MESSAGES FROM THE PRESIDENT & THE GENERAL SECRETARY

It is a pleasure to welcome you to this 7th AMEE annual report. You will see from the content that it has been a very busy period for the association.

Recognising that excellent organisations don’t stand still we have spent some time revisiting the AMEE strategy which will guide our activities for the next 12 months. Whilst undertaking this exercise we ensure we keep at the forefront of our minds that AMEE exists to support medical educators in providing excellent student experiences. Attending the AMEE conferences over the years it has always impressed me how enterprising and innovative attendees are. Consequently it is a pleasure to see that the latest ASPIRE award has been developed to recognise excellence in innovation in medical education. I look forward to hearing about the work of the winners.

Although AMEE is an international organisation and very global in its outlook we also are acutely aware of our role in representing medical education in Europe. To ensure this role has sufficient visibility, AMEE Exec member Janusz Janczukowicz has taken on the responsibility of ensuring AMEE is up to speed on all the major European medical education issues. He organized an excellent meeting with European colleagues last year in Basel.

It has been said that we are living in the era of the 4th industrial revolution – where technology is integrated into every aspect of daily life. It is likely that healthcare practice and delivery will be dramatically changed in the coming years and it is important as educators we prepare the current and future workforce to meet these changes. The AMEE Technology Enhanced Learning (TEL) committee led by Prof John Sandars is important in leading this area and they have organized a one day pre-conference symposium for the Vienna meeting. I do hope to see you in Vienna.

Trudie E Roberts
President

During the last year we have continued to look at how members can keep in touch with one another and engage in AMEE activities. The AMEE Annual Conference provides a valuable opportunity for networking. It now attracts about 4000 participants and is recognised as the leading international conference for those with an interest in health professions education.

MedEdWorld and the monthly newsletter provide a source of information about developments in medical education, about resources available, about conferences, and about appointments and job opportunities.

This year sees the 20th Anniversary of the Best Evidence Medical Education (BEME) Collaboration. BEME Systematic reviews provide a useful source of evidence as to what works in education. askAMEE is an exciting new initiative presently in beta testing that helps to translate evidence from research to practice. Its aim is to provide the teacher with just-in-time information that informs their daily practice.

AMEE’s second journal, MedEdPublish, is increasingly attracting recognition as a forward-looking approach to publishing in medical education with post-publication review of papers submitted.

As you will read in this report, the ESME courses go from strength to strength, with increasing numbers of participants and new themes added. Individuals who achieve four ESME certificates will receive the AMEE Specialist Certificate in Medical Education.

We look forward to working with AMEE members to develop an exciting programme of activities in the coming year.

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, Russian Federation
Professor Gerard Flaherty, Ireland
Dr Janusz Janczukowicz, Poland
Professor Gary Rogers, Australia
Dr Subha Ramani, USA
Professor Jenifer Cleland, UK

Committee Members:
Professor Madalena Patricio, Portugal
(AMEE Past-President)
Professor David Gordon, UK
(President, WFME)
Professor Peter Dieter, Germany
(President, AMSE)
Dr Agostinho Sousa
European Junior Doctors Representative
Ms Katerina Dima
IFMSA Representative
Mr Evangelos Papageorgiou
EMSA Representative

Scottish Charity SC031618
CHIEF OPERATING OFFICER’S OUTLOOK

Since arriving at AMEE in March 2018 I have been impressed with its innovative and energetic approach to developments in Health Professions education.

AMEE’s longstanding commitment to the education of the health professions puts it in an ideal position to shape and deliver the essential skills of health professionals for the future; it has a stable of innovative educational and scholarly resources from ESME courses to the open access publication, MedEdPublish, to the ASPIRE initiative which promotes excellence in undergraduate education. AMEE also has one of the most successful conferences in the sector and an extensive network of some of the most talented individuals in health professions education.

To be successful in shaping the debate on health professions education we recognise we must first be successful in delivering meaningful services to our members and other stakeholders who rely on AMEE to keep them current on a wide range of matters.

During the past year the AMEE team has started a programme of change to develop AMEE capabilities for the future. The AMEE management team and Executive Committee have started a process of strategic development to focus AMEE on those objectives which will have the greatest impact in health professions education in the future. The strategy has been supported by a significant investment in a sophisticated ‘Association Management System’ which will allow AMEE to redefine the delivery of its services, develop its marketing and communication capabilities and become ‘data driven’ in its decision making.

