ANNUAL REPORT
2017-2018

ASME MISSION
Advancing Scholarship in Medical Education

ASME STRATEGIC AIM
“To meet the needs of teachers, trainers and learners in medical education by supporting research-informed best practice across the continuum of medical education.”

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Celebrating 60 years
1957-2017

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It is a privilege to be writing my first report as President of ASME and particularly in the year of our 60th celebrations. It is clearly a testament to the esteem in which the organisation is held and indeed the value placed on it by its membership that ASME continues to thrive. The very successful ASM in Exeter allowed us to present awards and grants to mark the 60th anniversary and support another cohort undertaking medical education research.

This has also been a year of great change for ASME with changes to the board and the retirement of Directors Clive Gibson, Peter Johnston and Andy Hassel. They have each made a substantial contribution to the organisation and wish them well for the future. This has therefore resulted in the appointment of new directors and an opportunity to look strategically at what the organisation needs going forward. We have therefore expanded the remit of the director roles to include a director to focus on the journals (a highly successful part of ASME) and a director to help us communicate better through all elements of social media to both our members and the wider educational community. There are also changes to the office staff with the retirement of Jenny Bowser and Mairi Macleod leaving for new climes. Again we are very grateful for their help and support over the years and wish them well.

These are interesting times for medical education as the profile of educators has risen with the introduction of the GMC standards for medical education. This has resulted in more individuals looking to input into education and indeed educational research as part of a career trajectory. ASME is well placed to exploit this interest through its committees and special interest groups.

We have also been involved with a new initiative looking at the concept of a Federation of Healthcare Educators. This is about realising that the future involves greater integration across all health professions and their organisations, with greater collaboration, sharing best practice and leading to better patient care. This work is in the early stages and is looking to map the values of organisations and healthcare professions to better understand the shared values we all have. In some ways it is an extension of the principles behind the successful "Developing excellence in medical education conference" that we co-sponsored and attended with many medical education colleagues last November.

It would be remiss of me not to mention that Professor Jennifer Cleland will be standing down as chair of ASME. She has done a fantastic job leading the organisation through the difficult period of incorporation, office move and changes to staff and directors alike. This has been a great deal of work mostly conducted behind the scenes but which has given a bright future to the organisation.

I would also like to personally thank John Jenkins for his help and support during my first year in office.

Finally, I do hope to see you all at the ASM in Newcastle this summer with what will be another excellent conference.

Professor Emeritus Derek Gallen
President of ASME
This is my last report as Chair of ASME. I have been in this role for five years and, in collaboration with my ASME colleagues, I have overseen massive changes in the organisation in that time. Some of these changes have been apparent to members and those on the outside looking in, but other changes will be less visible. I think it is worth outlining them here.

- Restructuring from an Executive driven by a few Senior Officers, to more distributed leadership from a Board of Directors, each with a specific responsibility aligned with taking ASME forward.
- Moving the ASME office from its “garret” in Edinburgh new town to a fit-for-purpose office space, and re-organising the roles and responsibilities in the ASME Office, again so these were more contemporary and future-focused.
- Moving our journals office from ASME to “in house” at Wiley to ensure appropriate facilities, training facilities and knowledge to keep pace with the ever-changing face of academic publishing.
- Bringing in careful management, oversight and governance of ASME’s finances and processes.
- Reviewing our committee and special interest group structures, to encourage more activities and networks to meet the needs of medical educators.
- Consolidating strategic alignments via, for example, the annual GMC-ASME and Faculty of Surgical Trainers (FST) and ASME joint research awards.
- Ensuring ASME keeps its unique “UK-focused, internationally-facing” position by maintaining overseas networks and connections, which in turn help ASME attract renowned international colleagues to contribute to our UK-based events.
- Revitalising the ASME ASM by rotating around the UK, and improving the format to, for example, include special interest group meetings and pop-up events.
- Improving ASME’s public face and communications.

These developments have been against a backdrop of “business as usual”. It would be fair to say that there is no gain without pain, but your Board have worked extraordinarily hard on your behalf in the last years! It is their work with your support that makes ASME such an effective organisation for you, the members.

I look forward to seeing how the next Chair and Board of Directors continue to move things forward.

Professor Jennifer Cleland
Chair of ASME
This is my first report as ASME’s Honorary Treasurer having started in the role in September 2017. To date my experience has been a very positive and rewarding one: getting to know and working closely with Board colleagues and other ASME members.

As Honorary Treasurer, I am responsible for ensuring that the ASME’s Board of Directors (and its members) are kept appraised, in a timely fashion, of ASME’s financial position. In addition to this, and in partnership with ASME office colleagues and our accountants, I am tasked with ensuring that the Board of Directors are provided with financial information in a format that facilitates the Board’s strategic planning, specifically as this relates to ensuring benefits to the membership and other key stakeholders.

The annual audit of ASME’s 2017 accounts shows that ASME is in a sound financial position with a healthy surplus. ASME continues to utilise its income to support the membership, providing a range of highly successful medical education publications, events and conferences as well as grants, awards and fellowships, this in line with its charitable aims.

ASME’s income streams are from three main sources: share of profit from our ‘Medical Education’ and ‘Clinical Teacher’ journals; individual and Institutional membership subscriptions; and surplus from workshops, courses and conferences. We also receive a modest amount of income as royalties from our “Researching Medical Education” and “Understanding Medical Education” textbooks: these we publish in partnership with Wiley.

Increased governance around our meetings and events now means we have a clear understanding of direct and indirect costs, and can set registration fees for different categories of members and non-members fairly. In keeping with our mission, aims and objectives, our spend on awards was significantly increased in 2017: this increase primarily linked to the introduction of the ASME PhD/Doctoral Grants (one per year). We constantly review our income to consider how best to give back to the membership.

In such a changeable external environment, we continue to ensure we maintain a prudent approach to fiscal stewardship as to ensure continued growth and adaptation to meet the future needs of both our membership and the wider community of practice.

Finally, I wish to express my thanks to my colleagues in the ASME office, our accountants and our external auditors for the help, support and guidance they have provided me in my first year in office and also for the support they continue to provide to the Board and ASME members in supporting and ensuring robust financial governance.

I look forward to continuing to work with you all in my new role as Honorary Treasurer for ASME.

