MESSAGES FROM THE PRESIDENT AND THE GENERAL SECRETARY

I can hardly believe that it is 12 months since the last AMEE report but when you look into this 6th annual publication you will see how much has been achieved. When I travel around the world to different meetings most people have heard of AMEE and many have attended an AMEE conference. But AMEE is much more than just a conference, and the activities reported here are a testament to the year-round work to support medical educators wherever they are working.

Although there are many activities to choose from, I would like to mention two which we are particularly proud of. Firstly MedEdPublish which continues to grow with a number of special issues and guest editors. Technology has meant that publishing is changing, and this initiative of post-publication review is truly ground breaking. Secondly the continued success of the ESME courses both face to face and online. I know that educators really value these learning opportunities. In Leeds I make sure that we enrol three students on the online course and every year the feedback from them is outstanding.

I’d also like to point you to the ASPIRE awards. These prestigious awards can provide you with the recognition that you and your staff deserve for the area of excellence in education you provide to your students. Please consider applying.

Finally I hope you will be able to join us in Basel for the next AMEE conference. There is always something for everyone at the AMEE conference and you can be assured of a very warm and friendly welcome, so see you there.

Trudie E Roberts
President

Richard Loth, a business guru, wrote: “In an annual report you will have a great deal of information that is of value, some sort of value and some that is worthless”. We hope that you will find reading this report of value to you, perhaps some of the activities described of more interest than others. As reflected in the report we have had a productive year and AMEE has continued to contribute to the development of medical education and to support its members working in the field in a number of ways.

The activities as described in the report contribute to our mission of contributing to excellence in medical education. We have encouraged the recognition of excellence in medical schools and institutions through the ASPIRE award and in individuals through the AMEE Fellowship Programme and other awards. We have supported members engaged in research in medical education and through the Study Fellowship, those who wish to develop their own competency in the area. Recognising that all teachers need support in the development of the necessary skills required as a teacher, we have developed further the ESME courses so that not only those who attend AMEE conferences can participate but others can join the courses online. In addition to the basic ESME course, more specialised courses have also been offered. AMEE has continued to promote scholarship in medical education through the BEME Collaboration and through the establishment of a second forward-looking journal, AMEE MedEdPublish, with post-publication review, and this is attracting increasing attention. At the same time Medical Teacher continues as a leading international journal in the field designed to meet the needs of the practising teacher.

The AMEE Conference goes from strength to strength and provides a forum for networking and sharing best practice in health professions education.

Supported by its members and by the work of the AMEE Committees, AMEE has continued to make an important contribution to the teaching of the next generation of healthcare professionals.

Ronald M Harden
General Secretary/Treasurer

AMEE EXECUTIVE COMMITTEE

President: Professor Trudie Roberts,
Leeds, UK
General Secretary/Treasurer: Professor Ronald M Harden,
Dundee, UK

Committee Members:
Dr Zalim Balkizov, Russia
Professor Gerard Flaherty, Ireland
Professor Martin R. Fischer, Germany
Dr Janusz Janczukowicz, Poland
Professor Gary Rogers, Australia
Dr Subha Ramani, USA
Professor Madalena Patricio, Portugal
(ex officio AMEE Past-President)

Dr John Dent, UK
Professor Trevor Gibbs, UK
Dr Agostinho Sousa, European Junior Doctors Representative
Ms Katerina Dima, IFMSA Representative
Mr Evangelos Papageorgiou, EMSA Representative
AMEE, in addition to its presence internationally, also serves as the regional organisation representing Europe on the World Federation for Medical Education (WFME). About half of AMEE’s individual members are from Europe, and its membership includes 86 institutions from 20 countries in Europe.

At the AMEE 2017 Conference in Helsinki representatives from 14 European national associations in medical education met to share their experience, their approaches to promoting medical education in their countries and how they might contribute to the ASPIRE-to-Excellence initiative.

