24th – 28th August 2024
Provisional Programme
In Person
About Basel

1. Basel, Switzerland, is a place of exciting contrasts.
2. A city with historical buildings next to modern architecture.
3. Where a young and dynamic art scene exists alongside world-renowned museums.
4. Cosmopolitan ambience here, lively traditions there.

Basel, Switzerland, serves as a nexus of connection, growth, and inspiration. Its international character, economic vitality, cultural richness, and commitment to education collectively contribute to a dynamic environment that fosters personal, professional, and creative development.

Connect: Basel serves as a major international crossroads due to its strategic location at the meeting point of Switzerland, France, and Germany. This geographical position fosters cultural exchange, business interactions, and a diverse community.

The city’s multilingualism, with residents commonly speaking German, French, and Swiss German, facilitates connections between people of different backgrounds and nationalities.

Grow: The University of Basel, with its long history and commitment to education and research, plays a crucial role in the intellectual growth of the city. Students and scholars contribute to the city’s dynamic and vibrant atmosphere.

Inspire: Basel’s rich cultural scene, including its numerous museums and art institutions, provides inspiration for both residents and visitors.

The historic Old Town, with its medieval architecture and landmarks like the Basel Minster, serves as a source of inspiration, connecting the present to the city’s rich past.

Basel’s commitment to sustainability and environmental initiatives inspires residents and businesses to contribute to a greener and more sustainable future.

Conference Theme

The theme of AMEE 2024 is ‘Develop your educational career: connect, grow and inspire with AMEE 2024’.

AMEE 2024 will focus on how best to: engage with existing knowledge to guide practice, develop new knowledge, and consider how what we do is useful for learners, patients, and society.

AMEE 2024 will promote and inspire excellence, collaboration, and scholarship across the continuum of health professions education.
**Educational Tracks**
Admission and Selection
AI
Assessment
Competency Based Education in the Health Professions (CBE-HP)
Designing and Planning Learning (including curriculum)
Education and Management
Equality, Diversity, and Inclusivity
Faculty Development
Humanities
Interprofessional and Team Learning
Patient Safety
Supporting Learners
Surgery Education
Sustainability and Global Health
Teaching and Facilitating Learning
Technology Enhanced Learning
The Scholarship of Teaching and Learning

**Phase of Education**
CPD
Generic
Postgraduate
Pre-Admission
Undergraduate and Graduate

**Conference Location**
All conference sessions will take place at the Messe and Congress Center Basel, unless otherwise specified.
The Transformative Power of Artificial Intelligence: Revolutionizing Health Professions Education

This session will consist of 9 highly interactive sessions designed to highlight the most relevant topics related to health professions education.

**Date:** Sunday 25th August  
**Time:** 0830–1600hrs

**PROGRAMME**

Welcome and Introduction  
Session 1: Fundamentals of AI in Health Professions Education  
Session 2: AI-Powered Personalized Learning  
Session 3: AI in Simulation and Virtual Reality in Healthcare Education  
Session 4: AI in Assessment and Feedback  
Session 5: Data-Driven Insights for Curriculum Enhancement  
Session 6: Ethical Considerations and Bias in AI Education  
Session 7: Implementing AI Tools in your Institution  
Session 8: Future Trends and Preparing for Change  
Session 9: Student Approaches to Using AI for Learning and Assessment  
Closing Remarks. The sessions offer a mix of interactive lectures and group work sessions

Attendees will participate in discussions and hands-on activities to understand how AI can advance their educational practice and how the challenges they expect to face in their institutions can be addressed.

