ANNUAL REPORT
2018-2019

ASME MISSION
Advancing Scholarship in Medical Education

ASME’s VISION
“To work collaboratively with educators, learners, researchers and policy makers to promote scholarship and excellence in medical education to meet the changing needs of the future healthcare workforce.”

www.asme.org.uk
# TABLE OF CONTENTS

**Director’s Reports**
- President’s Report
- Chair’s Report
- Honorary Treasurer’s Report
- Honorary Secretary’s Report
- Director of Career Groups
- Director of Events
- Director of Membership
- Director of Social Media and Communications
- Director of Publications
- Director of Awards
- Director of Networks
- Non-Executive Director

**Committee Reports**
- Education Research Committee (ERC) Report
- Educator Development Committee (EDC) Report
- JASME Report
- TASME Report

**Special Interest Group (SIGs) Reports**
- Mindfulness in Medical Education (MIME) Report
- Leadership Development Group (LDG) Report
- Psychometrics Report
- Post Graduate Taught Programmes Group Report
- Medical Educators Involved in Student Support Report
- Technology Enhanced Learning Report
- Research Methodology Group Report

**Editors’ Reports**
- The Clinical Teacher, Editor-In-Chief’s Report
- Medical Education, Editor-In-Chief’s Report

**ASME Staff Reports**
- ASME Staff Reports
- Dates for your Diary
- Structure of ASME
- ASME Values and Vision
- ASME Award Winners
This has been another successful year for ASME and I am delighted that we now have a full complement of directors and office bearers. This has taken some time but we now are benefiting from the collective wisdom and energy of the board. We have held a very informative strategy day and thanks to the efforts of our treasurer are able to have much greater clarity about our financial position and priorities going forward. This has lead to all committees and special interests groups having real clarity about their funding stream from the board and hence their ability to forward plan their events. Indeed we have expanded the number of special interests groups (SIGs) in response to requests from the membership. The most recent SIG being medical educators involved in student support (MEDISS), postgraduate taught programme group (PGTP) and the research methodology group (RMG). I was delighted to spend time at the MEDISS conference at Warwick University who had representatives from across the UK at a very successful and informative meeting.

Our awards and prizes continue to attract large numbers of quality applications and we are delighted to continue funding the PhD/doctoral grants. Greater communication with the committees, SIGs and the membership has been a core part of our strategy over the last year and we have made great strides towards this. The committee leads and SIGs attend our awayday and are able to input into ASME’s strategy while learning more about the workings of the board. You will all be aware of the sterling work being done by our Director of Social Media and Communications and we are now on Instagram and Twitter to great effect. We are also updating the website to improve the flow and content available to members.

While we as an organisation have had a busy year Brexit has stalled some initiatives that could have an effect on the wider healthcare education agenda. Health Education England has published its forward view with a correct emphasis on multi professional learning but is having difficulty driving this forward while there remains issues over our membership of the European Union or indeed a possible general election. Work on the Federation model of healthcare education as mentioned in last years report has transformed into understanding the values and areas of commonality between the professions and has been presented at international conferences. How far the reality of true interprofessional education can be taken still remains elusive despite the commitment of many to achieving the aim.

This year our annual scientific meeting is in Glasgow and we have an excellent programme that will hopefully appeal to all that attend. This is also the year of the developing excellence in medical education conference (DEMEC) in Manchester in December of which ASME is a sponsoring partner. This does bring together all organisations that have an interest in medical education and is very well attended.

I look forward to seeing and meeting many of you at both conferences.

My final thanks to our hard working office staff without whom we would never be able to achieve as much as we do.

Professor Emeritus Derek Gallen
President of ASME
CHAIR'S REPORT

I have been a member of ASME since 1996 and became the Chair of the Board of Directors (BOD) at the July 2018 Annual General Meeting. Through this process I intend to advance the aims of ASME and highlight my passion to mentor, support and develop both current and future medical educationalists. To this end at our January strategic away day your Board identified 12 strategic objectives for 2019/2020, and the next 3-5 years, and we hope that you will peruse the flyers, emailed PDFs and our new website to read these for yourselves.

It will come as no surprise that ASME remains committed to our unchanged mission statement: ‘Advancing Scholarship in Medical Education’. Our newly highlighted values as an organisation will continue to ensure our vision reflects the priorities and goals of our members. To facilitate this we have strengthened the Board’s relationship with its key committees Education Research Committee (ERC) and Educator Development Committee (EDC) who now attend the BOD meetings to increase the awareness of issues pertaining to both these vital areas central to the scholarship within medical education. We have specifically further supported financially our special interest groups (SIGs) and where appropriate encourage new groups. The Board is very committed to our core values of effective collaboration and clear, helpful communication. JASME and TASME are the future of ASME and as such deserve special mention and I draw your attention to their specific section in the report.

Each Director of the Board will introduce themselves and their area of contribution with specific highlights of the past year. Each Director has worked really hard on your behalf and it has been a joy to work with each one of them in the last 12 months. Each Director has a specific brief, as well as contributing to the leadership of ASME overall. We encourage you to consider standing for such a position if you have the time and energy. My thanks also go to the President Derek Gallen, who has supported me during my first year, informing me at the start of my tenure, that it was his role to publically agree with me but tell me off afterwards if necessary. Something I hope that won’t be required too often!

The ASME office team are stellar and I have been well supported whether it’s showing me the ropes of representing ASME on our stand at events, helping me understand ASME’s processes and for just being super-organised. The office’s work in promoting ASME and sustaining your association so that it achieves the standards required and meets your expectations is to be applauded.

We have a plan of increased support for our awards and prizes and I think this is particularly important in supporting your research and educational activity. As part of our new strategy we aim to further engage with policy developers to facilitate the dissemination and enactment of the outcomes of high quality educational research.

I’m very excited by this year’s ASM programme and hope to meet as many of you as possible at any of our events.

Professor Sandra Nicholson
Chair of ASME
I remain a privilege to be Honorary Treasurer for ASME having started in the role in September 2017. My experience continues to be a very positive and rewarding one.

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. Specific areas of work for me this year included: strategic planning; enhancing Board financial reporting; enhancing the budget planning process; exploring ASME’s VAT position; and being a member of the Journals Board of Management.

ASME’s income streams are from three main sources: share of profit from our ‘Medical Education’ and ‘The 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.

The annual audit of ASME’s 2018 accounts shows that ASME is in a sound financial position with a healthy surplus and strong reserves. As a charitable company it is incumbent upon us to ensure that such financial resources are invested in our charitable mission: advancing scholarship in medical education.

ASME utilises 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. The 2019 budget plan proposes increased investment in key membership areas including, awards, special interest groups (SIGs) and ASME committees and career groups (ERC, EDC, JASME and TASMME). As a Board we constantly keep under review our income (and external risks) and consider how best to give back to the membership, whilst also ensuring robust governance is in place.

Finally, I wish to express my thanks to my colleagues in the ASME office, our accountants, tax advisors and our external auditors for the help, support and guidance they provide me in my role as Honorary Treasurer 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 the coming year.

Professor Martin J McAreavey
Honorary Treasurer and Director
I am pleased to be writing my second annual report as Honorary Secretary, how quickly time flies by! Another year on and I am still learning a great deal about the organisation. Similar to last year, this year has been a significant year of change; with our new ASME Chair appointed, directors resigning and the establishment of new special interest groups. My responsibilities have changed from last year and now include the following below:

- Overall support, planning and oversight of Board of Directors’ meetings, strategy and collaborative working days.
- Support and involvement on the Board of Management for the WILEY Journals.
- Overall planning, oversight and development of the ASME Annual Report.
- Ensuring responsible administration and maintenance of effective records in accordance with Company/Charity rules and obligations.

