Welcome to the fourth AMEE Annual Report. We have had another exciting year and we bring you a flavour of our projects and activities to inspire you to join us in our endeavours in the year to come.

Welcome message from the President

It is a pleasure to welcome you to the AMEE Annual Report for 2015/16. Looking through the forthcoming pages you will see that AMEE is so much more than the annual conference, important though that is. Documented in this publication are the many other activities in which AMEE engages. There have been 20 webinars on a range of topics from assessment to resilience via hacking medical education. The ASPIRE Award has included the new area of Faculty Development as well as Assessment of Students, Student Engagement and Social Accountability. AMEE MedEdPublish has been launched under the editorship of Richard Hays. The face-to-face and the online AMEE ESME courses continue to go from strength to strength with the new ESME leadership course coming on stream in September 2016. I’d like to make particular mention of the ESME student on-line course under the leadership of John Dent which I know from feedback from my own students has been particularly successful. Together with the other activities of BEME and AMEE guides production this all adds up to another highly successful year. But we couldn’t do this without your enthusiasm, contributions and continued support. I hope you enjoy reading about the wider work of AMEE and perhaps consider joining some of these activities. I look forward to meeting up in Barcelona for what will be a fantastic conference. Good food, good weather, good company and wonderful learning opportunities – see you there!

Trudie E Roberts

Message from the General Secretary

I am sometimes asked by those unfamiliar with the work of the Association what functions AMEE fulfils. I hope that this report helps to provide an answer to the question. This is a time of exciting change and developments in education and in this Annual Report we highlight how AMEE contributes. AMEE serves as a source of information about traditional and new approaches to education through conferences, MedEdWorld and journals including Medical Teacher and the new e-journal, AMEE MedEdPublish. As part of a move to promote evidence-informed education, AMEE has supported the Best Evidence Medical Education (BEME) Collaboration. AMEE sets standards for excellence in healthcare professions education through its ASPIRE-to-Excellence awards recognising excellence in education in dental, veterinary and medical schools and through the recognition of the contributions made by individuals with the Miriam Friedman Ben-David New Educator Award and other awards. Supporting faculty development is an important aim of the Association through its conferences, publications and Essential Skills in Medical Education (ESME) courses that address a range of themes. AMEE plays an important role too in supporting and encouraging research in the field of healthcare professions education including awards to support research activity in the area. Further information in relation to these wide-ranging functions addressed in the report is available on the AMEE website www.amee.org. We hope that you will join us in our range of activities in the coming year.

Ronald M Harden

AMEE Executive Committee

President: Professor Trudie Roberts, Leeds, UK

General Secretary/Treasurer: Professor Ronald M Harden, Dundee, UK

Committee Members:

Professor Olle ten Cate, Utrecht, The Netherlands
Professor Martin R. Fischer, Munich, Germany
Professor Deborah Murdoch Eaton, Sheffield, UK

Dr Janusz Janczukowicz, Lodz, Poland
Professor Gary Rogers, Gold Coast, Australia
Dr Steven Durning, Bethesda, USA
Professor Madalena Patrício, Lisbon, Portugal (ex officio AMEE Past-President)

Dr Rille Pihlak, Junior Doctor Representative
Ms Stijntje Dijk, IFMSA Student Representative
Ms Lara Teheux, EMSA Student Representative
**AMEE**

An international medical & health professions community committed to excellence

- **Sharing improvements in traditional approaches and information about innovations in education**
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**AMEE 2015, Glasgow, UK**

The 2015 Conference was held in Glasgow from 5-8 September. With 3,400 participants from 100 countries it was the largest conference to date. Participants evaluated the conference well, and in particular the plenary presentations from Adi Haramati, Stephen Downes, Vicki LeBlanc, Roger Kneebone, Eliana Amaral, Fiona Patterson and Olle ten Cate were appreciated by the audience. The preconference programme consisting of a joint Symposium between AMEE and the Royal College of Physicians and Surgeons of Glasgow on the Assessment of Clinical Competence, an eLearning Symposium, a series of ESME courses, Masterclass sessions and 41 workshops was well subscribed.

The simultaneous sessions with a choice of symposia, research papers and PhD reports, short communications, posters, eposters and conference workshops provided an almost overwhelming selection of topics from which to choose, covering undergraduate, postgraduate and continuing education. The opportunities for networking were abundant, and it is exciting to see the growing number of collaborations that are established at AMEE conferences. The exhibition offered participants the opportunity to see and try out state-of-the-art equipment, software and other products designed to facilitate teaching, learning and assessment, and to meet representatives of organisations and institutions active in health professions education. The conference benefited from an active Local Organising Committee, excellent support from the City of Glasgow and a warm welcome from its people. Once again AMEE Live offered those not fortunate enough to attend the conference the chance to participate online in the plenaries and symposia.

