in dialogue with members in between annual conferences through MedEdWorld.

AMEE Research Committee members:
Steven J Durning, USA (Chair)
Trevor Gibbs, UK (Vice Chair)
Zubair Amin, Singapore
Tony Artino, USA
Jack Boulet, USA
Jennifer Cleland, UK
Diana Dolmans, Netherlands
Lotte Dyrbye, USA
Larry Gruppen, USA
Jennifer Cleland, UK
Diana Dolmans, Netherlands
Lotte Dyrbye, USA
Larry Gruppen, USA
Stewart Mennin, Brazil
Elza Mylona, USA
Hirotaka Onishi, Japan
Charlotte Ringsted, Denmark
Joan Sargeant, Canada
Lambert Schuwirth, Australia
Charlotte Silén, Sweden
Dario Torre, USA

AMEE Simulation Committee
The Committee was charged with responsibility to advise on how AMEE could engage in and promote simulation-based teaching and assessment, through the inclusion of sessions at the annual conference, the development of courses, guides and other materials, and the provision of support for AMEE members. A Committee meeting was held during AMEE 2012 in Lyon, as well as an open meeting to which all conference participants were invited. The Committee assisted in the review of submitted abstracts on the topic of simulation and advised on content for the 2013 Conference.

AMEE Simulation Committee members
Doris Østergaard, Denmark (Chair)
Hyun Soo Chung, Korea
Peter Dieckmann, Denmark
Walter Eppich, USA
Barry Issenberg, USA
Jean Ker, UK
Kamran Khan, UK
Tore Laerdal, Norway
Debra Nestel, Australia
Daisy Rottzoll, Germany
Amitai Ziv, Israel

AMEE Postgraduate Committee
The Postgraduate Committee was formed to: (1) Raise the profile and coverage of postgraduate medical education (PGME) in AMEE; (2) Cooperate with other committees on research and new and innovative developments at the AMEE conference; (3) Propose symposia/workshops each year that focus on crucial aspects of postgraduate medical education; and (4) Assist countries where postgraduate medical education is underdeveloped.

The Committee met during AMEE 2012 in Lyon. Issues discussed were: (1) The huge variation in PGME around the world and the need to gather information about what is available; (2) The barriers and challenges in different countries; (3) Guidance on change management to help those struggling to improve PGME; (4) Information about the range of accreditation systems and processes; (5) Understanding about what is regarded as best practice; (6) Models for integrating undergraduate/postgraduate/CPD training and education; (7) Curricula from different perspectives such as patients, community, regulator and government; (8) How technology, research, demographics and government priorities might influence PGME; (9) The need for a forum discussion about PGME on MedEdWorld.

Achievements to date include: (1) A Symposium held in 2012 on Professional and Generic Skills; (2) Pre-conference workshops accepted for AMEE 2013 on Strategic Planning for Medical Education led by Fedde Scheele, and Designing Postgraduate training using Competencies: How to make it work led by Jason Frank. The Chair has also submitted a detailed book review on Sustainability to MedEdWorld.

AMEE Postgraduate Committee members:
Davinder Sandhu, UK (Chair)
Alan Cooke, UK (Secretary)
Bernardo Bollen-Pinto, Portugal
Jason Frank, Canada
Zeev Goldik, Israel
Bernard Maillet, Belgium
Rob Mitchell, Australia
Carsten Morhardt, Germany
Juliana Poh, Singapore
Arnoldo Riquelme-Perez, Chile
Paul de Roos, Sweden
Anna Savinlova
Fedde Scheele, Netherlands
Francesco Silenzi, Italy
Linda Snell, Canada
Jette Led Sorensen, Denmark
Margot Weggemans, Netherlands
Christopher M. Wittich, USA

Additional contributors to the Group’s activities are: Joanna Ortoli, Lisa Nash, Outi Kortkantdai-Savolainen, Amanda Dines, Ahmet Murt, Holly Hardy, Shelley Currie, T. Ruesledt
Conferences

Conferences organised in 2012 provided AMEE members and others interested in medical education with a forum where they shared their experiences and thinking on educational issues, updated themselves on current and future developments in medical education, networked with others who had similar interests, and saw examples of good practice in action.

AMEE 2012 - LYON, FRANCE

The AMEE 2012 conference was held in the Lyon Conference Centre on August 25-29, 2012, and incorporated the Société internationale francophone d’éducation médicale (SIFEM) conference. AMEE conference attendance has increased steadily over the past 15 years and 3,150 participants from 106 countries attended AMEE 2012. Collaboration with SIFEM attracted some new participants.

