



# Annual Scientific Meeting 2016 Conference Booklet

**50 years of Medical Education:**  
*Historical Perspectives, Future Directions.*

**5<sup>th</sup> - 8<sup>th</sup> July**  
The Waterfront, Belfast



Promoting Excellence in Clinical  
Education and Training



# Welcome

Dear Delegate

Welcome to the 2016 Annual Scientific Meeting, **50 Years of Medical Education: Historical Perspectives, Future Directions, 5-8 July.**

The ASME Annual Scientific Meeting encompasses the continuum of medical education, from undergraduate through postgraduate and continuing medical education.

This conference is a forum for all medical/healthcare educators with undergraduate, postgraduate or CPD responsibilities and interests. It is an opportunity to report and discuss themes, research and initiatives with colleagues from the UK and abroad.

This year's programme has been developed with the Steering Group which has responded to delegate feedback from this conference over the last few of years. The conference continues to offer excellent opportunities for delegates to discuss innovations in medical/healthcare education as well as offering excellent networking opportunities.

This year's programme includes:

- A variety of pre and intra-conference sessions.
- Keynote presentations, including the Lord Cohen Lecture
- Parallel sessions, including presentations from the successful applicants for the joint ASME/GMC Excellent Medical Education Awards
- Poster presentations
- The awarding of the New Researcher Award and the Sir John Ellis Student Prize
- Sessions from our Special Interest Groups
- Relevant exhibitors from all areas of medical education
- Social events, including the Welcome Reception and Annual Dinner

I do hope you enjoy this year's conference. As always, we value your feedback and will be in touch after the event to ask you to complete a short questionnaire giving your view of this year's event.

Best wishes



Jenny Ogg  
Operations Manager



Wifi details for the duration of the conference:  
Search available networks for **Waterfront WIFI**  
There is no password required.

# Plenary Speaker Biographies

## Cynthia Whitehead

Cynthia Whitehead, MD, PhD, is the Director of the Wilson Centre for Research in Education, the Health Professions Education Research Centre at the University Health Network, University of Toronto. She is also the Vice President, Education, Women's College Hospital at the University of Toronto.

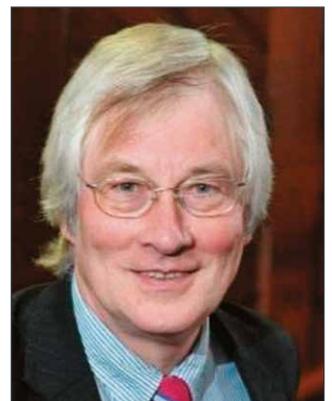
Dr Whitehead's academic career began with a social science degree from Harvard University, which allowed her to develop historical research skills using post-colonial theory. Dr Whitehead temporarily abandoned social science research to attend medical school at McMaster University, followed by family medicine (GP) training at the University of Toronto. She then worked as a clinician teacher for many years before embarking on a Master's degree in Health Professions Education, followed by a PhD in medical education. In her doctoral work she used Foucauldian critical discourse analysis to examine notions of the 'good doctor' in medical education in North America from the 1910 Flexner Report to the recent CanMEDS competency frameworks. Dr Whitehead's current programme of research examines key assumptions in health professions education in order to analyse their historical and discursive underpinnings. She accepted with alacrity *Medical Education's* invitation to lead a critical discourse analysis of the journal for its 50-year celebration.

In addition to her research, Dr Whitehead has also been involved in many practical medical education endeavours. These have included directing a family medicine residency programme, leading the collaboration curriculum at University of Toronto's medical school, and assuming the inaugural position of Vice Chair, Education for her department of Family and Community Medicine. Dr Whitehead has also engaged in international education work as an education consultant and researcher in various countries in Asia, South America, the Middle East, Europe and North America.