The meeting of the AMEE Executive Committee on the afternoon of 26 August in Helsinki was devoted to medical education in Europe and members of the AMEE Executive Committee were joined by representatives from the WFME, WHO Europe, Association for Dental Education in Europe (ADEE), Association of Medical Schools in Europe (AMSE), European Board of Medical Assessors (EBMA), European Junior Doctors (EJD), European Medical Students’ Association (EMSA), Higher Education Academy (HEA) and European Union of Medical Specialists (UEMS). A wide ranging discussion addressed issues such as the support for medical student refugees, European assessment initiatives, recognition and promotion of excellence, developments in postgraduate education and CPD as well as undergraduate education, and the need for collaboration between medicine and other professions including dentistry. A further meeting is planned at the time of the AMEE 2018 Conference in Basel, where the challenges facing medical education in Europe will be explored.
Helsinki proved to be an excellent venue, with participants from over 90 countries representing the continuum of education in medicine and the healthcare professions.

- Undergraduate Clinical Teacher: 19%
- Postgraduate tutors/clinical supervisors: 17%
- Heads of institutions/departments: 13%
- Education researchers: 13%
- Other: 11%
The diverse programme included presentations in a wide range of formats.

AMEE 2017 also hosted the Fourth International Conference on Faculty Development in the Health Professions as a preconference event.

AMEE 2018

We now turn our attention to Basel in Switzerland, host of AMEE 2018, from 25-29 August. Over 3,800 abstracts were submitted – a formidable selection task for our reviewers. Plenaries from internationally renowned speakers will take participants out of their comfort zone:

“Science fiction in medical education” by Medical Futurist Bertalan Meskó

“How to achieve the impossible” by Explorer Bertrand Piccard

“Got Resilience?” by Hedy Wald, an expert on resilience and wellbeing from Brown University

“Broadening the curriculum beyond Bioscience” by Ayelet Kuper, a researcher at Wilson Center, Toronto.

In addition to the wide range of topics covering the continuum of medical and health professions education, a Surgery Track will feature throughout the programme. A preconference event is the 2nd World Summit on Competency-Based Medical Education.

Ottawa Conferences

AMEE is pleased to continue its support of The Ottawa Conference on the Assessment of Competence in Medicine and the Healthcare Professions. Ottawa 2018 was held in Abu Dhabi from 10-14 March in collaboration with the International Conference on Medical Education. Over 900 participants took part in a range of sessions covering undergraduate, postgraduate and continuing medical education. Outputs from the Conference include updates of the Consensus Statements on (1) A Framework for Good Assessment, (2) Assessment for Selection and (3) Assessment of Professionalism, which will be published in Medical Teacher in the coming months.

Professor Olle ten Cate from University of Utrecht, Netherlands, was announced as winner of the inaugural Ian Hart Award for Innovation in Medical Education for his work on Entrustable Professional, Activities. The Award is co-sponsored by the Hart Family and AMEE.

Ottawa 2020 will be held in Kuala Lumpur, Malaysia, from 29 February to 4 March 2020, in collaboration with International Medical University. With the theme Assessment and Evaluation of Health Professionals and Curricula: Present and Future, an exciting scientific programme reflecting the state-of-the-art in assessment is being put together by the International Scientific Committee. Further information is available on www.ottawa2020.org

OUTSTANDING ARRAY OF TOPICS AND EXCELLENT PRESENTERS

I love the diversity of topics

Too many at the same time – it was very difficult to choose!

This continues to be a marvellous conference. I reconnect with colleagues I have met before, I meet new colleagues from around the globe, and I return with a wealth of ideas

I LOVED Helsinki. The conference was good, but the city made it really outstanding

I really enjoyed talking to other researchers/teachers
CONGRATULATIONS TO THE WINNERS OF OUR PRIZES AND AWARDS

Each year AMEE gives a number of prizes and awards to recognise achievement in the field of medical and health professions education. Some are linked to the AMEE conference and others are standalone awards. Some are awarded only to AMEE members. We are grateful to our reviewers for their assistance in selecting the winners. Full details of the awards and prizes and how to apply are given on the website www.amee.org/awards-prizes