For this coming year we have decided to change the format of Board of Directors’ meetings to provide better opportunities to bridge the communication between the directors and ASME groups. We have introduced bi-annual collaborative working day with all key ASME stakeholders, changed the location and format of our meetings and invited the Chairs of the Education Research Committee and the Educator Development Committee to join all Board of Directors’ meetings and also established regular conference call meetings between Directors.

It’s been a privilege to be part of the Board of Management for the WILEY journals and I have learnt a great deal about the inner workings of the publishing world. Working with the other directors, ASME groups and the ASME office team is a hugely rewarding learning experience and it continues to be a blessing to work with such a talented, committed and inspiring group of individuals.

Finally I wish to express my sincere thanks and gratitude to the ASME office team for all their hard work: Ms Jenny Ogg, Ms Leigh Morrish, Ms Kath Phillipps and Mr Tyler Dimich. I look forward to meeting ASME members at the next ASM 2019 and in future events. Please come and say hello!

Dr. Riya Elizabeth George
Honorary Secretary of ASME
had the privilege of joining the ASME board as Director for Career Groups last Autumn. My responsibility is to support ASME’s two Career Groups, JASME and TASME. JASME’s (Junior Association for the Study of Medical Education’s) membership is drawn from medical students in all medical schools in the UK and pre-registration doctors (i.e., those in the F1 year). Its main work stream is to support its local representatives to organise and run local events such as introductions to medical education research and teaching and to promote JASME and ASME at education events in medical schools up and down the country. It also showcases JASME at national and regional education conferences. This year it has branched out and has been playing a major role helping ASME develop its social media profile. For example, it helped establish the ASME YouTube channel and is starting to make podcasts and vlogs for the channel.

TASME (Trainees in the Association for the Study of Medical Education) members are all doctors in training from FY1 on. Many are working their way through their already arduous clinical training jobs and are developing their teaching roles and skills in parallel. A smaller number are in out-of-programme teaching or medical education research roles and increasing numbers of members are working “F3+” roles. TASME’s major event of the year is the Spring conference. This year, the meeting was held in Newcastle and was a huge “sell out” success. There were three excellent plenary speakers and a packed programme of workshops with contributions from other ASME groups. It was a great advertisement for TASME, JASME and ASME. The TASME committee worked hard to make the meeting a success and to make sure that this year’s lessons will be remembered for next and subsequent years. TASME has also extended its role this year to increase the support they and ASME can provide for Clinical Teaching Fellows.

While I have not completed a full annual cycle as a Director, I have been hugely impressed by the commitment of both JASME’s and TASME’s leadership groups, how much these very busy people can achieve, and how they are working to make their groups a success which will continue after they demit their posts.

Professor Bob McKinley
Director of Career Groups
I am delighted to be able to write my first annual report since joining the ASME Board of Directors, as Director of Events, in September 2018. I took over in this role from Professor Andrew Hassell who did a fantastic job of developing the ASME events and working with the ASME committee groups, SIGs and career groups. I would like to thank him for all the support he gave me during the transition of our roles and I am pleased to be able to continue his brilliant work.

My role is to provide the strategic direction of all ASME events with specific responsibility for the annual ASME ASM conference. The ASM will be held at the SEC in Glasgow this year and in Liverpool in 2020. The organisation of the ASM conference is done by the ASM steering group that comprises of the leads of the ERC and EDC, the Director of Networks, JASM and TASME leads, a key person local to the ASM, the ASME Operations manager and the events and conference co-ordinator. We have monthly teleconferences and now have a robust timeline for organising the event. We are particularly excited about the e-poster innovation we have included for the 2019 ASM and have some fantastic keynote presentations, workshops and pop-up events for our delegates to attend.

Day to day I work closely with Leigh Morrish, ASME events and conference co-ordinator, and Jenny Ogg, ASME operations manager. It is a pleasure to work with Leigh and Jenny and I am incredibly grateful for all of their continued hard work, attention to detail and the fantastic rapport they have with the ASME teams, venue organisers and speakers at events. We have lots of innovations planned for ASME events and look forward to sharing these with our members.

Over the next 12 months, my aim to continue to develop the ASM events to ensure there is something on offer for all of our members and we continue to deliver high quality and innovative events. Specifically, I will be working with Dr Jonny Guckian, ASME’s Director of SoMe and Communications. The aim will be to ensure that the online content and event material is available for all of our members so if you cannot attend an event in person, you will be able to have access to the materials, content and be a part of the event virtually through social media and our ASME website. I am keen to work with our members to develop our events and the content we provide, so please email me with any ideas or suggestions you have.

I look forward to seeing many of you at the ASM this year- please come and say hello!

Dr. Jennifer Hallam
Director of Events
I was delighted to be appointed as the new Director of Membership in January 2019. It really is an honour to join the board of such a distinguished organisation within my field of Medical Education. As ever time has been at a premium balancing my academic, clinical and medical education interests but meeting in January really was a pleasure. I was warmly welcomed by the whole team and I was struck by the collegial nature of the board and ASME support team. There was a tangible feeling that this was an organisation in transition, with a new Chair and a real sense of excitement and optimism for the future.

It was a shame that I was not able to stay for the second day due to unforeseen circumstances but I did have the pleasure of returning to Edinburgh in March to meet the dedicated and motivated office team how work behind the scenes to keep ASME running smoothly. I was fascinated to see the membership process being migrated to a new database, one that should improve the experience for members and crucially reduce the administrative burden in future.

My remit is to maintain and grow the membership base which is the lifeblood of any membership organisation. Without the members we wouldn’t exist as an organisation. To this end we have been thinking about our offer to members and how we can make ASME the organisation of choice for those with an interest in the scholarship and delivery of high quality health sciences education. As a member I would like to see us develop ASME as an inclusive community of practice that provides a forum for innovation, educational excellence and scholarship. As such I am currently exploring platforms that may facilitate and indeed stimulate these discussions thereby providing a tangible benefit of membership. One of our unique assets is the SIGs where like-minded members can share experience and expertise. I would like to see the reach of these extended on a global basis and am exploring how we can engage with networks outside of the United Kingdom to grow these communities.

I had the pleasure of attending the Northwest ASME EDC meeting in Burnley last month where I witnessed a fantastic programme of speakers and workshops. The local organising team had a wonderful programme including a stunning keynote by David Hirsch from Harvard. What struck me most was that this was an event by the members for the members. I would like to see these developed on a regional basis and will work closely with the Chair of the EDC to see if we can extend this excellent resource to other areas of the United Kingdom and beyond.

Finally I would like to ensure that we have representation from as many UK health professions programmes via institutional memberships which carry significant benefits for staff who may not be able to afford an individual membership.

Professor Colin Lumsden
Director of Membership
This time last year, when writing my first entry for the ASME annual report, I had just begun my role as a Director, and I was excited and optimistic to get started. With a new year comes a new role: I’m delighted & feel honoured to have been appointed ASME’s first Director for Communications & Social Media. Whilst the role is new, my excitement and optimism remains strong. ASME is determined to meet its charitable aims by reaching out to its members: my challenge is to help the organisation connect with those members in fresh and creative ways.

