Inspire...and be inspired
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:

- **Sharing** information through networking, conferences, courses, 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

or a printed copy may be obtained by contacting:

Association for Medical Education in Europe (AMEE),
12 Airlie Place, Dundee DD1 4HJ, UK
Tel: +44 (0)1382 381953; Email: amee@dundee.ac.uk


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Living the dream

How to follow on from our last AMEE President, Madalena Patrício after her seven years in the post? A real conundrum. However in my President Elect year I made a point of watching how Madalena worked on behalf of AMEE and I was particularly impressed by the way she makes everyone feel that they are an important part of the AMEE family. I certainly want to carry on this tradition. I can still remember many years ago attending my first AMEE conference and being impressed not only by the talks and presentations but also by the friendliness of the Organisation and by the end of the conference I certainly felt that I was part of a large family of academics.

There have been many highlights of my first year but the major one has been the AMEE 2013 Conference in Prague. The Conference was hugely successful and fulfilled my personal criteria for attending any event. Those criteria are: I must learn something new, I must be taken out of my comfort zone and I must have fun. Interestingly I recently read an article which defined academics as serious people with poor social lives. I would refute this. Of course we can be serious when we need to be but medical educationalists are fun and stimulating to be with and we can certainly party! I am confident that the 2014 Ottawa Conference, to be run jointly with CCME in Ottawa, Canada, and AMEE 2014 in Milan will continue to fulfil my three criteria and be extremely enjoyable.

Due to my role in AMEE I have travelled more than usual this year. In a brief stopover in an airport on my way to deliver a keynote on behalf of AMEE I saw a young child with an AMEE bag from a previous conference in Genoa. Not being able to stop myself I ask the little girl how she had come by the bag. She told me that every year her Auntie went to a very important meeting about making doctors (!) and that often she would come back with gifts like the bag which were highly prized by the children in the family and frequently reused. She also told me that when she grew up she was also going to make doctors. Looks like an opening for a preconference workshop! Sadly I didn’t find out the name of the Auntie but if you recognise yourself please stop by the AMEE stand and say hello.

This is an extremely exciting time to be in medical education. All over the world there is increasing interest in education from the development of tomorrow’s practitioners to revalidation of senior medical professionals. There are more and more meetings covering the discipline. However AMEE consistently brings new ideas and initiatives forward - for example MedEdWorld, ASPIRE and research funding. As our annual conference continues to grow in number, one of the challenges for us is how to continue to maintain the friendliness and the feeling of belonging at the conference whilst encouraging more members to participate. Your help in making new attendees and members feel welcome is essential. Just chatting to people in the coffee or lunch queue can make all the difference to make newcomers feel at ease.

Looking forward to another year I feel it will be an even more stimulating one. There will be more exciting initiatives to support our members, closer working relationships with other medical education organizations such as WFME and FAIMER, expansion of the ASPIRE Excellence initiative and finally the suggestion of developing a Fellowship within AMEE to support new educators in their career aspirations will be brought to the AGM in Milan.

This year working for AMEE has been an extremely busy one but I have learnt so much, not only about the complex nature of running a globally successful organisation but also about the affection in which AMEE is held throughout the world. This is obviously due in no small part to Madalena and the tireless work undertaken by Ronald Harden. However there are others who also work on behalf of AMEE but are sometimes less visible. They are of course Pat Lilley and Tracey Thomson, John Dent and Trevor Gibbs. Finally of course there is the Dundee office staff whose photos you will find on page 5 and the other members of the AMEE Executive who do so much to contribute to AMEE’s success. So as I look back at what we have done I feel very proud of our achievements and looking forward to the future offers even more exciting opportunities. I hope this Annual Report is of interest and gives you an overview of the work of AMEE.

Trudie Roberts
AMEE President
We continue to see pressures for change in medical education. These include advances in medicine, changes in healthcare delivery systems, altered public expectations and developments in educational thinking and technologies. AMEE has continued efforts to support its members in responding to these pressures. The annual conference has an important role to play and participants at AMEE 2013 in Prague highlighted significant developments in medical education and pointed to directions in which we might travel – with one session looking at the medical school of the future.

MedEdWorld was established to help AMEE members keep in touch with colleagues between annual conferences and update themselves on a regular basis with significant developments in medical education. MedEdWorld has continued to evolve, as described on page 14, and is now a valuable resource for anyone with an interest in the field. The webinar series has provided a unique opportunity for members to participate in a live discussion with a leader in the field on an important topic in medical education. Sheghley Ogilvie, MedEdWorld Administrator, while studying for a Master’s degree in Glasgow, continues to work part time with MedEdWorld and Ricky Shek has now joined the team as a MedEdWorld Administrator. MedEdPublish is an important part of the MedEdWorld platform. Each week we receive 25 to 30 manuscripts for consideration for publication in Medical Teacher. Unfortunately we are able to publish only about three to four of these and many good manuscripts cannot be accepted because of lack of space in the journal. MedEdPublish provides an opportunity to make these papers more widely available with an alternative model of peer review by readers following publication.

For those who want a more formal update or course on medical education, we have continued to offer the ESME series of courses at major conferences with some additional online options.

An important element in how we respond to the pressures for change in medical education is the move to an evidence-informed approach to teaching practice. The BEME Collaboration has an important role to play (see page 19). The new BEME organisation comprising a BEME Board, a BEME Review Editorial Committee, a BEME Congress, and BEME International Collaborating Centres was established at the AMEE Conference in Lyon in 2012 and was responsible in 2013 for the further development of BEME including commissioning additional systematic reviews.