**AMEE 2016, Barcelona, Spain**

We look forward with great anticipation to the upcoming conference in Barcelona from 27-31 August. Barcelona has proved to be an attractive location and the CCIB Conference Centre is one of the largest and most popular conference venues in Europe. Over 3500 abstracts were received, and the help of the large team of reviewers was invaluable in selecting a comprehensive programme. The usual wide mix of sessions is being offered in addition to some new ones including in the preconference programme the First World Summit on Competency-based Education organised by the International Competency Based Medical Education Collaborators (ICBMEC) to provide a forum for experienced individuals or those new to the area to share information and innovations and to explore further developments in the field. In the main conference programme the new Point of View sessions give the opportunity for participants to express an opinion on a topic and for the audience to respond. PechaKucha™ sessions are being included in the main programme following their success in the eLearning Symposium in 2015. Another new addition is Wisdom of Our Crowd where the audience both in the plenary hall and watching through AMEE Live will be asked to respond to a series of questions, sharing the wealth of experience that is brought to the conference by AMEE participants. A major conference theme will address Medical Education in Difficult Circumstances, acknowledging the different challenges faced by many colleagues working in medical and health professions education.

**Ottawa 2016 Conference, Perth, Australia**

Considerable activity during the year was directed towards arrangements for Ottawa 2016 in Perth, AMEE being the lead organiser of the Conference. Held in collaboration with the Australian and New Zealand Association for Health Professional Educators (ANZAHPE), the conference attracted almost 1400 participants from around the world, with keynote speakers and sessions devoted to assessment and evaluation, as well as to more general themes. The Perth Convention and Exhibition Centre proved to be a good venue, and conference partners EECW from Perth provided superb logistical support. For those from the northern hemisphere Perth may be a long way to travel to attend a conference, but all agreed it was well worth the journey to attend such a stimulating conference in a convivial environment.
AMEE is pleased to have given the following awards and prizes during the year, and would like to thank all the reviewers and committee members for their assistance in the selection process.

AMEE Miriam Friedman Ben David New Educator Award

The 2015 Miriam Friedman Ben David New Educator Award was made to Dr Matthew Stull, University of Michigan Medical School, USA. Alongside his clinical work, Dr Stull was considered by the Selection Committee to have demonstrated a passion for medical education both in his home institution and elsewhere. He was commended on his enthusiasm and leadership qualities as well as his desire to innovate in medical education.

AMEE Teaching Innovation Awards sponsored by the Patil Family

The award recognises innovation in health professions education based on the criteria of novelty, feasibility, transferability, local articulation and fit-for-purpose. One or more winners may be selected each year, the prize for which is free registration to next year’s conference. Abstracts submitted in this category were reviewed and two short communication sessions included in the programme. The Patil Committee chaired by Deborah Murdoch-Eaton attended the presentations and made the selection. The AMEE 2015 Teaching Innovation Award sponsored by the Patil family was given to Kate David, for her short communication: ‘Doctor On Call’: A novel, interactive teaching series to prepare medical students for working as foundation year 1 doctors.

Medical Teacher Poster Prize

The prize sponsored by Taylor & Francis, publisher of Medical Teacher, is awarded annually to the best poster displayed at the conference, as selected by the Poster Prize Committee chaired by Trevor Gibbs. The winner receives free registration to the following year’s conference. The 2015 prize was awarded to Marianne Giesler for her poster: ‘I learnt a great deal, didn’t I?’ How reliable and valid are students’ self-assessments of their learning success?

AMEE ePoster Prize

The prize is awarded by AMEE for the best electronic poster presented at the conference. The winner receives free registration to the following year’s conference. The 2015 winner was John F Bertram, for his poster: Poster #5BB10 - Anatomy and additive manufacturing: Imaging methods and 3D printing for anatomy education.

AMEE Study Fellowships sponsored by Merck-Serono

The fellowships were awarded in 2015 from an educational grant provided by Merck-Serono. The aim of the award is to promote excellence in the field of health professions education, with a particular emphasis on continuing professional development. The three recipients, Julie Williamson (Lincoln Memorial University, USA), Mohammad Adrian Hasdraft (UGM, Indonesia) and Fasika Amdeslasie (Makele University, Ethiopia) will soon submit reports detailing the activities they undertook in pursuit of further experience and training to help them in their role as educators.

Merck-Serono is again providing a grant to fund Study Fellowships in 2016 and details will be announced soon.

AMEE Research Grants

The AMEE Research Committee is charged with reviewing applications for research grants from AMEE members and recommending potential recipients. The successful applicants in 2016 were:
1. Aliki Thomas, Canada: Use of evidence in health professions education: attitudes, practices, barriers and facilitators;
2. Angela Towie, Canada: Patients as educators in health professions education: impact and sustainability.

AMEE Postgraduate Committee Travel Awards

Recognising the challenge faced by junior doctors in obtaining funding to attend the AMEE conference, the Postgraduate Committee recommended setting aside funding to provide free conference registration for up to four junior doctors whose abstracts were selected for presentation as short communications at AMEE 2015. Awards were made to the following participants: Jean-Marie Castillo, Paul Heitmann, Melissa Straub and Rita Henderson.