The team in the AMEE office has started adapting to new roles which will fully utilise the investment in technology and focus the team’s efforts on its strategic objectives. Although a registered charity, a number of AMEE’s educational initiatives operate in commercial sectors, exposing it to commercial risk. To safeguard the trustees and provide greater flexibility in its operations, AMEE will transfer its legal form during 2019/20 to a limited liability entity called a Scottish Charitable Incorporated Organisation (SCIO).

AMEE offers a tremendous opportunity to support healthcare provision by making a significant contribution to the education of health professionals at a time when they face unprecedented change.

If you have an interest in health professions education and are not yet engaged with us in some capacity, I do hope you will contact us and consider membership.

We look forward to hearing from you.

Scott Johnstone

AMEE EUROPE

During the past year AMEE has continued to support the European region through a number of initiatives. It is in the process of carrying out a survey of European medical schools, the results of which may contribute to the development of the WFME global directory of medical schools.

AMEE collaborates regularly with the national medical education associations of Europe, while AMSE has a permanent position on the AMEE Executive Committee.

Madalena Patricio, an AMEE trustee, made a statement on behalf of AMEE at a WHO Regional Committee meeting in September 2018, in which she outlined the challenges facing the education of healthcare professions and AMEE’s desire to work with the WHO and other NGO’s that share its aims.

Janusz Janczukowicz, also an AMEE trustee, represents the views of AMEE to various stakeholders across Europe, including the EU. Janusz also works closely with the International Federation of Medical Students Associations (IFMSA) and the European Medical Students Association (EMSA) on the issue of refugees in Medical Education.

AMEE’s annual conference in 2018, the largest health professions education conference in the sector, was held in Basel, providing a forum for European medical educators to congregate, network and learn with colleagues from across the globe. In 2019 the AMEE conference will be held in Vienna.

Although AMEE pursues its charitable aims on a global scale, as the WFME regional association for Europe, it continues to support the education of health professions in Europe in pursuit of its mission.
INTERNATIONAL NETWORKING CENTRES

As AMEE’s activities have developed, the number of countries taking part in its conferences, courses and other activities has grown. Mindful of the very specific needs of some of these regions, three International Networking Centres have been established. The first of these was opened in the Educational Development Centre of the First Affiliated Hospital of Sun Yat-sen University/Zongshan Medical School, in Guangzhou, People’s Republic of China, in November 2017, under the Directorship of Dr Yingzi Huang and supported by Professor Ming Kuang, Director of Education and Vice-President of the First Affiliated Hospital.

In May 2018, an International Networking Centre was opened in the Russian Federation based in the Department of Linguistics at the I M Sechenov First State Medical University, Moscow. It is led by a team of supportive faculty from the Education Department and co-directed by Professor Andrei Svistunov, Vice- Rector of the University, and a team from the Education Department.

Both initiatives were made possible through the foresight and hard work of AMEE’s close colleagues who encouraged leading medical schools in both countries to provide accommodation so that AMEE could have a presence within their University. Through these International Networking Centres AMEE has been able to reach out to medical and health professions educators and to assist in faculty development initiatives including ESME courses, conferences and, in the case of China, a Chinese version of Medical Teacher published four times a year. Since the last annual report, both offices have continued to flourish.

In May 2019 a third AMEE International Networking Centre was opened in Georgia, based within Tbilisi State Medical University, led by Professor Gaiane Simonia, Head of the Department of Medical Education. An ESME course has already been delivered by Trevor Gibbs, and participants from Armenia and Azerbaijan were also welcomed to the Centre.
At the end of August, AMEE 2018 in Basel proved to be another resounding success, with participants from 102 countries representing all the health professions and across the continuum of education. Whilst participants come to attend sessions and to present their work, many tell us that they value the networking and opportunities to collaborate with others dealing with similar challenging issues.