Last year I highlighted the ASPIRE-to-Excellence initiative which was established to recognise international excellence in education in medical schools. An impressive number of submissions was received by the deadline of 31 March 2013, and at AMEE 2013 in Prague two schools were presented with the ASPIRE award in recognition of their excellence in assessment of students; six for excellence in student engagement in the curriculum and in the medical school; and three for their excellence in social accountability and responsibility as a mission of the medical school. Details are given on page 21. A huge amount of valuable work has been done by the ASPIRE Board and the three ASPIRE Panels in establishing the criteria and in the consideration of submissions. The criteria are seen as the de facto standards for excellence in each of the three areas.

During the year, I have had the privilege of participating in medical education meetings in countries around the world. It has been a delight to meet with members in these countries and to hear about their personal experiences. These visits have also provided opportunities to introduce others to AMEE and to highlight how membership can keep them up to date and support their activities as a teacher both at the individual and institutional level. More than half of AMEE members are now from outside Europe and come from over 100 different countries around the world.

The activities I have referred to make high demands on the AMEE team in Dundee. Led by Pat Lilley and Tracey Thomson, the team works tremendously hard on AMEE’s behalf. Their enthusiasm and dedication are key ingredients in what has been achieved. Much, however, remains to be done and we look forward to an exciting year in 2014 when we can further extend the AMEE activities and continue to adapt to meet the needs of our members.

Ronald M. Harden
AMEE General Secretary/Treasurer

“Then you better start swimmin’
Or you’ll sink like a stone
For the times they are a-changin’.”

BOB DYLAN
Executive Committee

At the 2013 Annual General Meeting in Prague, members accepted some minor changes to the composition of the Executive Committee, which consists of a President, a General Secretary, six members elected for a three-year period, one Junior Doctor representative appointed for one year and two student members representing IFMSA and EMSA respectively, appointed for one year. The immediate Past President and the President of the World Federation for Medical Education are ex officio members. Additional Committee members are co-opted as required to fulfil specific tasks. A President Elect is appointed for the final year of the President’s term of office to aid continuity.

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 Fellowship Committee was set up in 2013 to examine the proposal to establish an AMEE Fellowship and to make recommendations to the Executive Committee and the General Assembly.

PRESIDENT
Professor Trudie Roberts, Leeds, UK (until 2016*)

GENERAL SECRETARY/TREASURER
Professor Ronald M Harden, Dundee, UK

COMMITTEE
Professor Peter Dieter, Dresden, Germany (until 2014*)
Dr Steven Durning, Bethesda, USA (until 2016**)
Dr Kati Hakkarainen, Tampere, Finland (until 2014**)
Professor Stefan Lindgren, Copenhagen, Denmark (ex officio – WFME President)
Professor Deborah Murdoch Eaton, Sheffield, UK (until 2014*)
Professor Madalena Patricio, Lisbon, Portugal (ex officio – Past President)
Dr Rille Pihlak, Junior Doctor Representative (until 2014***)
A/Prof Gary Rogers, Gold Coast, Australia (until 2016*)
Professor Davinder Sandhu, Bristol, UK (co-opted until 2014)
Mr Agostinho Sousa, IFMSA Student Representative (until 2014***)
Professor Olle ten Cate, Utrecht, The Netherlands (until 2015*)
Mr Suleyman Yildiz, EMSA Student Representative (until 2014***)

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

FELLOWSHIP COMMITTEE
Dr John Dent, UK
Professor Peter Dieter, Germany
Dr Steven Durning, USA
Professor Deborah Murdoch Eaton, UK
Professor Olle ten Cate, The Netherlands (Chair)

* first term of office
** second term of office
*** nominated by organisation
The AMEE TEAM: AMEE could not function without the contribution of its hardworking members of staff. We’re delighted to introduce Ricky Shek as a new member of the team, to even up the gender balance! Ricky has settled in well as MedEdWorld Administrator, and he’s also a very good cook!

Ms Karen Balneaves
AMEE Secretary
(k.balneaves@dundee.ac.uk)
Karen is the first point of contact in the AMEE Office. Her main responsibilities relate to membership issues and publications orders.

Ms Morag Allan Campbell
AMEE Publications Manager
(m.a.campbell@dundee.ac.uk)
Morag is principally known as the Medical Teacher Journal Coordinator but she also plays a significant role in production of AMEE guides.

Mr Don Cathcart
Technician
(d.g.cathcart@dundee.ac.uk)
Don works for AMEE one day a week to provide computer and network support.

Dr John Dent
AMEE International Liaison Officer
(j.a.dent@dundee.ac.uk)
John is a part-time consultant to AMEE and plays a major role in developing international collaborations on behalf of AMEE. He is also a tutor for the ESME Online courses.

Ms Sheghley Ogilvie
MedEdWorld Administrator
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Sheghley works part-time for AMEE whilst completing her Master’s degree and has played a major role in the redevelopment of MedEdWorld. She will sadly be leaving in 2014.

Mrs Dawn Mitchell
Assistant to General Secretary
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Dawn provides PA support to the AMEE General Secretary and is also the ASPIRE Administrator and the ESME Online Administrator.

Mrs Louise Russell
AMEE Administrative Assistant / BEME Administrator
(l.m.russell@dundee.ac.uk)
Louise joined the team in 2013 on a part-time basis to assist with AMEE projects and activities. Part of her work is as Administrator for the Best Evidence Medical Education Collaboration.

Mr Ricky Shek
MedEdWorld Administrator
(r.shek@dundee.ac.uk)
Ricky joined in October 2013 as MedEdWorld Administrator, after completing his degree at University of Dundee. He is responsible for all aspects of the project including the webinar series.

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AMEE Membership

AMEE members are principally teachers in the healthcare professions, deans, administrators, educators, researchers and students from over 100 countries throughout the world. There are three membership categories: Individual; Student; and Institutional/Institutional Affiliate.