AMEE Student Grants

Grants were awarded by AMEE to student groups for the first time in 2016. Following receipt of 49 applications by the closing date of 1 March, the two student representatives on the AMEE Executive Committee, Stijntje Dijk representing IFMSA, and Lara Teheux representing EMSA, organised the review and selection process, overseen by Madalena Patricio, Past President of AMEE. Two projects were awarded grant funding:

1. Disaster SISM: a nationwide disaster medicine training program for and by medical students in Italy (Leader: Andrea De Rosa);
The novel format of a course integrated into a large international conference has proved very popular with both new and experienced teachers alike who wish to learn the theory underpinning education practice or to update their teaching skills. Following the course, for which a certificate of participation is given, the satisfactory completion of an assignment results in the award of the AMEE ESME Certificate in Medical Education.

ESME face-to-face courses were run in 2015/16 as follows:
- Essential Skills in Medical Education (ESME) Course: AMEE 2015 Glasgow (September); ICME in Istanbul, Turkey (October); in Guangzhou, China (December); 13th APMEC in Singapore (January), IAMSE Meeting in Leiden, Netherlands (June)
- Research Essential Skills in Medical Education (RESME) course: AMEE 2015 in Glasgow (September); 13th APMEC in Singapore (January)
- ESME Assessment (ESMEA) Course: AMEE 2015 in Glasgow (September); SIMEC in Riyadh, Saudi Arabia (April)
- Essential Skills in Medical Education Simulation (ESMESim) Masterclass: AMEE 2015 in Glasgow (September)
- Essential Skills in Computer-Enhanced Learning (ESCEL) Masterclass: AMEE 2015 in Glasgow (September)
- Essential Skills in Continuing Education and Professional Development (ESCEPD) Masterclass: AMEE 2015 in Glasgow (September)

ESME Online
The ESME Online courses consisting of webinars, discussion groups and assignments provide the opportunity to take part in an accredited course and to gain the ESME Certificate in Medical Education at a distance. Introduced in 2012 and directed by Ronald Harden, two ESME Online courses were held for a total of 200 participants. Course tutors were John Dent, Trevor Gibbs and Catherine Kennedy. The successful collaboration with Pontificia University Chile continues, with the opportunity for Spanish-speaking participants to join discussion groups and submit assignments in their native language.

Following new developments with the University of Health Sciences, Cambodia, we have now been able to collaborate with Thomas Fassier and Julien Aron to supply local tutoring and a discussion group in French. Next time we look forward to offering this additional resource to other French-speaking participants.

ESME Online Leadership
The ESME Leadership online course directed by Stewart Mennin was run in September 2015 with a total of 22 participants.

A new online course, the ESME Leadership in Medical Education (LME) is being introduced in September 2016. Directed by Stewart Mennin and Glenda Eoyang, the course is aimed at those engaged with medical education, postgraduate training, and continuing and workplace education. It will be of value to clinical and educational supervisors, to course directors and department chairs/chefs, and to members of institutional curriculum committees. The ESME Leadership in Medical Education Course provides leadership with both a practical and theoretical foundation to develop the ability to recognize complex patterns, take low-risk wise action and stay in a position of inquiry. It provides ways to build resilience and sustain innovation and change in an uncertain world. Participants who satisfactorily complete the coursework will receive two certificates: an AMEE-ESME Certificate in Leadership in Medical Education and a Human Systems Dynamics Certificate of completion of the Adaptive Action Lab in Leadership in Medical Education.

ESME Student
Following its launch last year, the ESME Student course had its second run from January to April 2016. Some refinements were made and the course advertised through the AMEE Executive Committee and Deans of medical schools. Ronald Harden and John Dent from AMEE, and Richard Hays from Tasmania shared the presentation of the webinars, and Catherine Kennedy, AMEE Education Officer, also shared facilitation of the tutor groups.

A total of 35 students from 12 countries were enrolled, including 11 from Cambodia. These students formed a French-speaking discussion group where they were tutored additionally by Dr Thomas Fassier from the University of Health Science, Phnom Penh, Cambodia.

The next ESME Student course will start on 23 January 2017.

Recognition for Masters
The ESME course is now recognised by a number of institutions for credits towards further studies in medical education. These include University of Liverpool UK, Flinders University Australia, University of Hong Kong, Pontificia University Chile and University of Khartoum Sudan. The University of Dundee now recognises ESME for credits towards the Dundee Masters in Medical Education Course.
MedEdWorld offers a mechanism for AMEE members and others with an interest in health professions education to keep in touch between AMEE conferences. It was designed to provide an international network through which organisations, medical schools, teachers, and students across the world could share ideas, common experience and expertise, and collaborate in the further development of the field.

In 2012, MedEdWorld was extensively redeveloped and a variety of new and exciting services were added to those already valued by members, such as the MedEdWorld Glossary and a database of Masters Courses. 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 with over 4400 subscribers, continued to present a selection of the most recent content added by MedEdWorld contributors from around the globe.

