



# A Complete Guide to ASME

Advancing Scholarship in Medical Education

[asme.org.uk](http://asme.org.uk)

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## Advancing Scholarship in Medical Education

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[www.asme.org.uk](http://www.asme.org.uk) Find us: [asmeofficial](#)    



# Mission, Values and Vision

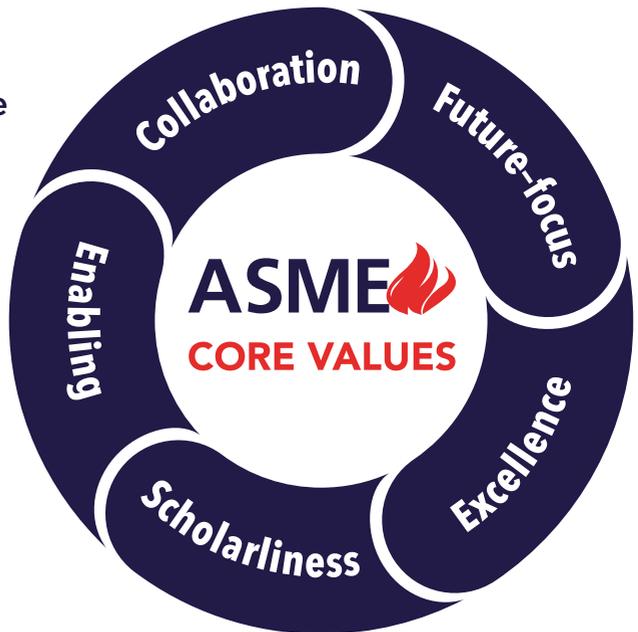
## Mission

Advancing Scholarship in Medical Education.

## Values

ASME's top five core values are to foster

- 🔥 Collaboration
- 🔥 Enabling
- 🔥 Scholarliness
- 🔥 Future-focus
- 🔥 Excellence



For more information, email [membership@asme.org.uk](mailto:membership@asme.org.uk) or visit our website for a list of all membership benefits and details of how to join online.

[asme.org.uk](http://asme.org.uk)

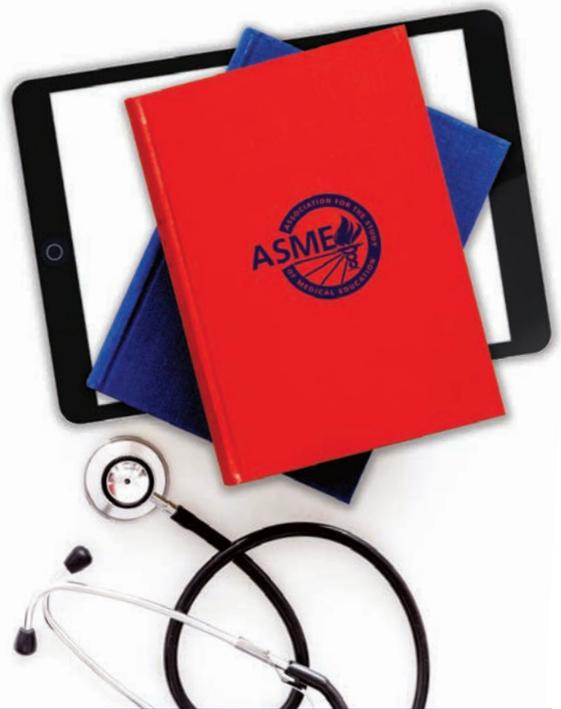
## Vision

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.

To enact this vision we will **focus** on the following **strategic aims**:

- To increase, engage and support both our current and future membership
- To better disseminate our aims, achievements and policies through an enhanced publication strategy
- To create an active educational community that effectively communicates both internally and externally to promote excellence
- To develop an effective international perspective that promotes collaborative scholarship

These aims will then form our strategic priorities for the next 3-5 years.



For more information, email [membership@asme.org.uk](mailto:membership@asme.org.uk) or visit our website for a list of all membership benefits and details of how to join online.

**[asme.org.uk](http://asme.org.uk)**

# Who are ASME?

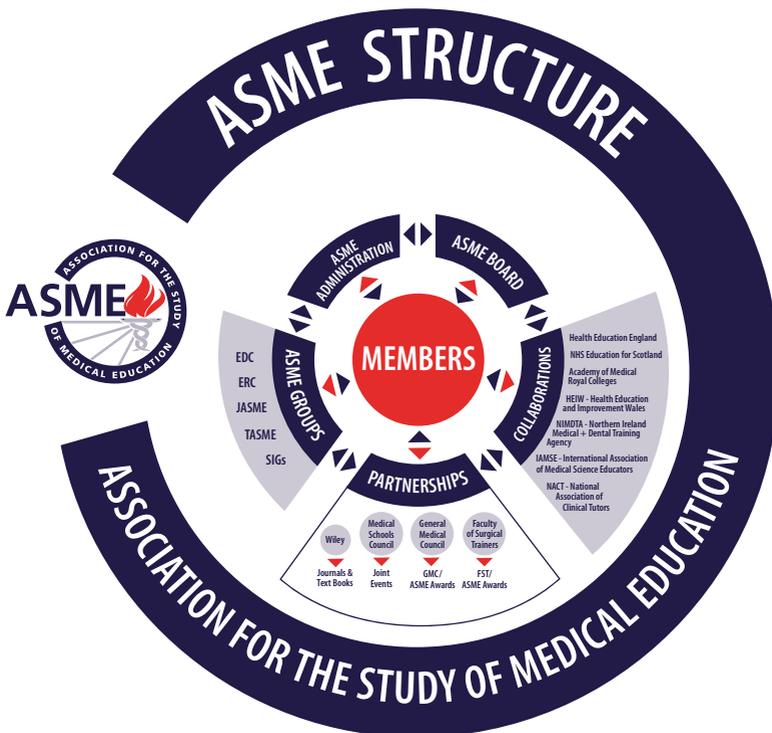
The Association for the Study of Medical Education (ASME) was originally established in 1957 by the GMC to conduct, promote and disseminate medical education research and scholarship. It now stands alone as an independent Charity Association and in 2016 became a Limited company. It has a Board of Directors (Trustees) and its aims and objectives are achieved through its Committees, Career Groups and SIGs (Special Interest Groups). It has both individual and institutional members.