Professor Martin J McAreavey
Honorary Treasurer and Director
It is a privilege to be writing my first report as Honorary Secretary of ASME. I was appointed in September 2017 and nearly a year into this role, I am still learning a great deal about the organisation. This has been a significant year of change for ASME with new directors joining, a flourish of innovative ideas being discussed and fresh perspectives on ASME’s future potential being shared. Working with the Board of Directors and the ASME office has been a hugely rewarding learning experience. As Honorary Secretary I am responsible for the following:

1. Providing support to the Board of Directors and the Board of Management for the WILEY Journals.
2. Acting as a focal point for the Special Interest Groups (SIGs) Chairs and Committees; providing advice and guidance in terms of strategic direction and event planning.
3. Ensuring responsible administration and maintenance of effective records in accordance with Company/Charity rules and obligations.

Since joining, I have been keen to establish a streamlined co-ordination and management of the Board of Directors meetings. Every 6 weeks the Board of Directors have teleconference calls/face to face meetings; these are essential in ensuring regular communication and exchange of ideas. It has been both rewarding and challenging to oversee the planning of these meetings; rewarding to work with a group of committed, inspiring and enterprising role models and challenging given everyone’s busy schedules. With time, my goal is to establish regular and efficient co-ordination for Board of Director meetings and develop a stronger working relationship with each director.

I have thoroughly enjoyed meeting the SIG chairs at our recently initiated ‘Meet the Board’ day and attending their events and workshops. The SIG groups play an integral role in fulfilling ASME’s aims and objectives and it has been a pleasure to see the growth and development of these groups over this past year. I look forward to working closely with these groups and supporting the exciting new SIGs to come. My overall ambition is to support the ASME’s growth and relationships with others and to promote a smooth transition through this period of change for the organisation.

Finally I wish to express my sincere thanks and gratitude to the ASME Office Team; Ms Jenny Ogg, Ms Sarah Innes, Mr Tyler Dimich and Mr Leigh Morrish, for welcoming me to ASME. Also a sincere thank you and farewell to Professor Jennifer Cleland, Professor Andy Hassell, Professor Peter Johnston, Ms Jennifer Bowser and Ms Mairi McLeod for their valuable contribution to ASME over the years.

I look forward to meeting ASME members at the ASM 2018 and in future events! Please come and say hello!

Dr. Riya Elizabeth George
Honorary Secretary of ASME
It remains a privilege to serve as the ASME Director of Career Groups. The Career Groups are the Junior Association for the Study of Medical Education (JASME; see p.33 of this Report) and the Trainee Association for the Study of Medical Education (TASME, see p.35 of this Report). JASME is aimed at medical students and Foundation Year 1 Doctors and TASME at all trainees Foundation Year 2 and beyond. Both groups are dynamic and enthusiastic, idealistic and motivated.

TASME has been my remit for the five years I have been an Executive Committee/Board member and I have added JASME in the last two years. I am constantly delighted by the way the groups collaborate, take on and deliver ambitious projects such as the Annual Conference which, at Guys this year, was highly successful in attracting people to speak, present and participate. This was no surprise because the conferences are always focused, thought-provoking and good value for students and trainees who are interested in medical education, and for seniors who want a good conference!

The committees, especially TASME, have a high turnover. Why this is the case is linked to the way in which junior doctors’ jobs are structured and rota-ed: what it is feasible to take on extra in one four or six month block can be out of the question in another. There is also great variability in the attitude of trainers, educational supervisors, rota masters and training programme directors to such activity. There is variable support from postgraduate deans, in our experience.

I cannot help but note the irony of a system, which requires to have education at its core to ensure patients are treated appropriately, being apparently reluctant to encourage junior doctors, across the entire NHS, to be involved in, develop and become leaders in medical education. As we move forward in ASME, we might do well to use our contacts to demonstrate the value of educational roles in trainees – these doctors are developing a pedigree that will, if current experience holds true, place them at the heart of medical education in the future.

As I demit from the ASME Board, I am content with a number of things – completion of incorporation, secure governance around the Association’s functions, reinvigoration of the Board – but most of all, I am constantly delighted with the dedication, eagerness and passion for medical education shown by students and junior doctors in JASME and TASME.

In these groups, I see people who inspire me because they know the task for the future and are committed to it. If ASME can continue to support these people through their medical careers, the Association will have a proud achievement.

Professor Peter Johnston
Director of Career Groups
My role is to provide, with the support of the Board, the strategic direction for ASME events as well as approval for specific events, ensuring they address ASME’s goals, that they are sustainable and that they meet quality assurance standards for ASME-badged events. I have specific responsibility for oversight of the Annual Scientific Meeting (ASM), working closely with the Events and Conference Officer and with the Operations Manager.

Progress around the ASM, which is to be held at the Sage in Gateshead this year, has been very good. The ASM steering group has met monthly by teleconference. It comprises the leads of the Education Development and Education Research Committees, the Director of Networks and JASME and TASME leads, a key person local to the ASM, the ASME Operations manager and the Events and Conference Officer. We now have a robust timeline for planning each ASM, which starts 18 months before the meeting, with selection of theme and key plenary speakers. We have formalised systems for selecting abstracts and workshops and this seems to have worked well this year. Fingers crossed for July! Mairi MacLeod has been very effective in co-ordinating things for the ASM. Mairi has decided to leave ASME for pastures new. We are extremely lucky to have Jenny Ogg, the Operations Manager, who is key to our continued success, with both the corporate memory for these events and the skill to ensure successful implementation. I am very grateful to Jenny.

With respect to other events, ASME continues to sponsor a range of workshops and meetings, including the annual Researching Medical Education conference (under the auspices of the ERC), regional EDC meetings, and the TASME spring conference. In general, proposed new events under the ASME banner are supported if they meet the broad aims of ASME (as set out on the web site) and are anticipated to cover their costs. In practice, the latter means the cost of venue and any hospitality. Where possible, the ASME office will support with electronic mailings etc. For bigger meetings, costs would include a contribution to administration costs. Please feel free to email me with any proposals.

Professor Andrew Hassell
Director of Events
Another year as an ASME director and I continue to be impressed by the dedication and commitment of all those involved. There have been significant changes over the last four years under Jen’s leadership, specifically around our processes and systems and these have made a tremendous difference in making our organisation more transparent, robust and focused. The administration team have done an amazing job keeping everything going whilst also integrating our new ways of working. The new directors, joining us earlier this year, have brought fresh perspectives as well as new ideas and I look forward to working with them over the coming year.