The conference had as a major theme the continuum of education in medicine and the healthcare professions. Lewis First, chair of the National Board of Medical Examiners, introduced the theme in his opening presentation, “Achieving the Continuum in Medical Education: Who says it cannot be done?” The theme was continued in the second plenary, with presentations on science across the continuum and the implications of the continuum for postgraduate and continuing education. In the final plenary a patient and a student brought fresh perspectives to the topic.

Participation and activities at the AMEE conferences have continued to expand. At AMEE 2012 there were 42 pre-conference workshops, 18 symposia, 60 conference workshops, 473 short communications, 8 fringe contributors, 33 research papers, 10 PhD reports, and 781 posters. The 48 commercial and academic exhibits enhanced the conference experience for many participants. It was pleasing to see that many groups are now choosing to hold their private meetings during the conference and AMEE is pleased to offer a meeting room where space permits. A new innovation this year was the use of interactive ePosters. This proved a popular development and the approach will be developed further for AMEE 2013 in Prague.

Organising large conferences with many simultaneous sessions is challenging and involves many people. The services of the Worldspan Group to provide registration, accommodation, tours, and other logistical services is proving of great benefit, allowing AMEE staff to concentrate on other aspects of the programme. The student task force, consisting of approximately 55 local and international students, made a great contribution toward the running of the conference. It is now difficult to imagine running the conference without the student task force.

We are grateful to all who completed the conference.
evaluation. Overall the conference was rated well in terms of its usefulness and the facilities for networking opportunities and discussion. Participants enjoyed their visits to the conference and to Lyon. Conference participants reported how they took lessons from their experience at the conference in terms of sharing of education ideas and concepts and how they were able to apply these to their own teaching practice. One participant reported that she, “…came away with a life-changing discovery!”

OTTAWA CONFERENCES
AMEE has continued to support the Ottawa Conference. The 15th Annual Ottawa Conference was held in Kuala Lumpur, Malaysia on March 9-13, 2012, with AMEE playing a key role alongside the local hosts, the International Medical University (IMU). This conference attracted more than 1,100 participants. Themes addressed in the plenary, symposia, short communication, poster, and workshop sessions included: the philosophy and underpinning theory of assessment; the assessment of learning outcomes; new and established technologies and methods of assessment; the purpose and role of assessment; assessment and curriculum evaluation; management of the assessment process, including selection processes; research on assessment; and international dimensions. During the year, work was also undertaken on plans for the 16th Annual Ottawa Conference to be held in Ottawa, Canada on April 25-29, 2014.

OTHER CONFERENCES
During the year conferences were organised in collaboration with other educational organisations. A one-day conference was held in Stockholm in October in collaboration with the Karolinska Institutet on the occasion of the award of the 2012 Karolinska Prize for Research in Medical Education (RME). Plans were made for the annual conference of the International Association for Medical Science Educators (IAMSE) to be held in St Andrews, Scotland in June 2013 as a joint meeting with AMEE. A programme was also developed for a 2- to 3-day conference to be held immediately preceding AMEE 2013 in Prague as a pre-conference activity in collaboration with the newly-established International Faculty Development Group (IFDG).

FUTURE CONFERENCES
During the year plans were initiated for future conferences for Prague in 2013, Milan in 2014, and Glasgow in 2015. The possibility of satellite conferences in different parts of the world, such as South Africa and Sudan are being explored. While the 2012 conference was not made available online, by employing new technologies, the plan is to make the 2013 conference available live online for participants who are unable to come to Prague.
Prizes and Awards

AMEE offers several awards to recognise achievement and innovation, and to support developments in medical education. Some of these awards are only available to AMEE members.

Miriam Friedman Ben David New Educator Award

The late Miriam Friedman Ben David was a much-loved and admired educator whose mission was to help new educators cope with their role and support them in their professional development. In her memory, AMEE created a New Educator’s Award, to be presented annually to an educator with less than 5 years’ experience who has made an extraordinary contribution within the field of medical education in terms of design/implementation of innovative methods or approaches to teaching, curriculum, courses, assessment, evaluation of education or faculty development.

Dr Teresa Tsakok, Guy’s and St Thomas’ NHS Foundation Trust, London, UK, received the Miriam Friedman Ben-David New Educator Award at AMEE 2012, Lyon, France and will make a presentation at AMEE 2013. The award is open to AMEE individual members and the closing date is 31 March.