It holds several annual conferences including its flagship Annual Scholarship Meeting (ASM) as well as the AGM; the Researching Medical Education (RME) conference and the “Developing Leaders in Healthcare Education” residential course at Windsor.

ASME has two regular journal publications Medical Education and The Clinical Teacher and two text book publications – Researching Medical Education and Understanding Medical Education.

The Association for the Study of Medical Education is a company limited by guarantee and incorporated in Scotland. Company number: SC534566.

ASME is registered with OSCR (the Independent Scottish Charity Regulator) and our Charity Number is SC040103.



ASME is dedicated to supporting clinicians, teachers and learners to explore and learn about how medical education is undertaken and provide a platform for discussion, networking and support in their medical careers.

# Who does what?

Under the umbrella of 'ASME', various groups work within its organisational structures. Although each group is focused on different activities, the expectation is that ideas, support and information flow across the groupings.

The following outlines specific responsibilities:

## **The Board of Directors**

The Board has responsibility for the overall management of ASME, setting and maintaining its strategic vision and upholding its constitution and regulations as a charity. Individual directors have specific responsibility for developing a core ASME function (awards, events, networks, publications, career groups, membership and social media), or for activities central to its governance (secretariat, treasurer and Chair). Also on the Board is a director representing the membership. The Board is supported by non-executive members who have a wide range of experiences & expertise both in and outside of medical education (President, Non-Executive Director).

## **ASME Office**

The ASME Office is located in Edinburgh and it is responsible for organising, maintaining, enhancing and conducting all of ASME's operations.

## **The Committees (Education Research Committee & Educator Development Committee)**

Central to ASME's mission of advancing scholarship in medical education, the ERC and EDC provide the operational arms of ASME's key elements: educational research and educational development. These groups create their own work streams but also help to operationalise the strategic vision of the Board. The ERC and EDC may also work with, and support, individual directors on projects aligned to the director's remit. They therefore work on behalf of all ASME's membership albeit within broad conceptual frames.

## **Career Groups JASME and TASME**

These are also committees that work on behalf of specific career groups: JASME for medical students and F1s, TASME for F2s and all other trainee groups. These committees generate activities, resources and opportunities for the groups they represent. As members of JASME and TASME move into and out of their roles more frequently than 'established' medical educators, they have the support of the Director of Career Groups and the Director of Networks to ensure continuity and to link with the Board of Directors. JASME and TASME may also work closely with directors who have responsibility for awards, events and networks, helping to inform what needs to be done and how.

## **Special Interest Groups (SIGs)**

The SIGs are network groups that are focused on specific topics or areas of interest. They are generated by the membership for the membership but may also stem from an identified need by the Committees or Board. Whilst the ERC, EDC, JASME and TASME enhance, support and undertake activities for their broader communities, the SIGs are responsible only for those who are part of that special interest group. To keep these groups fresh and aligned to current practices, all SIGs are set up for three years in the first instance and may change over time.

More information about our committees, career groups and special interest groups follow in this brochure.

## What's in it for me?

ASME provides a platform for medical educators and students to meet and share the latest theories, studies and best practice, face to face and online, through its committees, groups, SIGs and conferences. We also provide many ways for you to develop your career through networking, awards, opportunities to present posters, workshops, attend conferences, etc. More information on our journals, awards and events can be found in this brochure.

Being a member of ASME from the start of your career will provide you with first class access to the latest ideas, methodologies and best practice in the medical education world. Through our committees, groups and SIGs, you will have access to a national resource and network of like-minded people with whom you can discuss and share best practice in medical education, whether you are a student or a long-established educator.

ASME provides an excellent forum to discuss your career in all its stages, fantastic networking opportunities and the chance to learn more about medical education. In addition, should you wish to get more involved you can apply to join one of the committees and the ASME Board. This will provide you with excellent exposure and experience in how committees work and is a great addition to your CV!

As you progress through your career, ASME provides a forum for you to share your knowledge and experience with people starting out in their career, helping to develop and enhance medical education for our future workforce in the UK and globally.

“Attending my first meeting of ASME was an inspirational moment from which I have been able to develop my interest in medical education research. The quality of the material presented and the expertise of the audience in ASME conferences is second to none and provides helpful feedback and useful comment to develop ideas and complete projects. The opportunity to meet people who share interests in education are many and networking is facilitated by having access to experts who are happy to talk to interested colleagues, however inexperienced. Networking at conferences and meetings provides links and the basis for future collaborations and ideas. ASME has a record of helping develop researchers, investing in meetings like the Research in Medical Education Conference each year. Attending workshops at these conferences has taught me about a range of research techniques and given the chance to discuss successes and difficulties with others who have a shared or greater experience.