**Location:** Hybrid – In Person and Online

**Registration Fee:**  
In Person: TBC  
Online: Included in the online registration fee.

**Register Online:** Registration will open in January 2024
AMERICAN COLLEGE OF SURGERY PRE-CONFERENCE PROGRAMME

SATURDAY 24 AUGUST

0800-1730  Registration Open

0930-1630  Masterclass Session

0930-1230  Pre-conference workshops

PCW 1: Dissecting workplace culture to improve the Postgraduate Training educational environment
Juliana Sá1, Stella Yiu2, Marianne Yeung3, Elif Dilek Cakal4, James Kwan5, Janice Hanson6
1University of Beira Interior, Covilhã, Portugal. 2Department of Emergency Medicine, The Ottawa Hospital and the University of Ottawa, Canada. 3Department of Emergency Medicine, University of Ottawa, Canada. 4University Hospitals of Leicester NHS Trust, Leicester, UK. 5Department of Emergency Medicine, TanTock Seng Hospital, Singapore. 6Department of Medicine and Office of Education, Washington University in St. Louis, USA

PCW 2: Rich Pictures – a new methodology to support and study teachers` and educators` identity development
Marco Antonio de Carvalho Filho1, Yvonne Steinert2, Marco Verluis1
1University Medical Center Groningen, the Netherlands. 2McGill University, Montreal, Canada

PCW 3: How do you implement virtual patient scenarios to train clinical reasoning in your undergraduate curriculum? A hands-on workshop.
Julius Josef Kaminski1, Silvia Mamede2, Harm Peters1
1Dieter Scheffner Center for Medical Education and Educational Research, Charité – Universitätsmedizin Berlin, Germany. 2Erasmus Medical Center, Erasmus University Rotterdam, the Netherlands

PCW 4: A Hands-On Workshop to Harness ChatGPT for Enhanced Scholarly Writing
Lorelei Lingard
Western University, London, Canada

PCW 5: Open Learning Design in Medical Education – Reimagining the role of learners
Michelle Lam1, Catarina Rodrigues2, Mustafa Alshareefi1, Konstantina Papageorgiou3
1International Federation of Medical Students’ Associations (IFMSA), Copenhagen, Denmark. 2Medical Student Alliance for Global Education (MeSAGE), Louisville, USA. 3University of Thessaly, Faculty of Medicine, Larissa, Greece

1330-1630  Pre-conference workshops
PCW 6: What’s the plan for a learner who struggles? Strategies to Assess for Remediation
Jean Klig¹, Calvin Chou², Adina Kalet³, James Kwan⁴, Minal Singh⁵
¹Harvard Medical School, Boston, USA. ²University of California San Francisco, USA. ³Medical College of Wisconsin, Milwaukee, USA. ⁴National University of Singapore, Singapore. ⁵Edge Hill Medical School, Ormskirk, UK

PCW 7: Mastering curriculum reform: become INSPIRED through sharing experiences and perspectives from ASPIRE Academy members
Harm Peters¹, Anne-Marie Reid², Ajsa Maaz¹, Martina Crehan³, Ronja Mothes¹, John Jenkins⁴
¹Charité – Universitätsmedizin Berlin, Germany. ²University of Leeds, UK. ³Dublin City University, Dublin, Ireland. ⁴RCSI University of Medicine and Health Sciences, Dublin, Ireland

PCW 8: Systems Archetypes: Exploring Patterns of Wicked Challenges in Health Professions Education Systems and Learning How to Fix it?
Peerasit Sitthirat, Phanuwich Kaewkamjornchai, Piwat Suppawittaya, Seksan Yoadsanit, Pasit Komonsuwan
Faculty of Medicine Ramathibodi Hospital, Mahidol University, Bangkok, Thailand

PCW 9: Visual Thinking Strategies: A Masterclass in an Arts-based Teaching Method that Builds Connections, Fosters Personal Growth, and Inspires Inquiry
Margaret Chisolm¹, Kamna Balhara¹, Mary Blazek², Elizabeth Gaufberg³, Tzu-Hung Liu⁴, Mariah Robertson¹ Minn N Yoon⁵
¹Johns Hopkins University, Baltimore, USA. ²University of Michigan, Ann Arbor, USA. ³Harvard University, Boston, USA. ⁴Tzu Chi University, Hualien, ⁵Taiwan University of Alberton, Edmonton, Canada