AMEE Research Grants Programme

As an international organisation that seeks to promote scholarship in healthcare professions education, to advance knowledge and best practices in education, and build a community of scholars working in the field, AMEE announced at the 2012 Conference a programme to provide financial support for educational research projects which will be awarded for the first time in 2013. The AMEE Research Grants programme recognises the importance of research in health professions education and is intended to serve as a catalyst to promote excellence in research among AMEE members. The receipt of a grant award will recognise the work of an individual or group both locally and internationally. Grant funding of £20,000 has been set aside, each grant to be no more than £10,000. Successful applicants will be notified in June 2013, and the grantees will be invited to present the work at an AMEE conference within 3 years of receipt of funding. Awards are open to AMEE individual members.

Medical Teacher Poster Prize

The Medical Teacher Poster Prize, funded by Informa, publishers of Medical Teacher, is awarded annually at AMEE conferences for the best poster, as judged by the Poster Prize Committee against published criteria. The winners at AMEE 2012, Lyon, France were:

First place: Issac Lim (National Healthcare Group, Singapore); Chung King Chia (Tan Toch Seng Hospital, Singapore)

Making birds of different feathers flock together: Common skies for interprofessionalism

Second place: Gabriel Henrique Beraldi (University of São Paulo, Brazil)

Gender may represent a selection bias in the Admission Exam (AE) of Brazilian Medical Schools (BMS)

Third place: Pawinee Eamchan, Visithi Sathienvantanee, Krissada Srajai (Buddhachinaraj Phitsanuloke Hospital, Phitsanuloke, Thailand)

Examining Ideals as Part of Teaching Professional Development
AMEE ePoster Prize

The AMEE ePoster Prize was awarded for the first time in 2012. The winner was:

Stephen Lloyd-Smart, Henry Fuller, Sarah Kaufmann, Margaret Ward, Andrea Fox-Hiley, Stuart Haines (Leeds Teaching Hospitals NHS Trust, Leeds, UK)

Not another NHS website! : The challenges of developing a new offer in a crowded market place as part of an NHS Trust

Patil Awards

The winners of Patil Awards, made possible through a donation from Professor Nivritti Patil, University of Hong Kong, are decided by conference participants, who are asked to select the short communication that they believe has made a novel contribution to the Conference in the area of curriculum planning/evaluation; assessment; teaching and learning; or research in medical education. The 2012 Award winners were:

CURRICULUM PLANNING/EVALUATION:
Joy de Vries (Academic Medical Center, Medical Faculty, Amsterdam, Netherlands), Barbara Fienieg, and A.D.C. Jaarsma (University of Amsterdam, Netherlands)

Just-in-time learning implemented into the medical master curriculum

TEACHING AND LEARNING:
Benjamin Boerebach, Kílí Lombarts, Christiaan Keijzer, Maas Jan Heineman (Academic Medical Center, Amsterdam, Netherlands); Onyebuchi Arah (University of California, Los Angeles, US)

The teacher, the physician and the person: how faculty’s teaching performance influences their role modelling

RESEARCH IN MEDICAL EDUCATION:
Renée van der Leeuw (Academic Medical Center, Amsterdam, Netherlands); Karlijn Overeem (Maastricht University, Maastricht, Netherlands); Onyebuchi Arah (University of California Los Angeles, US); Maas Jan Heineman, Kílí Lombarts (Academic Medical Center, Amsterdam, Netherlands)

Narratives in Numbers: Overall Teaching Performance of Faculty Predicts Residents’ Generosity with Narrative Feedback

ASSESSMENT:
Vonghanok Kowatanamonghon, Suppachok Kongtian, Thunchanok Kuichanuan, Tanabat Somboonsub, Pamoh Saengsirinavin, Danai Wangsaturaha (Chulalonghorn University, Banghtol, Thailand)

Development of the student-initiated instrument to assess professional behaviour of pre-clinical students: a pilot study
MedEdWorld was launched in response to the identified need to create a more formal mechanism for AMEE members and others with an interest in medical education to keep in touch between AMEE conferences.

MedEdWorld was designed to provide an international network through which organisations, medical schools, teachers, and students across the world could share ideas, common experience and expertise, and collaborate in the further development of medical education.

Following a successful pilot launch, MedEdWorld, was extensively redeveloped during 2012 with a variety of new and exciting services added to those already valued by members.