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<tr>
<th>Prize/Award</th>
<th>Rationale</th>
<th>Winner</th>
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<tr>
<td>AMEE Lifetime Achievement Award</td>
<td>To a person who has made a major contribution both to AMEE and to the discipline of medical/health professions education throughout his/her lifetime</td>
<td>Professor Matthew Gwee, Singapore Professor Stewart Mennin, Brazil</td>
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<td>AMEE Miriam Friedman Ben-David New Educator Award</td>
<td>To an AMEE member who has made an extraordinary contribution to medical education in a relatively short time</td>
<td>Robbert Duvivier, Australia</td>
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<td>AMEE Research Grants, judged by the AMEE Research Committee</td>
<td>To support research projects undertaken by AMEE members</td>
<td>Karen M. Stegers-jager, Netherlands</td>
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<td>AMEE Study Fellowships sponsored by Merck-Serono and judged by the Study Fellowships Committee</td>
<td>To promote excellence in the field of health professions education</td>
<td>Lynelle Govender, South Africa Alberto Guerra García, Peru Daniel Fernandes Mello de Oliveira, Brazil</td>
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<tr>
<td>AMEE Student Grants, judged by IFMSA and EMSA</td>
<td>To support student-led activities that aim to improve medical education</td>
<td>Association of Medical Students in Ireland (AMSI)</td>
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### PRIZES AND AWARDS AT THE AMEE CONFERENCE

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<th>Prize/Award</th>
<th>Rationale</th>
<th>Winner</th>
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<tr>
<td>AMEE Teaching Innovation Awards sponsored by the Patil Family</td>
<td>To recognise innovative presentations at AMEE 2017</td>
<td>Todd Smith, UK</td>
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<td>AMEE Research Paper Awards, judged by AMEE Research Committee</td>
<td>To recognise outstanding research papers presented at AMEE 2017</td>
<td>Jan Kiesewetter, Germany</td>
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<td></td>
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<td>Meredith Vanstone, Canada</td>
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<td>Kirsty Alexander, UK</td>
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<td>Alina Smirnova, Netherlands</td>
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<td>Anouk Wouters, Netherlands</td>
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<td>Justin Mausz, Canada</td>
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<td>Karen Mattick, UK</td>
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<td>Sandra Monteiro, Canada</td>
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<td>Gareth Jarvis, UK</td>
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<td>Samantha Field, UK</td>
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<td>2nd Copenhagen Academy for Medical Education and Simulation (CAMES) Award</td>
<td>To recognise the best journal article in the area of simulation published</td>
<td>Jeffrey H Cheung and Colleagues, Canada</td>
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<td>AMEE Doctoral Award</td>
<td>To recognise an investigator who has presented a high quality doctoral</td>
<td>Taryn Taylor, Canada</td>
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<td>report at AMEE 2017</td>
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<td>AMEE Postgraduate Travel Awards, selected by AMEE Postgraduate Committee</td>
<td>To support attendance at the AMEE Conference by junior doctors with</td>
<td>Beatriz Manuel Chongo</td>
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<td>conference presentations</td>
<td>Chloë Gilchrist</td>
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<td>Kathryn Watson</td>
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<td>Leilanie Nicodemus</td>
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<td>Diego Correa Fernández</td>
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<td>Catrin Williams</td>
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<td>Thomas Sanctuary</td>
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<td>Rula Najim</td>
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<tr>
<td>Medical Teacher Poster Prize, sponsored by Taylor &amp; Francis,</td>
<td>To recognise the best poster displayed at AMEE 2017</td>
<td>Holly Meyer, USA</td>
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<td>judged by the AMEE Poster Prize Committee</td>
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<tr>
<td>AMEE ePoster Prize</td>
<td>To recognise the best eposter displayed at AMEE 2017</td>
<td>Borwon Wittayachammankul, Thailand</td>
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AMEE ESME COURSES

The popularity of the Essential Skills in Medical Education (ESME) Courses has continued to increase over the last year, with participants valuing the opportunity to choose either to attend a face-to-face course integrated into an international conference, or an online course completed at a distance. Both newly-appointed and more experienced teachers from around the world have participated and this year saw the fourth course organised specifically for students. Participants who satisfactorily complete the coursework receive an AMEE ESME Certificate in Medical Education in the appropriate area.

AMEE SPECIALIST CERTIFICATE IN MEDICAL EDUCATION

Introduced this year for the first time is the AMEE Specialist Certificate in Medical Education which is awarded to participants who complete the basic ESME course and three other ESME courses either face-to-face or online.

NEW COURSES

A new online course Essential Skills in Medical Education Assessment (ESMEA) was launched in September 2017 led by Dr Katharine Boursicot. This provides an option for those who want to undertake a course in assessment but who are unable to take part in one of the face-to-face courses.