This ought to be my last year as a director and it did seem appropriate to step down after the ASM conference had been held at my adopted home here at Newcastle / Gateshead. However, I have been asked to stay on for another year, albeit taking on a slightly different role - ‘Director of Special Projects’. This change in title is important and a recognition by the Board that ASME ‘innovation’ should not be the remit of a single director but something we all want to achieve, whether it’s as a committee, group or an individual with an idea or cunning plan. My role next year will be working on specific projects with the new Chair and Board of Directors, projects prioritised by the Board that will support change and development across ASME’s key priorities. One priority we have been working on over the last few months is the future direction of ASME and what should be our short and long-term agenda. At the time of writing, my specific projects are yet to be defined but I hope, in line with our revised aim and mission statement, to review the ways in which we can celebrate all aspects of educational practice and by doing so demonstrate what constitutes quality within innovation, research, evaluation and practitioner inquiry. It is a project that sounds so simple but will require a considerable amount of work. The loss of a director specifically working on innovation does not mean that innovation from the membership is no longer welcome, sought or supported - If you have an idea for enhancing ASME (big, small or medium-sized), please get in touch with any of the directors or the chairs of the committees (ERC, EDC, JASME & TASME).

To support creativity and innovative ideas for 2018, we have introduced a new ‘Pop-Up’ event at the ASM. Here members are offering very short dynamic sessions on a wide range of interesting topics – the information about what is happening and where will be contained within the conference pack. Please ‘Pop-Along’ (or ‘Pop-Online’ for the virtual events), be involved and offer your support.

Dr. Jane Stewart
Director of Special Projects
I have been a member of ASME since 1996 and it is with great pleasure that I joined the Board of Directors in January 2018 as Director of Membership. It has been said that I “walk the walk and talk the talk” both as a clinician and an academic in the field of medical education. For me this provides a depth of understanding in how to mentor, support and develop future medical educationalists, which I strongly believe being a member of ASME facilitates. One of ASME’s objectives is “to work with our members for our members” and as a new board member I would like to encourage and support others within ASME to strategically and operationally do so. As Director for Membership I am clear on the benefits of both personal and institutional membership, and how ASME by prizes, awards and special interest groups etc. can support individual professional development, needs to retain new members, and also catalyse institutions to consider how ASME membership can benefit their own medical education teams. Reviewing my pledges sets out my intentions in how we can achieve these aims.

ASME is currently positioned to nationally lead medical education research and ensure, by informing and collaborating with decision making bodies, the implementation of such findings that innovate and sustain the high quality of UK medical education. We are also an international-facing organisation and as such have a responsibility to learn from our colleagues and share expertise across the world, and I would be keen to attract membership from countries, healthcare educators and medical specialities that are under-represented.

I look forward to meeting members over the forthcoming months at our conferences. Please come and say hello.

Professor Sandra Nicholson
Director of Membership
Director from the Membership

Dr. Jonny Guckian

As Director from the Membership, I am extremely honored and excited to take on this challenge. Three months into this role, I have learned much about our organization, but more importantly, I have been privileged to meet and work with our members. Whilst I am the most junior new Director, I feel that I am well positioned to help ASME fulfill its ambitious and important aims. This report therefore will consist of my progress so far and my high hopes for 2018, which can be broadly covered in two areas: social media and clinical teaching fellows.

Social Media

I am delighted that the ASME board recognize the importance of improving our social media reach. Whilst this is essential as a growing charity, this has special relevance in medical education. I wholeheartedly believe that social media will have a profound impact on our field in the future. It is up to organisations such as ASME to foster the study of this phenomenon so as to further best practice.

Social media allows us to break down barriers between the ASME board and its members. In collaboration with TASME, I have developed #MedEdForum, hosting Twitter discussions on key issues in medical education. These have reached hundreds of thousands of people worldwide and facilitated discussion in new ways for ASME. Where else could a medical student discuss reflection with the head of learning and standards of the GMC so easily? I plan to continue #MedEdForum this year so as to shorten the distance between our board and you, the members.

Not au fait with social media? Never fear. I’m developing an ASME video guide to social media in medical education. This will explain the very basics of accessing Twitter, through to tackling more complex topics, like how we can better use Twitter in MedEd and the risks of such use.

ASME’s social media reach has never been greater, and hopefully will continue to soar as we pilot Youtube, Instagram and even Snapchat accounts.

Teaching Fellows

As a clinical teaching fellow, I feel that the role lacks national support and governance. I want ASME to take up the mantle in supporting CTFs. To do so, I want to listen to current and past teaching fellows. I am planning to meet with regional CTF networks and work is being undertaken to provide teaching guides so that the ASME website will be the go-to place for CTF guidance. My ongoing projects also include working with Dr Jennifer Hallam to produce MedEdMentor, an innovative ASME podcast. Aimed at CTFs, students, doctors and anyone with an early interest in MedEd, this will feature discussions with experts in the field on how to get started.

If you are a CTF and have thoughts about what ASME can do to support you, please get in touch at Director-JG@asme.org.uk

I can’t wait to develop these projects further with your help, and am proud to represent our Members as together we look to shape the future of medical education.

Dr. Jonny Guckian
Director from the Membership
The Director of Journals is a newly constituted post on the Board of Directors which I think indicates the importance of the Journals for ASME. I am delighted and privileged to be the first person to hold this position. However, as I only joined the Board in January 2018, a New Year and a new start, there is not much to report for the past year – hence the brevity of this report. However, there is a lot to look forward to in the next year.

I attended my first Board of Directors Strategy day which held in Edinburgh and it was great to meet and engage with all the key personnel of ASME and work together during the day to deliver our pledges and activities for the coming year. I will be working with Journals Board of Management and Editors in Chief to develop the profile, usage and income of the Journals together with being an ambassador for ASME.

One of my first tasks in this new role was to be a panel member judging the applications for the Medical Education Travelling Fellowship. It was pleasing to see so many applications from a diverse range of researcher and locations – a truly international field.

I am looking forward to meeting many of you at our annual ASM.