- A variety of access levels were initiated, recognising browsers, registered users, and full members.
- A MedEdWorld glossary was added to the site including easy-to-access definitions of terms widely used in medical education.
- A learning technologies section was added that provided information on the range of learning technologies available to enhance teaching and learning.
- A fortnightly email newsletter, MedEdWorld Select, was introduced to bring together a selection of the most recent information added to the website by MedEdWorld contributors from around the globe.
- Enhancements were also made to the database of Masters courses in medical education developed in conjunction with Ara Tekian.

Since the launch in August 2012, the site has attracted 26,000 visits from 13,000 unique visitors. These visits generated 186,000 page views.

All AMEE and institutional members have free membership of MedEdWorld as part of their subscription. Others may join for a small charge of £25.

MedEdPublish

An important development was the establishment of MedEdPublish. AMEE is committed to exploring innovation and new approaches to publishing when these approaches have potential advantages to members of the medical education community. MedEdPublish was launched in the new version of MedEdWorld as an e-library for papers that have not been published elsewhere. In line with the move to open access publication, the e-library provides an easy-to-search open access resource that incorporates previously unpublished papers relevant to the field of medical education.

We believe that this approach can contribute to improved research and practice in medical education by attracting more readers and assisting those working in the field to publish their work. Papers can be accessed on the MedEdWorld website in the MedEdPublish section.

Papers appear in order of publication with the most recently published appearing first. Searches can be undertaken using keywords. Users are encouraged to rate a paper they access and comments on the paper are invited. These can provide a critique of the paper, describe additional viewpoints from the contributor’s perspective or refer to related work or experiences by the contributor or others. Papers published are listed in Medical Teacher.

You are invited to submit papers for publishing in MedEdPublish and to look at and rate papers published online at www.mededworld.org/MedEdWorld-Papers.aspx.

MedEdWorld Webinars

Sixteen webinars on a range of topics were offered during 2012. These provided an opportunity to engage online with an internationally-acclaimed expert and with colleagues around the globe in a live discussion on a key topic in medical education. The webinars were held using the Wimba platform which allowed full audio and visual communication and interaction between the presenter and participants. In addition to participation in the webinars by individuals, groups of individuals in some schools have arranged to join the webinars as a group. Archives of the webinars can be accessed through MedEdWorld at www.mededworld.org/Member/Login-Register.aspx?url=/Webinars/Past-Webinars.aspx.

Where do MedEdWorld visitors come from?
The topics and presenters for 2012 were:

• How to design and facilitate focus groups for medical educational program development, evaluation and research
  Lee Manchul and Jane Tipping, University of Toronto, Canada

• Identifying and applying theoretical paradigms to educational research
  Klara Bolander Lahsoy, Karolinska Institutet, Sweden

• Case presentations: learning, identity development and communities of practice
  Andrew Grant, Cardiff University, UK

• Ms. Curiosity and Doctor Cat - a dramatic romance
  Raquel Correia, 6th year medical student at the University of Lisbon School of Medicine, Portugal

• Using theory in medical education research
  Renée Stalmeijer Maastricht University, Netherlands

• An introduction to generalizability theory and its application to common medical education problems
  André F. De Champlain, Medical Council of Canada, Canada

• Science in Medical Education: More than transmitting facts!
  Aviad Haramati, Georgetown University School of Medicine, USA

• The Small Group Experience: Strategies to improve your performance as facilitator
  Carol F. Capello, and Joseph Murray, Weill Cornell Medical College, New York, USA

• Effective use of E-portfolios in faculty development programs
  Abbas Ghavam-Rassoul, Shirley Lee, and Helen Batty, Department of Family and Community Medicine, University of Toronto, Canada

• PBL facilitation/tutoring skills: mastering skills on a step-by-step basis
  John Tegzes, College of Veterinary Medicine, Western University of Health Sciences, USA

• Researching Problem-based learning: Future challenges
  Diana Dolmans, Maastricht University, The Netherlands

• Introducing an integrated problem-based learning program: Keys for success
  Samy Azer, King Saud University, Saudi Arabia

• Teaching core competencies in the clinical setting
  Linda Snell, McGill University, Canada

• Standard Setting for clinical competence examinations
  Kathy Boursicot, University of London, UK

• Study Guides: An important tool for the teacher and the student in today’s curriculum or training programme
  Ronald Harden, AMEE

• Developing a Medical School: Expansion of Medical Student Capacity in New Locations
  David Snadden & Joanna Bates, University of British Columbia, Canada
AMEE Guides

AMEE publishes a range of low-cost guides giving practical advice and current thinking on a series of important topics in medical and health professions education. Fifty-two titles are now available, in printed and/or electronic format.