## Professor Tim Dornan

Tim's background is as an internist and clinical endocrinologist. Being asked to look after medical students attached to one of the Manchester teaching hospitals tipped him into becoming an educationalist. This grew into a curriculum leadership role, alongside a busy clinical practice. He did a Masters and PhD in the Learning Sciences at Maastricht University and led a medical education group in Manchester. Following clinical retirement, he joined the Maastricht group as Professor and remains Emeritus Professor there. Since he became Professor of Medical and Interprofessional Education in Queen's University Belfast, UK, he has reconnected with his UK clinical roots and with medical students and young doctors as researchers. In addition to supervising Masters and PhD students internationally, he teaches qualitative research methodology. He researches workplace learning and clinical humanism. He is a practising musician and sailor.



# Plenary Speaker Biographies

## Cees van der Vleuten

Cees van der Vleuten, PhD, has been at the University of Maastricht in The Netherlands since 1982. In 1996 he was appointed Professor of Education and chair (until 2014) of the Department of Educational Development and Research in the Faculty of Health, Medicine and Life Sciences. Since 2005 he has been the Scientific Director of the School of Health Professions Education. This graduate school offers master and PhD degrees in health sciences education to a wide variety of international students. He mentors many researchers in medical education and has supervised more than 70 doctoral graduate students. His primary expertise lies in evaluation and assessment. He has published widely in this domain, holds numerous academic awards, including several career awards. In 2005 he received John P. Hubbard Award for significant contribution to research and development of assessment of medical competence from the National Board of Medical Examiners in the US. In 2010 he received a Dutch royal decoration for the societal impact of his work and in 2012 the Karolinska Prize for Research in Medical Education. He serves frequently as a consultant internationally. He holds honorary academic appointments in the Department of Surgery and Internal Medicine, University of Copenhagen in Denmark, Department of General Practice, Radboud University Nijmegen in The Netherlands, Northumbria University, Newcastle upon Tyne, in the United Kingdom, School of Medicine, Flinders University, Adelaide in Australia, University of the Witwatersrand, Johannesburg in South-Africa and Curtin University, 2014-2015, Perth in Australia.



## Fiona Patterson

Fiona Patterson is a leading expert in the field of selection, assessment and innovation in organisations. She is the founding Director for Work Psychology Group located in the UK and Australia and is currently a Principal Researcher affiliated to the University of Cambridge.

In recognition of her work in the selection, in 2012, Fiona was awarded an Honorary Fellowship of the UK Royal College of General Practice, which is the highest award the College can bestow. In 2013, she won the ASME Silver Quill award for high impact research in *Medical Education*. Also in 2013, she won the annual British Psychological Society's Academic Contribution to Practice award.

Fiona publishes regularly in the highest ranking journals in medical education and alongside her collaborators she recently launched a new international network for researchers in selection into healthcare (INReSH) with contributors from around the globe. Building on this work, Fiona is currently lead Editor for a special issue of *Advances in Health Science Education* focusing on selection to be published in 2016.



# Plenary Speaker Biographies

## Dr Gerry Gormley MD FRCGP

Gerry Gormley is a clinical academic at Queen's University Belfast (QUB) and a General Practitioner in Carryduff, just south of Belfast. He is also a visiting Professor at the Wilson Centre, Toronto, Canada. At the intersection between *teaching, research* and *clinical practice*, he is in a privileged position to identify, generate and apply new knowledge relating to educational practice. In 2007 he was appointed as a Senior Lecturer and leads both the Scholarship and Educational Research Network (SERN) at QUB [<http://go.qub.ac.uk/medSERN>]. SERN is a young and ambitious hub for health profession educational research and scholarship activities. He has published over 50 peer reviewed articles and has supervised numerous postgraduate students in medical educational research. Gerry also leads general practice teaching to fourth year medical students at QUB and has won several awards for his teaching.

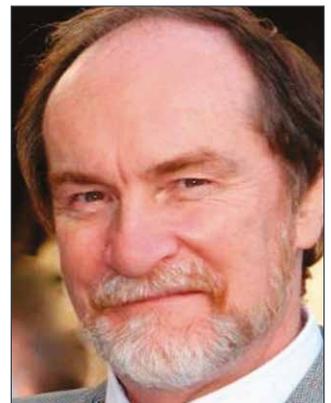


He has two main streams of research interest. Firstly, gaining a greater understanding of the complex socio-cultural dimensions of clinical competency assessment and medical students' professional development, particularly relating to the OSCE. His second area of research relates to uncertainty and complexity in simulation based learning. By harnessing dramaturgical and psychological techniques, he is exploring new ways to afford learners a more embodied and immersive simulated learning experience.