Investment in people is a theme in ASME as is demonstrated in the textbooks produced by the Association (Understanding Medical Education; Researching Medical Education). Access to the Association's partner journals (Medical Education, The Clinical Teacher) are a good read as well as valuable resources and sources of reference. The editors are always on hand at conferences and will help with shaping articles for publication. I have also had the opportunity to be part of the “workings” of ASME as an Executive Committee and then Board Member. I have found it personally rewarding, being able to help shape the Association and develop initiatives, work with people and groups and have the pleasure of seeing the products of their endeavours. The knowledge, insights and understanding I have gained from my participation in ASME have influenced my thinking not only about research but also about the way in which I approach concepts and issues met on a daily basis in postgraduate medical education. Worth the money? Certainly. Worth the time? Absolutely.”

***Professor Peter Johnston***  
***Previous Director of Career Groups***

"I joined ASME a long time ago when there were only 2-3 'teacher development' programmes offered in the UK and like many of us who came from outside of medicine, we lived and worked in isolation from our academic roots. I had attended a number of other conferences in those early days but it was at the ASME annual conference where I felt at home: it was friendly, it was welcoming and there were people there who were interested in the sorts of things I cared about. In those early years, it was like finding your tribe! From the first conference, I knew if I went there, I could present work that was a bit 'different' and it would receive challenge rather than decimation. Every year I met more 'good' people and, surprisingly for a rampant introvert, built up a group of like-minded colleagues I now call friends.

What I loved about ASME then, and continue to love, respect and admire today, is the amount of work people put into making it better for others across the continuum of medical education. It is that sort of commitment that has shaped 20 years of progress. Being able to contribute to ASME by chairing the Education Research Group and then on the Board of Directors has been a privilege. It has allowed me to progress projects that I believed were meaningful and important (and thankfully ASME has agreed). ASME gives people opportunities to demonstrate the all-important 'national profile' but it also makes it possible to still make a difference."

***Dr Jane Stewart***

***Previous ASME Director of Special Projects***

"My journey in ASME started around 2000/2001. I had just started working in Aberdeen and the then Dean of Undergraduate Medical Education was an ASME fan, and really encouraged all us "newbies" to join ASME. Money was found to send a few of us to the ASMs, which was so good in terms of my own learning and networking. I then applied for a small grant, and got one. This grant really helped me internally – lots of kudos and a legitimisation of my position as someone who "researched" medical education. With this behind me I responded to an advert for new Education Research Group (now Committee: ERC) members, and again was fortunate enough to get this position. I ended up as Chair of the ERC within a couple of years (indeed getting the Chair position when I was on maternity leave). I enjoyed this, leading on the organisation of the RME, managing the Small Grant Awards process, and so on. I learned a lot from these tasks, and from managing the Committee and being part of the ASME Executive. I then applied for the post of Chair of ASME when Trudie Roberts stepped down, and, against a field of far more qualified applicants than I, got the position. I have led the organisation through a turbulent time and have learned more about leadership and management than I thought possible!"

***Professor Jen Cleland***

***Previous ASME Chair***

"Just to say what an exhilarating experience attending the ASME conference was and please convey my best wishes to all the organising team. It is the first time I have been to ASME and I am so impressed with the slickness of the operation (from the speakers room right up to the auditorium) and the size of the meeting is so much more aligned to conversational and collaborative networking than AMEE. I really wanted to convey my thanks personally also for winning the EDG award and how much it has meant to me both personally and professionally."

Many thanks again

***Fred Pender***

***ASM 2018 delegate***

**If you have any questions, please just email us at: [info@asme.org.uk](mailto:info@asme.org.uk)**



## Awards, Grants and Prizes

ASME offers a wide range of awards encompassing all stages and types of medical education careers, to reflect our diverse membership. The awards range from poster prizes at our Annual Scholarship Meeting to PhD studentships.

ASME's strategic aim is to advance scholarship in medical education. Our awards aim to cover all aspects of scholarship, including innovation, evaluation, research and practitioner inquiry. Therefore, some awards fund projects, others allow people to attend courses or visit other institutions, and others recognise prior achievement.

We welcome applications from first time applicants and from members who are based outside the UK (unless an award specifically states this is not the case). Information about each award, the eligibility criteria and deadlines is on our website: [asme.org.uk/awards](https://asme.org.uk/awards)

Some of our awards are run in conjunction with other organisations for example the General Medical Council, British Society for Rheumatology and Faculty of Surgical Trainers. We also offer two awards in partnership with Wiley, publishers of our journals The Clinical Teacher and Medical Education.

**If you have any questions about any of our awards or wish to discuss the portfolio, including ideas on how to develop it, please email [director-awards@asme.org.uk](mailto:director-awards@asme.org.uk) or [awards@asme.org.uk](mailto:awards@asme.org.uk)**

**[asme.org.uk/awards](https://asme.org.uk/awards)**

**For more information, email [info@asme.org.uk](mailto:info@asme.org.uk) or visit our website for a list of all membership benefits and details of how to join online.**

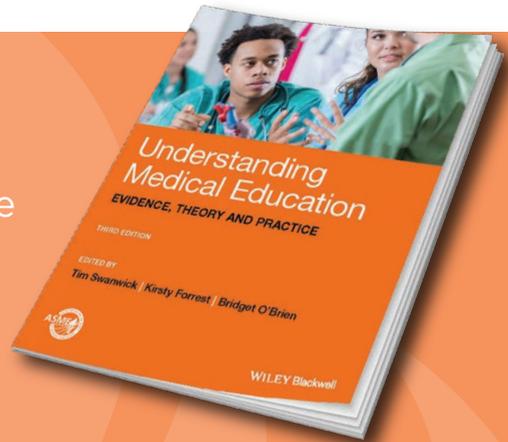
**[asme.org.uk](https://asme.org.uk)**

# Exclusive 30% Member Discount

on **Understanding Medical Education** and **Researching Medical Education** when purchased via the ASME website

