

## ASME ANNUAL SCHOLARSHIP MEETING 2024 – UNIVERSITY OF WARWICK, COVENTRY 11TH – 12TH JULY

Kim Walker will be attending this year's ASME Annual Scholarship meeting. ASME are expecting over 600 UK and internationally based delegates. They will host over 400 individual presentations including keynotes, oral presentations and "What's your point?" presentations, compact comms, symposia and intra-conference sessions.

Delegates for ASM2024 will include: teachers in medicine and healthcare

professions, medical school deans, university undergraduate and postgraduate deans, faculty of medicine department heads, students of medicine and the healthcare profession, F1/F2, clinical educators and clinical teachers, members of international organisations with interests in undergraduate and postgraduate, healthcare education, multidisciplinary educators. Scan the QR code for full event details.

## NES ANNUAL VIRTUAL CONFERENCE 2024

NES held its annual conference virtually on the 25th and 26th April. The theme of the conference was 'Developing a Compassionate, Skilled and Sustainable Workforce Through Innovative Education and Technology'. The two days were filled with a wide selection of plenaries, seminar sessions and open paper presentations, as well as access to many e-poster presentations. Several sessions involved speakers from CHERI.

Ruwanka presented some preliminary findings from the NHS Grampian Charity funded study.

Kim, Anita and Peter along with colleagues from Edinburgh and Glasgow Universities delivered a session presenting some findings from the Scottish Doctors Wellbeing study and facilitated a discussion around how to gain maximum impact in terms of enhancing the wellbeing of doctors across Scotland.

[NES Annual Virtual Conference 2024 | NHS Education for Scotland](#)

YOUR KEY TO  
**MAXIMISING POTENTIAL**  
ANNUAL SCHOLARSHIP MEETING 2024  
10 -12 JULY  
UNIVERSITY OF WARWICK  
COVENTRY | UK  
#ASME2024

ASME  
ANNUAL SCHOLARSHIP MEETING

Keywords: EVALUATION, REASONING, ANATOMY, PHIL, EVALUATION, GAMIFICATION, HUMANITIES, DATA, VIRTUAL, WELL, DISCUSSION, INNOVATION, AUTONOMY, PATIENT CARE, ALLIED HEALTH, TEACHING, LEARNING, PEER ED, WORK, VALUE, RESEARCH, POLICYMAKERS, COLLABORATE, SHARE, LATEST THEORIES, EVIDENCE, AND BEST PRACTICES IN MEDICAL EDUCATION.



## ASME NEW GROUPS LOOKING FOR MEMBERS

ASME are looking for members that are Speciality and Associate Specialist, and Locally Employed doctors that have an interest in education to volunteer as part of an organising committee for a new Special Interest Group (SIG). The group will be influential in shaping the direction and activities of the group to ensure it meets the needs of its members. Please scan the QR code for more details.



**Join the New SAS (Specialty and Associate Specialist) & LE (Locally Employed) Doctors Special Interest Group (SIG) at ASME!**

**About ASME:**  
ASME is a charitable organization committed to advancing scholarship and excellence in medical education. We provide a platform for educators, learners, researchers, and policymakers to collaborate and share the latest theories, evidence, and best practices in medical education.

**Why Join the SAS & LE Doctors SIG?**

- Voice for Your Profession:** Be a representative voice for SAS and LE doctors within ASME, ensuring that your education and professional development needs are addressed.
- Networking Opportunities:** Connect with other SAS and LE doctors who share your interests and concerns in medical education.
- Access to Resources:** Gain access to ASME's resources, including research awards, conferences, webinars, and educational materials tailored to your needs.
- Professional Development:** Enhance your skills and knowledge in medical education through participation in SIG activities, events, and discussions.
- Support from ASME:** Benefit from the support of ASME staff in organizing events, accessing resources, and promoting the interests of SAS and LE doctors within the association.

**Express Your Interest:**  
We're looking for passionate SAS and LE doctors that are members of ASME and have an interest in education to volunteer as part of an organising committee for this new SIG. Your involvement will be crucial in shaping the direction and activities of the group to ensure it meets the needs of its members.

Please contact Lucy Wharton at [development@asme.org.uk](mailto:development@asme.org.uk) or scan the QR code to find out more!