Members become part of an international network of medical and healthcare professions educators, students and organisations committed to excellence in education, and have the opportunity to share ideas and expertise with colleagues. Members are encouraged to become involved in the work of the Association, and suggestions for the future direction for AMEE are greatly welcomed by the Executive Committee.

Individual/student membership benefits

- A personal copy of Medical Teacher, published 12 times a year in both print and online formats [online only format from January 2015];
- Participation in the AMEE annual conference at a reduced rate;
- Full access to MedEdWorld including participation in live webinars conducted by international experts and access to archived webinars;
- Discount on AMEE Education Guides, Occasional Papers and BEME Guides;
- Discount on AMEE-ESME Online Courses;
- Opportunity to apply for an AMEE Research Grant;
- Opportunity to be nominated or to nominate for the Miriam Friedman Ben-David Award;
- Achievements recognised as a member of a leading professional body;
- Opportunity to participate in the wide range of AMEE activities;
- One vote in the General Assembly.

At the 2013 AGM, the membership approved an increase in the Individual membership fee to £90. The student fee remains at £39.

Institutional membership benefits

- Discount on conference registration for members of the institution;
- Opportunity to promote and make more widely known the work of the institution by exhibiting at AMEE conferences at reduced cost;
- One institutional access to MedEdWorld including resources and webinars;
- Discount on AMEE Education Guides, Occasional Papers and BEME Guides;
- Opportunity to participate in the wide range of AMEE activities and have a say in influencing international policy and practice in health professions education;
- Three votes in the General Assembly.

At the 2013 AGM, the membership approved an increase in the Institutional membership fee to £550.

Institutional Affiliate membership benefits

- Discount on conference registration for members of the institution;
- Opportunity to promote and make more widely known the work of the institution by exhibiting at AMEE conferences at reduced cost;
- MedEdWorld individual membership including webinars for all members of the institution;
- Discount on AMEE Education Guides, Occasional Papers and BEME Guides;
- Opportunity to participate in the wide range of AMEE activities and have a say in influencing international policy and practice in health professions education;
- Three votes in the General Assembly.

At the 2013 AGM, the membership approved an increase in the Institutional Affiliate membership fee to £550.

Institutional Members 2013

AMEE is pleased to have the following Institutions and Organisations as Institutional Members in 2013:

Academia Mexicana de Profesores Investigadores de Medicina Familiar AC, Mexico
Albert Schweitzer Ziekenhuis, Bibliotheek, Netherlands
American University of the Caribbean, United States
AO Foundation, Switzerland
Asfendiyarov KazNMU, Kazakhstan
Asociacion Universidad de Iberoamerica, Costa Rica
Asociacion Mexicana de Facultades Y Escuelas de Medicina A.C., Mexico
Association for Medical Education in Finland, Finland
Association of American Medical Colleges, United States
Association of Faculties of Medicine of Canada, Canada
Association of Standardized Patient Educators, United States
Brighton & Sussex Medical School, United Kingdom
Center for Clinical Education, Denmark
Central College of Animal Studies, United Kingdom
Centre for Health Professions Education, South Africa
Chulalongkorn University, Faculty of Medicine, Thailand
College of Family Physicians of Canada, Canada
College of Medicine, Rangsit University, Thailand
Danish Society for Medical Education, Denmark
David Geffen School of Medicine at UCLA, United States
David Tivildani Medical University, Georgia
Det medisinske fakultet, NTNU, Norway
Donetsk National Medical University, Ukraine
Duke-NUS Graduate Medical School, Singapore
DYP Worldwide, Mauritius
East Kent Hospital University Foundation Trust, United Kingdom
ECFMG, United States
European Institute of Emergency Health, Romania
FACISB, Brazil
Faculty of Medicine Ramathibodi Hospital, Thailand
Faculty of Medicine, Beirut Arab University, Lebanon
eLearning Committee

The AMEE eLearning Committee believes there is a need to stimulate discussion within the wider medical education community on the use of technology in education such as MOOCs, learner analytics, social networks and games. Members agreed that an important aspect was to highlight the challenges of these approaches for the learner, the tutor, the organisation and the wider society and that the committee should focus less on specific technologies but more on the wider aspects.

Sixteen AMEE 2013 Prague conference delegates participated in the open meeting and discussed many innovative ideas on how to improve the eLearning content in the conferences and how best AMEE could promote eLearning. These ideas will be followed up during the year.

Following the closed meeting of the Committee, the proposals below were put to the Executive Committee all of which were accepted, and the eLearning Committee was asked to present full proposals:

1. An online community should be set up in MedEdWorld for those interested in eLearning;
2. An eLearning Committee Symposium would be organized in every AMEE conference;
3. An eLearning Conference should be organised prior to AMEE 2015 in Glasgow;
4. A Hackathon should be organised during AMEE 2014 in Milan;
5. The possibility of awarding an eLearning prize should be discussed.

A Report on the electronic media activity for AMEE 2013 containing extensive analysis of the various uses of electronic media in the conference and suggestions for further development was prepared by Ken Masters on behalf of the eLearning Committee and submitted to the Executive Committee.

Members: Kati Hakkarainen (Finland) (Chair); John Sandars (UK) (Vice Chair); David Cook (USA); Rachel Ellaway (Canada); Peter de Jong (Netherlands); Moira Maley (Australia); Ken Masters (UAE); Rakesh Patel (UK); Goh Poh Sun (Singapore)

Postgraduate Committee

At the closed meeting of the Committee held in Prague, the consensus was that there had been many achievements in the area of Postgraduate medical education at AMEE over the last three years, and its profile had increased considerably. There had been many presentations in different formats at AMEE conferences. It was agreed that the Committee needs to become more professional in its functioning and outputs including the appointment of a Vice-Chair and a Committee with members with appropriate skills. It was proposed that a formal nomination process should take place, with a three year term of office renewable for a second three year term. It was further agreed that members not attending for two years successively would be demitted from the Committee. Collaboration with other committees is to be welcomed. A number of suggestions for future conference presentations was made including a joint symposium with the Research Committee. An area of further development is CPD and it is planned to strengthen the Committee with representatives who will take this forward.