**Understanding Medical Education** synthesizes the latest knowledge, evidence and best practice across the continuum of medical education

Available to purchase via  
[www.asme.org.uk/resources.html](http://www.asme.org.uk/resources.html)



**Researching Medical Education** is an authoritative guide to excellence in educational research in the health professions

Available to purchase via  
[www.asme.org.uk/resources.html](http://www.asme.org.uk/resources.html)



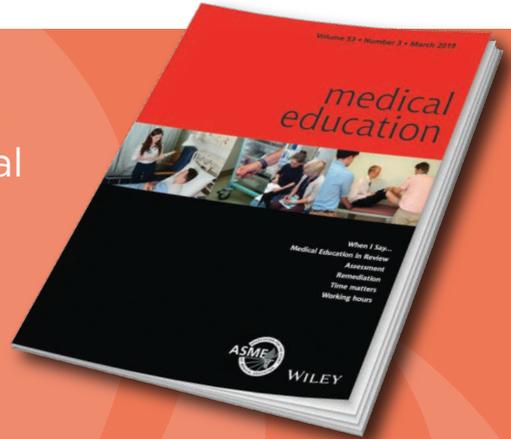
**Institutional members** interested in purchasing our textbooks, please email [membership@asme.org.uk](mailto:membership@asme.org.uk)

# WILEY

The **Medical Education** and  
**The Clinical Teacher** apps  
are free for **ASME** members



Read **Medical Education**  
on the go with the official  
Medical Education app



Available for iPad®, iPhone®, iPod Touch® and android.



<http://bit.ly/Mededapp>



<http://bit.ly/Mededgoog>

Read **The Clinical Teacher**  
on the go with the official  
TCT app



Available for iPad®, iPhone®, iPod Touch® and android.



<http://bit.ly/TCTapp>



<http://bit.ly/TCTgoog>

**WILEY**



# Educator Development Committee

## Mission

To support and promote the evidence informed professional development of the community of medical educators.

## Aim

The purpose of the group is to:

- 🔥 Promote and disseminate good educational practice for the benefit of patient care.
- 🔥 Encourage the scholarly development and career progression of educators.
- 🔥 Facilitate networking and collaboration across medical education communities.

## Vision

The EDC aims to promote and support educator development and address educator learning needs through various means. These include the awarding of prizes, the delivery of workshops relevant to educators at all career stages, including at the ASM, and the organisation and hosting of regional meetings.

## What we are planning

To further support experienced and new educators alike, we are developing new ways of sharing and recognising good educational practice. We are working with other groups to explore supporting educator development at all career stages. If you have suggestions you would like EDC to consider, please contact us on [edc@asme.org.uk](mailto:edc@asme.org.uk)

For more information, email [edc@asme.org.uk](mailto:edc@asme.org.uk) or visit our website for a list of all membership benefits and details of how to join online.

[asme.org.uk/edc](https://asme.org.uk/edc)

## Events/Activities

Regional medical education events, currently the Midlands Regional Conference and The Northwest Medical Education Forum.

## EDC Awards

### **EDC Education Innovation Award**

The **ASME EDC** Education Innovation Award has been developed to highlight, promote and disseminate examples of innovative educational practice in medicine. The value of the award is £1,000 towards professional development expenses and the opportunity to present their paper at the **EDC** “Innovative, Interesting and Prize Winning Work” session, ASME ASM.

### **EDC Educator Development Awards**

The **EDC** Educator Development Awards are aimed at providing funding for an individual to further develop themselves as an educator. Options include (but are not limited to) allowing travel to visit a host institution to gain experience in a specific type of teaching, travel to events or conferences, attendance at relevant courses or undertaking a specific educational development in a home institution. The total value of available awards is £5,000 in any year to be divided at the discretion of the **EDC** to maximise the impact of the awards. There will normally be at least two awards made each year.

**Please see our website, [www.asme.org.uk/edc](http://www.asme.org.uk/edc), for more information on our events and awards.**

## Other information

**EDC** is particularly interested in hearing from individuals keen to develop new regional events.

For more information, email [edc@asme.org.uk](mailto:edc@asme.org.uk) or visit our website for a list of all membership benefits and details of how to join online.

**[asme.org.uk/edc](http://asme.org.uk/edc)**



# Education Research Committee

## Mission

We share the overarching mission of ASME, which is *Advancing Scholarship in Medical Education*.

## Aim

We aim to advance scholarship in health professions education; our definition of scholarship is holistic, leaning into the four types of scholarship proposed by Boyer (1990).

We aim to advance the scholarship of discovery by fostering and supporting the types of educational research that can inform and shape the purposes and practices of health professions education and training. e.g. through hosting the Researching Medical Education (RME) conference, with its distinct focus on methodological issues.

We aim to advance the scholarship of integration by actively supporting interdisciplinary and inter-professional dialogue. This is reflected in the diverse disciplinary and professional backgrounds of our committee members and by continuing to showcase a broad range of methodological approaches at RME.

We aim to advance the scholarship of application through purposeful engagement and networking within and beyond ASME communities, including our career groups and SIGs.

We aim to advance the scholarship of teaching and learning by embracing and promoting multiple approaches to research and enquiry and creating spaces where ASME members can discuss ideas and practices in meaningful ways. We also do this through our work on behalf of ASME as reviewers of grants and papers.

*Boyer, E.L. (1990) Scholarship reconsidered: priorities of the professoriate. Special Report for the Carnegie Foundation for the Advancement of Teaching.*

For more information, email [erc@asme.org.uk](mailto:erc@asme.org.uk) or visit our website for a list of all membership benefits and details of how to join online.