Two new themes - Research in Medical Education and the Application of Education Theory to Teaching Practice - have recently been added to the collection. An exciting initiative is the translation of selected guides into Spanish and Russian.

Nine guides were published in 2012:

**AMEE GUIDE 57**
General overview of the theories used in assessment
Lambert WT Schuwirth, Cees PM van der Vleuten
As assessment is modified to suit student learning, it is important that we understand the theories that underpin which method of assessment is chosen. This guide provides an insight into the essential theories used.

**AMEE GUIDE 58**
Self-Regulation Theory: Applications to medical education
John Sandars, Timothy J Cleary
Self-regulation theory, as applied to medical education, describes the cyclical control of academic and clinical performance through several key processes that include goal-directed behaviour, use of specific strategies to attain goals, and the adaptation and modification to behaviours or strategies to optimise learning and performance.

**AMEE GUIDE 59**
How can Self-Determination Theory assist our understanding of the teaching and learning processes in medical education?
Olle ThJ ten Cate, Rashmi A Kusurkar, Geoffrey C Williams
Self-Determination Theory (SDT) serves among the current major motivational theories in psychology but its application in medical education is rare. This guide uncovers the potential of SDT to help understand many common processes in medical education.

**AMEE GUIDE 60**
Building bridges between theory and practice in medical education by using a design-based research approach
Diana HJM Dolmans, Dinethige Tigelaar
Design-Based Research (DBR) can help to bridge the gap between research and practice, by contributing towards theory testing and refinement on the one hand, and improvement of educational practice on the other.

**AMEE GUIDE 61**
Integrating Professionalism into the Curriculum
Helen O’Sullivan, Walther van der Moolh, Ray Fewtrell, Val Wass
Professionalism is now established as an important component of all medical curricula. The why and how of integrating professionalism into the curriculum are clearly explained, together with ways to overcome many of the obstacles encountered.

**AMEE GUIDE 62**
Theoretical Insights into Interprofessional Education
Sarah Hean, Deborah Craddock, Marilyn Hammich
The need for theory in the practice of inter-professional education is highlighted, together with a range of theories that can be applied to interprofessional education, including the theory of social capital, adult learning theory and a sociological perspective of interprofessional education.

**AMEE GUIDE 63**
Experiential Learning
Sarah Yardley, Pim Teunissen, Tim Doman
An overview of educational theory relevant to learning from experience gained in clinical workplaces from early medical student days through qualification to continuing professional development.

**AMEE GUIDE 64**
Control-Value Theory: Using achievement emotions to improve understanding of motivation, learning and performance in medical education
Anthony R Artino, Eric S Holmboe, Steven J Durning
A consideration of the emergent theoretical and empirical work on human emotion, and how it can inform the theory, research and practice of medical education.

**AMEE GUIDE 65**
Team-Based Learning
Dean Parmelee, Larry K. Michaelsen, Sandy Cooh, Patricia D. Hudes
Team-Based Learning™ (TBL) is an instructional strategy developed in the business school environment in the early 1990s by Dr Larry Michaelsen who wanted the benefits of small group learning within large classes.

AMEE Guides can be purchased from www.amee.org
Medical Teacher

Medical Teacher provides accounts of new teaching methods, guidance on structuring courses and assessing achievement, and serves as a forum for communication between medical teachers and those involved in general education.

Medical Teacher, now in its thirty-third year, is published twelve times a year by Informa, in print (ISSN: 0142-159X) and electronic (1466-187X) versions. The journal of AMEE, Medical Teacher is supplied to AMEE individual and student members as part of their membership fee. Medical Teacher features:

- reports of high quality research in health professions education,
- reviews of current best practice around the world,
- practical ‘how to do it’ guides on a wide range of topics,
- Best Evidence Medical Education guides,
- commentaries,
- letters, and
- news features.

In addition, all AMEE Guides are first published in Medical Teacher. An international Editorial Board advises on journal policy.

Editor: Ronald Harden
Managing Editor: Pat Lilley
Associate Editors: John Dent
              Trevor Gibbs
              Debbie Jaarsma
              Trudie Roberts

2012 Impact Factor: 1.824
5 year Impact Factor: 1.987

Special issues

There were two special issues in 2012:
Assessment.
Guest Editors: Cees van der Vleuten and Elaine Dannefer
(No 3 – March)

Delivering the curriculum of the future.
Guest Editors: Trudie Roberts and Cees van der Vleuten
(No 7 – July)

Supplements

A supplement to the April 2012 issue was published in collaboration with the Saudi Society for Medical Education (SSME) and the Dr Hamza Althouli Chair for Medical Education Development in the Kingdom of Saudi Arabia.