Dr. Kim Walker
Director of Journals
In September 2017, I took on the role of ASME Director of Awards. Having been an ASME member for many years, and part of the Education Research Committee previously, this seemed like an ideal opportunity to get more involved. The Director of Awards role was attractive too because I know that opportunities for project funding, or external recognition for achievements and innovations, can make a real difference to medical educators ‘on the ground’.

After finding my feet, and meeting key colleagues, I got straight down to work, undertaking a review of the existing Awards portfolio. This has involved several strands of activity. First I have been doing some ‘desk-based’ research, collating information about each Award offered, mapping this across to our membership categories to see if there are groups who are not well provided for, and seeing to what extent each Award aligns with the ASME Mission and Strategic Aims.

Next I have been speaking to key stakeholders about the Awards, including heads of the groups within ASME that offer awards, and some of the ASME members who have won an Award recently. This was a highlight of the process for me. It was wonderful to hear what a difference even small amounts of funding or recognition can make to an individual and also great to have the chance to speak to so many people who share an interest in medical education. Finally we sent out a short survey to all individual ASME members, so that anyone who wanted to could contribute to the review process. We were delighted with the response to the survey and it yielded some very interesting data.

I have now collated all three strands of information into a draft report, and have booked a slot on the May ASME Board meeting to discuss the recommendations with colleagues. I hope that members will benefit from a revamped Awards portfolio by the end of the year.

Concurrently with the review process, of course, the routine processing of Awards continues. Each month of the year there is marketing via flyers, websites and social media; processing of applications and liaison with assessors; communications of outcomes; transfer of funding etc. I’d like to thank everyone who has been involved in that process, particularly the applicants and the assessors. It really wouldn’t be possible without you! However I’d like to save a very special mention for Jenny Ogg and the team at the ASME office in Edinburgh, who work incredibly hard to keep the Awards ‘show’ on the road. It’s a great privilege to work with you!

Professor Karen Mattick
Director of Awards
This is my first annual report as Director of ASME, having started in the role of Director of Networks in October 2017. Taking up the role required sudden total immersion in the organisation; with a comprehensive induction and the completion of necessary paperwork to comply with all the regulations that are required by ASME’s charity status.

Getting to know other board members and becoming a member of a new team has been a rewarding experience: the Board of Directors are a group of creative, capable, committed individuals, and the ASME office staff a pleasure to work with. Amongst our activities so far have been a range of meetings and the Board’s annual Strategy Day, held in January 2018; an opportunity to reflect on ASME’s journey to date and the next steps.

As Director of Networks my initial focus has been on exploring the internal networks of the organisation, and these are surprisingly complex. ASME is multifaceted, with a large number of Committees and SIGs. I have been able to have meetings with the chairs and in some cases deputies of almost all these groups in the 6 months I’ve been in post, with the aim of gaining understanding of, and insight into how these groups work and how they relate to each other. Needless to say, there are often shared interests and priorities and I see my role, and that of the Board of Directors as ensuring we have structures in place to enhance the synergies of all these groups, as well as drafting a Networks strategy which enables all groups to understand clearly how they relate to each other and the Board (hence ASME as an organisation).

Something which has been strongly brought home to me in this 6 months has been the responsibility of the Directors for the charity that is ASME. I imagine that most ASME members are not aware of the nature of the organisation; rather thinking of its outputs, such as the excellent conferences, courses, prizes and publications. This is understandable and usual; but taking time to pause and reflect whilst writing (or reading) an annual report can be helpful: As members of an organisation, we all “buy in” to its values, have equal access to its benefits, yet each have some ownership for its corporate decisions, its financial health, and its direction of travel. This is a plea therefore for you to be involved! If you come to the conference, please come to the AGM: you can vote on these things, get to know the organisation better, and have a say in how it works. My ambition is to support the overall growth of ASME, and of course to enhance and grow its already strong and influential networks. I hope to see as many people at the conference as possible.

Dr. Louise Dubras
Director of Networks
My name is Susan Jamieson, and I’ve chaired ASME’s Education Research Committee (ERC) for the last two years, although I was a member of the committee for several years before that. By the time you read this report, I shall have left office, but I welcome this opportunity to reflect on my experience.

In short, it’s been a turbulent time. As long-time members of ASME will know, in July 2016 the organisation became a company limited by guarantee, with consequent changes in its internal structure, roles and governance. During my chairmanship of ERC, we have been in a transitional phase, as the Board has worked to develop its vision, goals, policy and procedures. During this time, ERC’s focus has been to ensure the delivery of core research-related activities, such as the annual Researching Medical Education (RME) conference; and the Best Original Research Paper Award (BORPA), hosting presentations by short-listed candidates at the Annual Scientific Meeting (ASM). These activities remain important, but I believe we’re now in a position where the collective direction of travel is clearer, and ERC is ready to try out new ideas and take forward new projects.

One priority for ERC is to develop the RME conference to meet the diverse needs of ASME members with a research interest: from newcomers, to more experienced researchers; and also to attract delegates from out-with the medical education community. Professor Jeremy Brown and Dr Clare Morris led the RME in 2017 and started taking us in this direction. We were very sorry to see Jeremy leave ERC earlier this year, but Clare ably picked up the baton and, in conjunction with Dr Sarah Yardley, has developed an exciting programme which, in addition to our popular methodology workshops, has innovative methodology showcases, an international speaker from the world of medical education (Dr Kori LaDonna, Ontario, Canada), and a renowned speaker from the discipline of applied psychology (Prof Nigel King, Huddersfield, UK). Please join us!!

The BORPA presentations were enthusiastically received in 2017, and of the three excellent short-listed candidates, Dr Clare Leitner was selected as BORPA winner by the ASM audience. The event was chaired by myself in conjunction with Dr Anne Marie Reid of ERC, and we were delighted with the reaction of ASME members who attended. In 2018 we again had several excellent submissions and we have three exciting presentations scheduled for the ASM. ERC will continue to promote BORPA as a means of showcasing high quality research.

Other priorities include building better links and exploring joint ventures with educational organisations, and developing electronic resources to support newcomers to medical education research. To help us take this forward, we’re pleased to welcome Dr Alison Steven and Dr Jenn Hallam to ERC. In addition to the aforementioned ERC members, they join Prof Bob McKinley, Dr Eliot Rees (TASME rep) and Ms Rekha Gurung (JASME rep) on the committee.