MedEdWorld continues to evolve, improve and develop the range of services on offer. In 2015 the following new and enhanced features were introduced:

- With the support of Ara Tekian the PhD Database was launched on MedEdWorld. The database lists 25 global PhD-level HPE degrees and courses ranging in topic from Medical Education to Clinical Education. Enhancements were also made to the database of Masters courses in medical education.
- SIME Webinars: An initiative by the AMEE Simulation Committee, Simulation in Medical Education (SIME) is a free series of webinars focussing on the topic of Simulation presented by professionals and experts in the field. In total four sessions were delivered with a total of 168 participants attending from around the world.

From July 2015 to June 2016, the site attracted over 67,764 visits from more than 38,414 unique visitors. These visits generated in excess of 762,839 page views. During this period, MedEdWorld attracted over 36,836 new visitors.

AMEE individual, student and institutional members have free access to MedEdWorld as part of their subscription.

MedEdWorld Webinars

Fifteen webinars on a range of topics in health professions education were offered during Autumn 2015 and Spring 2016. Five webinars were organised by AMEE Simulation Committee. These provided an opportunity to engage online with an internationally-acclaimed expert and with colleagues around the globe. In addition to participation in the webinars by individuals, some schools have arranged to join the webinars as a group.

The topics for 2015/2016 were:

- Promoting Resilience, Empathy and Well-being in the Health Professions: An Educational Imperative
- Teaching sociology in undergraduate medical education
- Objective Structured Teaching Encounters (OSTEs): Faculty Development assuring “reflection in action”
- Communities and community relationships in medical education: a critical realist systematic review
- Why and under which conditions does problem-based learning enhance deep learning?
- Entrustment decisions in the clinical workplace – how to merge these with assessment
- Using Competency-Based Medical Education to Improve the Health of People who are LGBT, Gender Nonconforming, or Born with DSD
- Diversity and gender in medical education: a workshop for experts and beginners
- Hacking Medical Education - Reflections on the AMEE Hackathon
- Students for AMEE, AMEE for students
- Accreditation of Medical Schools is for More Than Regulation
- How effective are selection methods in the healthcare professions?
- Discussion Storylines: A helpful framework for writing the most difficult section of your research paper
- Assessing Assessment: Best Practices in Assessment for Schools Who ASPIRE to Excellence
AMEE MedEdPublish (ISSN 2312-7996) is an open access, specialist practitioner e-journal that enables academics, teachers, clinicians, researchers and students to publish their experiences, views and research findings relating to teaching, learning and assessment in medical and health professions education. This has been a significant year for AMEE MedEdPublish, with the development and launch of the new website www.mededpublish.org and the appointment of Richard Hays as editor.

Developments
Originally launched in 2012 within AMEE’s MedEdWorld platform, the online publication has continued to develop its delivery of post-publication peer review papers to the health professions education community. Key developments have included the allocation of an ISSN, membership of CrossRef to enable the allocation of DOIs to papers and the expansion to full open access for all new papers.

With the launch of the new website we have extended our commitment to rapid publication following a light-touch screening of language and content.

Review process
Our post-publication peer review process is designed to be open, transparent and conducted as a constructive discussion, the aim of which is to enhance understanding of the subject and refine future work. Members of the Editorial Board, the Review Panel and the wider community are invited to submit reviews and rate papers. Those papers receiving high star ratings become designated as recommended papers.

Themed Issues
Beginning in July 2016, in addition to a wide range of papers on topics in health professions education, each quarterly issue will feature a theme. Guest Editors with a special interest in the theme will lend their expertise, and it is hoped that focusing on a topic for a three-month period will encourage submissions and promote dialogue between authors and within the community. Themed issues for 2016/17 are:

July-September 2016: Community-based education [Theme Editor: John Dent]

October-December 2016: Social and behavioural sciences in medical education [Theme Editors: Jeni Harden, Sara MacBride-Stewart & Kathleen Kendall]

January-March 2017: Medical education in difficult circumstances [Theme Editor: Trevor Gibbs]
Medical Teacher

Editor: Ronald M Harden
Managing Editor: Pat Lilley
Journal Co-ordinator: Morag Allan Campbell
Associate Editors:
John Dent
Trevor Gibbs
Debbie Jaarsma
Trudie Roberts
2015 Impact Factor: 2.355
5-Year Impact Factor: 2.579

Medical Teacher, the Journal of AMEE, 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, keeping readers up to date with developments and new ideas in educational methods. An international Editorial Board advises on journal policy, and the Editor gratefully acknowledges the assistance of the Editorial Board members and also the many reviewers who give their time freely in order to assist with reviewing the increasing number of manuscripts submitted each year.

It is pleasing to note that the recently announced Impact Factor reflects a considerable increase over the previous year, and that a Medical Teacher article recently won the award for the Best Publication for 2016 at the South African Association of Health Educationalists (SAAHE) annual conference (Van Schalkwyk S, Bezuidenhout J, De Villiers M (2015). Understanding Rural Clinical Learning Spaces: Being and Becoming a doctor. Medical Teacher, 37(6):589–594. DOI: 10.3109/0142159X.2014.956864).