An open meeting of the Committee was also held in Prague, with approximately 24 attendees. Following on from discussions at the 2012 open meeting when concern was expressed about the diversity in postgraduate medical education around the world, the Committee reported it had started to deal with the issues by offering two preconference workshops and one symposium in the programme. It was agreed that a MedEdWorld forum should be set up to try to keep up the momentum between conferences. A number of topics was suggested for future conference sessions.

Members: Davinder Sandhu (UK) (Chair); Alan Cook (UK) (Secretary); Fedde Scheele (Netherlands); Linda Snell (Canada); Jason Frank (Canada); Paul de Roos (Sweden); Juliana Sa (Portugal); Arnoldo Riquelme (Chile); Rille Pihlak (Estonia); Bernard Maillet (Belgium); Zeev Goldik (Israel); Rob Mitchell (Australia); Carsten Morhardt (Germany); Anna Savinkova; Jette Led Sorensen (Denmark); Margot Weggemans (Netherlands); Christopher Wittich (USA)
Research Committee

The Research Committee believes that it is essential to provide opportunities to AMEE members with varying degrees of research experience. The activities of our Committee, which are outlined below, provide a spectrum of opportunities to advance AMEE member research skills. The AMEE Research Committee has reorganised its activities into networks.

Current activities:

1. **DIME (Dialogues in Medical Education)**: Interesting informal dialogue with experts in health professions education about cutting edge issues in our field. It is available through MedEdWorld for free, for anyone, anywhere.

2. **Flipped classroom**: We will be piloting a research paper session in Milan using the flipped classroom approach.

3. **Grants programme**: We are in our second year of our annual grants programme for our AMEE members. We believe that this activity can benefit scholars at all phases. A number of revisions have been made to the submission and reviewer forms. These efforts have greatly improved and streamlined the grants process. We are very grateful for the expertise of our AMEE members in providing thoughtful and timely reviews.

4. **PhD Paper reports**: Selecting reports for the conference.

5. **Post presenter feedback**: Face-to-face [one-on-one] feedback meetings to help our most junior researchers as well as up and coming scholars.


7. **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. We will be providing feedback to selected research paper presenters and we have enhanced our feedback given to research paper submitters.

8. **Theories Guide Series**: An activity to help scholars at all levels.

**Potential future activities:**

With the successful launch of the activities noted above, the Research Committee is now considering additional 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. In this vein, we have launched two MedEdWorld initiatives, DIME and the Research Committee SIG. We welcome your opinions regarding potential new directions for the Committee as well as feedback on our existing activities.

**Members:** Steven J Durning, (USA) [Chair]; Jennifer Cleland, (UK) [Vice Chair]; David Taylor, (UK) [Secretary]; Trevor Gibbs, (UK) [Ex-officio Member]; Tony Artino (USA) [Grants lead]; Diana Dolmans [Netherlands] [PhD Reports lead]; Stewart Mennin (Brazil) [DIME lead]; Lambert Schuwirth [Netherlands] [New Initiatives lead]; Dario Torre (USA) [Research Paper lead]; Zubair Amin, (Singapore) [DIME]; Jack Boulet, (USA) [Grants]; Lotte Dyrbye, (USA) [Research papers]; Larry Gruppen, (USA) [Grants]; Elza Mylona, (USA) [Research papers]; Hirotaka Onishi, (Japan) [New initiatives]; Charlotte Ringsted, (Denmark) [PhD reports]; Joan Sargeant, Canada [Grants]; Charlotte Silén, [Sweden] [Research papers]

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. The Committee held an open meeting during AMEE 2013 in Prague and is organising a symposium in the Milan programme on ‘Diversity drives innovation: Bringing together healthcare simulation and clinical educators to develop scholarship through collaboration’. Those interested in taking part in the Committee’s activities are invited to join the open meeting in Milan. It is hoped that collaboration with other Simulation bodies will be possible.

**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 Rotzoll [Germany]; Amitai Ziv [Israel]
Conferences

AMEE 2013 in Prague proved to be another successful Conference with a record 3,249 participants from 102 countries coming together to learn, share and network. The breadth of sessions and the rich mix of participants in a stimulating environment made it, for many, the best AMEE conference to date.

AMEE 2013, PRAGUE, CZECH REPUBLIC

This was the fourth conference AMEE has held in Prague, the last one only five years ago. Steeped in history yet with a vibrancy and excitement, Prague provides a perfect environment for a conference and it’s no wonder that the AMEE conference returns time and again. There was a total of 36 preconference workshops, five ESME courses and masterclass sessions, five plenary presentations, 19 symposia, 50 research and PhD presentations, 460 short communications, 700 posters, 73 conference workshops and 200 ePosters.

Forty-eight commercial and academic exhibitors displayed their products and services which enhanced the Conference experience for many participants. In addition it is pleasing that many groups are choosing to hold their own private meetings during the Conference, and AMEE is happy to offer a meeting room where space permits.

Plenaries and symposia were streamed through AMEE Live! for those unable to attend in person, and interviews with speakers, award winners and participants were ably provided by John Dent, International Relations Officer. Participants both face to face and at a distance were able to access the conference App, which proved highly successful and will become a regular feature of AMEE conferences. Social networking was an integral part of the Conference, encouraging communication and interaction.

AMEE was once again pleased to be working with Worldspan Group which organised registration, accommodation, tours and other logistical services.