Without doubt, one of the pleasures of chairing ERC has been working with the various colleagues mentioned above: my thanks to them.
EDUCATOR DEVELOPMENT COMMITTEE (EDC) REPORT

The ASME Educator Development Committee (EDC) exists to support and promote the evidence informed professional development of the community of medical educators. We do this by promoting and disseminating good practice for the benefit of patient care, encouraging the scholarly development and career progression of educators and by facilitating networking and collaboration across medical education communities.

We started the year as a relatively small committee, numbering five in total. Despite this small team, we have continued to run our successful regional educational development meetings in the Midlands and North West, with ongoing work to add an ASME presence and input to an existing educator development programme in East Anglia. The committee is also exploring a potential London based event. We have links to help us further develop these events in the North East but would be delighted to hear from any ASME member who wishes support to develop a similar educator development forum in their locality. The committee is also exploring the possibility of developing links with educators in other specialty organisations through involvement in medical specialty annual meetings.

The committee have been aware for some time that our events are mainly aimed at those working in and for medical schools. This is in part due to the contacts and expertise within the committee. In response we focused our call for new members to those from a wider range of medical education backgrounds. I am delighted that we have been able to recruit three highly experienced new members who fully fulfil this remit and will help rebalance our future work; https://www.asme.org.uk/committees-and-groups/educator-dev-cttee.html#current-members

EDC also continues to promote development and celebrate excellence via our Educator Development Awards (EDA) and Education Innovation Awards (EIA) https://www.asme.org.uk/ awards. Those interested in what these can do for them as educators and how to apply should come along to hear from recent award winners at the ‘EDC – Innovative, interesting and prize winning work’ session on Thursday, 4pm – 6pm in the Sage 1/Auditorium. This also includes a chance to hear two of the best submissions to the conference overall.

Looking to the future, as well as further developing our regional fora and exploring national networks and events, we have started work with Karen Mattick (Director of Awards) to better align the EDC awards with other ASME awards. We anticipate this will make it easier for potential applicants to understand and apply for these and to ensure they align with ASME’s mission.

Finally, I would like thank my fellow committee members for their hard work and commitment this year. One of the privileges of my role is seeing how committed a group of otherwise very busy people are to helping develop their peers and those who will come after us and to push forward the aims and mission of ASME.

For further information, please contact me at edc@asme.org.uk

Professor Colin MacDougall, Chair of Educator Development Committee (EDC)
This year was another successful year for JASME, as we hope to outline below.

The committee this year has comprised of ourselves, Michael Martin, Riana Patel, Rekha Gurung, Claire Keith, Katy Stevenson, Ryan Devlin, Rosie Patterson and Tom Goldsmith. Fortunately, a number of the committee are hoping to continue in their roles, although we will unfortunately be saying goodbye to both Sean and Tom as they progress to their core training. As a committee, we wish them all the best in their careers.

This year, JASME has focused on: reflecting on our value to members and putting processes and relationships in place, to ensure a solid foundation for future years of JASME. Each area within JASME has developed this year, thanks to the work of our fantastic committee. In communications, Katy and Ryan have worked hard to achieve a record number of followers across our social media accounts (over 1000 twitter followers now!) and have given our newsletter a much-needed facelift. Tom and Rosie have run a toolkit in Glasgow and have composed a guide to help committee arrange further toolkits. This will be invaluable as we go forward. Furthermore, they have drafted a timetable for toolkits, meetings and conferences over the next two years, which we hope to work towards. We have also identified new conferences which JASME aim to deliver workshops and presentations at next year. The Local Rep scheme, with Rekha and Claire has continued to attract medical students to JASME and this year we have had a variety of events, from Academic Foundation Program (AFP) to journal clubs. We have also received a record number of prize applications this year, thanks to the work of Michael and Riana, and their collaboration with the communications team.

As co-chairs this year, we have found it interesting to see these activities unfold and have learnt about the challenges of managing a committee separated by geography. Where goals have not been met, they have provided useful learning experiences for the entire committee, and put us in an even stronger position for the year ahead. Hopefully, this will stand JASME in good stead for the coming year, as we hope to develop relationships with the Healthcare Leadership Academy and the Connect Project – although these projects are still in their early stages.

We look forward to presenting two workshops at the ASM, one with TASM, with whom we continue to build our relationship. We also look forward to another year of success in 2018/19.
For the committee 2017-18 has been a year of change, saying goodbye to key members but welcoming to new voices and directions, including the first JASME member "graduate". We now have 14 members fulfilling Research, Awards, Events and Publicity roles, also a first for us: providing the new ASME Director, Jonny Guckian, a positive example trainees helping ASME develop and meet its aims. Our committee away day in September 2016 was very productive, introducing new team members and developing goals for the year.

The annual TASME conference was held April 21st at New Hunt's House, Guy's Hospital. The theme was "Developing the Clinical Teacher: From Student to Sensei" with four speakers focussing on finding your inspiration, mindfulness and developing a career in medical education. We had parallel workshops with beginner, intermediate/advanced and making your career work for you. With over 50 posters accepted and 5 oral presentations accepted for a platform oral presentation, with the best awarded the TASME Young Educators Prize.

TASME and JASME are working closely to encourage local reps in medical schools and hospitals, with a successful London event and soon to launch Rep Packs to help people put on events and develop networks locally. Eva Wooding who previously led the network project, organised the TASME and ASME badged medical education conference in Exeter in November 2017 which was very successful, aiming for it to be an annual event.

TASME will also contribute to several sessions at the ASM with the joint JASME workshop (day 1) as well as our TIE prize (Teaching Innovation & Excellence) session taking place on Day 2, with the winning presentation from the TASME Professional Development Bursary also in this session. The TASME committee will judge the shortlisted posters for the TASME poster prize. The JASME/TASME social has been planned for Day 1. This will be a networking event for existing and potential new members. The annual elections for new committee members will also take place at the ASM. We are also aiming to run a pop-up session focussing on social media.

The social media presence of TASME is growing, with 1700 followers on Twitter, a Facebook page and Linked In account. We hosted 3 MedEd twitter chat Forums in 2018, discussing portfolios, Clinical Teaching Fellows and reflection in light of the Bawa-Garba case, with a combined reach of over 60,000 people. This is an innovative ongoing way of raising profile and engaging trainees in medical education topics and scholarship.