He has also developed a research curiosity into why some individuals confuse their right from left and how this applies to healthcare – such as wrong sided surgery. Widespread international media interest took him by surprise following a recent publication in 'Medical Education' on *right-left confusion* [<http://onlinelibrary.wiley.com/doi/10.1111/medu.12658/full>] . In terms of social media, his work engaged with a global audience - with just under 1.5 million people reading a media piece on his research, generating over 71000 shares, 41000 likes and 17000 comments. His article has one of the highest Altmetric scores in 'Medical Education'.

## Professor Richard Canter

Richard Canter has been visiting Professor of Surgical Education at the University of Oxford since 2007, Associate Fellow at Green Templeton College, Oxford (2015) and Emeritus Consultant at Oxford University Hospitals (2015). After appointment as a consultant surgeon in Bath (1987-2012) he completed a PhD in Management at the University of Bath in 1996. This led to appointments on the Intercollegiate Surgical Curriculum Project reforming surgical education and an appointment as Deputy Director (curriculum development) of Surgical Education at the Royal College of Surgeons of England. He has undertaken reviews of surgical training in the UK for the Royal College of Surgeons and Kosovo for the European Agency for Reconstruction after the Balkan War and made recommendations for organisational and resources improvement, which were adopted. He was Associate Dean and Head of the Severn School of Postgraduate Surgery in Bristol from 2007-Jan 2014.



An interest in professionalism and leadership led to research grants from the South West Strategic Health Authority and the National Clinical Leadership Fellowship on clinician/management engagement. He is Lead Tutor for the Introduction to Surgical Management and Leadership module of the Master's in Surgical Science and Practice at Oxford University (2011-date), responsible for the leadership component of the Cochrane Courses on Critical Appraisal for ACFs and ACL at Oxford (2012-date), organised a leadership course for the Oxford Clinical Commissioning Group (2015), teaches leadership skills to Oxford medical students (2015), and is currently part of the team developing a leadership programme for newly appointed consultants at OUH (2015-date).

# Session Descriptors

All sessions can be signed up for on the day on the notice boards at the registration area, unless noted below.

## Wednesday Sessions

### JASME/TASME Joint Workshop.

09.00 - 12.00

Meeting Room 1a



This workshop is aimed at students and trainees interested in evaluation or research in medical education. It aims to introduce participants to principles of medical education research and foster an interest in medical education research. Participants will engage in interactive sessions on developing research questions, quantitative research and qualitative research.

Workshop leads: Eliot Rees, Janet Lefroy.

- 09:00 Introduction
- 09:05 Medical education research
- 09:25 Writing a research question
- 10:15 Quantitative research
- 11:00 Qualitative research
- 12:00 Close

### Presenting Skills for New Presenters.

09.30 - 11.30

Meeting Room 1b



Presenting to a large audience at a national conference is challenging particularly for first timers – and we have all been there! Effective oral communication is a crucial skill for all health professionals, particularly those interested in research who need to explain their work to others.

Often in the clinical environment when young clinicians rehearse their presentation their supervisors concentrate on the content and message of the presentation and overlook the personal style and communications skills of the presenter.

Very few people naturally possess outstanding presentation skills from the outset. Most presenters are anxious about their presentation skills and about handling any questions posed by the “expert” audience. However, practice and receiving specific feedback can improve performance.

This workshop is aimed at those presenting this year at the ASME ASM who would like the opportunity to rehearse. It is expected that you will run through your presentation “in real time” and receive feedback from the panel and from the audience in true constructive educational style!

We are here to help and support you so that you can develop additional confidence in the delivery of your work prior to the “real thing”.

#### Workshop Objectives

- 1 Receive specific feedback and encouragement to enhance the “real” presentation.
- 2 Learn how your voice, physical presence and behaviour are received by the audience.
- 3 Improve confidence with audience interaction.