Medical education research is a vast, inclusive community, and ASME has a responsibility to play its part in bringing this community together. As society grows more connected, social media plays an increasingly essential role in facilitating discussion, networking and sharing ideas and innovation. ASME has already begun work in this area, hosting numerous Twitter discussions under the #MedEdForum banner. These debates, focusing on subjects which matter to our members, crucially are hosted by our Career Groups, SIGs & Networks. These discussions help celebrate the diverse communities within the ASME family and are infused with the support of ASME journals, Medical Education and the Clinical Teacher. I look forward to further collaboration and am grateful for all the support we receive on these platforms.

ASME’s vision involves supporting our members and sharing best practice in medical education. These aims have come together to establish the ASME Social Media Intern Scheme, which I set up this year. Our fantastic Interns are already working on ambitious projects across Twitter, Facebook, Youtube and Instagram. This is an opportunity for our Interns to learn more about the world of medical education research and to develop. Importantly, it is an opportunity for ASME to learn from them on how a MedEd charity can strike out and innovate in this digital age.

As well as looking forward, I would like to take this opportunity to look back and reflect on my year as Director from the Membership. As a trainee doctor working with some of the best minds in medical education on the ASME Board, last year I described how this initially felt somewhat intimidating. However, the support the Board has shown me has been overwhelming and has demonstrated to me how keen the Charity is to listen to its members, no matter what stage or background. In this role I was able to reach out to support other trainers, particularly those in the Clinical Teaching Fellow (CTF) role. I have worked with TASME to start building CTF networks, support CTF events and create a bank of resources for ASME members getting started in medical education, which will soon be available. I wholeheartedly encourage anyone with a passion for MedEd to apply for this role for 2019; with ASME you can make a genuine difference.

I can’t wait to connect with you all over the next three years as a Director. Perhaps the most essential part of communication is listening, and as a Director I am here to listen. If you have any ideas for how ASME can improve, invent or imagine, please reach out. Send a message to any of my seemingly countless SoMe accounts, drop me an e-mail… you can even post me a letter! With your help, we can advance scholarship in medical education for everyone in this supportive community.

Dr Jonny Guckian, Director for Social Media & Communications
@jonnygucks ; @asmeofficial ; @tasme_uk
director-socialmedia@asme.org.uk
The past year has been very busy with lots of activity and challenges, not least the prospect of Open Access and what this might mean for ASME and its income stream. The newly constituted Board of Management are now meeting 3 times a year with a sub group looking specifically at the issue of Open Access and what we might do to mitigate its effects.

I took the opportunity to visit Wiley at their Oxford base and had a very productive two days meeting with all the various personnel responsible for bringing Medical Education and the Clinical Teacher to life. As a result of this, a strategy for the journals has been written, the Terms of Reference are being re-visited and updated, a marketing campaign developed and consideration being given to our Twitter accounts and how to promote the journals in Social Media. This year, The Clinical Teacher, was promoted as part of World Teacher Day. A video was produced, and several key messages were sent via social media to increase awareness of the Journal. The plan is to increase this type of activity over the next year.

One of the highlights of the year, was the launch of ASME’s latest book, Understanding Medical Education v3 published in December 2018. The launch took place at APMEC, Singapore where many of the editors and authors were present. All the books taken were sold and 3 signed copies were raffled for ASME members and delegates interested in ASME at the conference. This is an excellent book and should be a key text book for anyone involved in medical education. It can be bought either as a hard copy or on-line with a reduced price for ASME members. ASME intend to publish more books in the future and I am working with our committees and SIGs over possible future titles. This is an exciting development for ASME.

Whenever ASME has a presence at a conference or meeting, we are always keen to meet editors, advisory board members and those people associated with the Journals or our publications. It has been my pleasure to meet so many of them over the past year.

In my role as Director of Publications, I am the key liaison person for the Education Research Committee and recently attended their away day. This committee has been revitalised with a new chairman and members and I look forward to the many productive outputs over the next year.

The next year may be even more challenging in terms of Open Access. There are many different views about how this will evolve but one thing is for sure, things will not stay the same. Another interesting year ahead.

Dr. Kim Walker
Director of Publications
In September 2017, I took on the role of ASME Director of Awards, having been a long standing ASME member and previously involved in the Education Research Committee. I am thoroughly enjoying the challenge of shaping the ASME awards and trying to maximise the impact of the funding we have available for the medical educators who are our members.

In my first year, I undertook a review of the existing Awards portfolio. This involved some ‘desk-based’ research, collating information about each Award offered, mapping this to our membership categories, and evaluating to what extent each Award aligned with the ASME Mission and Strategic Aims. I spoke with key stakeholders about the Awards, including ASME members who had won Awards, and sent out a short survey to all individual ASME members. From these findings, I compiled a report with recommendations, which were positively received by the ASME Board in May 2018.

We then set to work to implement the findings of the review of Awards. Firstly we revamped the website, to provide a ‘one-stop shop’ for all Awards-related information. In response to feedback, we introduced a standardised approach and a search function, and ensured that the target audience and award prize was clear. In particular, we clarified that international applications, and applications from other healthcare professions where the focus was (at least partly) medical education, were very much welcomed. We also introduced some Frequently Asked Questions relating to awards that we can add to over time.

I presented the changes to Awards to ASME members at the Annual Scientific Meeting in July 2018. Members were particularly interested to know that we had allocated some additional funding for awards, to better advance their scholarship activities. For example, the maximum funding offered for a single Small Grant increased from £2k to £5k, although we continue to welcome smaller applications and less experienced applicants, and the overall budget increased accordingly. We also increased the viability of an award for intercalating medical students, by introducing the ASME Intercalation Prize. Our members also told us that they would be interested to receive more updates from Awards winners and so we have started to commission short updates from our Award winners and share these via our newsletters and website.

An important Awards milestone at the beginning of 2019 was awarding our second ASME Doctoral Studentship. These studentships are critically important and have significant potential to build capacity, and ultimately transform, the medical education research field. Do look out for the recipients of our ASME Doctoral Studentships who will be presenting their work at future ASMs! And, alongside this activity, of course the routine processing of Awards continues: marketing, processing applications, communicating outcomes. With nearly 30 categories of Awards, the work really doesn’t stop!

Therefore, I’d like to thank everyone who has been involved in Awards, the applicants, the peer reviewers, and particularly our colleagues in the ASME office in Edinburgh, who work tirelessly to support us all.

Professor Karen Mattick
Director of Awards
My focus this year has continued to be on the support and development of the internal networks of ASME.

Following on from the information gathering and engagement activities of my first year as Director, I have worked to support each of the Committees and Special Interest Groups such that they feel better connected with the Board of Directors and with each other. It has been important for us all to recognise that almost all of the activities of the organisation are delivered through the Committees and SIGs, and thus healthy and productive working relationships between them and the Board of Directors will enable each group to produce the innovation and engagement of which all are capable. We have welcomed new SIGs this year, namely Post Graduate Taught programmes, MEDISS (Medical Educators involved in Student Support), and Research Methodology SIGs, and the Mindfulness SIG was also newly formed at around the time of the Annual Scientific Meeting in 2018.

Proposals for new Special Interest Groups are very welcome; anyone considering a new SIG can find guidance on the ASME website; but I am also very happy to talk to anyone interested, and my email address is at the end of this report. I can also be contacted through the website.

In addition to strengthening the internal networks of ASME, I have had early discussions with the Irish Network of Medical Educators with a view to developing the relationship between the two organisations. INMED was strongly represented at the ASM held in Belfast in 2016, and we look forward to developing stronger links with our colleagues in Irish Health Professions Education over the coming year.