Glossary of Terms

A new project planned for implementation in 2013 is the development of a glossary of health professions education terms incorporated into the journal and linked to MedEdWorld to make the articles in the journal more accessible to new readers.
ESME Courses

The ESME courses, offered and accredited by AMEE, are aimed at practising teachers in medicine and the healthcare professions, both basic scientists and clinicians.

ESME courses are designed to be of value to those new to teaching, and for teachers with some experience who would like a greater understanding of the basic principles and an update on current best practice. The courses recognise that all teachers, even those with considerable experience, can improve their skills in teaching. Participants who complete course assignments receive an AMEE-ESME Certificate in Medical Education in the areas addressed by the course.

ESME Face-to-face courses

ESME - ESSENTIAL SKILLS IN MEDICAL EDUCATION
This introductory ESME course provides an overview of the competencies required of medical and healthcare professions teachers in their role as information provider, facilitator of learning, role model, curriculum planner, and assessor. The course has been designed to run in conjunction with AMEE and other medical education conferences and was held during 2012 at the following venues: 9th APMEC, Singapore, January 11-15, 2012; SIMEC, Saudi Arabia, April 22-26, 2012; 16th IAMSE, Portland, Oregon, USA, June 22-26, 2012; and AMEE 2012, Lyon, France, August 25-29, 2012.

ESMEA - ESSENTIAL SKILLS IN MEDICAL EDUCATION ASSESSMENT
The ESMEA course provides an introduction to the fundamental principles of assessment and is aimed at people new to assessment who wish to gain a thorough foundation in the subject. The ESMEA courses were organised in 2012 at the following venues: 9th APMEC, Singapore, January 11-15, 2012; and AMEE 2012, Lyon, France, August 25-28, 2012.

ESMESim – ESSENTIAL SKILLS IN MEDICAL EDUCATION SIMULATION
The ESMESim course provides an introduction to essential skills for delivering simulation-based healthcare education through a variety of techniques and technologies. The ESMESim course was delivered at AMEE 2012, Lyon, France, August 26-29, 2012.

RESME – RESEARCH ESSENTIAL SKILLS IN MEDICAL EDUCATION
The RESME course provides an introduction to the essential principles and methods of conducting research in medical education: formulating research questions, choosing a research approach, selecting an appropriate methodology, and constructing a research plan. RESME was offered during 2012 at the following venues: Ottawa Conference 2012, Kuala Lumpur, Malaysia, March 9-13, 2012 and AMEE 2012, Lyon, France, August 25-29, 2012.

ESCEL – ESSENTIAL SKILLS IN COMPUTER-ENHANCED LEARNING
The ESCEL course prepares participants to develop, deliver, and evaluate computer-enhanced learning activities using sound educational principles and a range of creative technologies. ESCEL was delivered at AMEE 2012, Lyon, France, August 25-28, 2012.

ESME Online courses

In April 2012 AMEE launched two online ESME courses. The introductory ESME course was led by Ronald Harden with Trevor Gibbs, John Dent, and Pat Lilley acting as facilitators. The course was run over 12 weeks with six, two-week modules addressing the following six questions:

• What is expected of the teacher/trainer in the healthcare professions?
• What should students or trainees learn?
• How can learning be organised in a curriculum?
• How can students/trainees learn more effectively (Part 1, The FAIR Principles)?
• How can students/trainees learn more effectively (Part 2, The Teacher’s Toolkit)?
• How do we know if the student/trainee has learned?

The ESME Leadership course was led by Stewart Mennin and had four modules delivered over eight weeks:

• Adaptive leadership (weeks 1-2)
• A deeper practical look at the dynamics of change (weeks 3-4)
• Negotiating (weeks 5-6)
• Sustainability (weeks 7-8)

Both of the ESME Online courses included interactive webinars, online small-group discussions and activities, personal assignments to be completed for the award of a certificate, and extensive learning resource materials. Feedback from the courses was very positive and they were repeated in September 2012. The development of additional online ESME courses is being explored.
Aspire-to-Excellence Initiative

The ASPIRE-to-Excellence programme is a flagship AMEE initiative, which has the potential of promoting teaching alongside research as a measure of excellence in a medical school.