SCAN ME



## CHERI BLOSSOM SEMINARS

### March Seminar – Iain Atherton

The March CHERI Blossom seminar was hybrid and delivered by Iain Atherton, Co-Director of the Scottish Centre for Administrative Data Research, who presented a stimulating seminar on data linkage for healthcare education and workforce research. Iain emphasised the potential of linking such data and highlighted the example of linking nursing data to census data to create a powerful dataset which could be employed to answer some key questions around training, retention, and career progression. Iain also covered some of the challenges of linking administrative data and potential future opportunities. There was lots of food for thought for all attending either in person or online.

More details about Iain's work can be found at [iain.atherton.napier.ac.uk](http://iain.atherton.napier.ac.uk)



Iain Atherton



### April Seminar – Jane Smith

The CHERI Blossom seminar was delivered by Jane Smith, PhD student in CHERI. Jane presented a summary of her PhD work to date which examines differential attainment in Dentistry education. Jane has conducted a systematic review and is nearing the end of her analysis of assessment data from Dental Schools. This is an important area for fairness and equity within dental education and within healthcare education more broadly. The thoughtful and thought-provoking presentation created useful discussion amongst those attending with regards to assessment and teaching practice.



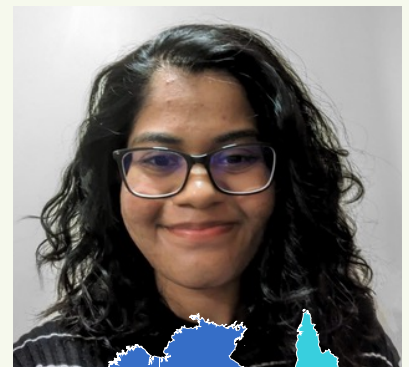
### May Seminar – Rachel Winter

Our final CHERI Blossom before our summer break welcomed Rachel Winter, Associate Professor in Medical Education and Empathic Healthcare at Leicester Medical School. Rachel presented on 'Educating for Empathy: Evaluating an empathy-focused curriculum in a widening participation programme at Leicester Medical School'. Rachel presented some of the evidence base for the benefits of including empathy within healthcare education, for patients and healthcare professionals, and outlined some of the initiatives taken at Leicester to embed empathy learning throughout the program. A

## Announcements

### Ruwanka Daluwatte leaving

Ruwanka left CHERI in May after completing her research into evaluating the benefits and challenges of inter-sector collaboration, in order to enhance employability of school leavers entering the healthcare and social care workforce. Ruwanka will be heading to Australia to do her second Masters in Social Work at the University of Melbourne. We wish you all the very best of luck in your Masters and adventures in Oz (keep away from those spiders) and keep in touch with news from Down Under!



large audience clearly found Rachel's presentation engaging and informative as there were many questions from varied perspectives across the school. CHERI Blossom will now take a break for the summer and will return in September, keep a look out for announcements! More details about Rachel's work can be found at [Rachel Winter | University of Leicester](http://Rachel.Winter@UniversityofLeicester)

## DATES TO REMEMBER

Date	Online / in-person	Time	Presenter	Title
21/06/24	Sir Duncan Rice Library, Meeting Room 224 (Floor 2).	12 – 4	SHERG Away-day	SHERG Discussion, presentations and strategy
27/06/24	Hybrid - MacGillivray Conference room in the maternity hospital <a href="#">Click here to join the meeting</a> Meeting ID: 384 184 211 330 Passcode: 9xnijp	12 - 1	Katie Gibson Smith	Widening Participation Community of Practice

## SHERG away-day - Friday 21st June at 12.00 – 4.00 pm

There will be an in-person away-day for SHERG members on 21st June at 12.00 – 4.00 pm in the Sir Duncan Rice Library, Meeting Room 224 (Floor 2). We are looking for group members to prepare a short presentation on their areas of research interest. Not a requirement if you have not participated in research before. If you are planning on attending and not already accepted the meeting invite, could you please contact [ruth.obrien@abdn.ac.uk](mailto:ruth.obrien@abdn.ac.uk)

### Itinerary:

#### 12.00 – 1.00 pm

Informal lunch and chat. A lunch will not be provided but attendees are encouraged to bring lunch with them