PCW 10: Strategies for implementing CBME in postgraduate medical education at a national level
Monika Brodmann Maeder¹, Eva Hennel¹, Fabienne Schwitz²
¹Swiss Institute for Medical Education SIWF, Bern, Switzerland. ²University Hospital of Bern, Switzerland
SUNDAY 25 AUGUST

0800–2130  Registration Open

0830–1600  The Transformative Power of Artificial Intelligence: Revolutionizing Health Professions Education Symposium

0930–1230  Pre-conference workshops

PCW 11: The Nuts and Bolts: Designing and Implementing Programmatic Assessment for CBME
Holly Caretta–Weyer¹, Sören Huwendiek², John Q Young³, Denyse Richardson⁴, Claire Touchie⁵, Michael Barone⁶
¹Stanford University, Palo Alto, CA, USA. ²University of Bern, Switzerland. ³Zucker School of Medicine at Hofstra/Northwell and Northwell Health, New York, USA. ⁴Queens University, Ontario, Canada. ⁵University of Ottawa, Ontario, Canada. ⁶National Board of Medical Examiners, Philadelphia PA, USA

PCW 12: Extending support: Tips, tools and tactics to train front-line faculty to apply a coaching approach in their work with learners
Maryellen Gusic¹, Eva Aagaard², Bill Cutrer³, Nicole Deiorio⁴, Karen Hauer⁵, Andrew Parsons⁶, Nichole Zehnder², Kendra Parekh³, Karen Warburton⁶, Martha Elster⁵
¹Lewis Katz School of Medicine at Temple University, Philadelphia, USA. ²Washington University in St Louis School of Medicine, St Louis, USA. ³Vanderbilt University School of Medicine, Nashville, USA. ⁴Virginia Commonwealth University School of Medicine, Richmond, USA. ⁵University of California San Francisco School of Medicine, San Francisco, USA. ⁶University of Virginia School of Medicine, Charlottesville, USA

PCW 13: Sharing solutions to the unintended and undesired consequences when moving towards programmatic assessment
Anna Ryan¹, Suzanne Schut², Glendon Tait³, Mike Tweed⁴
¹University of Melbourne, Australia. ²Delft University of Technology, Delft, the Netherlands. ³University of Toronto, Canada. ⁴University of Queensland, Brisbane, Australia

PCW 14: Cultivating psychological safety in health professions education
Chaoyan Dong¹, Nobutaro Ban², Jenny Lee Yuen Wong³, Lisa Altshuler⁴, Fatima Elbasri Abuelgasim Mohammed⁵, Elizabeth Kachur⁶
¹Sengkang General Hospital, Singapore. ²Aichi Medical University, Aichi, Japan. ³Khoo Teck Puat Hospital, Singapore. ⁴New York University Grossman School of Medicine, New York City, USA. ⁵Faculty of Medicine, Khartoum University, Khartoum Bahri, Sudan. ⁶Medical Education Development, Global Consulting, New York City, USA

PCW 15: Transferability in Three Dimensions (3D): A workshop presenting strategies to discuss the transferability of your qualitative research
Bridget O’Brien¹, Renee Stalmeijer², Megan Brown³
1University of California, San Francisco, USA. 2Maastricht University, Maastricht, the Netherlands. 3Newcastle University, Newcastle, UK

1330–1630 Pre-conference workshops

PCW 16: Designing and Evaluating Situational Judgement Tests, while Minimising Adverse Impact, for Use in Selection, Development and Assessment
Fiona Patterson, Máire Kerrin, Jordan Buxton
Work Psychology Group, Derby, UK