Accessing the Journal

Published monthly, online access is given to AMEE individual and student members as part of their membership fee. Print copies may also be requested for a small additional charge. Institutional subscriptions are available through the publisher.

Publishing Platform

The Journal has now fully transitioned to its new home on the Taylor and Francis website. This new platform allows journal readers to benefit from a new reader-friendly layout, making sharing through social media easier and improving access to supplementary material and links to other journals within the Taylor and Francis portfolio. The site also features article-level metrics, helping authors and readers to assess easily the impact of individual research.

Special issues and supplements

A fifth Medical Teacher supplement focussing on Medical Education in Saudi Arabia was published in March 2016, 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.

In September 2015, the Journal published a special issue on the subject of ‘Emerging issues in Professionalism,’ with Trevor Gibbs as guest editor. In this issue, a number of papers highlighted the current issues challenging existing ideas about professionalism, and considered how medical educators need to address these issues in order to prepare students to become healthcare professionals for the twenty-first century.

More information is available at www.medicalteacher.org
One hundred and still going strong:
AMEE Guides in Health Professions Education

This year marks the eighth anniversary of the re-launch of the AMEE Guides. First introduced over 20 years ago, the early guides covered diverse topics, ranging from Problem-based Learning to Educational Supervision: from Portfolios for Learning to Assessment of Learning Objectives and from Lectures to Standard Setting.

The new series has grown from strength to strength, built upon faculty need and great support from many healthcare professionals and educationalists, the Guides are now increasingly popular; reflected by their sales at AMEE Conferences and the number of downloads and citations. The AMEE Guides are used as resource material for workshops, and the very popular ESME Online course uses 22 Guides in its reading resource material alone.

This year, we saw the publication in Medical Teacher of the 100th AMEE Guide: Situational Judgement Tests in Education and Training: Research, theory and practice, written by Fiona Patterson, Lara Zibarras and Vicki Ashworth; as always a very important topic as we try and choose the best students for our courses in the desire to produce the best healthcare professionals for the 21st Century.

But we have not stopped there. AMEE Guide No 114 is presently going through the publication process; there are already more in development and with the AMEE Annual Conference in Barcelona there is an opportunity to commission more Guides. The pressure of publication within Medical Teacher has necessitated the need to alter slightly the format of the Guides. From January 2017, a shortened version of each Guide will appear in Medical Teacher, whilst the full version will be available to purchase through the AMEE website as well as at many conferences worldwide.

AMEE’s grateful thanks go to all of the authors who have worked extremely hard to produce such a valuable resource, and to the AMEE staff, especially Trevor Gibbs, Guides Series Editor, and Morag Allan Campbell, Production Editor.

Long may the AMEE Guides live!

AMEE Guides published during the year:
- How to write an educational research grant: Guide 101 [Blanco et al]
- Improving response rates and evaluating nonresponse bias in surveys: Guide 102 [Phillips et al]
- Teaching diversity to medical undergraduates: Curriculum development, delivery and assessment: Guide 103 [Dogra et al]
- The supervisor’s toolkit: A framework for doctoral supervision in health professions education: Guide 104 [van Schalkwyk et al]
- Mobile technologies in medical education: Guide 105 [Masters et al]
- Residents as teachers: Near peer learning in clinical work settings: Guide 106 [Ramani et al]

- Curriculum development for the workplace using Entrustable Professional Activities: Guide 99 [Olle ten Cate et al]
- Situational Judgement Tests in medical education and training: Research, theory and practice: Guide 100 [Fiona Patterson et al]
BEST EVIDENCE MEDICAL EDUCATION (BEME)

Meetings of the BEME Board and BEME Review Editorial Committee (BREC) took place at the AMEE 2015 Conference in Glasgow. Reports on work in progress with BEME systematic reviews were presented in a ‘short communications’ session. Workshops/training sessions for BICCs addressing the BEME systematic review process were also offered at the conference.

Eight BEME reviews have been published in 2015/2016

- Dynamics of career choice among students in undergraduate medical courses. By Querido, et al, A BEME systematic review. BEME Guide No. 33
- Building Capacity for Education Research Among Clinical Educators in the Health Professions: A BEME (Best Evidence Medical Education) Systematic Review of the Outcomes of Intervention. By Oswald, et al, BEME Guide 34
- A critical hybrid realist-outcomes systematic review of relationships between medical education programs and communities. By Ellaway et al, BEME Guide No. 35
- What do tomorrow’s doctors need to learn about ecosystems? A BEME Systematic Review. By Walpole et al, BEME Guide No. 36
- Evidence regarding the utility of multiple mini-interview (MMI) for selection to undergraduate health programs: A BEME systematic review. By Hassell et al, BEME Guide No. 37
- Which professional (non-technical) competencies are most important to the success of graduate veterinarians? A Best Evidence Medical Education (BEME) systematic review. By Cake et al, BEME Guide No. 38
- A BEME systematic review of the effects of interprofessional education. By Reeves et al, BEME Guide No. 39
- A Systematic Review of Faculty Development Initiatives Designed to Enhance Teaching Effectiveness. By Steinert et al, A 10-Year Update: BEME Guide No. 40

BEME Committees

To progress the work of BEME and plan for its further development four committees have been established, each lead by a BICC.