As a group of junior doctors who contribute to TASME on a voluntary basis, we very much appreciate the support of ASME as our parent organisation, and the opportunities this provides to trainees who have an interest in medical education, training and research. Being part of the committee is such an excellent opportunity to develop professionally, but also to develop others.

The main point of contact for the TASME committee is: tasme-info@asme.org.uk
Email contact for the events team is: tasme-conference@asme.org.uk
The prizes team can be contacted on: tasme-awards@asme.org.uk

Dr Andy Baldwin, Chair of Trainees in the Association for the Study of Medical Education
The ASME MiME Special Interest Group (SIG) has successfully completed its first year in existence! We are delighted with the warm reception that we have received this year and are encouraged by the ever-increasing numbers of enthusiastic SIG members that are joining. We currently have 20 members and these individuals have been active in pushing forward our mission statement to improve teaching and research concerning mindfulness in medical education.

Dr Helen Bintley continues to lead the group and coordinate communication with members. However, Ms Ruth Sugden, co-founder of the group, left us this year to take up a post as a MacMillan nurse and freelance mindfulness instructor. The members of the SIG want to thank her for her inspiration, imagination, organisation and support in setting up this group and we hope that, through her vision, the group will go from strength to strength.

We successfully increased our presence on social media this year and hope to set up a more permanent communication method within the next year to maintain and expand communication with members of the healthcare education community on this issue.

Our main event this year was our showcasing event and inaugural meeting in November 2017. The event was a great success with speakers and delegates coming from all over the country to present, discuss and debate their use of mindfulness to support the wellbeing and learning of medical students in the UK. Overall, I feel that the day was very interesting and showed us the surprising variability and innovation across institutions with respect to mindfulness teaching and research. I also feel that this is a great first step in the further development of this national group, the possibilities are endless!

At this event, members decided that communication was a key strategic aim for the SIG for the coming 12 months and members of the SIG have already done some fantastic work to realise this aim. I hope to take this forward and am currently organising a date to meet members and discuss this further. The members also opted to form regional groups, which will report back to the national group and for the meantime we will continue to coordinate this by email. Members also highlighted the need for a guideline to be developed for higher education on this issue. There has been much discussion between members at the meeting and this will be continued at our next national meeting at the ASM on Friday the 13th July. The SIG lead has also been in communication with the Education Research Group to work on this and this will be further developed and presented to the group at the ASM.

The SIG lead has been asked to give a speech and undertake a workshop at the TASME spring conference, and run a workshop at the Annual Medical Education conference at Keele on mindfulness and its uses in medical education. She is very much looking forward to these opportunities and hopes to use these experiences to promote the MiME SIG and our aims. The SIG lead will also run a workshop about mindfulness at the ASME ASM this year and asks that any SIG members who want to be involved to email her about this.

Overall then, it has been a busy and successful year for our new SIG. With the growing interest in this area, the lead would like to ask for volunteers to come forward for the post of communications co-ordinator and also co-lead of the SIG in the coming year. These posts will be voluntary but rewarding and we ask that interested members email their details and an explanation of why they want to undertake the role to h.bintley@qmul.ac.uk. Finally, we want to thank ASME for their support in setting up this group, especially Jenny Ogg and Riya George who have gone out of their way to provide us with what we needed to succeed!
The ASME Developing Leaders in Healthcare (DLH) Education programme continues to offer a small number of UK based and international interactive, practice-based courses, drawing good numbers of interested delegates. Fundamentals of Leadership and Management in Education (FLAME) was provided in workshop format at the ASME ASM in Exeter and the full course was offered at the AAME conference in Helsinki. We also ran the week-long ‘Developing Leadership in Healthcare Education’ (DLH) at Windsor in May 2017 which was well-evaluated and drew delegates from the UK and internationally. The ‘New Leaders’ award was awarded to Dr Jonathan (Jonny) Guckian at the ASM for his leadership on developing and implementing Medisense Medical Education.

Our group is not a SIG in the usual sense, but instead comprises a team of faculty who have the interest and/or experience in providing leadership development in the context of health professions’ education. One of the reasons for this is that over the last few years, many other organisations and bodies bring together those with an interest in clinical and educational leadership for various activities (e.g. the Faculty of Medical Leadership and Management and Leadership Foundation for HE), so we have chosen to focus on providing high quality (some income generating) courses for ASME. Other than the fixed programmes in the calendar (at the ASM and the Windsor course), the faculty can develop and provide leadership development activities on ASME’s behalf at conferences or other educational events in the UK and internationally. Over the next 12 months we will continue to provide leadership courses and workshops in response to ASME’s strategic aims and direction.

As ever, none of this would be possible without the dedication and support of the leadership course faculty: Paul Jones, Kirsty Forrest, Claire Vogan, Greg Radu, Mark Lillicrap, Colin Melville and Sham Nasrally. On behalf of ASME, I would like to thank them all.
The psychometrics SIG has 3 main functions. It has a meeting 2-3 times a year, it runs an online discussion group and it has previously run workshops at the ASME ASM. It has about 80 members across undergraduate and postgraduate education in medical education and other professional disciplines. The meetings are usually held in a medical school by invitation of one of the members. The topics are developed by circulating the members both for ideas and speakers. Attendance is about 15 to 20.

The online discussion group is used to share difficult psychometric problems, often involving data handling and interpretation related to examinations. Replies are usually posted within 24 hours. Its other function is sharing interesting papers, acting in effect as an online journal club. The workshops have usually been around interpretation of exam metrics and are aimed at the non-specialist who is involved in decision making. Attendance has been around 20.

The SIG seems to work well for its members and though the numbers active at the meetings and online is quite small, feedback from member surveys indicates that most of the membership enjoy the debates even if they do not participate actively.

Many psychometricians have only a modest interest in the wider aspects of medical education and conversely many active medical educators and educationalists find the concepts of psychometrics somewhat forbidding. The result is dissonance; psychometricians often find little to interest them at medical education conferences and educators are perhaps glad that someone else is responsible for producing the figures.

This is a pity as the decision on who gets to pass is perhaps the most important activity that a medical school undertakes, so needs to be owned by the school as a whole, not a few individuals. This is likely to become increasingly important. There is much interest in increasing the role of professional judgement in assessment particularly around the concept of ‘entrustability’ in the workplace. This may be a significant advance, but without clear metrics may also be open to challenge. These issues deserve wider discussion in the medical education community.
During this last year I became the sole editor-in-chief of the journal after an unsettled time and some difficulties with workflow. The workflow has improved, particularly due to the addition of an extra associate editor and Karen Mattick becoming senior associate editor. Two of the associate editors stepped down and we recruited two in their place, giving The Clinical Teacher (TCT) six associate editors (AEs) in total.