[asme.org.uk/erc](http://asme.org.uk/erc)

# Vision

Our vision is to:

## **Promote, support and sustain a culture of educational research and enquiry through**

- 🔥 organising and hosting an annual Researching Medical Education conference designed to be of interest and value to all ASME members, irrespective of level of experience or expertise
- 🔥 showcasing high quality research at ASME ASM e.g. through the ERC Research Paper Award

## **Build research capacity through**

- 🔥 Supporting the development of medical educators' research skills through conferences, workshops and online resources
- 🔥 Working closely with ASME's SIGs and career groups to help foster scholarship in its broadest sense
- 🔥 Supporting the award of grants and scholarships through active roles in review and feedback

## **Enhance the profile of medical education research through**

- 🔥 Providing opportunities for dissemination of the outcomes of research
- 🔥 Raising the profile of medical education research by actively promoting the work of ASME regionally, nationally and internationally

# Events

The ERC runs a variety of events throughout the calendar year, particularly during the Annual Scholarship Meeting (ASM) and also runs the annual Researching Medical Education (RME) conference each November. All our events are accredited for Continuing Professional Development (CPD) points via the Royal College of Physicians (London).

For more information, email [erc@asme.org.uk](mailto:erc@asme.org.uk) or visit our website for a list of all membership benefits and details of how to join online.

**[asme.org.uk/erc](http://asme.org.uk/erc)**

## What is involved with contributing to the ERC?

If you are interested in contributing to the **ERC** you would be required to attend approximately 3-4 group meetings each year (held in the UK) and be expected to contribute to the work of the group by reviewing the various grants, fellowships and awards that are offered by **ASME** via the **ERC**.

## ERC Awards

### Small Grants

**ASME** invites members (including undergraduate medical student members) to submit a description of a research study or evaluation of an innovation in teaching in the field of medical and healthcare education. Some educational research projects or teaching innovations often require modest amounts of funding to cover expenses such as focus group attendance, travel, and simulated patient fees and these grants are intended to assist these projects. **ASME** welcomes submissions from new researchers.

### Research Paper Award (RPA)

The **ERC** has created an award in recognition of the best original research submitted to the Annual Scholarship Meeting (ASM). Those wishing to be considered for the award are invited to submit an extended abstract of no more than 800 words, detailing their work at the point of abstract submission to the ASM conference. Please note that only **ASME** members are eligible to apply for the **ERC** Research Paper Award. Unsuccessful applicants for this award will still be considered for acceptance as an oral or e-poster presentation at the ASM.

### ASME/GMC Excellent Medical Education Awards

In response to recognition of the need for further research-based evidence related to medical education and training, through supporting capacity building and increasing the volume of high-quality medical education research, the “Excellent Medical Education” Programme is a set of national prizes established jointly by **ASME** and the GMC and are intended to fund high-quality medical education research, development and innovation. Applications using quantitative or qualitative, established or innovative methods will be welcome from **ASME** members based in the UK, provided their organisation is capable of fulfilling the role of a research sponsor.

**Please see our website, [www.asme.org.uk/erc](http://www.asme.org.uk/erc), for more information on our events and awards.**

For more information, email [erc@asme.org.uk](mailto:erc@asme.org.uk) or visit our website for a list of all membership benefits and details of how to join online.

**[asme.org.uk/erc](http://asme.org.uk/erc)**



# Junior Association for the Study of Medical Education

## Vision

**JASME** aims to support its members to grow an interest in medical education. This includes providing sessions that allow members to develop their understanding and experience within medical education. Sessions are run by **JASME** itself and by committed volunteers who act as local representatives in their healthcare courses or places of work.

**JASME** also aims to give members an opportunity to showcase their work and receive recognition for their commitment to medical education through a range of prizes and awards.

**JASME** continues to build on its national networks, both within institutions and online. This includes building its local rep network and its social media platforms, using these to encourage engagement with policy, practice and research within medical education. Through such networks, **JASME** collects the views and experiences of their members and uses these to effectively influence medical education policy and practice through their collaboration with other SIGs and with **ASME** itself.

For more information, email [jasme@asme.org.uk](mailto:jasme@asme.org.uk) or visit our website for a list of all membership benefits and details of how to join online.

[asme.org.uk/jasme](http://asme.org.uk/jasme)

## History

ASME have been working to promote medical education amongst students and junior healthcare professionals since 2009. This has involved different forms, however in recent years JASME has been developing a significant social media presence and now has engagement with members and others interested in medical education through Facebook, Twitter and Instagram. JASME has also been increasing its representation at universities around the UK, with a local representative network which aims to have student representatives at every medical school in the country as well as the range of awards offered to meet the changing exposure to medical education amongst students and early career professionals.

## Membership Fees and Widening Participation

We are delighted to be able to offer JASME membership at a reduced rate of £15 per annum for students studying at universities who are institutional members of ASME\*, a reduction of over 50% on the current standard JASME/Undergraduate membership fee. In addition to this, recognising that this amount can be challenging for some students whom we wish to support, we will also provide free membership to students from a Widening Participation background whilst they are in full time study. \*

### \* Terms & Conditions

- 🔥 Students must be studying full time at a member institution
- 🔥 Reduced rates will cease on graduation
- 🔥 Students wishing to apply for free membership must provide a letter from their institution confirming their WP or WP++ status or that they are in significant financial hardship to qualify
- 🔥 Membership gives online access to our journals Medical Education and The Clinical Teacher

Please see our website, [www.asme.org.uk/jasme](http://www.asme.org.uk/jasme), for more information on our events and awards.