**AMEE 2018 – Some statistics**

- **3,845** Participants
- **500+** ‘AMEE Live’ participants
- **312** Students
- **73** Exhibitors
- **4** Plenary sessions
- **25** Symposia
- **423** Short communications
- **45** Research papers
- **12** Doctoral reports
- **912** Posters
- **98** ePosters
- **11** Fringe presentations
- **65** Conference workshops
- **32** Preconference workshops
- **9** Courses and Masterclass sessions
- **18** ‘Point of view’ presentations
- **22** PechaKucha® presentations
- **29** Round Table discussions
- **13** Patil Teaching Innovation Awards

Of 102 countries attending, the following sent the greatest number of delegates, USA and UK sharing the lead closely followed by Thailand. It is particularly exciting to see growing attendance from countries such as Taiwan, Brazil and Japan.

Participants may have multiple roles. The following indicates their main education role, as identified by AMEE 2018 attendees.

What our participants said were important features of AMEE 2018:

- "Being able to share ideas and challenges with international colleagues"
- "Really enjoyable - lots of interesting topics - just wish it was longer so I could go to more"
- "AMEE rocks!"
**AMEE 2019**

We’re greatly looking forward to AMEE 2019 at Austria Center Vienna from 24-28 August. This is the third time the AMEE conference has been held in Vienna, a city much prized for its culture, architecture and coffee shops! Current registration numbers promise another large attendance, abstract submissions are the highest ever, and several new and exciting topics have made their way into the programme. The important role that patients can play as educators will be presented by plenary speakers Susan E Sheridan and Suzanne Schrandt from the US. Yrjö Engeström from Finland will look at the development of expertise, informed by Activity Theory, and Ray Land from UK will explore how Threshold Concepts can help to inform teaching, learning and curriculum development. Also featured are Surgery Education, Humanities, Global Health and CPD.

The Technology Enhanced Learning Committee is organising a one-day symposium “Technology and the transformation of medical education” on Saturday 24 August. This complements the other preconference sessions including seven courses, five masterclass sessions and 39 preconference workshops.

Participants unable to come to Vienna can join AMEE Live, with plenaries and symposia live streamed for synchronous viewing, or at leisure after the event.

Further information is on the website [www.amee.org](http://www.amee.org)

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**OTTAWA 2020**

Assessment of health professionals and evaluation of programmes: Best practice and future development

AMEE’s second conference – the Ottawa Conference – is held biennially in locations around the world, usually outside Europe, and in the past year considerable effort has been directed towards organisation of next year’s event. After the highly successful conference in 2012, Kuala Lumpur is now the venue for Ottawa 2020 in the state-of-the-art Kuala Lumpur Convention Centre overlooking the beautiful KLCC Park in the heart of the city. Preconference workshops and courses are scheduled on Saturday 29 February and Sunday 1 March. The Conference opens on Sunday evening and closes on Wednesday 4 March at lunchtime. We are proud to be collaborating with International Medical University in Kuala Lumpur to co-organise the Conference.

Ottawa conferences focus on the assessment of competence in the health professions and the evaluation of programmes across the continuum. The Miriam Friedman Ben David Lecture on Assessment and CPD will be given by Professor Liz Farmer from Australia. Professor Olle ten Cate from the Netherlands will present on Entrustable Professional Activities. A popular feature of Ottawa conferences is the “Ask the Panel” session, with a range of experts engaging in a lively dialogue with the audience. The final plenary will summarise the work of the three Consensus Groups on Performance in Assessment; Technology Enhanced Assessment; and Programmatic Assessment. Fourteen conference symposia will deal with challenging assessment issues.

The Ian Hart Award for Innovation in Medical Education will again be presented. Nominations and criteria are on the website [www.ottawaconference.org](http://www.ottawaconference.org)

Abstracts on any aspect of health professions assessment and evaluation are invited by 15 September. The earlybird registration ends on 15 December.