PCW 17: Designing Competency-based Education in the Health Professions: A Masterclass for Those Getting Started
Jason Frank1, Alison Whelan2, Adrian Marty3, Leila Niemi-Murola4 Fremen Chou5
1Centre for Innovation in Medical Education, University of Ottawa, Canada. 2Association of American Medical Colleges, Washington, USA. 3University Hospital Balgrist, Zurich, Switzerland. 4University of Helsinki, Finland. 5China Medical University Hospital, Taichung City, Taiwan

PCW 18: In-Situ Simulation Facilitator Training
Jabeen Fayyaz1, Muhammed Elhady Muhammed Elgasim2
1The Hospital for Sick Children, Toronto, Canada. 2University Hospital Waterford, Ireland

PCW 19: ‘The Value Lab’: Evaluating and Demonstrating Impact of Communities of Practice through the Value Creation Framework
Diane Nguyen1, Rogers Ssebunya2, Peih-ying Lu3, Tessy Thomas4, Robert Cooney5, Satid Thammasitboon1
1Baylor College of Medicine, Houston, USA. 2Baylor College of Medicine Children’s Foundation–Uganda, Kampala, Uganda. 3Kaohsiung Medical University, College of Medical Humanities and Social Sciences, Kaohsiung, Taiwan. 4Geisinger Commonwealth School of Medicine, Danville, USA. 5Geisinger College of the Health Professions, Danville, USA

PCW 20: Coaching for Belongingness: Using Coaching Skills to Empower Brave Conversations and Strengthen Relationships Across Differences
Sarah Williams1, Chiazotam Ekekezie2, Magali Fassiotto3, Rebecca Blankenburg4, Al’ai Alvarez5, Elizabeth Bailey6
1Department of Emergency Medicine, Stanford University School of Medicine, Stanford, USA. 2Department of Medicine, Stanford School of Medicine, Stanford, USA. 3Office of Faculty Development & Diversity, Stanford School of Medicine, Stanford, USA. 4Department of Pediatrics, Stanford School of Medicine, Stanford, USA. 5Department of Emergency Medicine, Stanford School of Medicine, Stanford, USA. 6Department of Dermatology, Stanford School of Medicine, Stanford, USA

1630–1715 Orientation Session for first time attendees

1800–1930 Session 1*
Welcome to AMEE 2024
Subha Ramani (AMEE President), Anne Lloyd (CEO), Local Representatives

1A – Plenary – the Ronald Harden Plenary: Jim Campbell, WHO
WHO recommends a focus on self-sufficiency for the health workforce, which requires a scale up of production of health workers of 8-12% per year in most countries to meet the Sustainable Development Goals. This requires a focus on both the quality and quantity of health worker education, with consideration of their skills mix, geographical distribution, labour market dynamics and decent employment conditions. In this keynote, Jim Campbell will explore the global trends and best practices with a view to identifying the key strategic priorities and opportunities to strengthen education and respond to employment and population health needs.

Jim Campbell is the Director of the Health Workforce Department at the World Health Organization in Geneva. He oversees the development and implementation of global public goods, evidence and tools to inform investment in the education, employment and retention of the health and care workforce in pursuit of global health security, universal health coverage and the Sustainable Development Goals. His portfolio includes measuring the impact of the COVID-19 pandemic on the health and care workforce, implementation of WHO’s Global Strategy on Human Resources for Health: Workforce 2030, and support to countries within the Working for Health action plan to implement the recommendations of the UN High-Level Commission on Health Employment and Economic Growth. He coordinates the Global Health Workforce Network engaging member states and all relevant partners in WHO’s work, with special focus on the contributions, rights and roles of women and youth in the health and care sector. He has published extensively, is a member of the Editorial Board of the Human Resources for Health Journal and provides advisory inputs to multi-sectoral programmes on COVID-19 recovery, social spending, education and employment.