To find out more about JASME please email [jasme@asme.org.uk](mailto:jasme@asme.org.uk)

 [@jasme\\_uk](https://twitter.com/@jasme_uk) [asme.org.uk/jasme](http://asme.org.uk/jasme)

## Awards

**JASME** offers a rolling programme of prizes to its members:

### **Individual Innovation Prize**

Awarded for a medical education project surrounding an original and innovative idea that has already been undertaken while an undergraduate student, FY doctor, or other healthcare professional within 2 years of graduating.

### **Group Innovation Prize**

Awarded for a medical education project surrounding an original and innovative idea that has already been undertaken while collaborating as a group of undergraduate students, FY doctors, or other healthcare professionals within 2 years of graduating.

### **Sir John Ellis Student Prize**

Rewards excellence in a piece of work, survey, research or innovation in which the submitter has been directly involved in the field of medical education.

### **ASME Intercalation Prize**

Follows the same submission criteria and format as the Sir John Ellis Prize. However, it is specifically for projects completed during an intercalated degree.

## Medical School Local Representative Network

**JASME** also have a fantastic local representative network, aiming to have a **JASME** representative at every UK medical school. The 'local reps' promote **JASME** at their medical school and host their own **JASME**-supported medical education related event each year to promote engagement in MedEd among the student body. In the past these have ranged from evenings on careers to the role of comics in medical education, full conferences to microteaching workshops.

## Events/Activities

As well as the local rep events, **JASME** attend a number of events over the course of the year: these include the **ASME** ASM, **TASME** spring conference and a range of other MedEd conferences.

To find out more about **JASME** please email [jasme@asme.org.uk](mailto:jasme@asme.org.uk)

 [@jasme\\_uk](https://twitter.com/jasme_uk) [asme.org.uk/jasme](https://asme.org.uk/jasme)



# Trainees in the Association for the Study of Medical Education

## Mission

TASME's mission is to foster interest and support development in medical education amongst doctors and allied health professionals who are early career medical educators.

## Aim

Trainees in the Association for the Study of Medical Education (**TASME**) is a career group of **ASME**. We aim to support doctors in training or fellowships and newly qualified allied health professionals in their career development in medical education (clinical teaching, education research and scholarship, and educational leadership).

## Vision

**TASME** works collaboratively with **JASME**, **ASME's** committees (Education Research Committee and Educator Development Committee) and other Special Interest Groups to:

- Foster an interest in medical education amongst members through activities, events and discussion that support trainee involvement in medical education.
- Influence medical education policy and practice through representation within **ASME**.
- Encourage and promote good practice by developing systematic training in medical education and research.
- Create a forum for trainees and clinical teaching fellows to exchange viewpoints and experiences of medical education and discuss their role within it.

For more information, email [tasme-info@asme.org.uk](mailto:tasme-info@asme.org.uk) or visit our website for a list of all membership benefits and details of how to join online.

[asme.org.uk/tasme](http://asme.org.uk/tasme)

## Vision continued...

- 🔥 Facilitate, promote and conduct medical education research initiated by trainees.
- 🔥 Promote ongoing involvement in teaching throughout training and careers in medical education.
- 🔥 Support career development in medical education through a range of awards, prizes, and events.

## Events/Activities

TASME's flagship event of the year is the annual spring conference. This is a one-day medical education conference featuring presentations from prominent keynote speakers and interactive workshops. There is also the opportunity to submit your work as an oral or poster presentation with prizes available for best presentation.

TASME offer workshops at the Annual Scholarship Meeting and Researching Medical Education conferences.

TASME supports a series of regional workshops and events through our regional community.

## Awards

TASME offer three annual awards at present:

### Teaching Innovation and Excellence Prize

Recognises talent and ingenuity displayed by those early within their career in medical education. The prize will be primarily focused on recognising teaching but consideration will be given to entries that showcase other relevant educational activity.

### ASM Communication Prize

Recognises creativity and achievement displayed by those early within their career in medical education. The poster can encompass any aspect of medical education including educational research, teaching activity and innovation.

### Mentorship Prize

Supports individuals committed to a career in medical education towards a specific event or project. Applicants will be chosen on the basis of their commitment to medical education and the proposal for the use of the bursary.

**Please see our website, [www.asme.org.uk/tasme](http://www.asme.org.uk/tasme), for more information on our events and awards.**

To find out more about TASME please email [tasme-info@asme.org.uk](mailto:tasme-info@asme.org.uk)

🐦 [@tasme\\_uk](https://twitter.com/tasme_uk) [asme.org.uk/tasme](http://asme.org.uk/tasme)

#MedEdForum Join our regular twitter chats for lively discussions regarding medical education topics that are relevant to junior doctors and early career medical educators.



# Medical Educators Involved in Student Support (MEDISS)

## Mission

The Medical Educators Involved in Student Support (MEDISS) group seeks to support medical educators; creating a forum for discussion and promoting dissemination of relevant good practice and innovation.

## Aim

To develop an international community of practice to ensure all our medical students and trainees are effectively supported during their training.

## Vision

- 🔥 To determine areas of best practice of effective medical student support
- 🔥 To develop, share and disseminate new initiatives and information
- 🔥 To encourage publication of support initiatives e.g. by publishing articles in Medical Education/The Clinical Teacher
- 🔥 To establish a national network of medical educators involved in student support
- 🔥 To collect and articulate group views to appropriate consultations processes

For more information, email [mediss@asme.org.uk](mailto:mediss@asme.org.uk) or visit our website for a list of all membership benefits and details of how to join online.

[asme.org.uk/mediss](https://asme.org.uk/mediss)



# MEG

Multidisciplinary Educators Group  
Special Interest Group of ASME

# Multidisciplinary Educators Group (MEG)

## Mission

To focus on the development, support and role promotion of medical educators who come from a professional background other than medicine, and to explore and promote their skills and expertise. This SIG fulfils the need to provide a recognised and explicitly badged forum for this diverse range of professionals within ASME.