The Student Taskforce, consisting of approximately 60 local and international students, made a great contribution to the smooth-running of the Conference and it is now difficult to imagine the AMEE conference without the Student Taskforce.
2ND INTERNATIONAL CONFERENCE ON FACULTY DEVELOPMENT IN THE HEALTHCARE PROFESSIONS

With the professionalisation of the training and education of healthcare professionals, and increasing accountability to learners, regulators and those responsible for setting curricula, it is vitally important that academic health science centres and other education providers address the professional development needs of faculty. The 2nd International Conference on Faculty Development in the Healthcare Professions aimed to meet these needs. A major preconference event of AMEE 2013, the Conference was attended by 352 participants. The 3rd International Conference takes place in Singapore in February 2015.

FUTURE AMEE CONFERENCES

AMEE 2014 will take place in Milan, Italy, from 30 August to 3 September. AMEE 2015 is in Glasgow from 5-9 September, and an eLearning Symposium and Hackathon will be the major focus of the preconference events on 5-6 September.

16TH OTTAWA CONFERENCE,
OTTAWA, CANADA

Towards the end of the year, the AMEE office was greatly involved with organisation of the 16th Ottawa Conference on the Assessment of Competence in Medicine and the Healthcare Professions to take place in Ottawa from 25-29 April 2014. Held in collaboration with the 12th Canadian Conference on Medical Education (CCME), the theme is “Transforming Healthcare through Excellence in Assessment and Evaluation”.

AMEE 2013
Conference attendees by role

AMEE 2013
Countries with greatest number of participants

Countries with greatest number of participants

United Kingdom

Thailand

Canada

United States

Netherlands

Denmark

Australia

Japan

Brazil

Germany
Prizes and Awards

AMEE offers a number of awards to recognise achievement and innovation and to support developments in medical and healthcare professions education. Some of these awards are only available to AMEE members.

AMEE Lifetime Achievement Award
The AMEE Lifetime Achievement Award is given to a person who has made an outstanding contribution to medical education both generally and to the work of AMEE, and is only made in exceptional circumstances. In 2013 the Award was presented to Madalena Patrício, Past President of AMEE, recognising her passion for medical education, her work internationally on behalf of less well-resourced countries and her tireless efforts on behalf of AMEE over the term of her Presidency. As Past President, Madalena’s responsibilities will include AMEE’s links with students and junior doctors and the Liaison Officer with WHO.

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 Award, to be presented annually to an educator deemed to have made a significant contribution within the field of medical education. There is no age limit for the award, but the recipient should usually have had no more than five years of formal teaching experience. The recipient and the person nominating should both be AMEE individual members. The closing date for receipt of nominations is 31 March in each year.

The 2013 Award was presented to Dr Kenar D Jhaveri, Hofstra North Shore LIJ School of Medicine, USA. Dr Jhaveri’s capacity for innovation in medical education, his creativity in teaching, the high regard in which he is held by his students and peers and his humility were recognised by the Committee, chaired by Professor Andrzej Wojtczak. Miriam would have greatly approved of the choice of Kenar Jhaveri as a worthy recipient of the Award.

AMEE Research Grants Programme
The AMEE Research Grants programme, open to AMEE individual members, recognises the importance of research in health professions education and is intended to serve as a catalyst to promote excellence in research. The receipt of a grant award recognises the work of an individual or group both locally and internationally. Grant funding of £20,000 has been allocated in 2013. We are pleased to announce the winners of the 2013 awards are:

1. Dr M.J.M.H. (Kiki) Lombarts, Associate Professor, Professional Performance Research Group, Center of Evidence-Based Education, Academic Medical Center, Amsterdam, Netherlands
2. Ming-Jung Ho, M.D., D.Phil, Assistant Dean for International Affairs, Associate Professor, Department of Social Medicine, National Taiwan University College of Medicine, Taipei, Taiwan

The winners will be invited to present their work at an AMEE conference within 3 years of receipt of funding.

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 2013 in Prague were:
1ST PLACE
The relevance of physics in an undergraduate medical curriculum: student’s perspective
Rossanun Shosanglertwijit, Danai Wangsaturaka (Chulalongkorn University, Faculty of Medicine, Pharmacology and Medical Education Unit, Bangkok, Thailand)
(Poster 10CC/12)

2ND PLACE
Selection-interviews at Hannover Medical School: Does the educational level of the parents matter?
A Dudzinska, V Fischer (Hannover Medical School, Deanery of Student Affairs, Hannover, Germany)
(Poster 8BB/7)

3RD PLACE
Burnout in Medical Students: a randomized multicentric study
Munique Almeida, Helena Paro, Fernanda B Mayer, Milton A Martins, Paulo SP Silveira, Patricia Tempski (School of Medicine of the University of São Paulo, Center for Development of Medical Education, São Paulo, Brazil)
(Poster 42/3)

AMEE ePoster Prize
To acknowledge the importance of the recently introduced electronic posters at AMEE conferences, AMEE has created this new award. The winner, presented with the prize at AMEE 2013 in Prague was:
Microbe Invader: Teaching microbiology through a computer role playing game
Li Tao (Case Western Reserve University School of Medicine, Cleveland, Ohio, United States)
(Poster 3FF/15)

Patil Awards
The winners of Patil Awards, made possible through a donation from Professor Nivritti Patil, University of Hong Kong, were decided by conference participants, who were asked to select the short communications that they believe had made a novel contribution to the Conference in four areas. The 2013 winners were:

CURRICULUM PLANNING/EVALUATION:
Integrated approach for teaching humanities in undergraduate medical curriculum
Ksenia A Mitrofanova, Elena A. Penkova (Ural State Medical Academy, Department of Foreign Languages, Yekaterinburg, Russia)
[Short communication 5H/6]