## Educational Games Workshop: The Journey from Traditional to Technological.

10.00 - 12.00

Meeting Room 2b



An educational game has been described as 'an instructional method requiring the learner to participate in a competitive activity with pre-set rules'. Use of educational games is supported by the four principles of Knowles' theory of adult learning: that adults are autonomous and self-directed learners, that past experiences inform learning, adults are goal-orientated and learning is problem-centred. In recent years at Gloucestershire Academy, University of Bristol, we have used a variety of games to stimulate active learning, higher thinking, interaction, participation, problem solving and evaluation. Our games have evolved from simple board games to technology based board games, mobile devices and escape room games. In this hands on workshop, we describe our experience, demonstrate our games (try for yourselves) and provide a 'How To' games toolbox for you to develop your own ideas.

## JASME Orientation session – a guide to getting the best out of the programme.

12.05 - 12.25

Meeting Room 3a



New to ASME? First ASM?

Come along to our introductory session where JASME will introduce themselves and inform you about their part in this year's programme. A good opportunity to meet other people in the same boat.

## ERG Support for Budding Researchers – Session for all - no sign up required.

15.10 - 17.10

Lagan



Interactive session to provide support for new medical education researchers, or those planning to try new directions or methods. Bring specific questions or issues about your (intended) project to the session and discuss these with researchers and peers who have experience in different fields of education research.

## Thursday Sessions

### Future Directions of Medical Education and Training – Session for all - no sign up required.

09.45 Main Auditorium

As part of the celebration of Medical Education's 50th volume, Editor-in-chief Kevin Eva will facilitate a panel discussion intended to prompt discussion with conference delegates about what the next 50 years holds in store.

Dr. Gerald Gormley (Queen's University Belfast), Dr. Fiona Patterson (Work Psychology Group and University of Cambridge), and Dr. Cees van der Vleuten (Maastricht University) will serve as an international panel offering their reflections on the state of the field both internally (examining where educational research and innovation is required) and externally (considering how we engage with the public and contribute to the profession's social contract).

While they do not claim special capacity to predict the future, they will be challenged to offer their most provocative speculations regarding where health professional education might be headed.

The following intra-conference sessions will run simultaneously between 11.30 and 13.15 hrs and delegates can sign up for them on the day. There is no extra charge for attending these sessions.

### Meeting Room 1a

#### **Educating Doctors in the moral mode of practice: developing professionalism and cultivating the virtues in Postgraduate Medical Education.**



Participants will be invited to explore the teaching of professionalism and the virtues through unpacking their own clinical thinking and its moral dilemmas in a case from their own practice. As part of exploring the language and structure of this the distinction between values and virtues will be clarified.

They will then be helped to consider how to use the anatomy of clinical thinking and moral reasoning to develop those professional qualities and characteristics in young doctors so important for their own flourishing and for the safe and effective care of vulnerable patients in day-by-day clinical practice.

### Boardroom 2

#### **Physicians Associates Workshop.**

Physician Associate (PA) programmes are growing at a rapid rate in the UK and Ireland and there is an enlarging community of PA Educators, some attached to medical schools and some within university departments of health studies.

PAs work to the medical model and under the supervision of doctors and will have an impact on the workforce as they provide additional 'medical' care in the workplace facilitating educational opportunities for junior doctors.

As new graduates emerge there will be an expanding community of practice and many PAs will be involved in educational activities in Higher Education or at the 'coalface'.

ASME aims to provide support for educators within this evolving professional group and the workshop will explore current provision of PA programmes but also start to develop networks to facilitate the community of practice.

### Meeting Room 2a

#### **Regional Research Networks: Getting up and going.**



Presenters will share ERG's vision of a national patchwork of regional research networks which will connect medical education researchers within a region. They will help delegates to identify and access support for themselves and their research within their region; and benefit from the experiences of those who have started to do so. A further aim is to connect participants within regions, with the aim of motivating and empowering them to initiate further regional networks.