- Review Committee
- Research Committee
- Education and Training Committee
- Translation into Practice Committee

More information about the BEME Collaboration is available at www.bemecollaboration.org.

Madalena Patricio
Chair of BEME Board.
Recognition of Excellence

The ASPIRE-to-Excellence initiative, led by AMEE and a Board of international leaders in medical education, has been established since 2012 as the mechanism whereby schools are recognised internationally for excellence in medical, dental and veterinary education.

Areas where excellence is recognised

Schools apply for recognition in one or more of four areas:

- **Assessment of Students** - Panel Chair: Trudie Roberts, UK
- **Student Engagement in the curriculum and in the school** - Panel Chair: Khalid Bin Abdulrahman, Saudi Arabia
- **Social Accountability of the school** - Panel Chair: James Rourke, Canada
- **Faculty Development** – Panel Chair: David Irby, USA

Simulation will be added as a fifth area where excellence will be recognised for 2017. Simulation panel is chaired by Barry Issenberg, USA.

In 2015, sixteen submissions were received and awards were made in the area of Student Engagement to the following schools:

- Charité - Universitätsmedizin, Berlin, Germany
- University of Leeds School of Medicine, UK
- Utrecht University Faculty of Medicine, Netherlands
- Schulich School of Medicine & Dentistry, Canada
- Uppsala University School of Medicine, Sweden
- Chulalongkorn University Faculty of Medicine, Thailand

Schools who have received an ASPIRE award are invited to join an ASPIRE Academy of schools who have demonstrated excellence in education. The Academy meets annually at the AMEE conference.

Full details of the ASPIRE criteria for recognition of excellence, the submission process and membership of the ASPIRE Board and Panels in each of the areas are on the ASPIRE website www.aspire-to-excellence.org

### Board Members

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<td>Damien Walmsley</td>
<td>United Kingdom</td>
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<td>Theanne Walters</td>
<td>Australia</td>
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<td>David Wilkinson</td>
<td>Australia</td>
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Categories of AMEE Membership

**Individual:**
AMEE members are teachers, deans, educators, researchers, clinicians, basic scientists and administrators in medicine and the healthcare professions and come from 92 countries around the world.

**Student:**
Student members come from medicine and the healthcare professions and the category is available to junior doctors and healthcare professionals up to two years post-basic qualification. AMEE currently has student members from 23 countries.

Benefits of Individual Membership
- Membership of a network of individuals with an interest in health professions education
- Achievements recognised as a member of a leading professional body
- Opportunity to apply for Associate Fellow or Fellow of AMEE
- Submission to MedEdPublish free of charge
- Opportunity to keep up to date with education developments
- Online subscription to Medical Teacher with small supplement for print copies
- Reduced registration fee to AMEE annual conference
- Discount on AMEE and BEME guides
- Discount on AMEE-ESME Online courses
- Full access to MedEdWorld
- Access to live and archived webinars
- Opportunity to join an AMEE committee or working group
- Opportunity to apply for an AMEE research grant
- Opportunity to be nominated or to nominate for the Miriam Friedman Ben David Award
- Participation and vote on issues raised in General Assembly

Institutional/Premium Institutional:
Organisations working in the area of medical/healthcare professions education may become Institutional members. Such organisations are usually medical schools, university departments, regional associations of medical education or private or statutory bodies. Organisations may additionally choose to become Premium Institutional members enabling all members of the organisation to benefit from full access to AMEE MedEdWorld including individual access to webinars. There are currently 122 institutional and 24 Premium Institutional members

Benefits of Institutional and Premium Institutional membership
- Membership of an international network of educators
- Influencing policy and practice in education
- Opportunity to register participants for the AMEE annual conference at a reduced rate
- Opportunity to promote and make more widely known the work of the institution to an international audience by exhibiting at the AMEE conference at a reduced rate
- Promotion of the work of the institution through MedEdWorld
- One institutional access to MedEdWorld including webinars, with multiple accesses for Premium Institutional members
- Discount on AMEE and BEME guides
- Opportunity to participate in the wide range of AMEE activities including committees and working groups
- Opportunity to nominate a candidate for the Miriam Friedman Ben David Award
- Three votes in the General Assembly

AMEE Fellowship Programme

In September 2014 the AMEE General Assembly introduced the AMEE Fellowship programme to recognise the scholarship of teaching, and to help members of AMEE to establish and further develop their career. The Fellowship also highlights the important role undertaken by those involved in the education and training of doctors and other healthcare professionals and the responsibility of all to contribute to the discipline of medical/health professions education. Two categories were established: AMEE Associate Fellow and AMEE Fellow.