Associate editors
Two of our associate editors resigned due to workload issues and because of coming to the end of their contracts in the last year: Phil Cotton (Rwanda) and Hossein Khaliili (Canada). Recruitment of three new AEs took place throughout the year and these are: Susan van Schalkwyck (South Africa), Keiko Abe (Japan) and Madawa Chandratilake (Sri Lanka). Karen Mattick, in her position as senior AE, held a teleconference with the AEs earlier this year, and I keep in touch with all AEs through frequent emails.

Move of admin office
We said good-bye to Sue Symons, Karen Eccles and Amanda Dove in April following Sue’s retirement. The journal’s office is now located within Wiley’s Oxford headquarters and our dedicated new staff are Iris Poospe and Anna Rivers. The transition period has gone very well and there has been very little dislocation as we get to know each other. I have Skyped with Iris and Anna and have no concerns about the changes.

New workflow
Due to the departure of my co-editor, we made some changes to workflow. I now see all papers on submission (except when on leave when Karen does this) and reject or send to an AE for action. Letters-to-the-editor are dealt with only by myself. I now see all papers on submission (except when on leave when Karen does this) and I keep in touch with all AEs through frequent emails.

How to articles
Karen Mattick suggested this new article type and has been commissioning papers. The series will focus on qualitative research for clinical teachers new to this area. Karen and Esther Helmich wrote an editorial about the series, which was published in the April 2018 edition of TCT, which also included the 1st How to article on writing a good research question. Further titles will focus on data sources and using theory.

Insights
The Insights continue to be popular and are written on a diverse range of topics from all grades of clinical teachers, including students.

The Clinical Teacher’s Toolbox
The first Toolbox article was published in February 2015. This year topics have included: the cloud in education; connecting classroom and workplaces; workplace-based assessment; good presentations, and medical humanities. We also published a Toolbox co-authored by Ollie ten Cate on enthralling professional activities - EPAs (Ollie is the EPA guru). Toolboxes continue to be downloaded frequently. We continue to receive frequent expressions of interest from authors who would like to submit a Toolbox article. We ask for a 600-word outline of their proposed paper to help me in the decision as to whether to commission the piece. All Toolbox papers are reviewed by myself and one associate editor. Recently I have commissioned Toolboxes on programmatic assessment (from Lambert Schwirn and Eees van der Vleuten), professionalism (from Charlotte Rees) and MMHs (multiple mini interviews – Chris Roberts).

Faculty Development Review
These reviews provide a scholarly overview and introduction to key topics in medical education, summarising key theoretical concepts, literature and research evidence in a concise and accessible format, and highlighting how they can be applied in practice. Each is designed to serve as a stand-alone resource that can be used in faculty development and higher training in medical and health professions education, yet to also be accessible for self-study by readers who are new to the subject. We do not receive as many enquiries about review articles as yet. This year topics included: honest reflection; remediation; dyspraxia, and mentoring.

In Brief
These continue to be four summaries of published articles (150 words each), with 200 words of introduction and conclusion and link to the papers and present the main messages for clinical teachers. The papers chosen should have appeared in recent months in the general and health professional education literature. They should be from different publications including one from Medical Education and one focusing on a health profession other than medicine. This year we have had student authors as well as clinicians suggesting and writing topics.

Letters to the Editor
We still receive many letters from around the world and continue to have multiple letter submissions from medical students of four UK medical schools. We presume that the students have been encouraged to do this and are hoping to achieve a publication to add to their foundation applications. Letters should respond and add to a recent article in the journal, but the standard of those we receive is very variable – we have published several but others lack interest, are just agreeing with the paper they cite, or the content shows that the original paper was not well understood. I give a lot of feedback to student authors, whether I ask for revisions or reject.

Virtual issue
This will be published in June and its topic is ‘Challenging areas for clinical teachers’ and it will contain 10 open access papers.

Awards and fellowships
Impact award: This year we used the same process as last year. We looked in particular for original articles 9-12 months before, the month of and the month after publication in an edition of the journal. The three top papers were then scrutinized by five AEs and myself and ranked in terms of what their impact might be in the future. This led to the award going to: Mariketa Maranova and Paul Henkel – Collaborating on medication errors in nursing. [https://doi.org/10.3390/ tct.12655]

The 7th The Clinical Teacher travelling fellowship has been awarded to Kim Ekstedt of the Copenhagen Academy for Clinical Teaching and Simulation, Herlev Hospital, Copenhagen University Hospital, Denmark who will be travelling to Sydney Clinical Skill and Simulation Center (SCSSC), Royal North Shore Hospital, Sydney (RNSH), Sydney, Australia (note – I had no prior knowledge of this application and am not involved in any way).

Some numbers
In the year June 2017-May 2018, there were 387 submissions of all types to the journal; of these about 50% were rejected by myself on initial review. The acceptance rate is 32% (compared to 38% in the calendar year 2015, 32% in 2016, and 33% in 2017). Of rejected papers I reject 80% and 20% are rejected after review.

Turnaround times of papers have improved. I make my initial decision within 2-3 days for the majority of papers. For papers sent to an AE for action (including sending out for peer review), the median time for an initial decision is 55 days in 2018 (down from 72.5 in 2016 and 66 in 2017). Time from submission to acceptance (ie following revisions) is 126.5 in 2018 (down from 202 in 2015 and 169 in 2017). The main hold-up is the recruiting of sufficient external peer reviewers, typically 2-3 per original article. It can be difficult to find suitable reviewers who agree to review – there is an increasing number of journals looking for peer reviewers.