Plans for the coming year include work with the new Director for Membership regarding the possible direction of our international networks.

As I reported in 2018, I feel privileged to be working as a Director of ASME and thoroughly impressed with the strength and depth of expertise in all aspects of medical education that are represented by members, and through the activities of the Committees and SIGs. I would like to thank each and every member for their contributions to ASME, since the organisation is nothing without you all. I look forward to seeing as many of you as possible at the ASM.

Dr. Louise Dubras
Director of Networks
director-networks@asme.org.uk
Joining ASME in 2016 as both HR Manager and Non-Executive Director, I was brought in during a period of great change for ASME, having just incorporated to a Limited Company, which necessitated a more rigorous approach to how we do things in terms of paperwork, complying with HMRC, the Scottish Charities Commission (OSCR) and accounting processes. It has been a very interesting time and we have come a long way in a fairly short period. I have been so impressed with the enthusiasm and passion of everyone involved in ASME and look forward to many more years being part of team ASME.

Ms. Sarah A Innes
Non-Executive Director
It has been a year of change and development for the Education Research Committee. I start by expressing heartfelt thanks to Prof Susan Jamieson, Dr Sarah Yardley and Prof Bob McKinley who left the committee this year having made significant, long-term contributions to the ASME Research agenda. Thanks also go to Dr Jen Hallam a new member who moved on to become Director of Events (with whom the committee has a close working relationship). It is perhaps unsurprising that a key area of activity this year has been to grow and develop the committee! We had an extraordinary response to our advertisement for new members and are delighted to have a committee that includes medical education researchers from across the UK and across the continuum of medical education in terms of research interests, experience and expertise. We are a committee with a wide range of disciplinary backgrounds that we believe reflect the diverse membership of ASME.

We have organised the committee so that each member takes the lead for an aspect of our work; the table below provides both an overview of our work and our committee.

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<tr>
<th>Area of responsibility</th>
<th>Committee member</th>
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<tr>
<td>Chair of ERC and comms</td>
<td>Clare Morris</td>
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<tr>
<td>Secretary to the ERC</td>
<td>Alison Stevens</td>
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<tr>
<td>RME Conference</td>
<td>Matthew Webb</td>
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<td>ASME ASM link</td>
<td>Alison Ledger</td>
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<tr>
<td>SIG link</td>
<td>Isobel Cameron</td>
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<tr>
<td>Career Group Links (TASME rep)</td>
<td>Eliot Bees</td>
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We have welcomed changes to the ways in which the ASME Board operates, in particular the opportunity for ERC and EDC chairs to be in attendance at Board meetings. It enables much closer working relationship and most importantly ensures that the committee can organise its work in ways that reflect ASME’s strategic priorities and intent.

The highlight of the ERC year is always the Researching Medical Education Conference in November. This year was no exception and Dr Kori LaDonna and Prof Nigel King proved to be outstanding keynote speakers exploring the conference theme of ‘Why Methodology Matters.’ We continue to be enormously grateful to the ASME community for their support of this conference. 21 people generously ran 15 workshops for an oversubscribed conference. This was a sold-out event and as a consequence we have booked a larger conferencing room at Friends House for RME 2019 (13 November). This year’s theme is Time to think? Deploying and developing theory in medical education. Prof Tim Dornan will be one of two keynote speakers.

Our committee members have been extremely busy over recent months, reviewing abstracts for ASME ASM and short-listing applications for the ERC Research Paper Award (formerly BORPA). We had the largest number of applicants for small grants this year (54— which is 30 more than last year) all of which were read and ranked by at least two reviewers.

The above are ways in which we currently seek to promote research and scholarship in medical education. As a committee we are exploring ways in which we can increase our impact in this regard. We are open to your ideas of ways in which we can extend our reach into and across the membership; please feel able to email me directly if you have thoughts in this regard.

Professor Clare Morris,
Chair of Education Research Committee (ERC)
erc@asme.org.uk
The ASME Educator Development Committee 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.

Last year, I reported that the committee was small and in need of both new members and input from a wider range of expertise. I am delighted to report that the three new members who joined just before the ASM last year have been joined by a further two. Allowing for planned departures, this will shortly make us a group of 9, importantly with much broader expertise and interests, particularly in postgraduate medical education and strategic faculty development. We have also re-kindled links with TASME and JASME and look forward to working with them on some exciting new developments in the next few years.

In terms of usual business, we have continued to run our successful regional educational development meetings in the Midlands and North West. We are still exploring other parts of the UK and look forward to a presence, potentially based on a different model, in East Anglia and hopefully London. We would still be delighted to hear from ASME members in other areas of the country as we now have a model for events that can be reproduced easily and are currently working on a package of support from ASME to help directly support such initiatives.

We have also worked hard with the British Society of Rheumatology (BSR) to launch a prize to encourage submission of quality educational abstracts to their conference. Importantly, this is a model that we can then replicate with other specialist societies – yet another way that ASME can reach out to medical educators more broadly.

EDA Development 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 ASME ASM 2109 ‘EDC – Innovative, interesting and prize winning work’ session on Thursday, 04/07/2019 from 10:40-12:40 – check the programme for the venue. This also includes a chance to hear two of the best submissions to the conference overall.

I would like to 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.
This has been another fantastic year for JASME. One of the key strengths of JASME is the flexibility that it lends to its committee members. This allows members to develop their projects as much or as little as they feel able to do alongside their studies or in their job roles. This makes being on the committee something that is accessible to students/juniors from a number of different backgrounds – which I think adds interest and variety to being involved in the JASME team. However, this can present challenges in terms of chairing, which I think have been interesting to see evolve and to try and manage.

This year, we have had a positive number of local events, and have been fortunate enough to attend a number of our conferences. Our workshops have been well received, and several attendees have contacted JASME for follow up information or about the research behind the topics. This is a credit to our local rep and events teams, as well as the wider committee for their team effort in designing and delivering these sessions.

We have also strengthened our social media work alongside TASME, by starting joint Twitter debates. This has been positive for maintaining our working relationship with TASME. Further to this, it would be a significant oversight if one did not mention the large amount of work currently being undertaken by our communications team in to the YouTube channel, with help from Jonny Guckian. This has plenty of content ready and planned, which we are aiming to release around the time of the ASM. As ever, our social media has been very active, thanks to our communications team.

Our prizes were completed close to the planned deadlines, which was a positive achievement considering that for some members of our team the timings clashed with final examinations. We have also worked with the director of awards to develop our SJE prize into two separate prizes, which we hope will increase the number of applications and awareness of the JASME prizes. We are looking to alter the mark schemes after reflecting on this year’s applications, to improve the prize-marking process, and this work will be led by our fantastic prizes team.

Overall, despite a number of challenges within the committee due to academic commitments, this has been a strong year for JASME and as ever we all look forward to the coming academic year.
Many trainees enjoy teaching, but getting involved and staying involved in medical education as a busy junior can be difficult. TASME (Trainees in the Association for the Study of Medical Education) is a Career Group of ASME that aims to support trainee involvement in teaching. It is run by a committee of trainees from a number of specialties, with the support of the ASME Board of Directors.

TASME was formed to provide a platform for trainees to share ideas and experiences within medical education. An initial scoping meeting took place at the 2011 Annual Scientific Meeting and since then the initial exec have worked to establish a terms of reference and business plan.