## Aim

The principal aim of our group is to share our combined expertise and experiences in order to raise the profile of multidisciplinary educators.

## Vision

- 🔥 To share knowledge and expertise regarding medical education.
- 🔥 To provide networking opportunities.
- 🔥 To offer a forum for members to seek support, advice or project collaboration.
- 🔥 To raise awareness of diversity of backgrounds of those working in medical education in terms of commonalities, challenges and unique skills.

For more information, email [meg@asme.org.uk](mailto:meg@asme.org.uk) or visit our website for a list of all membership benefits and details of how to join online.

[asme.org.uk/meg](http://asme.org.uk/meg)



Mindfulness in Medical Education  
Special Interest Group of ASME

# Mindfulness in Medical Education (MiME)

## Mission

Mindfulness and meditative practices are important, evidence-based approaches to maintaining wellbeing in many settings including healthcare. Mindfulness in Medical Education (MiME) is a special interest group intending to create and disseminate knowledge and scholarship of mindfulness in medical education, enabling networking and collaboration across members and other special interest groups.

## Aim

To raise awareness about the importance of mindfulness in a healthcare context through discussion, sharing of best practice and networking. The SIG also aims to support its members to undertake and disseminate wellbeing-related scholarship within healthcare professions.

## Vision

- To support the wellbeing of medical students and those employed in medical education through research, teaching and sharing good practice.
- To encourage networking between colleagues and institutions in order to foster conversations and collaborations relating to mindfulness and meditative practices in medical education.
- With specific reference to the inclusion of mindfulness and meditative practices in curriculums to consider how to integrate wellbeing into medical curriculums more explicitly.
- To encourage established and new researchers to undertake studies that consider the inclusion of mindfulness and meditative practices in medical education.
- To establish and maintain connections with ASME-based and external organisations in order to further our objective to develop the teaching of wellbeing and mindful meditative practices in medical education.
- To work towards best practice guidelines and training for mindfulness teachers who are aiming to introduce mindfulness and meditative practices into medical curricula.

**Please see our website, [www.asme.org.uk/mime](http://www.asme.org.uk/mime), for more information on our events and awards.**

**For more information, email [mime@asme.org.uk](mailto:mime@asme.org.uk) or visit our website for a list of all membership benefits and details of how to join online.**

**[asme.org.uk/mime](http://asme.org.uk/mime)**



# PGTP

Postgraduate Taught Programmes  
Special Interest Group of ASME

## Postgraduate Taught Programmes Special Interest Group (PGTP)

### Mission

We are a group of committed education professionals, with diverse backgrounds and many different interests, but all involved in teaching and learning on taught postgraduate programmes for clinicians.

Through our online discussion forum and at least two group meetings each year, we will explore common issues associated with our work, identify potential areas for collaboration and support each other as an evolving community of practice.

### Aim

The central aim of our SIG is to share our combined knowledge, experience and skills and, in doing so, raise the profile of postgraduate teaching in clinical education.

This SIG target are those involved in postgraduate medical education. Specifically those involved in developing and running PGT programmes in medical and clinical education. This is a diverse group, often not medically qualified with non-traditional academic career trajectories. The group are generally experienced teachers with good pedagogical understanding.

#### 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."

The SIG addresses this vision in two ways:

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

For more information, email [pgtp@asme.org.uk](mailto:pgtp@asme.org.uk) or visit our website for a list of all membership benefits and details of how to join online.

[asme.org.uk/pgtp](https://asme.org.uk/pgtp)

## Vision

- 🔥 To initiate dialogue and share good practice in curriculum development, delivery and evaluation in taught postgraduate clinical education
- 🔥 To explore opportunities for research projects and other collaboration
- 🔥 To provide a platform for our own professional development as educators
- 🔥 To offer support, guidance and mentoring for each other

For more information, email [pgtp@asme.org.uk](mailto:pgtp@asme.org.uk) or visit our website for a list of all membership benefits and details of how to join online.

[asme.org.uk/pgtp](https://asme.org.uk/pgtp)



# PSYCHOMETRICS

Psychometrics, Measurement and Quality in  
Assessment Special Interest Group of ASME

## Who are the Psychometrics Special Interest Group (SIG)?

### Mission

To provide a forum for the discussion and debate of psychometric issues in health professions education assessment of undergraduates and postgraduates.

### Aim

To improve understanding of the importance of psychometric analysis in the planning, setting and interpretation of health professions education assessment processes, including both entry into health professions education and progression through postgraduate education and training.

### Vision

- 🔥 Promoting excellence in the application of assessment theory and practice in health professions education.
- 🔥 Advancing understanding and application of psychometric techniques in assessment.
- 🔥 Create a programme of dissemination and collaborative research across institutions, disciplines and programmes.
- 🔥 Provide a network to promote Continuing Professional Development for those closely involved in assessment psychometrics, and share best practice.

For more information, email [psychometrics@asme.org.uk](mailto:psychometrics@asme.org.uk) or visit our website for a list of all membership benefits and details of how to join online.

[asme.org.uk/psychometrics](https://asme.org.uk/psychometrics)



# RMG

Research Methodology Group  
Special Interest Group of ASME

# Research Methodology Group (RMG) Special Interest Group (SIG)

## Mission

The Research Methodology Group (RMG) seeks to provide an informal forum for discussion and debate on research paradigms and approaches to support the work of the Educational Research Committee and wider ASME.