A new course for clinical teachers, ESME-CT, was delivered in Guangzhou, China, in April 2018 by Dr Subha Ramani.

FACE-TO-FACE COURSES

Face-to-face ESME courses were delivered in seven countries around the world. Prof Trevor Gibbs was responsible for the introduction of a range of courses in China and Russia.

ONLINE COURSES

The following online courses were delivered:
- ESME - October 2017, April 2018
- ESMEA - September 2017, January 2018
- ESME Lead Complex Change - September 2017, February 2018
- ESME Student - January 2018

Full details of all the AMEE ESME courses can be found on the website www.amee.org/courses
Twenty two webinars on a range of topics in health professions education were offered during Autumn 2017 and Spring 2018. These provided an opportunity to engage online with internationally-acclaimed experts and colleagues around the globe. In addition to participation in the webinars by individual members, some schools arranged for groups to join the webinars.

The topics for 2017/2018 were:
- Applying for an ASPIRE Award for Curriculum Development
- Top Tips for Teaching Social and Behavioural Sciences
- Curriculum Mapping
- Social media: The dark and the bright side
- Conducting Research in Faculty Development
- The power of mentoring
- International Accreditation: Recognition of International Quality Management Systems
- Diversity and gender in medical education
- Simulation based education
- Creating OSCE Stations that Address Cultural Competence
- Introduction to Progress Testing
- Continuing Education Without Time As A Metric
- Building a scholarly (and outcomes oriented) interest in CPD
- How do you enhance student engagement to achieve excellence?
- Integrating Inter-Professional Education and Team Training into Health Sciences Education
- Theories informing simulation-based education
- Practice and research in healthcare simulation – a nursing perspective
- Designing and implementing a worldwide assessment and evaluation system (GAME)
- Identifying the needs for competency-based education in Europe
- Planning is priceless. Plans are useless
- Backwards planning and instructional design in medical education
- Optimizing the impact of CME/CPD/CE through behavioural change

Each webinar is recorded and is available on www.mededworld.org. To view the recordings, select “Archived Webinars”, choose your webinar and the recordings are available under “Support Links”.

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

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.
The journal is now in its third successful year and has published articles from academics, teachers, clinicians, researchers and students.

The articles include their experiences, views and research findings relating to teaching, learning and assessment in medical and health professions education. Recent topical themes in the journal have included ‘accessing medical education’, ‘diversity in medical education’ and ‘the development of health professional educators’. The infographic below will give you an insight into the year’s activities.

Upgraded software was implemented in July 2018 to improve the functionality available to editors and authors alike. Applications with indexing bodies are being prepared for submission in the next quarter.

If you are interested in finding out more please visit www.mededpublish.org
Medical Teacher, a leading international journal for teachers in the healthcare professions, has continued in 2017-18 to attract more than 30 submissions each week, with an acceptance rate of around 8%.

40TH ANNIVERSARY ISSUE

2018 is the 40th anniversary of the publication of Medical Teacher and the journal has been given a new look. Issues in 2018 will address key topics in medical education, highlighting the many developments made over the past four decades.

A QUICK READ

A new feature introduced during the year is Medical Teacher in Ten Minutes. This recognises that the teacher may not have time to read the journal from cover to cover. This feature provides a brief summary of the article and a significant quotation from the paper.

A NEW 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 & Francis portfolio. The site also features article-level metrics, helping authors and readers to assess easily the impact of individual research.

https://www.tandfonline.com/loi/imte20
AMEE GUIDES IN HEALTH PROFESSIONS EDUCATION

There continues to be interest from authors in publishing their knowledge and experience as AMEE Guides, and, due to space constraints we now publish two versions of each Guide: the traditional full guide and a much shorter version for publication in Medical Teacher. Currently there are fifteen Guides in preparation and several will be published imminently.

AMEE’s grateful thanks go to all the authors who have worked extremely hard to produce such valuable resources, to the reviewers of the prospective guides, and to our AMEE colleagues, especially Trevor Gibbs and Susan Millar, Production Editor.

AMEE Guides published during the year:

- **Master’s Degrees: Meeting the standards for medical and health professions education: Guide 118 (Tekian and Taylor)**
  An international consensus statement of the standards to which Master’s courses in medical and health professions education should aspire, highlighting the issues and constraints of running master’s programmes in medical or healthcare education.