TASME is designed to benefit trainees with an interest in medical education (be it teaching or research) through the following aims:

1. To foster an interest in medical education amongst juniors through activities, events and discussion that support trainee involvement in medical education
2. To influence medical education policy and practice through representation within ASME
3. To encourage and promote good practice by developing systematic training in medical education and research
4. To create a forum for trainees to exchange viewpoints and experiences of medical education and discuss their role within it
5. To encourage, promote and conduct medical education research initiated by trainees
6. To promote on-going involvement in teaching throughout training and careers in medical education

The main point of contact for the TASME committee is: tasme-info@asme.org.uk
Email contact for the events team is: tasme-conferences@asme.org.uk
The prizes team can be contacted on: tasme-awards@asme.org.uk
The ASME MiME SIG has had another successful year. We are grateful for all the support that we have received this year and are delighted by the ever increasing numbers of enthusiastic SIG members (currently 29 on our mailing list) that are joining. We currently have a range of individuals that have been active in pushing forward our mission statement to improve teaching and research concerning mindfulness in medical education and this year have also been in contact with the EDC and ERC to work towards realising these goals.

Dr Helen Bintley continues to lead the group with Professor Jo Brown and we welcomed two more people to the SIG committee this year Dr Michael Atkinson, and our communications officer David Thewlis. Our key strategic aim from last year was increasing communication, therefore we have successfully increased our presence on social media and have managed to move to the MiME email as our main source of communication with members of the SIG and with the ASME community more widely.

Furthermore, our main event this year was a showcasing event in February 2019. The event, held at Birmingham University, had 50 delegates and concentrated on innovative mindfulness teaching and research in higher education and considered future directions for mindfulness in our context. 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. The feedback was very valuable and encouraging with 100% good or excellent ratings. The feedback enabled us to learn from this event and plan the next event, which we hope to hold next spring.

Dr Bintley has also had the opportunity to disseminate the good works of the SIG and associated mindfulness teaching in medical education as an invited speaker at several events across the UK including Keele, London and Birmingham and the SIG have had a workshop and AGM accepted for the upcoming ASME ASM in Glasgow in July. Looking to the future, our strategic aims for the upcoming year are to maintain our communications output and increase the SIG’s involvement in research and scholarship associated with mindfulness. We are currently in talks with several groups about how to realise this aim and plan to announce our plans for consideration by all the members of the group at the upcoming AGM in July.

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 mime@asme.org.uk. Finally, we want to thank ASME for their support in setting up this group and ensuring its ongoing success.
The ASME Developing Leaders in Healthcare (DLHE) Education programme continues to offer interactive, practice-based courses, drawing good numbers of interested delegates. This year, we cannot offer a leadership workshop at the ASM due to conflicting commitments. Our main role is to run the week-long ‘Developing Leadership in Healthcare Education’ (DLHE) at Windsor in May 2019 which drew 17 delegates from the UK and internationally. The ‘New Leaders’ award for 2019 has been awarded to final year medical student Rajiv Sethi for his project ‘@BecomingADr - widening participation into medicine’ and will be presented to him at the ASM.

Our group comprises a team of faculty who have the interest and experience in providing leadership development in the context of health professions’ education. One of the reasons for this is that 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, income generating courses for ASME. Other than the Windsor course, the faculty remain willing to develop and provide leadership development activities on ASME’s behalf at conferences or other educational events.

As ever, none of this would be possible without the dedication and support of the leadership course faculty: Paul Jones, Mark Lillicrap, Caroline Taplin and Derek Gallen (who attended this year’s DLHE course) and the ASME office staff. On behalf of our team, I would like to thank everyone for their help and support.
ome updates from the SIG:

1. Membership has now risen to 91 active members (after a recent edit of the SIG membership list) across undergraduate/postgraduate practice. Almost all UG Schools have one or more members, and many of the PG Royal Colleges have representation – primarily 'Medicine' but with some other healthcare related courses represented.

2. The group continues to be richly multi-professional in background, which contributes to the quality and engagement of discussions and events.

3. The SIG (events and mailing list/discussion board) continues to be led by John Cookson and Richard Fuller.

4. A 2017 survey indicated broad support for the structure and function of the SIG, with key activities continuing:
   a. Autumn SIG meeting (Imperial College, London – VSA test formats) and Spring SIG meeting (How much post hoc analysis is 'enough' – Leeds). Both were fully attended with roughly 30 members at each meeting, and with some online connectivity for a number of members who couldn't make it to Leeds.
      i. We have seen a small increase on previous in terms of numbers attending, with very vibrant discussions.
      ii. The SIG budget is used to support catering – typically venue hire is provided free by the Institution.
   b. The JISCmail mailing list/discussion board continue to be very active
      i. Examiner decision making /scoring
      ii. Borderline Regression approaches
      iii. Standard setting and 'unobserved' stations
      iv. Knowledge test items – designing distractors and managing underperforming items
      v. Small test cohorts
      vi. Method (G/D studies)

5. Journal watch – run by John C.

6. Our next plans – as discussed, to begin to publish mini summaries of some of our discussions and 2 further face-face meetings
POST GRADUATE TAUGHT PROGRAMMES

POST GRADUATE TAUGHT PROGRAMMES GROUP REPORT

After our launch at the 2018 AGM the PGTP SIG is slowly finding its feet. Following the success of our session at the 2018 AGM we have been inspired to work to try to bring together those involved in the delivery of taught postgraduate programme in health professions education. We have two aims:

1. Fostering an academic community and allowing sharing of good practice
2. Offering a forum for potential research collaboration

We held our first meeting in March in Newcastle where 13 attendees shared their experiences of running such programmes (online and face-to-face). Five participants shared current projects that they are involved in to ‘pitch’ for others to come on-board and encourage cross-institutional working.

Plans are afoot to hold next year’s meeting in Bristol.

We have established a JISC mail list as a way of sharing information and requests, for example when looking for an external examiner. We are in process of developing a one drive site to allow easier collaboration.

We are running a workshop at the forthcoming AGM in building community in postgraduate programmes. Come and join us!

Our group is co-ordinated by Gill Aitken (Edinburgh) Jane Rowe (Plymouth) and Annie Noble (Bristol) but is really a collaborative endeavour for anyone interested in postgraduate health professions’ education.
MEDICAL EDUCATORS INVOLVED IN STUDENT SUPPORT (MEDISS)

Annual Report ASME SIG Medical Educators Involved in Student Support (MEDISS)

Launch July 2018
MEDISS SIG was launched via a pop-up workshop at the Annual ASME conference in Gateshead in 2018

- At the ASME popup we recruited 45 interested individuals who have since confirmed they would like to be part of MEDISS
- Irish Network of Medical Educators (INMED)
- Academic Health Services, Medical Education Unit, School of Medical Sciences, Faculty of Biology Medicine and Health, The University of Manchester
- International interest—Canada, Malaysia and USA

Meet the Board November 2018
The co-chair of MEDISS, Dr. Pam Hagan, attended the “meet the board session” and presented an overview of the SIG

Communication
Website: https://www.asme.org.uk/committees-and-groups/medical-educators-involved-in-student-support.html
Email: MEDISS@ASME.org.uk

MEDISS conference, University of Warwick, January 2019
This was very well attended and received excellent feedback. There were 5 guest speakers. Full details and draft programme on website. We are hoping to prepare a summary of the MEDISS day (17.1.19) which we can put on the ASME/SIG website and we can also email it out to those who couldn’t attend but are interested in the group.