Full details of Ottawa 2020 can be found on the website [www.ottawa2020.org](http://www.ottawa2020.org)

#OttawaAssessment2020
PRIZES AND AWARDS

Congratulations to the Winners of our Prizes and Awards

AMEE AWARDS

<table>
<thead>
<tr>
<th>Prize/Award</th>
<th>Rationale</th>
<th>Winner(s)</th>
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<tbody>
<tr>
<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>Julie Williamson, Lincoln Memorial University- College of Veterinary Medicine</td>
</tr>
<tr>
<td>AMEE Research Grants, judged by the AMEE Research Committee</td>
<td>To support research projects undertaken by AMEE members</td>
<td>Anouk Wouters, The Netherlands, Susan Humphrey-Murto, Canada</td>
</tr>
<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), The Global Health Education Report Card Project, UK</td>
</tr>
<tr>
<td>MERC Grant</td>
<td>To support Medical Educators working in Resource Constrained Settings (MERCs grant)</td>
<td>Mon Mon, Myanmar</td>
</tr>
<tr>
<td>Sino-Russian Award</td>
<td>To support professional development of a new educator from China or Russia</td>
<td>Yingzi Huang, China</td>
</tr>
<tr>
<td>MedEdPublish Paper Prize</td>
<td>Awarded for the most outstanding paper published in MedEdPublish</td>
<td>Duncan Shrewsby, USA, Lise Mogensen, Wendy Hu, Australia</td>
</tr>
<tr>
<td>Ian Hart Award for Innovation in Medical Education</td>
<td>To an educator who has demonstrated achievement through contributions to curriculum planning</td>
<td>Olle ten Cate, The Netherlands</td>
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PRIZES AND AWARDS AT THE AMEE CONFERENCE

<table>
<thead>
<tr>
<th>Prize/Award</th>
<th>Rationale</th>
<th>Winner(s)</th>
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</thead>
<tbody>
<tr>
<td>AMEE Teaching Innovation Awards sponsored by the Patil Family</td>
<td>To recognise innovative presentations at AMEE 2018</td>
<td>Marcos Rojas, University of Chile, Santiago, Chile, Hella Ashourizadeh, AVECEN Co., Tehran, Iran (presented by Mirzazadeh), Roshit Bothara, University of Otago, Christchurch, New Zealand</td>
</tr>
<tr>
<td>AMEE Research Paper Awards, judged by AMEE Research Committee</td>
<td>To recognise outstanding research papers presented at AMEE 2018</td>
<td>Sandra Monterio, Canada, Juan Cendan, USA, Andrea Gingerich, Canada, Susan Bannister, Canada, Martina Kelly, Canada, Leslie Carstensen Floren, USA, Cristina Gonzalez, USA, Arabella Simpkin, USA, Stephanie Meeuwissen, Netherlands, Claire MacRae, UK</td>
</tr>
<tr>
<td>3rd Copenhagen Academy for Medical Education and Simulation (CAMES) Award</td>
<td>To recognise the best journal article in the area of simulation published during the year</td>
<td>Dr Heidi Maertens and colleagues</td>
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<tr>
<td>AMEE Doctoral Award</td>
<td>To recognise an investigator who has presented a high quality doctoral report at AMEE 2018</td>
<td>Christopher Harrison, The Netherlands</td>
</tr>
<tr>
<td>AMEE Postgraduate Travel Awards, selected by AMEE Postgraduate Committee</td>
<td>To support attendance at the AMEE Conference by junior doctors with conference presentations</td>
<td>Tiago de Araujo Guerra Grangeia, Bruno de Jorge, Dario Cecilio-Fernandes, Rene A Tio, Marco Antonio de Carvalho-Filho, Brazil</td>
</tr>
<tr>
<td>Medical Teacher Poster Prize, sponsored by Taylor &amp; Francis, judged by the AMEE Poster Prize Committee</td>
<td>To recognise the best poster displayed at AMEE 2018</td>
<td>Veerapong Vattanavanit, Thailand</td>
</tr>
<tr>
<td>AMEE ePoster Prize</td>
<td>To recognise the best eposter displayed at AMEE 2018</td>
<td>Veerapong Vattanavanit, Thailand</td>
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</table>
The ASPIRE initiative encourages and promotes outstanding performance and excellence in education. An ASPIRE award allows medical, dental and veterinary schools to be recognised internationally for their excellence in education. ASPIRE recognition provides the schools with an enhanced capability for monitoring, demonstrating and promoting their excellence in teaching and learning.

During 2018, seven schools were recognised and awarded the ASPIRE Award for excellence.