Entertainment

1930-2115 Opening Reception
MONDAY 26 AUGUST

0730–1730 – Registration Open

0900–1030 – Session 2: Simultaneous Sessions

2A – Symposia*
Designing Health Education Curricula to Prepare Students for a Generative Artificial Intelligence Future
Neil Mehta, Jennifer Benjamin, Heather McNeil, Anoop Agrawal, Ken Masters, Seysha Mehta

2B – Symposia*
Inclusion in Action: Cultivating global Communities of Practice (CoPs) to nurture the growth of health professions education scholars
Eeva Pyörälä, Subha Ramani, Rashmi Kusurkar, Enjy Abouzeid, Evangelos Papageorgiou, Yvonne Steinert

2C – Symposia
Supporting learners who are underperforming: The role of simulation and coaching
Rune Dall Jensen, Kathryn McLeod, Becky Blankenburg, Debra Nestel

Research Papers*, Short Communications, ePosters, Workshops, PechaKucha, Point of View

1030–1100 – Coffee and Opportunity to Visit the Exhibition

1100–1230 – Session 3*

3A – Plenary – Liz Grant, University of Edinburgh, UK
Liz holds a chair in Global Health and Development. She is responsible for developing and supporting global health partnerships with colleagues in low- and middle-income country (LMIC) communities, and for local and global advocacy translating global health research into action.

Liz is a co-director of the University of Edinburgh’s Global Compassion Initiative developing work on the value base of the Sustainable Development Goals, the science of compassion, and the contribution that faith communities make to the SDGs.

Liz has led the development of a suite of global health MSc programmes, MOOCs and coordinates the Global Health PhD programme all specifically designed for students from resource constrained countries. She currently is the Co-Director of the Masters of Family Medicine and the MSc in Global Health Challenges.
Her own research interests span planetary health and palliative care in contexts of poverty and conflict – new beginnings and better endings.

She sits on the Scottish Government NHS Global Citizenship Board.

Liz was on the Board of Directors for the Consortium of Universities for Global Health (CUGH), an association of over 170 Academic institutions training in Global Health, and currently chairs the CUGH Research Committee. Previously Liz was the Senior Health Advisor to the Scottish Government’s International Development Team working primarily in Malawi. She has worked for NHS Lothian's Public Health Directorate leading an NHS HIV partnership between the NHS and Zambia. She has been an advisor to a number of global health charities and serves as a trustee for CBM Scotland.

**ASPIRE-to-Excellence Awards**

**1230-1400 – Lunch and Opportunity to Visit the Exhibition**

**1400-1530 – Session 4: Simultaneous Sessions**

**4A – Symposia**
An international overview of adapting and adopting a Planetary Health and Sustainable Healthcare curriculum
SanYuMay Tun, Nicolas Senn, Wentao Zhou, Eva-Maria Schwienhorst-Stich, James Irlam, Felicity Connolly

**4B – Symposia**
Clinical reasoning and its teaching: What is the role of artificial intelligence?
Silvia Mamede, Andrzej Kononowicz, Wolf Hautz, Geoff Norman, Henk G. Schmidt

**4C – Symposia**
Medical education for the next generation – Why you should listen to the students’ voices
Lara Serban, Jana Buehler, Valeria Schweiwiller, Claudia Schlegel, Monika Brodmann Maeder

**Research Papers*, Short Communications, ePosters, Workshops, Point of View, Patil Teaching Innovation Awards**

**1530-1600 – Coffee and Opportunity to Visit the Exhibition**

**1600-1730 – Session 5: Simultaneous Sessions**

**5A – Symposia**
Innovative Horizons: Shaping Health Professions Education through Emerging Technologies
Daniel Salcedo, Raquel Correia, Ken Masters, Stefano Sandrone, Eric Gantwerker, James Thomas

5B – Symposia*
“Found in Translation”: Fostering Inclusivity in Global Health Profession Education by Bridging North–South Divides
Marco Antonio de Carvalho Filho, Lionel Green-Thompson, Amudha Poobalan