TASME
The chairs of MEDISS, Dr Pam Hagan and Dr Shirley Rigby delivered a workshop entitled “The challenges of supporting medical trainers and peers” at the recent TASME conference on 13/4/19

Workshop for ASME 2019 Annual conference
We have submitted a workshop outline/abstract to be delivered in Glasgow in July 2019. The MEDISS committee will meet during the ASME conference to plan the activities for the coming year. We hope to deliver a second MEDISS conference in January 2020.

Dr Pam Hagan and Dr Shirley Rigby
Co-Chairs of Medical Educators Involved in Student Support
The TEL SIG has had a challenging year but are looking forward to a busy 2019. The ASM in Newcastle was extremely successful and the workshop was well received by attendees. The TEL SIG wishes to thank Jane Williams for all her hard work and dedication to the running of the SIG ably supported by the immediate past chair Alison Bullock. Laura Delgaty and Colin Lumsden assumed a joint chair role with Laura heavily involved in the TEL events in Newcastle at the ASM.

Membership of the SIG continues to grow with now nearly 100 members of the SIG. We have tried to extend the reach more globally with some new members from as far away as Malaysia. A challenge has been finding an effective means of communication that allows SIG members to discuss and collaborate without including the entire SIG via our current JISC mail. The SIG have been evaluating options in which we can improve our community of practice.

The SIG will be running a new workshop at the forthcoming ASM in Glasgow and are in the process of organising a Show and TEL event later in the year. Colin Lumsden has moved on to become Director of Membership for ASME but is still active in the SIG. The SIG is always looking for new members who are active and engaged in advocating the use of and integration of technology enhanced learning in all healthcare professions education.
My name is Anne-Marie Reid and my day job is Director of Student Education in the School of Medicine in Leeds. I was delighted to be supported by the ASME Board in establishing a Researching Methodologies SIG. The purpose of the SIG is to provide a forum for sharing of expertise in research methodologies and to develop capacity in the wider ASME community. I have remained a member of ERC and the SIG links directly to ERC in supporting fulfilment of its mission.

The SIG is fairly recently established, having been running since last autumn. I have thoroughly enjoyed exploring and discussing research methodologies and sharing the different approaches of members of the group. To date, most our meetings have been conducted remotely through email, WhatsApp and Skype. Initially, I led and facilitated the discussion topics but now encourage other members to choose a topic and lead the discussion. A recent example was the consideration of video-ethnography in conducting research in a study undertaken by a member of the group, Aimee Charnell. We debated this in the context of the wider literature and it led to some interesting viewpoints. It was enlightening for me as I and not previously considered this and it gave me the impetus to explore its future use in my own research.

Looking forward, we have a workshop planned at ASM where participants will explore the strengths and weaknesses of various methodological approaches in relation to their own research questions. This will be facilitated by RMG members. We plan to extend the membership over the coming year and welcome all ASME members, from novice to expert researchers, who are interested in developing their understanding and application of a range of methodological approaches. In future, I would like the group to work with ERC in developing face to face workshops and webinars which provide bespoke support with research methodologies.
Imitation is not just the sincerest form of flattery – it’s the sincerest form of learning.

The above quote from George Bernard Shaw marries nicely the two facets of this report: looking back to look forward (imitating last year’s report on Medical Education by Kevin Evans), and the purpose of The Clinical Teacher, which is to support health professional learning and teaching (and for which all ASME members are sincere role models).

Last year Kevin looked back ten years to his first annual report and compared 2007 to 2017. When I look back a decade to 2008 and volume 5 of TCT I had already been involved with the journal for some time as a reviewer and then associate editor. My good friend and colleague John Spencer was editor. And coincidentally, though not unexpectedly, his last editorial of the year was also a reflection on times gone by. That last issue of 2008 reinforces the ‘plus ça change, plus c’est la même chose’ epigram of Alphonse Karr in response to the failed 1848 French revolution. There are articles on interprofessional education, learning about ethics, and supporting the struggling medical student. The more recent December 2018 issue includes articles on leadership, debriefing, simulation, the hidden curriculum, assessment and feedback. Across the years all are recurring topics that interest educators and I predict will continue to do so for years to come.

Some things of course do change. In 2008 we published an article on the effectiveness of lectures, more recently the emphasis (and controversy) has been about the move to online lectures. There are additional areas of interest. We have seen a surge of papers on near patient voice in health professional education. Scholarship at the University of British Columbia, Vancouver, and its online instrument to decide whether ethical approval is required. NHS REC is only concerned about clinical research and is unsuitable to screen educational evaluation and research studies.

Last year Rachel Locke has taken over from Karen Mattick as senior associate editor and we have appointed Sharon Buckley (University of Birmingham) as the sixth associate editor.

TCT has recruited an editorial advisory group consisting of: A.Prof Monica Moran - University of Western Australia and an academic occupational therapist. She has been president of ANZAHPE – the Australian and New Zealand equivalent of ASME.

A.Prof Angela Towle works in the Centre for Health Education Scholarship at the University of British Columbia, Vancouver, and is most well known for her interests in ‘the patient voice’ in health professional education.

Dr Jamie Read is doing a PhD in medical education at Plymouth University (UK) and is a specialist registrar in elderly medicine.

Prof Vishna Devi Nadarajah is PVC Education at the International Medical University (IMU) in Kuala Lumpur and director of the IMU Centre for Education.

Dr Lawrence Tan is an experienced GP academic and clinical supervisor and practitioner based at the University of Western Sydney.

In the next year the associate editors and I would like to see a more consistent approach to ethical approval for educational research and evaluation. Since an editorial on this subject in 2012, we have amended the wording in the author guidelines and submission process in ScholarOne several times, and yet we still regularly read ‘not applicable’ as the sole response in the ethics box. As well as the seeming inability of some authors to recognise students as humans, just last month I was advised that an English hospital trust did not require ethical approval for research on staff. The situation in the UK is particularly problematic due to a reliance on the NHS REC and its online instrument to decide whether ethical approval is required. NHS REC is only concerned about clinical research and is unsuitable to screen educational evaluation and research studies.

Some figures

The typical number of articles submitted annually has been around 300 for a few years, however so far in 2019 (at mid-April) we have received 174, which is a higher figure than usual for this time of year. Some, but not all, of this increase is due to submissions for the special issue. The acceptance rate has dropped to 21% from the previous 30%, with 65% of submissions being rejected prior to being sent for review. Submissions continue to be mainly from the UK, USA, Australia and Canada.

Next year

In recognition of the concerns about students’ and health professionals’ health and well-being the August 2019 issue of TCT will be dedicated to this topic. The guest editors are Clare Gerada (London-based GP and chair of the Council of the Royal College of General Practitioners from 2010 to 2013), who has a special interest in mental health, and Daniele Carrieri (research fellow University of Exeter), a sociologist whose research includes doctors’ mental well-being. We have had a good response to the call for papers and expect the issue will be both stimulating and challenging.

And finally

Thank you to all our associate editors, advisory group members, authors, peer reviewers and readers as well as ASME and Wiley. Iris and Anna from Wiley have settled into their positions supporting the journal without any dramas. It has been good working with Kim as director of journals this year.

A/Prof Yvonne Botma is a nursing academic and experienced teacher in the School of Nursing at the University of the Free State, South Africa.

Dr Andy Whallett is a consultant in rheumatology and head of medical education in the Dudley NHS Foundation Trust and a member of the NACT UK Council (the National Association of Clinical Teachers).