TEACHING AND LEARNING:
Overview of medical professionalism among undergraduate medical students in Khartoum
Jihad Abdelgadir Imam (University of Khartoum, Community Medicine, Khartoum, Sudan)
[Short communication 2J/7]

RESEARCH IN MEDICAL EDUCATION:
Team harmony in healthcare: lessons from musicians
Clare Whitehead (University of Ottawa, Faculty of Medicine, Ottawa, Canada), Cynthia Whitehead (University of Toronto, Department of Family and Community Medicine, Toronto, Canada), Gabrielle McLaughlin, Zubin Austin (University of Toronto, Faculty of Pharmacy, Toronto, Canada)
[Short communication 8K/6]

ASSESSMENT:
Brief Mindfulness Meditation (BMM) during OSCE to reduce stress and improve performance of medical students
Narin Chindavech, Surasak Aumkaew, Yupin Prawai, Prawai, Thanatpong Thienwutiwong, Surisa Sririwong, Vithoon Ruangsukriwong (Medical Education Center, Buriram Hospital, Medicine, Buriram, Thailand)
[Short communication 3F/4]

Full details of all the AMEE awards and prizes are given on the website http://www.amee.org/awards-prizes
MedEdWorld continues to evolve, improve and develop the range of services on offer. To this end:

- In February 2013, the first ‘Method of the Month’ was published on MedEdWorld. This series of articles highlights some of the resources available on MedEdWorld relating to specific medical education topics including: The OSCE; Team-Based Learning; Multiple-Choice Questions; The Flipped Classroom; Feedback; Lectures; Learning; and Simulation.

- In July 2013, by popular demand, MedEdWorld launched the ‘Reflections’ area, a space in which MedEdWorld members can share their thoughts on medical education practices and their experiences of recently attended conferences, courses and workshops. In 2013 the most popular Reflections pieces included:
  - ‘Harden’s Blog 63: A beautiful island and an interesting meeting’ – by Professor Ronald Harden
  - ‘The Practice of Medicine’ – by Dr Neel Sharma
  - ‘Who will dare to offer a real medical or medical education MOOC?’ – by Ken Masters
  - ‘A medical student’s role in a dramatic ethical incident’ – by Olle ten Cate
  - ‘Seeking inspiration from integration’ – by Dr Neel Sharma

- In August 2013 MedEdWorld got personal with the launch of the ‘Follow’ feature which allows members of the MedEdWorld Community to specify and then receive personalised updates by Authors or on Keywords of interest to them. This feature provides easier access to new and updated content to suit each user’s interest, a feature requested by many of our members.

- In 2013 the MedEdWorld Glossary, an easy-to-access database of terms widely used in medical education, was expanded and the fortnightly email newsletter, MedEdWorld Select, continued to present a selection of the most recent information added by MedEdWorld contributors from around the globe. Enhancements were also made to the database of Masters Courses in medical education developed in conjunction with the support of Ara Tekian.

From the period January to December 2013, the site attracted over 85,000 visits from more than 40,000 unique visitors. These visits generated in excess of 580,000 page views of which over 350,000 were unique.

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

MedEdPublish was launched in 2012 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. 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.

In 2013, there was a 75% increase in MedEd Publish paper submissions compared to 2012. You are invited to submit papers for publishing in MedEdPublish and to look at and rate papers published online at http://www.mededworld.org/MedEdWorld-Papers.aspx.
MedEdWorld Webinars

Thirteen webinars on a range of topics were offered during 2013. These provided an opportunity to engage online with internationally-acclaimed experts and with colleagues around the globe in a live discussion on a key topic in medical education. The topics and presenters were:

- Measurement and Improvement of the OSCE: Recognition and remediation of station level problems (part 1) by Richard Fuller and Godfrey Pell, School of Medicine, University of Leeds, UK
- Measurement and Improvement of the OSCE: Recognition and remediation of station level problems (part 2) by Richard Fuller and Godfrey Pell, School of Medicine, University of Leeds, UK
- 21st Century Curriculum Planning: Fostering Expertise through Experiential Learning and Feedback by Sharon Krackov and Henry Pohl, Albany Medical College, USA
- Transform Your Classroom into Active Learning: Team-Based Learning from A-Z by Dean Parmelee, Wright State University Boonshoft, School of Medicine, USA
- An Introduction to Competency-based Outcomes Education by Jason R Frank, Royal College of Physicians and Surgeons of Canada, University of Ottawa, Canada
- Developing High-quality Single-Best-Answer MCQs to Assess Application of Knowledge Using Patient Vignettes by Kathy Holtzman and Dave Swanson, National Board of Medical Examiners, USA
- Achieving the Continuum in Medical Education: Who says it cannot be done? by Dr Lewis First, National Board of Medical Examiners, Philadelphia, USA
- Helping Your Students Learn to Learn: This may be your most important task as a teacher by Hilliard Jason, Family Medicine, University of Colorado Denver School of Medicine, USA
- How to Personalise Learning by the Use of Technology by John Sandars and Natalie Lafferty, Leeds Institute of Medical Education, UK and University of Dundee, UK
- The Patient Partner in Care at the Heart of Medical Education by Vincent Dumez, University of Montreal, Canada
- Pass-Fail Decisions – how do we make them fairly? by Dwight D Harley, University of Alberta, Faculty of Medicine & Dentistry, Canada
- Continuing Professional Development: OSITEs with Standardized Learners to Re-Ignite Clinical Faculty’s Skills with Trainees by Alice Fornari, Hofstra North Shore-LIJ, School of Medicine, USA
- CBME 201: Step-by-Step Implementation of Competency-based Medical Education by Jason R Frank, Royal College of Physicians and Surgeons of Canada, University of Ottawa, Canada

Archives of the webinars can be accessed through MedEdWorld.
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.