**Associate Fellow**
Associate Fellowship recognises members of AMEE who have demonstrated a consistent commitment to medical/health professions education through their scholarly contributions to the field. They will have been recognised as effective teachers, researchers, developers and leaders in education in their own institutions for a period of more than three years and have demonstrated a commitment to facilitating the learning of students and junior colleagues in academic, clinical and/or community settings. They will have contributed to AMEE activities in some capacity. Associate Fellows of AMEE are eligible to use the postnominal ‘AFAMEE’. The names of AHAMEE members are available on AMEE website.

**Fellow**
Fellowship recognises members of AMEE who have demonstrated a consistent commitment to excellence in health professional education through scholarly contributions to the field over at least five years and are recognised by peers at national and international level. They will have made a significant contribution to AMEE activities over a considerable period. AMEE Fellows are eligible to use the postnominal ‘FAMEE’.

Inaugural Fellows
The following Inaugural Fellows were elected in 2015:
Jennifer Cleland (UK), Larry Gruppen (USA), Kati Hakkarainen (Finland), Sigrid Harendza (Germany), Richard Hays (Australia), Ming-Jung Ho (Taiwan), Karen Mann (Canada), Jordi Pales (Spain), Pablo Pulido (Venezuela), Gert van Zyl (South Africa)
AMEE Committees

AMEE Postgraduate Committee

The postgraduate medical education (PGME) community at AMEE has undergone a resurgence of activity and engagement. Increasing numbers of attendees interested in PGME are attending AMEE, organising sessions, and debating how to advance the enterprise. This has been enriched by a worldwide community of both educational faculty and trainee leaders. In the last year, the PGME committee has organised multiple sessions for the AMEE 2015 and AMEE 2016 conferences, including symposia, pre-conference workshops, and paper presentations. The PGME committee once again ran a highly successful competition for funding for junior doctors who submitted short communications as first author about PGME. The committee is very grateful to the AMEE Executive Committee for the funding support provided. Having more junior doctors attend the conference enriches AMEE and the PG community.

The committee is also in a time of renewal and transition, with the stepping down of long-serving Chair Davinder Sandhu. The PGME committee will meet to propose fresh directions and activities that will enhance both AMEE as an organisation and PGME as a worldwide endeavour. The PG community highly recommends to the AMEE Executive Committee that the PGME committee be allowed to continue with its focus, and looks forward direction on a process to elect or appoint a new Chair. We look forward to new and exciting endeavours under the AMEE banner.

Respectfully submitted,

Jason R Frank MD
Vice Chair, AMEE PGME Committee

AMEE Research Committee

1) Research Papers
We received and reviewed nearly 250 abstracts this year, just over a fifth of which were accepted as research papers. We will evaluate these presentations and award best research paper (per session) during the AMEE conference. We will also be offering a poster mentoring session at the meeting.

2) Research grants
AMEE research grants are highly competitive and, as with the research papers, go through a robust review process, to enable us to select from many high quality applications. In 2016 we are introducing a second research grant: AMEE Small Research Grant Awards. This programme will provide financial support up to £2,000 for educational research and scholarship projects for those AMEE Individual and Student Members working in under-resourced regions. Our goal with this new initiative is to support scholarship and encourage collaborative working. Successful applicants will be assigned a mentor for support.

3) Best PhD thesis
We received a high number of submissions for the PhD prize. These were reviewed by a panel of experienced PhD supervisors/mentors, and will be further evaluated at the AMEE meeting to identify an overall best thesis. This initiative aims to acknowledge high quality research in the field.

Jennifer Cleland,
Chair, AMEE Research Committee

eLearning Committee

The eLearning Committee of AMEE has a focus on enhancing teaching and learning by the use of general education technologies with special emphasis on the education pedagogies underlying their use. The committee is available to support the AMEE Executive Committee in achieving its strategic goals by providing advice and support regarding the AMEE Conference, an eLearning symposium every 3 years, MedEdWorld and online tools for AMEE membership activities. In August 2015 the Committee organized a very successful pre-conference satellite symposium on the use of eLearning in medical education that took place during the AMEE Conference in Glasgow. The symposium included keynote speakers, short communications, workshops, ePosters, panel discussions and a very interactive ‘Show and Tell’ session. The committee experimented with a hackathon with students and with PechaKucha™ presentations. Over 230 participants joined the event. At the 2016 AMEE Conference in Barcelona the Committee will deliver a full-day preconference workshop and an in-conference symposium. The Committee is also involved in formulating the long term strategic plans of AMEE in relation to education technologies.

Peter GM de Jong,
Chair, AMEE eLearning Committee
AMEE Simulation Committee

The AMEE Simulation Committee is charged with the responsibility of advising how AMEE can engage in and promote simulation-based education and assessment, feature simulation at its annual conference and keep AMEE members up-to-date with important developments in the field of simulation. The Simulation Committee has contributed to the organisation of the AMEE 2016 Conference and has scheduled in the programme two conference workshops on the theme of simulation. One of these will be organised as a simulation journal club where the most recent innovative, provocative and interesting papers published on the topic of simulation will be discussed. At the end of the sessions participants will be invited to vote to award the premium paper on simulation in medical education 2016.