**FACULTY DEVELOPMENT**
University of Leeds, School of Medicine, UK

**SOCIAL ACCOUNTABILITY**
College of Medicine, University of Saskatchewan, Canada

**STUDENT ENGAGEMENT**
Imperial College London School of Medicine, UK

**SIMULATION**
Southern Illinois University School of Medicine, USA
NHS Education for Scotland Clinical Skills Managed Educational Network, UK
Center for Education in Medical Simulation, Taipei Medical University, Taiwan

The ASPIRE award gives us an enormous sense of pride in the work we do, provokes innovative reflections on how we can enhance our practice and motivates us to strive for positive impacts bridging the healthcare and academic environment.

University of Leeds, United Kingdom

The superb initiative of the Aspire-to-Excellence programme addresses a much neglected area by recognizing excellence in medical and veterinary education, and its ever-increasing areas of excellence-recognition, will in due course frame all key perspectives in health professions education.

Aga Khan University, Pakistan

The ASPIRE-to-Excellence initiative added Curriculum Development as a new theme for the 2019 round of submissions. The pilot of a new theme, Inspirational Approaches to Health Professions Education, is currently underway.

Award winners interviews are available at AMEE YouTube Channel at: [www.youtube.com/user/ameeonline/videos](http://www.youtube.com/user/ameeonline/videos)
ESME COURSES

AMEE-ESSENTIAL SKILLS IN MEDICAL EDUCATION (ESME) COURSES 2018-2019

AMEE’s ESME courses continue to be popular, well subscribed and well-evaluated. Participants successfully completed a total of 781 courses in 2018-19: 318 face-to-face, and 463 online, with an additional 108 places in Masterclasses attended by conference delegates. Two key developments in 2018 were the introduction of the AMEE Specialist Certificate in Medical Education, and the move to the Moodle platform for delivery of online content. Our much anticipated online research course ‘RESME’ was launched in early 2019.

MedEdWorld has continued to provide during the year:

- Global news and information about health care professions education
- Interesting papers published
- Upcoming educational conferences and meetings
- Medical education courses available
- Job opportunities in health professions education
- Webinars on key topics in medical education by international experts
- A glossary of medical terms
- Resources including AMEE Conference videos

A global online medical education community sharing expertise to improve medical education.

Newsletter

A monthly newsletter has been published highlighting recent entries to the AMEE MedEdWorld website and includes Harden’s Blog.

Webinars

Twenty webinars on a range of topics in health professions education were offered during Autumn 2018 and Spring 2019. These provided an opportunity to engage online with international experts and colleagues around the world.
For two decades BEME has been providing the latest findings from scientifically grounded educational research to enable teachers and administrators to make informed decisions about evidence-based education initiatives that boost learner performance on cognitive and clinical measures.

In 2019 BEME launched a new executive committee (BEX) chaired by Morris Gordon to facilitate collaboration amongst BEME members. The BEX has already facilitated the involvement of BEME in its first major bid for research funds and is developing a number of other initiatives.

Since the last Annual Report seven BEME systematic reviews have been published on a number of topics. They are:

- **BEME Guide 50**: What are the features of targeted or system-wide initiatives aimed at increasing diversity in health professions trainees?
- **BEME Guide 51**: What are the most effective teaching methods that develop reflection in medical students.
- **BEME Guide 52**: What works best for health professions students using mobile (hand-held) devices for educational support on clinical placements?
- **BEME Guide 54**: Non-technical skills assessments in undergraduate medical education.
- **BEME Guide 55**: Approaches to multi-level learning in the general practice context, using a realist synthesis approach.
- **BEME Guide 56**: Interventions for undergraduate and postgraduate medical learners with academic difficulties.

All BEME reviews are published in Medical Teacher. In 2018 the BEME systemic review by Thistlethwaite JE et al was among Medical Teacher’s top ten downloads for the year.

BEME has produced 10 podcasts discussing reviews, reflecting on key issues and providing guidance on review methods. [https://bemecollaboration.org/Podcasts/](https://bemecollaboration.org/Podcasts/)

The PASREV course which provides attendees with the core skills needed to embark on a systemic review project will return to AMEE Vienna 2019.

If you wish to know more about BEME go to our website at [https://bemecollaboration.org/](https://bemecollaboration.org/) or scan the QR code.

The aim of askAMEE is to provide the teacher and others engaged in education in the health care professions with a readily accessible source of information on a specific education topic.

A pilot study covering 14 topics with answers provided to commonly asked questions was completed in 2018. A beta testing of askAMEE is currently underway.