- **The Foundations of Measurement and Assessment in Medical Education: Guide 119 (Tavakol and Dennick)**
  A general introduction to the foundations of measurement and assessment in medical education including the importance of standard setting and how both compensatory and conjunctive scoring may be used for moderating student marks.

- **Work engagement in health professions education: Guide 120 (van den Berg et al)**
  Health care professionals who are engaged in their work experience less burnout and are healthier. The engagement of health care professionals often turns out to differ with regard to the various work roles they perform, such as care provider, teacher and researcher.

- **Applying Sport Psychology to improve clinical performance: Guide 121 (Stevenson, Sandars and Church)**
  The novel conceptual model PERFORM could potentially equip junior doctors, and other healthcare professionals facing similar challenges, with strategies to optimize clinical care under the most difficult circumstances.

David Taylor
AMEE Guides Editor
For many years, AMEE has not just been a European Association. The presence of so many attendees at the annual conferences and at the biennial Ottawa conferences from around the world, plus the geographical distribution of AMEE individual and institutional members, shows that it is a truly global organisation. In order to address this wide dissemination and to make sure that AMEE was able to keep in contact with its members, a group of individuals, known as AMEE International Ambassadors was created; their role was to bring to their own country the educational resources that AMEE can provide. The creation of the Ambassador scheme was also in keeping with AMEE’s philosophy of supporting those countries where medical education was poorly developed and supported.

The Ambassador scheme was successful on a small scale and two AMEE Ambassadors were successful in “enlarging” their ambassadorial work to the point that two AMEE International Offices were opened one in Guangzhou, People’s Republic of China and the other in Moscow, Russian Federation.

The AMEE office in China was the first to be opened officially in November 2017. This is to be based within the First Affiliated Hospital of Sun-yat Sen University Medical School. Special thanks go to Dr Yingzi Huang for creating and assisting in this opportunity and to Profs Haipeng Xiao and Ming Kuang for providing institutional support. The functions of the office will mainly be in relation to faculty support and development; a series of ESME courses has been running over the last few years, and many of the participants will be entitled to receive the AMEE Specialist Certificate in Medical Education this year; the first two Chinese versions of Medical Teacher have been created and distributed locally, AMEE features strongly within the annual conference of medical education arranged by Sun-yat Sen University on an annual basis; and strategic links have been made with other Universities to bring AMEE to China. Of special interest is the creation of a development programme to develop General Practice and Geriatrics and eventually include them in the undergraduate medical programme.

The AMEE office in Russia was opened in May 2018. This is to be based within the Institute of Linguistics and Intercultural Communication at Sechenov University, with close links to the Academic Writing office and the Centre for Excellence (relating mainly to student progress in the Humanities and promotion of academic publications and presentations). Special thanks go to Dr Zalim Balkizov for initiating the project, to Prof. Irina Markovina, Mr Jonathan McFarland and their team for their tremendous help and support and to Profs Glybochko (Rector) and Svitunov (vice-Rector) for their institutional support. As with the AMEE Office in China, the main remit will be faculty support and development through ESME courses and other educational resource activities, including the possibility of creating a Russian version of Medical Teacher. The office in Sechenov will link with at least ten other Universities, strategically placed throughout the Russian Federation to participate and assist in the overall project.

Great things are expected of these offices in the forthcoming years and anyone interested in helping with these activities should contact Prof. Trevor Gibbs directly (tjg.gibbs@gmail.com)

Trevor Gibbs
AMEE Development Officer
The ASPIRE to Excellence programme is an important AMEE initiative encouraging the recognition of excellence in teaching in a Medical, Dental or Veterinary School.

