

## **Guidelines for Reviewers**

*Perspectives on Medical Education*, the journal of the Netherlands Association of Medical Education, was first published in 2012. Before 2012 it has been published for 30 years in Dutch by the name of *Tijdschrift voor Medisch Onderwijs* (Netherlands Journal of Medical Education). *Perspectives on Medical Education* is published six times per year. Historically, subscription was linked to membership of the Netherlands Association of Medical Education, but nowadays individual and institutional subscriptions are quite common.

*Perspectives on Medical Education* aims to provide an international platform for innovation and research in health professions education. The readers of the Journal are clinical and preclinical health care professionals, educationalists, policy makers, students and other professionals with an interest in health professions education.

Articles should normally have a maximum of 3500 words, review articles a maximum of 4000 words and short communications a maximum of 1500 words. All papers submitted must have an abstract of up to 200 words. References should be in Vancouver style. More details about manuscript categories can be found in the Guidelines for Authors.

## **International Advisory Board**

Members of the International Advisory Board are Zubair Amin (Singapore), Janke Cohen-Schotanus (the Netherlands), Tim Dornan (UK), Eckhart Hahn (Germany), Ronald Harden (UK), David Irby (USA), Kirsti Lonka (Finland), Karen Mann (Canada), John Norcini (USA), Geoff Norman (Canada), Charlotte Ringsted (Denmark), Henk Schmidt (the Netherlands), Lambert Schuwirth (Australia), Yvonne Steinert (Canada), Cees van der Vleuten (the Netherlands).

## **Editorial Policy**

The Editorial Board makes decisions based on the recommendations of two or three reviewers. Further opinion may be sought if reviews are inconclusive, or if additional input is required (e.g. statistical analysis). Very few articles are accepted without any revisions. Reviewers who recommend revisions may ask to see the revised paper when resubmitted if they wish. All reviews transmitted to authors are anonymous unless the reviewer specifically asks for his/her identity to be disclosed.

## **Format of the Review**

There is no standard format of the Review. However, reviewers, and reviewers are asked to submit a review in two parts:

Part 1: For use by the Editorial Office and not for transmission to the author(s). The comments should enable the Editorial Office to make an informed decision. A recommendation as to the outcome of the paper should be given.

Part 2: For transmission to the author(s). This part should be self-contained, and should include constructive feedback on how the paper could be improved, if appropriate.

Reviewers are asked to take the following points into account:

Appropriateness of the topic and contribution to the literature: Please comment on whether the article is likely to be of interest to readers of *Perspectives on Medical Education*, and whether it identifies issues of topical interest. What does the paper add to what is already known?

Style and content of paper: Is the paper well-written in correct English, logically structured (introduction, methods, results, discussion) and with a minimum of grammatical errors? Does the summary reflect the content of the article?

Is the length appropriate for the type of article? Is the literature covered adequately, are the references in the correct format for the journal? Are figures and tables clear and logical?

## **Recommendations**

Which option do you recommend?

- Accept without revision
- Accept with minor revisions (please indicate revisions needed)
- Major revisions required before further consideration (please indicate revisions needed)
- Reject

If you recommend publication either with or without minor revisions, please indicate the priority you would allocate to its publication, based on topicality, quality and appropriateness for *Perspectives on Medical Education*: very high; high; medium; low.