Further information about askAMEE and the topics addressed is available at [https://www.askamee.org/](https://www.askamee.org/)
MedEdPublish continues to grow, with annual increases in both readership and articles published. Our audience is global and we have recruited an active and engaged panel of reviewers. A key milestone for 2018-19 was our acceptance for indexing by the Directory of Open Access Journals with award of the DOAJ seal for high publishing standards.

In July 2019 we submitted an application to PubMedCentral. This is part of a wider indexing strategy which will include applications to Web of Science Emerging Sources Citation Index (ESCI) and Scopus.

MedEdPublish has established a worldwide readership and our site traffic continues to grow. 41 countries are represented on our Panel of Reviewers and we have attracted submissions from 205 institutions in 90 countries.

**TOP 10 COUNTRIES BY SUBMISSIONS SINCE 2016**

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<tr>
<th>COUNTRY</th>
<th>ARTICLES SUBMITTED</th>
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<tr>
<td>UK</td>
<td>309</td>
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<tr>
<td>USA</td>
<td>272</td>
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<td>Canada</td>
<td>90</td>
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<tr>
<td>Australia</td>
<td>74</td>
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<td>Brazil</td>
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<td>Saudi Arabia</td>
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<td>Singapore</td>
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<td>Pakistan</td>
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<td>Japan</td>
<td>18</td>
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<td>India</td>
<td>17</td>
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**COUNTRY ARTICLES SUBMITTED**

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<td>India</td>
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MEDICAL TEACHER

Medical Teacher is proud of its contributions to health professions education by addressing the needs of the practising teacher and trainer over the past four decades. Read in more than 100 countries, Medical Teacher’s international reach continues to expand, some of its articles being translated into Chinese. The journal provides a range of articles, including research papers, case studies, AMEE and BEME guides, Twelve Tips and personal views representing the continuum from undergraduate education through postgraduate training to continuing professional development.

Medical Teacher celebrated its 40th volume in 2018 with a series of special issues highlighting important themes and exciting developments in health professions education:

- **May**: Curriculum Development
- **June**: Curriculum Themes including Postgraduate Education and Interprofessional Education
- **July**: Simulation Based Education
- **August**: Adaptive Learning
- **September**: Continuing Professional Development
- **October**: The Medical School of the Future
- **November**: Best Practice for Assessment

2018 IMPACT FACTOR: 2.706
Print ISSN: 0142-159X Online ISSN: 1466-187X
www.tandfonline.com/toc/imte20/current

New features recently introduced include video abstracts by the author, cartoon abstracts with a graphic, eye-catching introduction to a published paper, and blogging. Authors have the opportunity to add to their articles by publishing tables, videos etc. as supplemental material.

Medical Teacher had 399,596 article downloads in the first six months of 2019, a 19% increase over the same period in 2018. Among the most downloaded papers were AMEE guides.

HIGHEST NUMBER OF ARTICLE DOWNLOADS BY COUNTRY IN 2018

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>USA</td>
<td>33%</td>
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<tr>
<td>UK</td>
<td>27%</td>
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<tr>
<td>Australia</td>
<td>12%</td>
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<tr>
<td>Canada</td>
<td>8%</td>
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<tr>
<td>Netherlands</td>
<td>5%</td>
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<td>Germany</td>
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<td>China</td>
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<td>Switzerland</td>
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<td>India</td>
<td>3%</td>
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<td>Philippines</td>
<td>2%</td>
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AMEE GUIDES

In the academic year 2018-2019 five guides were published

**AMEE Guide No. 122**: Teaching Sociology to Undergraduate Medical Students, authors Kathleen Kendal, Tracey Collett, Anya de Iongh, Simon Forrest and Moira Kelly, published December 2018

**AMEE Guide No. 123**: An educational decision-makers guide to reading studies of educational costs, authors Stephen Maloney, David A Cook, Robert Golub, Jonathan Foo, Jennifer A Cleland, George Rivers, Martin Tolsgaard, Darrell Evans, Mohamed Elhassan Abdalla and Kieran Walsh, published December 2018


**AMEE Guide No. 126**: AMEE Guide No. 126: A practical guide to test blueprinting, authors Mark Raymond & Joseph Grande, to be published August 2019

**AMEE Guide No. 127**: Artificial Intelligence in Medical Education, author Ken Masters, to be published September 2019

Other guides are in various stages of production. There is now a steady stream of suggestions for future AMEE Guides and we are looking at existing guides with a view to their updating.
MEMBERSHIP AND FELLOWSHIP

Advances in technology are encouraging ‘consumerism’ of online services which is redefining established ‘one size fits all’ definitions of association membership. However, although the demands on membership continues to grow AMEE has succeeded in growing membership income by 4% in 2018 to £213k and retains an international reach of members in 90 countries.