Professor Jill Thistlethwaite
Editor-in-Chief, The Clinical Teacher
I

in my annual search for a new schtick to enliven these reports on preceding years, I found inspiration in the words of the authors who enliven Medical Education's pages. That is, I've scoured through the list of article titles published in 2018 to identify phrases that reasonably represent various happenings surrounding the journal during that calendar year. They are taken completely out of context such that you should infer nothing about the article from the way in which I've used the selected text. I do hope, however, that the intrigue created by these turns of phrase inspires you (as it did me) to go back and enjoy the poetry many of our authors embedded in the impactful prose they produced.

Fairness in selection

It likely goes without saying that the editorial team continues to face a substantial challenge in attempting to curate the set of articles we hope our readers will find most useful from a large number of submissions. My best estimate is that we have processed more new submissions in the 11 years leading to the end of 2018 than the journal received in its preceding 41 year history. 2018 witnessed the addition of 1,687 new submissions from 82 countries to that mix. To treat those submissions as fairly as possible, we drew upon the addition of 1,687 new submissions from 82 countries to that mix.

To do so, our editorial team continues its efforts to pay forward its hard fought lessons. For example, the Editorial Internship offers a group of budding leaders in health professional education research an intensive opportunity to gain insight into the "behind the scenes" work of journal production with a goal of having them share the knowledge gained to build scholarly strength in their regional communities. The program has become increasingly competitive as we received 33 applications this year for 3 positions. In 2018 the 5th cohort (Anna Ryan, Australia; Wolf Hautz, Switzerland; and, Zhimin Jhan, China) completed their internship year and the 6th cohort (Sara Mortaza-Hejri, Iran; Paul Crampston, UK; and, Yu-Chie Chang, Taiwan) began.

Private thoughts and public judgments

Among the other "public judgments" that will be celebrated at the ASME Annual Scientific meeting in Glasgow are the awards for those articles that have most enticed our readership, as reflected in download rates. In the past 5 years, Medical Education articles have been downloaded over 3.3 million times. We mark those that stand out each year through presentation of the Silver Quill Award (granted to the authors of the article from the preceding year that was downloaded most often) and the Henry Walton Prize (so named in honour of Medical Education's longest serving Editor in Chief). For 2018, the former was won by Hesseler et al. (Germany) for their work entitled "Availability of cookies during an academic course session affects evaluation of teaching" and the latter parallel award for Really Good Stuff articles was won by Archer and Meyer (South Africa) for their work "Teaching empathy to undergraduate medical students: ‘One glove does not fit all’.

In search of meaningful feedback conversations

In support of our ongoing effort to use the peer review process as a constructive one that has benefit to authors regardless of the decision made on any particular paper, I am pleased to report that Wiley has generated a Peer Review Resource Centre to assist reviewers with their charge. Now proudly made accessible through the list of article titles published in 2018 to identify phrases that reasonably represent various happenings surrounding the journal during that calendar year.

To stay in touch with reality

Already begun in 2018 is another new series for which we are currently encouraging submissions - Research Approaches in Medical Education. As a diverse field that draws methodologically from countless disciplines, it can be difficult to understand the roots of different empirical approaches to addressing highly varied research questions. This effort, begun in the November issue, aims to offer an accessible understanding of the roots from which different methodological strategies/issues arose, the reasons underlying the features that have become central to particular research practices, and guidance on how to think about when and why particular research approaches might be useful for advancing understanding of the challenges health professional educators currently face.

Place and space

In many ways this is the item that should have kicked off any report on 2018 given that a dominant focus for the journal during that year was the transition of our editorial office from its longstanding home in Plymouth into the Wiley environs in Oxford. Thanks to the wonderfully thoughtful, conscientious, and graceful talents of Iris Porteau and Anna Rivers, the transition has been more seamless than I could have dared to hope. Not only have they been able to continue our day to day operations with an enviable smoothness, but both Iris and Anna have shown themselves eager to offer and take on new initiatives to help the journal move from strength to strength. Many of you will already have noticed that we are in the midst of cleaning up our web presence in the Wiley On-line Library (mededuc.com). You will also notice a substantial format change for the pages of the journal itself in the near future. Please take a moment to thank Iris and Anna in Glasgow if you appreciate anything the journal has been able to produce during the past year.

I feel like I sleep here

In addition, and in closing, I also want to offer my heartfelt thanks to Kim Walker (ASME Director of Publications), Rosie Hutchinson and Griselda Campbell (Wiley), each of our Editors, Reviewers, Authors, and Readers for another year filled with intellectual stimulation, generosity of spirit, and (almost) unfailing understanding. Medical Education thrives as a journal because of their dedication and skill, which enables health professional education to mature as a field in a way that few could have anticipated.

Professor Kevin W Eva
Editor-in-Chief, Medical Education
2018 saw yet more changes in staff for the office. After 17 years of loyal service, Jennifer Bowser retired in May 2018. Although much missed, Jennifer was ably replaced by Kath Phillipps who joined us as a trainee administrator and goes from strength to strength in her role within ASME. Around the same time Leigh Morrish also joined the team as Events and Conference Coordinator. It was an ‘in at the deep-end’ role for Leigh with her joining in the thick of ASM preparations and quickly became a great addition to the team. Also in 2018 Tyler was promoted to Operations Supervisor and is a great support and help to me in my role as Operations Manager and is a steadfast deputy in my absence.

We are a small team with a big workload, and many new systems are scheduled to be implemented in 2019 and onwards, all of which will enhance our ability to carry out the tasks we need to do in order to run ASME from an administrative point of view and facilitate our members’ needs as best we can. I would like to thank the team for their hard work and support over the last year and look forward to future developments with ASME.

Jenny Ogg
Operations Manager

This past year was eventful as I moved to the role of Operations Supervisor and we got two new members of staff to replace outgoing staff. I have enjoyed my new role and have been able to take some supervisory tasks from our Operations Manager, Jenny.

In addition to my supervisor role, my main duties involve membership. This past year ASME has been working on a new user friendly online membership database that allows our members to check their membership status, renew memberships, change details or membership type, and more. We will also soon be developing a new website to work alongside our new database.

In addition to membership, I also work with our two career groups JASME and TASME.

This year the TASME spring conference was a huge success with TASME having to close registration early due to high demand. JASME held many smaller events and workshops through their extensive network of local reps at many UK medical schools.

As always, we all continue to support our SIG’s, Career Groups, and Board of Directors.

Tyler Dimich
Operations Supervisor
ADMINISTRATOR
KATH PHILLIPPS

Joined ASME in May 2018 as administrator after a career break of 15 years for family reasons. My job mainly entails dealing with payments, expense claims, recording all financial transactions and providing admin support for my colleagues, the accountant and auditors.

There has been a lot of changes in the office in the last few months; we have now moved to a new online accounts system, expense claims can now be made online and our new membership database is about to go live. These changes will help us to be more efficient in our day-to-day tasks and help us provide a better service to our members, prospective members and customers. I look forward to developing my role further within the ASME team.

Kath Phillipps
Administrator

EVENTS AND CONFERENCE CO-ORDINATOR
LEIGH MORMISH

Leigh Morrish joined ASME at the end of May 2018 and have come full circle helping deliver the ASME Annual Scientific Meeting (ASM 2018) in Newcastle and am now on the brink of delivering ASM 2019 in Glasgow having been involved in the full planning process.

I've planned and delivered other ASME events such as Researching Medical Education (RME) and Developing Leaders in Healthcare Education (DLHE) as well as supporting our SIGs, Committees and Groups to organise their events.

I've also supported the ASME office team to arrange ASME presence at the several external past and forthcoming MedEd events such DEMEC 2019.