The ASPIRE initiative meets the needs for a form of quality assurance that goes beyond accreditation, which recognises excellence that rightly falls outside the formal accreditation process and is the remit of professional educational bodies. The initiative allows medical schools to be recognised internationally for their excellence in medical education, in the first instance, in three spheres of activity:

- Assessment of students;
- Student engagement in the curriculum and in the medical school; and
- Social responsibility and accountability as a mission of the medical school.

Schools can opt to be assessed for excellence in one, two, or all three of the areas.

Criteria produced by ASPIRE panels of teachers and experts in the area, in consultation with students and through a consensus process in each of the areas represent a de facto set of standards for “best practice” in medical education.

The programme was launched at AMEE 2012 in Lyon and 20 schools from countries around the world, including Australia, Belgium, Brazil, Canada, Finland, Ireland, Malaysia, Pakistan, Poland, Slovenia, Spain, UAE, UK, and the USA, agreed to take part in a pilot study. This was completed before the end of the year. Based on the pilot, the criteria and the review process was revised and invitations invited for the first round of formal submissions by 31 March 2013.

The ASPIRE Initiative recognises that the education programme of a medical school can be subject to peer review against an agreed set of standards or benchmarks that identify world class excellence in medical education.

The ASPIRE Board is comprised of international leading experts in medical education.

**Foundation Board Members**
- Professor Khalid Bin Abdulrahman, Saudi Arabia
- Professor Duchsun Ahn, Korea
- Dr Emmanuel G Cassimatis, USA
- Professor Sir Graeme Catto, UK
- Robbert Duvivier, Netherlands
- Professor Matthew Gwee, Singapore
- Professor Ronald Harden, UK
- Dr Dan Hunt, USA
- Dr Hassan Khan, Pakistan
- Professor Emeritus Tadahiko Kozu, Japan
- Pat Lilley, UK
- Professor Alberto Oriol-Bosch, Spain
- Professor Stefan Lindgren, Denmark
- Professor Nivritti Patil, Hong Kong
- Professor Madalena Patricio, Portugal
- Dr Pablo Pulido, Venezuela
- Professor Trudie Roberts, UK
- Dr James Rourke, Canada
- Professor Cees van der Vleuten, Netherlands
- Professor David Wilkinson, Australia

The Chairs of the panels responsible for each of the three areas are:

- Excellence in Assessment panel - Trudie Roberts, UK;
- Excellence in Student Engagement panel - Khalid Bin Abdulrahman, Saudi Arabia; and
- Excellence in Social Responsibility and Accountability panel - James Rourke, Canada.

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Encouraging, demonstrating, recognising and rewarding excellence in medical education is an important strategy to enhance the quality of medical graduates, and hence contribute to improved health outcomes for our patients.” (Harden & Wilkinson, 2011)
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.

BEME’s aims are achieved through the dissemination of information for decision-making, the production of systematic reviews, and the creation of a culture of best evidence education.

First launched in 1999, the work of the BEME Collaboration has expanded principally through the support for and publication of systematic reviews relating to topics of current interest in health professions education.

A new framework for the BEME Collaboration was agreed at the AMEE 2012 Conference in Lyon which was designed to establish a closer relationship between BEME and universities, and to plan and take responsibility for the further development of work undertaken by the BEME Collaboration relating to evidence-informed teaching. The new framework introduced consists of:

- A BEME Board with overall responsibility of the strategic development of the BEME Collaboration and the coordination of current activities.
- BEME International Collaborating Centres (BICCs) with responsibility for progressing the work of the BEME Collaboration through activities in their respective centres and through their representation on the Board.
- A BEME Congress representing the wide-range of BEME stakeholders with responsibility for advising the Board with regard to current activities, policy, and future directions for the BEME Collaboration.

The newly-established BEME Board, chaired by Albert Scherpbier, and the BEME Congress, chaired by Dale Dauphinee, met during AMEE 2012 in Lyon. Work on BEME systematic reviews was presented at a short communication session.