**ASSESSMENT**

**AMEE GUIDE 66**
Post-examination interpretation of objective test data: Monitoring and improving the quality of high-stakes examinations
Mohsen Tavakol and Reg Dennick

**AMEE GUIDE 71**
A systemic framework for the progress test: Strengths, constraints and issues
William Wrigley, Cees van der Vleuten, Adrian Freeman and ArnoMuijtjens

**AMEE GUIDE 72**
Psychometric evaluation of a knowledge-based examination using Rasch Analysis: An illustrative guide
Mohsen Tavakol and Reg Dennick

**AMEE GUIDE 75**
Script concordance testing: From theory to practice
Stuart Lubarsky, Valérie Dory, Paul Duggan, Robert Gagnon and Bernard Charlin

**THEORIES IN MEDICAL EDUCATION**

**AMEE GUIDE 67**
Program evaluation models and related theories
Ann W Frye and Paul A Hemmer

**RESEARCH IN MEDICAL EDUCATION**

**AMEE GUIDE 68**
Generalizability theory for the perplexed: A practical introduction and guide
Ralph Bloch and Geoffrey Norman

**AMEE GUIDE 70**
Grounded theory in medical education research
Christopher Watling and Lorelei Lingard

**AMEE GUIDE 73**
Looking back to move forward: Using history, discourse and text in medical education research
Ayelet Kuper, Cynthia Whitehead and Brian Hodges

**AMEE GUIDE 74**
Writing for academia: Getting your research into print
John Coverdale, Laura W Roberts, Richard Balon and Eugene Beresin

**CURRICULUM PLANNING**

**AMEE GUIDE 69**
Developing research skills in medical students
Anita Laidlaw, Jim Aiton, Julie Struthers and Simon Guild

AMEE Guides can be purchased from www.amee.org/publications/amee-guides
Medical Teacher

Medical Teacher addresses the needs of those involved in training for the health professions throughout the world, whether in undergraduate education, postgraduate training or continuing professional development, and helps them keep up to date with developments and new ideas in educational

Medical Teacher, the Journal of AMEE, is published twelve times a year in collaboration with Informa Healthcare, in print (ISSN: 0142-159X) and online (1466-187X). Now in its thirty-fourth year, Medical Teacher is supplied to AMEE individual and student members as part of their membership fee. An international Editorial Board advises on journal policy.

The Journal presents reports of innovation and research in medical education, and features such as ‘Twelve Tips’, ‘How We...’ and the AMEE Guides series offer practical advice and information. Medical Teacher also publishes commentaries, Personal View articles and Letters to the Editor.

Editor: Professor R M Harden
Managing Editor: Mrs Pat Lilley
Journal Co-ordinator: Ms Morag Allan Campbell
Associate Editors: Dr John Dent
Professor Trevor Gibbs
Professor Debbie Jaarsma
Professor Trudie Roberts

2013 Impact Factor: 2.04

The Editor gratefully acknowledges the assistance of the Editorial Board members and the many reviewers who give their time freely in order to assist with reviewing the increasing number of manuscripts submitted each year.

Special issues

A special issue was published in 2013 on the subject of ‘Assessing tomorrow’s learners’, with guest editors Trudie Roberts and Cees van der Vleuten (Medical Teacher, 35, 7), in which a number of papers explored the changes and challenges in assessment today and beyond.

Supplements

A supplement to the April 2013 issue was published in collaboration with the Saudi Society for Medical Education (SSME) and the Dr Hamza Alkhouli Chair for Medical Education Development in the Kingdom of Saudi Arabia.

Glossary of Terms

A new project, the development of a glossary of health professions education terms, was implemented throughout the year in collaboration with MedEdWorld. Authors submitting articles to Medical Teacher are now asked, during the submission process, to identify terms in their paper which may be unfamiliar to the reader. Terms are then added in a box at the end of the article and also added to the existing glossary on MedEdWorld. The aim is to build up a dynamic glossary of terms in medical education, as a way of keeping pace with the rapidly changing terminology in the field of health professions education.
ESME Courses

The popular Essential Skills in Medical Education face-to-face and online courses are designed to be of value both 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 ESME courses, offered and accredited by AMEE, are aimed at practising teachers in medicine and the healthcare professions, both basic scientists and clinicians. The courses recognise that all, 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.

Face-to-face courses

ESME - ESSENTIAL SKILLS IN MEDICAL EDUCATION

The basic ESME course provides an introduction to 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 2013 at the following venues: 10th APMEC, Singapore; 17th IAMSE, St Andrews, UK; AMEE 2013, Prague, Czech Republic and ICME, Mauritius.

ESMEA - ESSENTIAL SKILLS IN MEDICAL EDUCATION ASSESSMENT

The ESMEA course provides an introduction to the fundamental principles of assessment and is aimed at those new to assessment and who wish to gain a thorough foundation in the area. The ESMEA course was held at AMEE 2013, Prague.

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 held at AMEE 2013, Prague.

ESCEL – ESSENTIAL SKILLS IN COMPUTER-ENHANCED LEARNING

ESCEL prepares participants to develop, deliver, and evaluate computer-enhanced learning activities using sound educational principles and a range of creative technologies. ESCEL was held at AMEE 2013, Prague.

ESCEPD – ESSENTIAL SKILLS IN CONTINUING EDUCATION AND PROFESSIONAL DEVELOPMENT

This new course was designed for those involved in planning, organisation and/or implementation of medical/health education at the continuing professional development level. It was offered for the first time at AMEE 2013 in Prague.