During the year webinars were offered using the MedEdWorld platform:

- On the psychology of simulation, by Peter Dieckmann (Danish Institute for Medical Simulation (DIMS), Denmark)
- Mastery Learning and Deliberate Practice, by William McGaghie (Northwestern University Feinberg School of Medicine, USA)
- Ethics of simulation practice, by Nancy McNaughton (University of Toronto, Canada)
- Lessons learned from healthcare debriefing to feedback conversations in clinical practice, by Walter Eppich & Kristian Krogh (Northwestern University Feinberg School of Medicine, USA & Aarhus University, Denmark)

Further details of the webinars and the archives are available on the MedEdWorld website and MedEdWorld YouTube Channel.

A further series are being offered in the coming year. Committee members with the responsibility for the webinars are Professor Bryn Baxendale (UK) and Dr Kristian Krogh (Denmark).

Nancy McNaughton, a member of the committee, has responsibility for communicating through MedEdWorld news items that might be of interest to AMEE members.

The committee is collaborating with the newly established ASPIRE-to-Excellence Simulation Panel, under the chairmanship of Barry Issenberg, in the development of criteria that recognise excellence in simulation.

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

AMEE Fellowship Committee

The main function of the Fellowship Committee is to review applications from AMEE members. The Committee which consists of the following members meets online and also face-to-face at the time of the AMEE conference:

- Olle ten Cate, The Netherlands (Chair)
- Angel Centeno, Argentina
- Francois Cilliers, South Africa
- John Dent, UK
- Steven Durning, USA
- Trevor Gibbs, UK (Vice-Chair)
- Madalena Patricio, Portugal
- Trudie Roberts, UK
- Gary Rogers, Australia
- Dujeepa Samarasekera, Singapore

New Development:

Recognising the importance of CPD as a distinct place in Medical Education training, a Special Interest Group (SIG) will be established with a view of transitioning at a lateral stage to an AMEE committee. CPD SIG will meet first time during AMEE 2016 in Barcelona.

Full list of AMEE Committee members is available on AMEE website.
Mr Farzand Ali
International Business Development Manager
f.ali@dundee.ac.uk
Farzand is responsible for internationalisation and marketing of the Association’s initiatives.

Ms Karen Burnett
AMEE Secretary
k.z.burnett@dundee.ac.uk
Karen is the first point of contact in the AMEE Office. Her main responsibilities relate to membership issues and publication orders.

Ms Morag Allan Campbell
Medical Teacher Journal Co-ordinator
m.a.campbell@dundee.ac.uk
Morag has been part of the AMEE team since 2005, looking after Medical Teacher, AMEE's peer reviewed journal. She is currently working on a part-time basis, while studying for her PhD.

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 and Course Leader of the new ESME Student course.

Professor Trevor Gibbs
AMEE Development Officer
tjg.gibbs@gmail.com
Trevor travels extensively promoting the activities of AMEE across the world. He is the Secretary of BREC, part of the BEME Collaboration. He has been a major force in developing the AMEE Guide series, organises poster sessions at AMEE conferences, and plays an active role in ESME courses.

Dr Catherine Kennedy
AMEE Education Officer
c.y.kennedy@dundee.ac.uk
Catherine provides academic input on a variety of AMEE projects, particularly MedEdWorld. She has authored the popular 'Update' series and assists in the development of the MedEdPublish e-journal. She is also a tutor on the ESME Online and ESME Student Online courses.

Mrs Pat Lilley
AMEE Operations Director
p.m.lilley@dundee.ac.uk
Pat is responsible for all aspects of the Association's work including conferences, courses and publications. She is also Managing Editor of Medical Teacher.

Mrs Kerrie McKay
AMEE Administrative Assistant/ MedEdPublish
k.z.mckay@dundee.ac.uk
Kerrie joined AMEE in December 2015 as AMEE Administrative Assistant responsible for AMEE MedEdPublish e-journal.

Mrs Coleen McLaren
AMEE Marketing & Multimedia Developer
c.y.mclaren@dundee.ac.uk
Coleen is involved with the implementation of the Association's marketing strategy through a variety of media. She is responsible for developing design concepts, producing various publicity materials and creating PowerPoint presentations.

Mrs Dawn Mitchell
Assistant to General Secretary
d.t.mitchell@dundee.ac.uk
Dawn provides PA support to the AMEE General Secretary and is also the administrator for ASPIRE and the ESME Online courses.

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

Mr Ricky Shek
Technology Support and Office Manager
r.shek@dundee.ac.uk
Ricky is responsible for all aspects of AMEE conference organisation and office activities.

Mrs Tracey Thomson
AMEE Administration Executive
t.r.thomson@dundee.ac.uk
Tracey returns to work in November 2016 following a period of maternity leave.