### Meeting Room 2b

#### **How can I understand exam quality - a guide for external examiners and exam board members.**



John Cookson, Gay Fagan, Mike Stevenson and Jennifer Hallam. This workshop addresses the expectations that members of a Board of Examiners and of any supporting committees (including external examiners) should have of the psychometrics available to them and the conclusions that can be drawn from those measurements.

Continued:

## **ILOs**

By the end of the session attendees should be able to:

- Debate the proper function of the Board both in relation to psychometric data and analysis and its wider responsibilities.
- Discuss the role of a 'pre-board' meeting and how the function and responsibilities of this body might best inform the decisions of the Board.
- Compare and contrast the advantages and disadvantages of Cronbach's alpha and the SEM in assessing reliability of written assessments. Outline the advantages and disadvantages of G (generalisability) in assessing reliability of clinical examinations.
- Describe the difference between compensatory and conjunctive decisions relating to OSCE stations and discuss their relative merits.
- Discuss the advantages and disadvantages of methods to deal with uncertainty around the 'cut point'.

The workshop will be of interest to those who sit on examination boards and their supporting committees but who do not have extensive psychometric knowledge and to actual and prospective external examiners. This will include staff who are responsible for elements of an assessment programme which contribute to an overall decision.

## **Bar 2**

### **Writing for publication – Main workshop.**

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Writing for publication in health professions education is an important skill, essential in developing an evidence base of practice, for broad dissemination of findings and raising the quality of health care education. Peer-review is a defining component of scholarly practice and proof of writing success is often a requirement for promotion, when applying for funding and providing evidence of professional impact. However, for both novice and experts alike writing for publication can be a challenging experience as competition for publication is fierce and the standards in the field continue to rise.

In this workshop journal editors share their experiences and knowledge of the field of publishing. They will aim to provide authors (or potential authors) with a better understanding of what makes a good paper, where the common pitfalls lie with respect to writing and submitting papers, and what goes on 'behind the scenes' of the publication process. The potential benefits of unravelling some of the mysteries of the submission and review process include an increased understanding of what it takes to publish in medical education journals specifically and the scientific literature more broadly.

Workshop participants will be asked to consider the following questions and issues:

- 1 What problems are commonly encountered
- 2 What makes a good paper? Why do papers get accepted or rejected?
- 3 What happens to a paper during the review process?
- 4 Issues of style
- 5 Ethical aspects of publication

### **Writing for publication – Delegate Lead Extra Activities.**

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The facilitators appreciate that delegates needs, in respect of writing for publication, may vary and will therefore be also offering the opportunity for delegates to engage in either one-to-one or small group activities to run concurrently with the main workshop. The topics for the extra activities will be delegate-led and might include consultation on prospective writing; writing that is in development, or general advice on authorship. Any delegate wishing to meet with one of the editors outside of the main workshop activity should register their interest on the separate form that will be provided at registration. We advise registering early as places will be limited.

## Boardroom 2

### JASME: Debriefing and Feedback.



Feedback is an essential part of teaching, and debriefing offers a feedback model grounded in theory and evidence from educational research. It offers an opportunity to provide instant feedback and facilitate active reflection of the learner to maximise the impact of educational encounters, be it post-simulation or post-clinical. This is a useful skill for any undergraduate/foundation trainee medical educator. This informal, interactive session provided by JASME for undergraduate/foundation trainees offers a brief introduction to basic debriefing theory and demonstration of popular models in use, culminating in a small group exercise where attendees will be able to try out what they have learned during the session with constructive feedback/debriefing from peers and experienced facilitators. This workshop is designed to orientate the junior learner in the practice of debriefing, and build confidence in combination with transferable skills for their future educational practice.

## Meeting Room 3b

### TASME - Making the most of your Teaching Fellowship.



This workshop is designed for those who are due to start or currently hold a post as a teaching fellow. It is equally relevant to those interested in undertaking a teaching fellowship.

The workshop provides an opportunity to explore the wide variety of teaching fellowships available and the best way to find and decide on which teaching fellowship would be right for you. Examples from the facilitators own teaching fellowships will be used to illustrate the diversity of the roles available.

Obtaining a higher qualification in Medical Education is becoming an essential part of a teaching fellowship. We will help you to explore the diverse nature of various MedEd certificates/diplomas/Masters courses available and the opportunities available for presentations and publications so that you can achieve your short term and long term goals in medical education.