ASPIRE areas where excellence is assessed

- Social Accountability
- Curriculum Development
- Student Engagement
- Simulation
- Faculty Development
- Assessment

New theme for 2019

2017 - ASPIRE Award Winners

- University of Toronto Surgical Skills Centre & SimSral Centre, Mount Sinai Hospital, Canada
- University of Toronto Centre for Faculty Development, Canada
- University of Colorado School of Medicine, USA
- Université de Montréal, Canada
- King Abdullah University, Clinical Skills and Simulation Center, Saudi Arabia
- Al Imam Mohammad Ibn Saud Islamic University (IMSIU), Saudi Arabia
- The Faculty of Medicine and Health Sciences, Linköping University, Sweden
- Karaganda State Medical University, Kazakhstan
- University of Sydney, Sydney Medical School, Australia

ASPIRE Academy

The ASPIRE Academy has developed its vision and mission to explore, support and enhance excellence in healthcare education. It also confirmed its policies, procedures and guidelines, delivered a webinar on enhancing student engagement and published four papers in medical education journals:

- Twelve tips for enhancing student engagement (https://doi.org/10.1080/0142159X.2018.1459530)
- Students as partners: Our experience of setting up and working in a student engagement friendly framework (https://doi.org/10.1080/0142159X.2018.1444743)
- Moving a mountain: Practical insights into mastering a major curriculum reform at a large European medical university (https://doi.org/10.1080/0142159X.2018.1440077)
- The ASPIRE-to-Excellence Program: A Global Effort to Improve the Quality of Medical Education (doi: 10.1097/ACM.0000000000002099)

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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 18 BEME International Collaborating Centres.

**BEME AT AMEE 2017**

Meetings of the BEME Board and BEME Review Committee (BRC) took place at the AMEE 2017 Conference in Helsinki. 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**

Five BEME reviews were published in 2017/18:


- A systematic review of the contribution of theory to the development and delivery of effective interprofessional curricula in health professional education (Hean, et al), BEME Guide No 49.

**BEME PODCASTS**

BEME Podcasts were launched in 2018, hosted by Professor Morris Gordon from the UCLAN / Blackpool BICC. These podcast discussions range from 10-60 minutes and include reviews of published work in the field, interviews with key leaders, tips on methodology and personal viewpoints on key issues. With a much more regular schedule of content planned for the next 12 months, please visit the link below and subscribe using your chosen podcast service.

https://bemecollaboration.org/Podcasts/

**BEME IS TAKING A STRONGER LEADING ROLE WORLDWIDE**

With a total of 49 reviews published and 24 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 the BEME Collaboration to contact beme@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, implementing 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
Chair of BEME Board

**BEME INTERNATIONAL COLLABORATING CENTRES (BICCS)**

- 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 Italiano 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, St Louis, USA
AMEE currently 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 86 countries.

**STUDENT**
Student members are medical and healthcare professional students including those up to one year post-basic qualification. AMEE student members are also affiliated to EMSA and IFMSA.

**INSTITUTIONAL/PREMIUM INSTITUTIONAL**
Institutional and Premium Institutional organisations 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 134 institutional and 31 Premium Institutional members.

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**AMEE 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 Helsinki and has continued to meet at other times by web conference to discuss the development of the initiative.

The number of Associate Fellows of AMEE now stands at 38 and the number of Fellows including Inaugural Fellows at 30.

In 2017-18 the Fellowship Committee has worked on initiatives including:
- developing the criteria to reflect members’ contributions to AMEE;
- accepting presentations made at other recognised educational conferences;
- acknowledging publications in other recognised, peer-reviewed medical/healthcare education journals in addition to Medical Teacher;
- inviting members who have attained the AMEE Specialist Certificate in Medical Education to apply to be considered for Associate Fellowship;
- raising the profile of the initiative through a wider dissemination of promotional material to an increased number of medical and healthcare education institutions.

During 2018, a mentorship/advisory scheme will be created in order to assist faculty to become Associate Fellows and to advance their scholarship beyond Associate level.

The Fellowship Committee is working hard to engender the development of a community of Fellows and Associate Fellows, by promoting active debate and support within a dedicated Special Interest Group (SIG) in MedEdWorld (www.mededworld.org)

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**FELLOWSHIP COMMITTEE (UNTIL SEPTEMBER 2018):**

Trevor Gibbs (Chair), Subha Ramani (Vice-Chair) Angel Centeno, François Cilliers, Steve Durning, Madalena Patricio, Trudie Roberts, Gary Rogers, Dujeepa Samarasekera, Rashmi Kusurkar, David Taylor, Pat Lilley

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**FELLOWS AND ASSOCIATE FELLOWS ELECTED IN 2017-18**