5C – Symposia
How can we kick start patient safety teaching? Practical tools generated from successful experiences.
Dimitri Parra, Douglas Paull, Htet Htet, Kate Owen, Robin Newton

Research Papers, Doctoral Reports, Short Communications, ePosters, Workshops, AMEE Fringe*, Point of View

1745–1945 – Private Meetings and Receptions
TUESDAY 27 AUGUST

0730–1730 – Registration Open

0900–1030 – Session 6: Simultaneous Sessions

6A – Symposia*
Guiding Lights: Illuminating Student Leadership and Engagement in Healthcare Professions Education
Aidan Kennedy, Alexandra-Aurora Dumitra, Konstantina Papageorgiou, Kosha Gala, Mehrdad Heravi, Stella Goeschl

6B – Symposia*
Every Voice Matters: Embracing Language Diversity and Inclusivity in Health Professions Education Research
Marwa Schumann, Ashley Dennis, Jean-Michel Leduc, Ahsan Sethi, Ugo Caramori, Harm Peters

6C – Symposia
Pathways into medical education: The role of faculty development communities and mentoring programs in building a career as healthcare educator
Darshana Shah, Aviad Haramati, Peter GM de Jong, Ardi Findyartini

Research Papers*, Short Communications, ePosters, Workshops, PechaKucha, Point of View

1030-1100 – Coffee and Opportunity to Visit the Exhibition

1100–1230 – Session 7*

7A – Symposia*
Quality of Postgraduate Education: Standards, tools, and implications
Leila Niemi-Murola, Monika Brodman-Maeder, Gustavo Salata Romão, Marjo Wijnen-Meyer, Rille Pihlak

7B – Symposia*
Training, Advancement and Support for Surgeon Teachers and Surgeon Educators
Ajit Sachdeva

7C – Symposia
Fostering Social Justice in Healthcare Education through Competency-Based Education (CBE)
Claire Touchie, Linda Snell, Arvin Damodaran, Ming Ka Chan, H. Carrie Chen, Jamiu Busari
1230–1400 – Lunch and Opportunity to Visit the Exhibition

1400–1530 – Session 8: Simultaneous Sessions

8A – Symposium*  
Reality not Rhetoric: Advancing Research on Health Professions Education Graduate Programs  
Antoinette Ungaretti, Daniëlle Verstegen, Natasha Khursigara Slattery, Ara Tekian, Yvonne Steinert, Steven Durning

8B – Symposium*  
Global Perspectives: Embeddedness of Healthcare Professions Education Research Centres and Networks  
Yu-Che Chang, Lynn Monrouxe, Jennifer Cleland, Nurhanis Syazni Roslan, Ian Scott

8C – Symposium  
Developing the science of accreditation – ensuring that accreditation’s global expansion is backed by evidence  
Sean Tackett, Marta van Zanten, Ming-Jung Ho, Roghayeh Gandomkar, David Rojas, Mohammed Ahmed Rashid

1530–1600 – Coffee and Opportunity to Visit the Exhibition

1600–1730 – Session 9: Simultaneous Sessions

9A – Symposium*  
Transnational Health Professions Education: Paradigm Shifts for Sustainable Transformations  
Vishna Devi V Nadarajah, Emmaline Brouwer, Arunthathi Mahendran, Jennifer Cleland, Jan Illing

9B – Symposium*  
Beyond Borders: Navigating the Language Divide in Health Professions Education Publishing  
Erik Driessen, Ardi Findyartini, Lorelei Lingard, Fracisco Olmos, Melchor Sanchez, Lauren Maggio

9C – Symposium  
Advancing Quality Improvement in PGME: the case for creating a Community of Practice on PGME oversight, accreditation and regulation  
Ricardo León-Bórquez, Geneviève Moineau, Barbora Hrabalová, Jana Cohlová
9D – Symposia

Cultivating social networks for faculty development
Olanrewaju Sorinola, Karen Leslie, Eliana Amaral, Ruth Chen, Mark Lavercombe, Heather Buckley