## Boardroom 1

### EDG - Building medical education momentum within your organisation, locality and workplace.



This workshop will help to enable participants to engender a sense of collegiality within their workplace and to help foster an environment where medical educators are developed and teacher effectiveness is improved at all levels of the educational continuum.

## Meeting Room 3a

### **AoME@ASME: Developing career pathways in medical education.**

Career progress in the field of clinical education is rarely clear and straight forward. The aim of this session is to promote and enhance careers in medical, dental and veterinary education.

We will look at the ways in which individuals can harness formal and informal networks, engage in scholarship, and seek out structures and career pathways to help them develop a rewarding and worthwhile career in an exciting but still professionalising field.

Facilitators and delegates will share practical experiences, insights and advice on developing careers in medical, dental and veterinary education leadership, management, research and practice. We will outline some of the ways in which medical, dental and veterinary educators can achieve recognition for their skills and commitment, and will assist delegates to produce their own career plans.

## Boardroom 3

### **Postgraduate workshop – Departments in Difficulty.**

Implementation of the new GMC standards, “Promoting excellence: standards for medical education and training”, highlights the central importance in medical education of the learning environment and the contribution of organisations, specialties, departments, wards, practices and units to it. The relevance is about cultures of learning and the values, norms and behaviours that underpin them and are shared by the people involved.

The aim of this workshop is to present findings from analysis of the UK General Medical Council’s enhanced monitoring data linked to information from the Organisation’s National Training Surveys. The workshop will include brief presentations on the GMC’s quality framework and on current research identifying pointers to the outcome of poor quality education. These short presentations will stimulate discussion among participants focusing on recognising good practice and developing tools with which to begin to recognise learning environments which are less than satisfactory and the causes underlying this. The format for these discussions will be informal “round table” conversation and feedback to the whole group.

It is intended participants will learn new information, share experience and help influence future practice to benefit the development and sustainability of beneficial learning cultures.

## Thursday Sessions (continued)

**The following intra-conference sessions will run simultaneously between 14.20 and 15.20 hrs and delegates can sign up for them on the day. There is no extra charge for attending these sessions.**

## Meeting Room 1a

### **Leadership Seminar: Exploring topical issues in research and practice.**



This seminar is aimed at people who want to find out more about new directions in leadership theory and practice. What we’ll do in the seminar is introduce you to some leadership and followership theories and how these relate to educational and teaching practice. We’ll present some leadership models and explain how you might be able to use them in teaching, as well providing the opportunity for discussion and debate.

## Meeting Room 1b

### What's Hot in Learning & Teaching Innovations in Medical Education?

Thursday 7th July  
2.20pm – 3.20pm



2.20

#### Welcome

Dr Clive Gibson (Group Lead) & Dr Colin Macdougall  
(Deputy Group Lead)

2.25 – 2.40

#### Educator Innovator Award Winners 2016

Interactive high-fidelity patient simulations delivered to large group pre-clinical medical cohorts in the lecture theatre.

*Claire Guiding, School of Medical Education, Newcastle University Medical School*

A novel teaching ophthalmoscope: the impact on learning and assessment of funduscopy and the implications for understanding the modalities of feedback.

*Christopher Schulz, Royal Bournemouth Hospital, Bournemouth, UK*

Q&A session

2.45 – 3.05

#### Abstract presentations from What's Hot submissions

(2 x 10 minutes each)

#### Validity of Situational Judgement Tests: are they effective tools to assess professionalism?

*Peter Whitfield, Plymouth University Peninsula Schools of Medicine and Dentistry;  
National Recruitment Lead for Neurosurgery, Plymouth Hospitals NHS Trust,  
Plymouth PL6 8DH*

#### 'I'm a medical educator, get me out of here': Exploring the tensions

*A Sethi, S J Schofield, R Ajjawi, S McAleer, Centre for Medical Education,  
University of Dundee*

Q&A session

Session Chair: Dr Colin Macdougall & Dr Mark Lillicrap

3.05 - 3.15

#### Update from the Special Interest Groups

(TEL & Assessment/Psychometrics)

3.15

#### Summary and close

*Dr Clive Gibson*

## Meeting Room 2a

### Gaining Research Grants in medical education: Where to look, how to approach writing a proposal and how best to spend small grants.