**Fellows**
Chris Skinner
Michelle McLean
Judy McKimm
Ian Wilson
Zalim Balkizov
Eeva Pyörälä

**Associate Fellows**
Nasir Afsar
Minna Kaila
Ewa Pawłowicz
Paulina Sobierańska
Zhimin Jia
Tripti Srivastava
Sateesh Babu Arja
David Carr
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 2018 Conference is the premier event for the Committee. We will host several simulation-oriented events including a symposium that will showcase approaches to simulation in medical and other health professions education. Workshops will also be offered by experienced simulation practitioners aligned with the Committee. For the third year, we will offer the AMEE Simulation Journal Club with a prize sponsored by the Copenhagen Academy for Medical Education and Simulation (CAMES) for the peer reviewed paper judged the highest quality of relevance to our community. The Journal Club shares the recent, innovative, provocative and interesting papers on simulation. The Conference booth is hosted by Committee members who facilitate links with simulation colleagues and resources. This year the booth features promotional materials from simulation journals and simulation societies. In its second year, the coveted AMEE ASPIRE Simulation award under the chairmanship of Professor Barry Issenberg continues with three applications. Dr Nancy McNaughton, a Committee member, has responsibility for communicating through MedEdWorld news items that might be of interest to AMEE members. Finally, we celebrate Medical Teacher’s 40th birthday with an edition on simulation by 23 authors from 9 countries.

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

AMEE RESEARCH COMMITTEE

1) Programme Planning/Research Papers
We reviewed just under 250 abstracts this year, of which one in six was accepted as research papers. Research Papers are evaluated during the AMEE conference, and best papers acknowledged. Our fixed-time poster mentoring session ran in 2016 and 2017 to good feedback, and so will be offered again in Basel.

2) 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.

3) Emerging Regions Research Award (MERCS)
This Award was launched in 2017. Its aim is to provide financial support for educational research and scholarship projects for those AMEE members working in under-resourced regions. In both 2017 and 2018 we had only a small number of applications for this Award and so it would be useful going forward to talk to colleagues from our target groups how best to pitch and advertise this Award.

4) 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. We had somewhat fewer applications this year. Informal communication with colleagues suggests this was an artefact of submission dates. However, the quality of applications was, as always, admirable.

As always, I must acknowledge the hard work, innovation and inspiration of all my colleagues on the Research Committee, and the Network Leads and Deputy Leads for their commitment and expertise. My thanks also to those colleagues from around the world who reviewed Research Papers, Grants and Awards – we could not do it without them.

Jennifer Cleland
Chair, AMEE Research Committee
AMEE FACULTY DEVELOPMENT COMMITTEE

The AMEE Faculty Development Committee, which met for the first time in Helsinki in August 2017, has had a busy and productive year. To meet our overriding goal of building a global community of faculty developers, and in response to feedback and requests from educators around the world, major activities this year included the following:

- Planning of the 5th International FACDEV Conference – which will be held on September 24-25, 2019, in Ottawa, Ontario, Canada – in conjunction with the International Conference on Residency Education (ICRE)
- Development of a FACDEV Special Interest Group (SIG) which hosts an online discussion group on MedEdWorld
- Creation of a FACDEV Listserv to facilitate information sharing and exchange
- Hosting of a FACDEV Webinar on Conducting Research in Faculty Development. The plan is to hold two FACDEV webinars per year.

Committee members have also been involved in a number of AMEE activities, including the annual AMEE conference, the ASPIRE-to-Excellence Initiative, BEME and AMEE MedEdPublish, and we are currently exploring ways to support FACDEV research and scholarship regionally and internationally. In fact, a focus on international collaborative research will be the topic for discussion at this year’s open meeting in Basel.

In closing, committee members are pleased to be involved in working on this critically important aspect of health professions education and we invite AMEE members to let us know if they would like to become involved in any of our activities.

Yvonne Steinert
Chair, AMEE Faculty Development Committee

AMEE CPD COMMITTEE

The goals of the CPD committee are established as increasing visibility of CPD within AMEE and the larger medical education community and developing international collaboration within the AMEE CPD community.