Research Papers, Doctoral Reports, Short Communications, ePosters, Workshops, Point of View

1745–1945 – Private Meetings and Receptions
WEDNESDAY 28 AUGUST

0730–1300 – Registration Open

0900–1030 – Session 10: Simultaneous Sessions

10A – Symposia*
Promises and Tensions of Learner Education Handover in Competency Based Education
Susan Humphrey-Murto, Helen Kang Morgan, Holly Caretta-Weyer, Tammy Shaw, Jennifer Williams, Olle ten Cate

10B – Symposia*
Workplace-Based Learning in Healthcare: Nurturing Adaptive Expertise for Complex Realities
Naomi Steenhof, Maria Louise Gamborg, Nicole N Woods, Maria Mylopoulos

10C – Symposia
Primary Care and Health 4.0 Integration in Medical Education. A Pan-American Vision
Marcos Nunez, Juan V. Lara, Miguel F. Farfán, Alison J. Whelan, Angel Pellegrino, Constance LeBlanc

10D – Symposia*
Continuing Professional Development and Career Development: Two Peas in a Pod?
Esther de Groot, Alvaro Margolis, Harum Gomi, Juha Pekka Turunen, Carolin Sehlbach, Carol Pizzuti

Short Communications, ePosters, Workshops, Point of View

1030–1100 – Brunch and Last Opportunity to Visit Exhibition

1100–1230 – Session 11*

11A – Plenary – Jamiu Busari, Horacio Oduber Hospital, Aruba / Maastricht University, the Netherlands

Jamiu Busari is a consultant Paediatrician at the Horacio Oduber Hospital, Aruba (HOH), and joined the department of pediatrics at HOH on the 1st of January 2020. Before that, he was the former Department Chair and Program Director of Pediatrics at Zuyderland Medical Center, Netherlands. His area of focus is general and adolescent pediatrics with special interests in psychosomatic disorders, eating disorders, and obesity.

Jamiu is a Maastricht University alumnus, a Harvard Macy Scholar, and an HBS executive education graduate in Managing Health Care Delivery. He is an associate professor of medical education at Maastricht University and the Dean of Health professions education at the HOH Academy.
Jamiu is a public speaker, writer, and clinician-educator. As a health care leader, he is a fervent advocate for diversity, social accountability, and social responsibility. His activities as a physician and educator have been recognized through various awards, including the Educational Leadership Award 2015 (World Education Congress), Clinician of the Year award 2015 (Maastricht University), the international Residency Educator Award 2016 (Royal College of Physicians and Surgeons of Canada) and the Critics’ Choice Award 2017 (Association for the study of medical education).

**Conference Prizes**

**Close of AMEE 2024 and Introduction to AMEE 2025**
# AMEE 2024 Registration Fees

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<th>Category</th>
<th>In-Person fee in Euros</th>
<th>Online fee in Euros</th>
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<td><strong>Member Categories</strong></td>
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<td>Masterclass – Full Day(^6)</td>
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\(^1\) 8.1% VAT will be charged on all in-person registrations fees.
\(^2\) Applies up to 5 years post-graduation as a doctor or other health professional. Those undertaking a full-time Masters or full-time PhD or other Doctoral programme and who do not receive a salary but who may receive grant funding. Also available for those that have retired from their health profession career. Proof of status required.
\(^3\) See list of less well resourced countries.
\(^4\) Applies to health professions students at undergraduate level or on graduate entry to medicine courses and continues until qualification as a doctor or other health professional. It does not apply to those undertaking Masters or PhDs or other Doctoral programmes. Proof of status required.
\(^5\) May only be purchased with an in-person/online conference registration
\(^6\) AMEE Members must be current paid AMEE members at the time of registering to claim AMEE members’ rate

To view the full list of terms and conditions and details on how to register visit the AMEE 2024 registration Site.