Finally
Thanks to all our authors, reviewers and readers as well as the Management Committee and other ASME members who promote The Clinical Teacher at conferences and through their networks. We are particularly grateful to: Kevin Eva and Kimberley Edwards, our outgoing e-editor, for their spirit of editorial collegiality; the excellent team of associate editors; our peer reviewers; the production team; and bid a fond farewell to the fantastic and very dedicated staff at Plymouth: Sue Symons, Karen Eccles and Amanda Dove. We welcome Iris and Anna to the TCT family.
Editor’s Report

To kick off publication of Medical Education’s 50th volume I poured over a variety of historical articles and felt inclined to title my editorial “The more things stay the same, the more they change.” The pun was meant to reflect that common beats have been hit throughout the journal’s history even while there are clear indicators of evolution. I was just reminded of that because the need to report on Medical Education in 2017 created a compulsion to look back similarly at my very first report on Medical Education in 2007. Some of the more informative comparisons between now and the high water marks that stood a decade ago:

2007: “The journal received 1,010 submissions and had an average time to first decision of 39 days with 25% of all submissions eventually being accepted. The latter figures do not include Really Good Stuff submissions, but that section of the journal also continues to thrive through Brownie Anderson’s leadership with 129 submissions received last year and 88 already submitted to date in 2008.”

2017: The journal received 1,613 submissions and had an average time to first decision of 38.7 days with 12.7% of all submissions eventually being accepted. The latter figures do not include Really Good Stuff submissions, but that section of the journal also continues to thrive through Brownie Anderson’s leadership with 311 submissions received last year and 174 already submitted to date in 2018.

2007: “The impact factors for scientific periodicals were recently released and Medical Education continues to perform extremely well [IF=2.562]. We are the only journal in our field to have improved its impact factor each of the past 3 years.”

2017: The impact factors for scientific periodicals have not yet been released, but Medical Education continues to perform extremely well [IF=4.005 in 2016]. We have improved our impact factor 6 of the past 9 years and continue to “lead the field” in 5-year Impact Factor. More exciting is that data that were not available in 2007 (from Scimago) indicate that a full 17.1% of 2017 articles reflect international collaborations (i.e., have authorship spanning several countries).

2007: “To assist the journal … we have recruited three new deputy editors, Charlotte Rees, John Boulet, and Charlotte Ringsted, each of whom took on their new tasks seamlessly and each of whom have already proven that their contributions to keeping the journal the pre-eminent journal in its field will be substantial. A fourth new deputy editor is being recruited to make up for the resignation of Jill Morrison… Fortunately, there remains in place a highly experienced and world-class set of deputy editors [and] members of the international editorial board (aptly led by Georges Bordage) to help guide me and the journal in the right direction.”

2017: To assist the journal we have recruited two new deputy editors, David Cook (Mayo Clinic, USA) and Pim Teunissen (University of Maastricht, the Netherlands), each of whom took on their new tasks seamlessly and each of whom have already proven that their contributions to keeping the journal the pre-eminent journal in its field will be substantial. A third new deputy editor is being recruited to make up for the imminent end of Charlotte Ringsted’s tenure. Fortunately, there remains in place a highly experienced and world-class set of deputy editors and members of the international editorial board (aptly led as of 2017 by Ara Tekian, University of Illinois at Chicago, USA) to help guide me and the journal in the right direction.

2007: “We announced an intent to promote and commission a greater number of critical reviews on various topics … to draw upon [both] the existing community of medical educators [and] theory-oriented and empirically-based scholarship from high level researchers who do not typically write for the medical education community. The first in [what became the Cross-Cutting Edge] series, a paper … on test-enhanced learning, is in the publication queue and due to be published in early autumn.”

2017: We announced an intent to promote and commission a greater number of critical reviews on research approaches that are used (or could be used) to support the advancement of knowledge in our field by drawing upon both the existing community of medical educators and high level researchers who do not typically write for the medical education community. The annual State of the Science issue was dedicated to a scholarly examination of research methods and we will imminent announce the creation of an ongoing series on that topic. The first in the currently titled Medical Education Research Approaches series, a paper on Discrete Choice Experiments, is in the publication queue and due to be published in early autumn.

2007: “Finally, I will close this report by formally acknowledging the tremendous support I have received from Sue Symons, Karen Eccles, and Amanda Dove in the editorial office. As outlined in my June editorial, Sue’s retirement led to a complete review of our staffing needs and processes. I am particularly grateful to Jen Cieland and Rosie Hutchinson for the ‘above-and-beyond’ effort required of the Board of Management this past year as we determined the right path forward for the operational side of the journal. The early returns on this recent transition are very positive as Iris Poessae and Anna Rivers (who both work out of the Wiley offices in Oxford) have been great additions to our team.

2017: Finally, I will close this report by formally acknowledging that the end of year was spent trying to determine how to replace the tremendous support I have received from Sue Symons, Karen Eccles, and Amanda Dove in the editorial office. As outlined in my June editorial, Sue’s retirement led to a complete review of our staffing needs and processes. I am particularly grateful to Jen Cieland and Rosie Hutchinson for the ‘above-and-beyond’ effort required of the Board of Management this past year as we determined the right path forward for the operational side of the journal. The early returns on this recent transition are very positive as Iris Poessae and Anna Rivers (who both work out of the Wiley offices in Oxford) have been great additions to our team.

Professor Kevin W Eva
Editor-in-Chief, Medical Education
DATES FOR YOUR DIARY

ASME Events

• Researching Medical Education Conference (RME)
  Why Methodology Matters
  London, 14th November 2018
  #asmerme2018
  Early bird registration ends: @ 5pm, 10th November 2018
  Masterclass submission deadline: @ 12 noon, 12th September 2018

• Annual Scientific Meeting (ASM) 2019
  Sustainability, Transformation and Innovation in Medical Education
  Glasgow, 3rd-5th July 2019
  Venue: SEC, Exhibition Way, Glasgow G3 8YW
  #asmeasm2019
  Call for abstracts opens: 30th November 2018
  Registration opens: 30th November 2018
  Abstracts submission deadline: 15th January 2019
  Early bird registration ends: 14th May 2019

• Developing Leaders in Healthcare Education (DLHE) 2019
  Cumberland Lodge, Windsor Great Park, Berkshire, UK
  20-24 May 2019
  #asmedlhe2019

• Annual Scientific Meeting (ASM) 2020
  Warwick, 7th-10th July 2020
  Venue: University of Warwick, Coventry CV4 7AL
  #asmeasm2020

For the latest information about ASME Events, visit
https://www.asme.org.uk/events

ASME Awards

• ASME PhD Doctoral Grant
  Deadline: 25th September 2018

For the latest information about ASME Awards, visit
https://www.asme.org.uk/awards
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