2017/2018 have witnessed the following results:

- Increasing the number of CPD related submissions and review for the Annual Meeting, Medical Teacher and AMEE MedEdPublish
- Promotion of scholarly work related to CPD through preparations for a special edition of Medical Teacher
- Continuance and expansion of the ESCEPD program
- Several members of the committee and SIG have been involved in increased visibility of CPD and AMEE through participation in GAME, European CME Forum, Alliance for CEHP, APMEC (Asia Pacific), AMFEMS (Latin America), China, Russia, Israel, Ottawa Conference/ICME (Middle East)
- Creation of a series of themed CPD Webinars and speakers
- Working with relevant people at AMEE to prevent overlap of CPD and Faculty Development meetings - in progress
- Developing a CPD track for the 2019 Annual Meeting

Jane Tipping and Lawrence Sherman
Co-Chairs, AMEE CPD Committee
The AMEE Technology Enhanced Learning Committee has been established to help progress AMEE’s activities involving digital technologies. The committee has a focus 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.

ACTIVITIES IN 2017-2018

Committee structure: In the last year the committee continued to work on the tasks and responsibilities of the committee and on the membership model. The group consists of only 8 members and it often proved difficult to intensively work on specific projects. To increase the group size and to bring in new backgrounds, viewpoints and expertise, a call for members went out in March 2018. In total 24 people responded to the call. From them 8 individuals have been selected and invited to join the committee from August 2018. The remaining applicants will be actively involved in the activities of the committee on an ad-hoc basis. Starting August 2018 John Sandars will succeed Peter de Jong as chair of the committee. Peter will stay engaged for another term and will support John as vice-chair.

AMEE meeting contributions: At the 2017 meeting in Helsinki the committee delivered a symposium on the importance of creativity, innovation and entrepreneurship as an essential aspect of medical education. For this meeting members of the committee reviewed and tested the new e-poster system, Learning Toolbox. The members of the TEL Committee assisted in the review of eLearning related abstracts submitted for poster and oral presentation at the AMEE 2018 meeting. At that meeting the TEL Committee organizes the pre-conference workshop “Design thinking in healthcare professional education: the importance of creativity and innovation” led by John Sandars, Natalie Lafferty, and Rakesh Patel. The committee is also involved in the symposium “The rise of virtual and augmented reality in medical education: are we breaking the final frontier in teaching?” with contributions of Peter de Jong and Goh Poh Sun. The first preparations have started for a one-day TEL event at the AMEE 2019 meeting in Vienna.

Peter de Jong
Chair, AMEE TEL Committee

askAMEE

In medicine, it is recognised that doctors do not have time to consult a Cochrane or other review of best practice and tools such as Up-to-Date have been developed to provide a valuable source of information for the practising doctor. In medical education the BEME Collaboration has produced more than 40 systematic reviews of evidence relating to a range of topics in education. There is, however, no just-in-time source of information for the practising teacher that will assist them to make decisions about their teaching practice. askAMEE has been developed to fill the gap and provide the teacher and others engaged with education in the healthcare professions with a readily accessible source of information on a specific education topic.

As part of a pilot study, topic editors have identified for 13 topics including: lectures, learning analytics, OSCEs, team-based learning and simulation, 10 questions that represent aspects of the topic where the teacher might be interested to receive information. The answers to each question will be evidence-based where possible. Hotlinks will be provided in the answers to allow the user to follow up a response or to obtain additional information. The questions and answers will be made available in a format suitable for access through a mobile device, a netbook, or a laptop.

AMEE 2018 Conference participants and AMEE members will be invited to review the pilot set of questions and answers.
1. Karen Burnett
AMEE Administrative Assistant

2. Scott Johnstone
Chief Operating Officer

3. Diana Davidson
Engagement Administrator

4. Coleen McLaren
Marketing and Multimedia Developer

5. Jake McLaughlin
MedEdWorld Administrator/Assistant to General Secretary

6. Professor Ronald M Harden
General Secretary/Treasurer

7. Dr John Dent
International Liaison Officer

8. Tracey Thomson
Administration Executive

9. Susan Millar
Medical Teacher Journal Coordinator/AMEE Publication Manager

10. Pat Lilley
AMEE Operations Director/Managing Editor Medical Teacher

11. Joanne Greer
ESME Administrator

12. Professor Trudie Roberts
President

13. Kerrie McKay
AMEE MedEdPublish Administrator

14. Elizabeth Beattie
Technology Administrator

15. Louise Russell
AMEE Administrative Assistant/BEME Administrator /askAMEE Administrator

16. Farzand Ali
International Business Development Manager

17. Trevor Gibbs
Development Officer

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