Getting funding in medical education is a challenge, partly due to the lack of available funders and also due to the relatively small sums available.

This short workshop will identify potential funders for medical education, identify what can be achieved with small resources and outline some of the main points in writing a research proposal.

This workshop is suitable for people relatively new to medical education research and to those seeking grants.

### Meeting Room 3a

#### Masterclass in Programmatic Assessment.

In the last 50 years the field of assessment of professional competence has seen remarkable progress. Developments in assessment technology have taken place across all areas of professional competence, ranging from cognitive to behavioural and emotional aspects of competency. This has been accompanied by extensive research. In order to make assessment more meaningful for learning, however, we need to change our thinking around assessment. We need to move from assessment of learning to assessment for learning, from individual assessment methods to a systems approach of assessment, from cross-sectional assessment to longitudinal approaches to assessment. This presentation will give an account of such a synthetic systems approach to assessment called programmatic assessment. This approach to assessment will be explained and illustrated with an existing assessment practice.

### Meeting Room 3b

#### Masterclass: How effective are selection methods in the healthcare professions? Current research and implications for practice.

Across the globe, selection and admissions processes continue to attract strong public interest, and often criticism regarding accuracy, fairness and widening participation. Whilst academic achievement is consistently a good predictor of subsequent performance, it cannot be assumed that those with high academic ability alone can be trained to become competent clinicians. Little research attention has focused on methods that reliably evaluate important (non-academic) personal attributes, values and motivational qualities. In exploring these issues, results of a systematic literature review are presented to examine the quality of evidence for various selection methods. Implications for policy and practice are discussed.

### Boardroom 1

#### JASME – Career pathways involving medical education.



JASME host a session where delegates can consider different career pathways of varying involvement in medical education, gain insight from those at different stages of their career, and reflect on how they themselves can mould their own pathway.

### Meeting Room 2b

#### Teaching Innovation and Excellence Award (TIE).



This annual prize recognizes those with who demonstrate talent and ingenuity in medical education. Applications were shortlisted on the basis of their innovative thinking, insight, commitment and level of engagement. Each shortlisted candidate demonstrated exceptional evidence of planning and success in their project.

Candidates will give a ten minute presentation on their innovation or demonstration of their skill. There will be five minutes for questions from the panel and audience. This will be judged on the basis of quality and relevance of the project, and whether it demonstrates consideration of sustainability. During the judging the winner of the TASME Bursary for Professional Development will be announced.

# Social Events

## WELCOME RECEPTION

### **The Waterfront - Wednesday 6th July 17.30-17.15**

Included in full conference registration fee, £25.00 per person otherwise.

Drinks and canapés will be served in the exhibition area, where guests will be able to view the conference posters at the same time as enjoying their surroundings, mingling and networking. 1 ticket to the welcome reception is included in registration for full conference attendance, otherwise the cost is £25.00 per ticket.

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## CONFERENCE DINNER

### **Belfast Harbour Commissioner's Office - Thursday 7th July 19.30-22.30**

Harbour Office, Corporation Square, Belfast BT1 3AL  
£55.00 per person



The conference dinner will be held in the iconic and stunning building of the Belfast Harbour Commissioner's Office. The evening will begin with a glass of bubbles, followed by a delicious informal seated buffet. Pre-dinner drinks start at 19.30. Dinner is from 20.00-22.30.

The Harbour Commissioner's Office is a 15 minute walk from the Waterfront/3 minute taxi ride.

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## JASME/TASME SOCIAL

### **COSMO, Victoria Square, Level 2, Belfast BT1 4QG - Wednesday 6th July**

**50 years of Medical Education:**  
*Historical Perspectives, Future Directions.*



ASME  
12 Queen Street  
Edinburgh  
EH2 1JE



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

[info@asme.org.uk](mailto:info@asme.org.uk)