## Aim

The RMG aims include:

- Promoting a spirit of critical enquiry in the membership through establishment of a virtual/face-to-face group for discussion of literature and research ideas
- Providing the opportunity to discuss challenging ideas in a 'safe' environment
- Developing greater understanding of a range of research methodologies
- Sharing examples of application of specific methodologies
- Accessing peer support and linking into funding opportunities
- Offering and accessing critical readership for draft articles
- Developing links across undergraduate and postgraduate medical education.
- Drawing on wider research expertise among ASME membership

For more information, email [rmg@asme.org.uk](mailto:rmg@asme.org.uk) or visit our website for a list of all membership benefits and details of how to join online.

[asme.org.uk/rmg](http://asme.org.uk/rmg)

## Vision

The vision for RMG is one of enhancing understanding and application of research methodology in medical and health professional education within the ASME community. Although the engagement with educational research in the ASME community appears high based on submissions for conferences, grants and awards, the justification for research design, methods of data collection and methods of data analysis which align with methodological choices is often lacking.

The RMG seeks to progress appreciation and application of a range of methodological approaches which underpin research design through to engaging with researchers at all levels, providing a 'safe space' for discussions, promoting peer support and developing critical enquiry in research methodologies. The RMG is open to any ASME member from novice to expert interested in contributing to discussions on research paradigms and approaches.

For more information, email [rmg@asme.org.uk](mailto:rmg@asme.org.uk) or visit our website for a list of all membership benefits and details of how to join online.

[asme.org.uk/rmg](https://asme.org.uk/rmg)



Technology Enhanced Learning  
Special Interest Group of ASME

## Mission

To provide a forum for medical educators, TEL specialists and researchers of TEL. To enable sharing of best practice and fostering collaboration.

## Aim

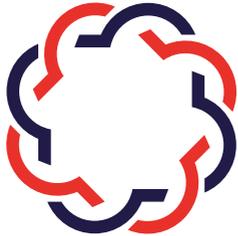
The TEL group aims to share knowledge and disseminate best practice. In particular the group has identified the need to develop a robust evidence base to support and inform the use of TEL.

## Vision

To support the development of research and scholarly activity exploring the impact of TEL on medical education.

For more information, email [tel@asme.org.uk](mailto:tel@asme.org.uk) or visit our website for a list of all membership benefits and details of how to join online.

[asme.org.uk/tel](http://asme.org.uk/tel)



## **Equality, Diversity & Inclusivity**

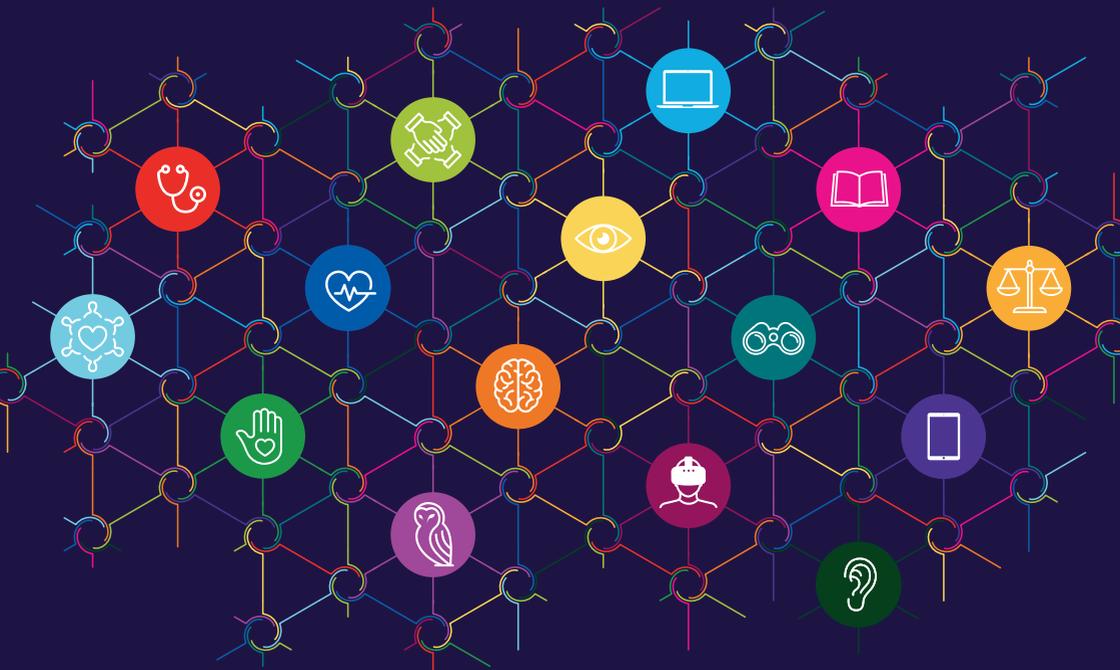
For more information on our  
Equality, Diversity & Inclusion Strategy  
please visit [www.asme.org.uk/diversity](http://www.asme.org.uk/diversity)  
or email [diversityinclusion@asme.org.uk](mailto:diversityinclusion@asme.org.uk)



For more information on ASME's  
mentoring programme and course,  
open to individual ASME members,  
please email [mentoring@asme.org.uk](mailto:mentoring@asme.org.uk)

# Annual Scholarship Meeting

Future proof medical education:  
Practical wisdom and adapting to change



6<sup>th</sup>-8<sup>th</sup> July 2022 – P&J Live, Aberdeen

Confirmed keynote speakers:

Dr Sabena Jameel • Prof Joanne Reeve • Dr Aileen Barrett

Dr Kevin Eva • Prof Fred Hafferty • Dr Hugh Alberti • Prof Peter Johnston