AMEE is responding to these challenges by developing its customer service capabilities. The role of Engagement Administrator was also created during 2018 to provide a greater focus on the customer service of members, fellows and others that engage with AMEE on a regular basis. AMEE has also made a significant investment in an Association Management System which will allow it to be more data driven, flexible and focussed in future providing services to its Members and Fellows.

The connections between AMEE’s impressive stable of educational projects and events, which are highlighted in this report, are being communicated to those individuals and institutions engaging with AMEE in order to improve their experience of Membership and Fellowship.

The AMEE Fellowship Scheme was introduced to bring active AMEE members together to promote scholarship in health professions education, encourage personal development and to connect senior members of AMEE with those new to the educational specialty. The scheme has continued to expand and at present there are 19 Fellows and 74 Associate Fellows.

During the past year the committee has continued to adapt the Fellowship program to ensure it remains relevant to aspiring and established educators including:

• refining the criteria for Associate Fellowship to enable those who find difficulty in attending AMEE conferences but show scholarship in health professions education through their activities in their own country;
• encouraging those faculty who have achieved the AMEE Specialist Certificate in Medical Education to become Associate Fellows;
• developing the AMEE Mentoring Scheme whereby AMEE Fellows and experienced Associate Fellows mentor the development of the new Associate Fellows;
• support the concept of Honorary Fellowship, for those scholars who would not normally apply for AMEE Fellowship but, through their academic activities, have effectively supported or developed aspects of health professions education;
• work with Advance-HE (previously the Health Education Authority), a global organisation supporting higher education, to develop an arrangement whereby HEA Fellows and Senior / Principal Fellows involved in health professions education can apply for either AMEE Associate Fellowship or Fellowship.

In the rapidly changing world of health care where the education and development of health professionals is becoming increasingly demanding, AMEE is committed through its Membership and Fellowship programs to support the educators of health professionals throughout their careers.

If you require more information on membership and fellowship do visit our website. https://amee.org/membership
AMEE COMMITTEES

Grateful thanks go to all committee members for their hard work and dedication to the many activities undertaken by committees on behalf of AMEE.

AMEE CPD COMMITTEE
Chair: Samar Aboulsoud

The goals of the CPD committee are to establish as increasing visibility of CPD within AMEE, and its development of international collaboration within the AMEE CPD community. 2018/2019 has witnessed the following output:

- The creation and implementation of a CPD Webinar Series, some of these in collaboration with other societies (GAME and SACME) and AMEE committees (FACDEV);
- Promotion of CPD scholarship with a MedEdPublish themed issue;
- Update of the CPD webpage with information regarding members and committee activities;
- The continuance and expansion of the Essential Skills in Continuing Professional Development (ESMECPD), with a number of certificates awarded and the flexibility to participate as a master class or as a course;
- The creation of a CPD track for the 2019 Annual Conference, with an increasing number of CPD related submissions and reviewers;
- Increasing communication with the CPD Special Interest Group (SIG).

AMEE FACULTY DEVELOPMENT COMMITTEE
Chair: Yvonne Steinert

The AMEE Faculty Development Committee strives to build a global community of faculty developers through the sharing of best practices, professional development and capacity building, and the promotion of collaborative research and scholarship. The Committee also aims to advance the practice of faculty development and advocate for its importance internationally. Major activities this year included:

- Planning the 5th International FACDEV Conference – Creating Connections: Exploring Faculty Development through Different Lenses - to be held on September 24-25, 2019, in Ottawa, Canada, in conjunction with the International Conference on Residency Education (ICRE);
- Offering online opportunities for networking and exchange, including a FACDEV Special Interest Group (SIG) on MedEdWorld, a FACDEV Listserv, and a FACDEV Twitter Account;
- Hosting three FACDEV Webinars that included a focus on the design of FACDEV programmes, creating a culture of quality supervision in clinical practice, and a comparison between CPD and FACDEV;
- Promoting scholarly work in faculty development through the creation of a FACDEV Research Grant;
- Committee members have also been actively involved in AMEE activities, including the AMEE conference, the ASPIRE-to-Excellence Initiative, BEME, and MedEdPublish, and we are currently exploring ways to liaise with other organizations and to promote regional FACDEV activities.