ESME Online courses

The ESME Online course introduced in 2012 has proved very popular and was offered in April and September 2013. Over 200 participants from 30 countries joined the 12 week course, which consists of interactive webinars, online small-group discussions and assignments. 54 participants from Chile and other Latin American countries took part in Spanish-speaking discussion groups, organised by Pontificia Universidad Catolica de Chile. The ESME course was led by Ronald Harden with Trevor Gibbs, John Dent, Pat Lilley, Arnoldo Riquelme, Marcela Bitran, Ximena Trivino and Isabel Leiva as group facilitators.

The ESME Leadership Online course was also offered twice during the year, led by Stewart Mennin, with 39 participants taking part in the two courses.

Feedback from these courses continues to be very positive and the development of additional online ESME courses including one for students is being explored.
The BEME Collaboration aims to create a culture of best evidence education amongst individuals, institutions, and national bodies with an education or accreditation remit. 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.

To support the further development of the BEME Collaboration, a revised organisation structure was agreed at AMEE 2012 in Lyon and was implemented in 2013.

The BEME Board has the overall responsibility for the strategic development of the BEME Collaboration and the co-ordination of current activities.

BEME Board Members:
- António Cândido Vaz Carneiro, University of Lisbon, Portugal
- W. Dale Dauphinee, McGill University, Canada
- Trevor Gibbs, AMEE, UK
- Larry Gruppen, University of Michigan, USA (Sally Santen, alternate)
- Ronald M Harden, AMEE, UK
- Barry Issenberg, University of Miami, USA
- Pat Lilley, AMEE, UK
- Hugh MacDougall, University of St Andrews, UK (Simon Guild, alternate)
- Madalena Patrício, University of Lisbon, Portugal
- Albert Scherbier (chair), Maastricht University, The Netherlands (Cees van der Vleuten, alternate)
- Yvonne Steinert, McGill University, Canada (Aliki Thomas, alternate)
- David Wilkinson, University of Queensland, Australia (Jill Thistlethwaite, alternate)

BEME International Collaborating Centres:
- University of Michigan, USA
- University of St Andrews, UK
- McGill University, Canada
- Maastricht University, The Netherlands
- University of Queensland, Australia

The BEME Review Editorial Committee (BREC) is responsible to the BEME Board for BEME reviews from their initial proposal and registration to their final publication and for ensuring that reviews meet the BEME publication standards.

The BEME Congress represents the wide range of BEME stakeholders and has the responsibility for advising the Board with regard to current activities, policy and future directions for the BEME Collaboration. The congress meets annually during the AMEE Conference.

BEME International Collaborating Centres (BICCs) have responsibility for progressing the work of the BEME Collaboration and for its future development through the work of their Centre and through their representation on the Board.

Seven BEME reviews were published in 2013:

- BEME Guide 27: Doctor Role Modelling in Medical Education. Passi V, Johnson S , Peile E , Wright S , Hafferty F , Johnson N 2013 Medical Teacher 35(9), e1422-e1436

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

ASPIRE provides a mechanism that improves the medical education process and outcomes around the world by identifying, recognising and rewarding excellence in the field. No other process does this. An ASPIRE Award allows medical schools to be recognised internationally for their excellence in education. ASPIRE recognition provides a medical school with an enhanced capability for:

- monitoring the quality of its education programme and the extent to which it conforms to best practice
- demonstrating and promoting its exceptional excellence in teaching and learning

The ASPIRE programme was established to go beyond the traditional accreditation process and to recognise that the education programme in a medical school can be subjected to peer review against an agreed set of standards or benchmarks that identify world-class excellence in education.

Three spheres were selected in the first instance for recognition of excellence. These are:

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

A Board and three Panels made up of international leaders in medical education and experts in the field, practising teachers, and students have defined the criteria for excellence in each of the three areas.

Founding Board Members
Professor Khalid Bin Abdulrahman, Saudi Arabia
Professor Ducksun Ahn, Korea
Dr Emmanuel G Cassimatis, USA
Professor Sir Graeme Catto, UK
Dr 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 ASPIRE Panels are:
- Excellence in Assessment Panel – Trudie Roberts, UK
- Excellence in Student Engagement Panel – Khalid Bin Abdulrahman, Saudi Arabia
- Excellence in Social Responsibility and Accountability Panel – James Rourke, Canada

Details of membership of the Panels can be found at www.aspire-to-excellence.org

Following its launch at AMEE 2012 in Lyon, 20 schools from countries around the world participated in a pilot study. The criteria for excellence in each of the areas and the submission process were then reviewed by the ASPIRE Board and the three Panels based on the experience gained in the pilot study. The deadline for the first round of submissions was 31 March 2013.

The inaugural ASPIRE awards were presented at the AMEE 2013 Conference in Prague to the eight schools that had met the standards for excellence set by the ASPIRE Board and Panels of global experts and reviewers.
ASPIRE 2013 Awards

Excellence in Assessment of Students
- Southern Illinois University School of Medicine, USA
- Aga Khan University Medical College, Pakistan

Excellence in Social Responsibility and Accountability as a Mission of the Medical School
- Northern Ontario School of Medicine, Canada
- Hull York Medical School, UK

Excellence in Student Engagement in the Curriculum and in the Medical School
- International Medical University, Malaysia
- The University of Western Australia, Faculty of Medicine, Dentistry & Health Sciences, Australia
- School of Health Sciences, University of Minho, Portugal
- University of Maribor, Faculty of Medicine, Slovenia
- Hull York Medical School, UK
A fond farewell to Tay Park House

Early in 2014 the AMEE Office moves to new premises at 12 Airlie Place, Dundee DD1 4HJ, UK. Phone, email and website details will remain the same.

We look forward with great excitement to the move, which marks a new chapter in AMEE's history.

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

Inspire...and be inspired