Leigh Morrish
Events and Conference Co-ordinator

EVENTS AND CONFERENCE CO-ORDINATOR REPORT

In my first year I've really enjoyed working with the ASME office team and our ASME Director of Events, Jenn Hallam who I work closely with on everything event related.

Leigh Morrish
Events and Conference Co-ordinator

ADMINISTRATOR REPORT

Joined ASME at the end of May 2018 as administrator after a career break of 15 years for family reasons. My job mainly entails dealing with payments, expense claims, recording all financial transactions and providing admin support for my colleagues, the accountant and auditors.

There has been a lot of changes in the office in the last few months; we have now moved to a new online accounts system, expense claims can now be made online and our new membership database is about to go live. These changes will help us to be more efficient in our day-to-day tasks and help us provide a better service to our members, prospective members and customers. I look forward to developing my role further within the ASME team.

Kath Phillipps
Administrator

EVENTS AND CONFERENCE CO-ORDINATOR REPORT

In my first year I've really enjoyed working with the ASME office team and our ASME Director of Events, Jenn Hallam who I work closely with on everything event related.

Leigh Morrish
Events and Conference Co-ordinator
DATES FOR YOUR DIARY

ASME Events

- Researching Medical Education Conference (RME) - Annual 1-day Conference
  
  Friends House, London, UK
  
  13th November 2019

- TASME Spring Conference
  
  Date and location TBC

- Developing Leaders in Healthcare Education
  
  Windsor, UK
  
  May 18th – 22nd 2020

- ASME Annual Scholarship Meeting
  
  Liverpool, UK
  
  July 8th- 10th 2020

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

ASME Awards

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

ASME’s top five core values are to foster:
Collaboration
Engaging
Scholarliness
Future-focus
Excellence

To enact this vision we will focus on the following strategic aims:
1. To increase, engage and support both our current and future membership
2. To better disseminate our aims, achievements and policies through an enhanced publication strategy
3. To create an active educational community that effectively communicates both internally and externally to promote excellence
4. To develop an effective international perspective that promotes collaborative scholarship
5. These aims will then form our strategic priorities for 2019/2020 and the next 3-5 years as illustrated by the following 12 strategic objectives stated in our action plan (see table).

To increase, engage and support both our current and future membership by:

- Holding a UK wide Lunch and Learn roadshows for 2 way membership by:
- Identifying technology that would facilitate SIG and Committee leads to grow and create active communities utilising people, processes and technology as appropriate with measurable outcomes.
- To develop an effective international perspective that promotes collaborative scholarship by:

Issuing a Special Issues in our journals linked to SIGs/policy makers e.g 1 forthcoming special issue in TCT on well-being, Guest Co-Editor linked to policy makers and influencers (1-2 years)

Other publications by ASME e.g. books linked to courses (e.g. leadership, faculty development, student support) (3-5 years)

‘Adding value’ to existing events, in particular ASME ASM and RME by enhanced collaboration, fostering excellence and supporting innovation

Identifying technology that would facilitate SIG and Committee leaders to connect/re-connect and to engage/re-engage within and between their delegated communities.

ASME’s SIG and Committee chairs to grow and create active communities utilising people, processes and technology as appropriate with measurable outcomes.

To develop an effective international perspective that promotes collaborative scholarship by:

Engaging and increasing dialogue with international people / organisations to ascertain their needs and how ASME might be able to collaborate (1-3 years)

Considering attending key events/conferences as ASME and whether we can extend reach by using ASME friends who are already there (1-2 years)

5.0 Congratulations to the following Award Winnings:

**ASME Award Winners**

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Recipient</th>
<th>Title of submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASME/GMC Excellent Medical Education Awards 2018</td>
<td>A. Ludlau</td>
<td>Use of empathy maps combined with real patient encounters in medical education: student and patient experiences</td>
</tr>
<tr>
<td>ASME PhD/Doctoral Grants 2018</td>
<td>M Baker</td>
<td>University College London’s (UCL) Research Department of Medical Education (RDME)</td>
</tr>
<tr>
<td>Educator Development Awards 2018</td>
<td>G Curnow, University of Exeter</td>
<td>Upl the Creek - Teaching in Challenging Environments</td>
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<tr>
<td></td>
<td>G Hadley, University of Oxford</td>
<td>Eradicating Neurophobia</td>
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<td>The British Society for Rheumatology / ASME Joint Educational Research Prize 2018</td>
<td>D Wright, M Fry, J Adams, C Boven, School of Health Sciences, University of Southampton</td>
<td>Training the next generation of clinical rheumatology researchers: evaluation of a graduate allied health professional and nurse internship programme</td>
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<tr>
<td>ASME Gold Medal 2018</td>
<td>P Cotton, University of Rwanda</td>
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<tr>
<td>Education Innovation Awards 2018</td>
<td>F Osborn, Northumbria Healthcare NHS Trust</td>
<td>Back to reality: Exploring the use of reality television as an adjunct to case-based learning with undergraduate medical students</td>
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<tr>
<td>Foundation Innovation Prize 2018</td>
<td>Y Sammara, Royal Free Hospital London</td>
<td>Which ones do I actually have to know? An e-learning tool to guide medical students through a busy lecture-based pharmacology curriculum</td>
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<td>Student Innovation Prize 2018</td>
<td>Alexandra Abol, HYMS</td>
<td>The student blog as a platform to support personal and professional development</td>
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<td>Best Original Research Paper Award 2018</td>
<td>E O’tuao, Plymouth University Peninsula Schools of Medicine &amp; Dentistry</td>
<td>Integrating a novel assessment of discharge summary writing into a final-year medical student curriculum: an evaluation of process and outcome</td>
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<td>Sir John Ellis Student Prize 2018</td>
<td>Intercollegiate Category: H Preston, Newcastle University</td>
<td>Who do you think you are? PA student perceptions of professional identity formation</td>
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<td>SIM Category: J Salem, University of Bristol</td>
<td>Video-based Virtual Patient Journeys: Narrative, first-person videos as a novel teaching aid for students</td>
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<td>Y O’Carroll, University of St Andrews</td>
<td>Simulated Patients’ Experiences and Perspectives of an Interprofessional Ward Simulation</td>
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<td>G Curnow, University of Exeter</td>
<td>Is there a problem in PBL? The International Student Perspective</td>
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<td>K Moreau, University of Ottawa, Canada</td>
<td>Patient Involvement in Medical Education Research</td>
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<td>K Owen, Warwick Medical School</td>
<td>Does joining a patient in their experience of attending an outpatient hospital appointment increase a student’s understanding of what it is like to be a patient?</td>
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<tr>
<td>&quot;The Clinical Teacher&quot; Travelling Fellowship 2018</td>
<td>R C Garcia, University of Exeter Medical School</td>
<td>NHS England National Social Prescribing Student Champion Scheme</td>
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<tr>
<td>&quot;Medical Education&quot; Travelling Fellowship 2018</td>
<td>J Read, Plymouth University</td>
<td>Understanding Workplace-Based Assessment – How Surgeons Learn through the Use of Workplace-Based Assessment during Specialist Training</td>
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<tr>
<td>New Leaders Award 2018</td>
<td>A Tahim, Institute of Education Oral and Maxillofacial Surgery London Dentery</td>
<td>Voti education platform. Fully immersive interactive 360 degree videos on your smartphone</td>
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<tr>
<td>Teaching Innovation &amp; Excellence (TIE) Prize 2018</td>
<td>T Judd, Mungrove Park Hospital</td>
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ASME 2018/19 Highlights