AMEE POSTGRADUATE COMMITTEE
Chair (to February 2019): Jason Frank

At its meeting in August 2018 the Committee developed its strategy including:

- building a community of practice for those engaged in PGME worldwide;
- developing a greater presence and contribution for PGME at AMEE conferences;
- improvements to PGME throughout the world via shared scholarship and good practices.

Activities to be undertaken included submission of sessions for the AMEE conference, organising a committee booth, reviewing abstracts, judging grant awards and providing advice to the AMEE Executive Committee.

Initiatives planned for 2019-2021 include a new governance structure with an open “PGME Community” for all with an interest, an appointed “PGME Executive” with geographic representation, an expanded “PGME Across Borders” study, collaborative projects, literature reviews, webinars, providing content for MededWorld and sharing of good practices.
AMEE RESEARCH COMMITTEE
Chair: Ayelet Kuper

The Committee continued its wide range of activities, ably supported by a network of educators from around the world who assisted with reviewing papers, grants and awards:

• Programme Planning/Research Papers: 254 abstracts were reviewed, of which 44 were accepted as research papers. Research Papers are evaluated during the AMEE conference, and the best papers acknowledged. The poster mentoring session will be offered again in Vienna.
• 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 of the two projects to be funded was difficult.
• Emerging Regions Research Award (MERCS): This Award aims to provide financial support for educational research and scholarship projects for those AMEE members working in under-resourced regions. Twenty applications were received and funding provided to two projects.
• 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. The quality of these applications is always admirable, and this year was no exception.

AMEE SIMULATION COMMITTEE
Co-chairs: Debra Nestel, Kristian Krogh

The Simulation Committee is responsible for advising 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. Activities include:

• AMEE Conference: Through the joint effort of Simulation Committee members, various sessions were proposed including pre-conference workshops, symposia, and in-conference workshops;
• Simulation Journal Club: In 2016 the Simulation Committee and AMEE established the annual CAMES Award for Best Research in Medical Simulation.
• MedEdWorld: Reports on conferences, journal articles, projects, book reviews etc. have been submitted for inclusion as resources in MedEdWorld.

• Webinars: Five webinars have been organised, archives of which are available through MedEdWorld.
• Scholarship: Members of the Committee published more than 50 papers in international, peer-reviewed journals in 2018. They covered a broad variety of topics centered on simulation in medical education including technical skills, professional skills, undergraduate and postgraduate education etc.
• ASPIRE-Simulation: The Committee is collaborating with the ASPIRE-to-Excellence Simulation Panel in promoting the AMEE ASPIRE Award for Simulation.

AMEE TECHNOLOGY ENHANCED LEARNING (TEL) COMMITTEE
Co-chairs: John Sandars, Natalie Lafferty

The vision of the TEL committee is to develop increased awareness of the challenges of using technology to enhance medical education and how these can be effectively overcome to improve teaching and learning. Main activities include:

• TEL Symposium: Organising a one day symposium on Technology and the Transformation of Medical Education at AMEE 2019, with Professor Sian Bayne and Ruben PuenteDura as keynote speakers. All participants are encouraged to share their personal experiences through e-posters and round table discussions. The main themes will be disseminated to the wider AMEE membership.
• AMEE 2019: TEL Committee members have provided several TEL themed sessions in the main AMEE Conference and have reviewed technology abstracts.
• ePosters: The Committee is organising judging of ePosters to select the best ePoster presented at AMEE 2019.
• Increased engagement with the membership of AMEE: New initiatives are being developed, including webinars, podcasts and MedEdWorld blogs.
• ASPIRE-to-Excellence: The TEL committee is developing a proposal for a TEL ASPIRE Award to recognise institutional excellence in the use of technology to enhance teaching and learning.