BEME Board Members:

- António Cândido Vaz Carneiro, University of Lisbon, Portugal
- W. Dale Dauphinee, McGill University, Canada
- Larry Gruppen, University of Michigan, USA, (Sally Santen, alternate)
- Marilyn Hammich, BEME Consultant
- Ronald M Harden, AMEE
- Barry Issenberg, University of St Andrews, UK
- Pat Lilley, AMEE
- Hugh MacDougall, University of St Andrews, UK, (Simon Guild, alternate)
- Yvonne Steinert, McGill University, Canada, (Aliki Thomas, alternate)
- Albert Scherpbier, Maastricht University, The Netherlands, (Cees van der Vleuten, alternate)
- David Wiltinson, University of Queensland, Australia, (Jill Thistlethwaite, alternate)

BEME International Collaborating Centres:
1. University of Michigan, USA
2. University of St Andrews, UK
3. McGill University, Canada
4. Maastricht University, The Netherlands
5. University of Queensland, Australia

Seven BEME reviews were published in 2012:

BEME Guide 17: What impact do structured educational sessions to increase emotional intelligence have on medical students? M. Gemma Cherry, Ian Fletcher, Helen O’Sullivan, and Nigel Shaw, Medical Teacher 2012(2), 34, 93-102.


BEME Guide 19: Faculty development initiatives designed to promote leadership in medical education. Yvonne Steinert, Laura Naismith, and Karen Mann, Medical Teacher 2012(6), 34, 483-503.

BEME Guide 20: What is the impact of structured resuscitation training on healthcare practitioners, their clients and the wider service? Chiara Mosley, Christopher Dewhurst, Stephen Molloy, and Nigel Shaw, Medical Teacher 2012(6), 34, e349–e385.


BEME Guide 22: Features of educational interventions that lead to compliance with hand hygiene in healthcare professionals within a hospital care setting. Mary Gemma Cherry, Jeremy M. Brown, George S. Bethell, Tim Neal, and Nigel J. Shaw, Medical Teacher 2012(6), 34, e406–e420.

Research Activities: MEDINE2

The MEDINE2 (Medical Education in Europe 2) Thematic Network began in 2010 with the aim of investigating and promoting the delivery of medical education across Europe. The work of the Network was subdivided into eleven Work Packages, with AMEE acting as the lead institution in Work Package 5, Curriculum Trends in Medical Education in Europe in the 21st Century, and Work Package 6, The Bologna Process in Undergraduate Medical Education.

Curriculum Trends in Medical Education in Europe in the 21st Century

Advances in medicine, changes in healthcare delivery, new approaches to teaching and learning and technological developments have led to a re-examining of curricula in medical schools across Europe. The aim of this research project has been to identify the range of curriculum trends within medical education, and explore the current position and aspirations regarding their implementation across medical schools in Europe and further afield. Concerns expressed in relation to the perceived obstacles to implementing some curriculum trends led to an additional investigation of the obstacles to curriculum change in medical education.

The research began with an exploratory review of the academic and policy literature, and participatory discussions with medical education experts, which led to the identification of 82 curriculum trends. Two surveys were conducted: the first sought to establish the degree of current implementation of the curriculum trends, and the respondents aspirations for which trends would be implemented in the future; the second to identify the range of obstacles to the development of curriculum change experienced within the medical schools.

By 2012 the research data had been collected and analysed, and a final report will be submitted in 2013. Additional products to be developed include a toolkit to be used by schools to assess the degree of implementation of curriculum trends within their institution.

The Bologna Process in Undergraduate Medical Education

The Bologna process encompasses the most important and wide-ranging reform of higher education to take place in Europe in the past 30 years, and follows from the signing in June 1999 of the Bologna Declaration by Ministers for Higher Education in Europe. As part of this declaration the Ministers agreed to develop a coherent European Higher Education Area by 2010. Over time a range of objectives have been developed and adapted to become ten dimensions or priority areas for action: lifelong learning; employability; education research and innovation; student-centred learning and the teaching mission in higher education; readable and comparable degrees; mobility; international openness; the social dimension – equitable access and completion; the three-cycle model; and quality assurance.

The aim of the research was to gather evidence with regard to the awareness and adoption of the Bologna process in medical schools in the Bologna countries. This involved the distribution of an online-survey to the 440 Deans of medical schools in the then 46 signatory countries (Kazakhstan has since become a full member of the Bologna process). In addition, case-studies were sought from medical schools to illustrate good practice examples of how the Bologna dimensions were being implemented in their institutions, and an additional survey seeking the student perspective on the implementation of the Bologna dimensions was also distributed.

In 2012 the data collection and analysis for this Work Package was completed, and a final report will be submitted in 2013. Dissemination of the findings of this research will be supported by the development of a Bologna area on the AMEE MedEdWorld website, www.mededworld.org.
Inspire...and be inspired

For further information:
www.amee.org
www.aspire-to-excellence.org
www.bemecollaboration.org
www.mededworld.org
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