#### 1.00 – 3.00 pm

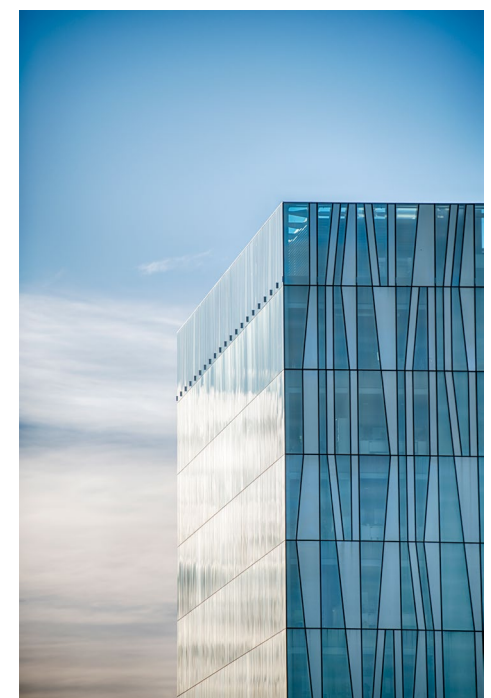
SHERG discussion with short presentations of research interests

#### 3.00 – 3.20 pm

20-minute break

#### 3.20 – 4.00 pm

SHERG strategy discussion and final set of mechanisms



## SHERG external speakers

### Dr Jonathan Vincent, Lancaster University

The School Higher Education Research Group (SHERG) hosted a seminar delivered by an external speaker Dr Jonathan Vincent, Co-Director of the Centre for Higher



Education Research and Evaluation at Lancaster University. The seminar was entitled: Autistic University outcomes for students and graduates: implications for health sciences and provided some thought provoking discussion points for attendees to consider in their research and education practice (including some myth busting). Following the seminar there was a focused discussion on the types of activity SHERG could focus on as it aims for support higher education research and researchers. The session was well attended with some helpful suggestions for SHERG going forward. For more details please see [Jonathan Vincent - Lancaster University](#)

### Dr Rachel Ashworth, University of Worcester – 13th June 12.00 – 2.30 pm

The final SHERG seminar in the series welcomed Dr Rachel Ashworth on 13th June who presented on Physiology education within



healthcare lessons from the classroom. Rachel is a Principal Lecturer in Biomedical Science at the University of Worcester. Her current research interests lie in medical education. She is a senior fellow of the HEA and recently completed a MA in Education for Clinical Contexts. She is passionate about the integration of biomedical sciences into medical curriculum. For more details please see <https://www.worcester.ac.uk/about/profiles/professor-rachel-ashworth> [Professor Rachel Ashworth - University Of Worcester](#)

## PUBLICATIONS

### Top Downloaded Article

It has been announced this month that “[Scratching beneath the surface: How organisational culture influences curricular reform](#)” is one of the top ten downloaded articles during its first 12 months of publication in Medical Education.

This paper was the result of work undertaken by Adarsh Shah as part of his Ph.D.

### [Scratching beneath the surface: how organisational culture influences curricular reform](#)

Shah, A.P, Walker, K.A., Hawick, L., Walker, K.G & Cleland J. (2022) Medical Education.

For the second year running, an article that Kim co-authored has made the top ten. Last year the publication was on work undertaken as part of the Scottish Doctor Wellbeing Study.

### [Heard, valued, supported? Doctors’ wellbeing during transitions triggered by COVID-19](#)

Gordon, L, Scanlan, GM, Tooman, TR, Walker, KA., Cairns, P., Ferguson, J., Aitken, G., Cecil, J., Cunningham, K., Gibson Smith, K., Johnston, P., Laidlaw, A., Pope, L. & Wakeling, J. (2021) Medical Education.

Anita has had a publication in the journal Studies in Higher Education reporting on a study examining the career progression experiences of teaching and scholarship academics in research intensive universities.

### [You certainly don’t get promoted for just teaching: experiences of education-focused academics in research-intensive universities](#)

Bull, S., Cooper, A., Laidlaw, A., Milne, L., & Parr, S. (2024) Studies in Higher Education, 1–17

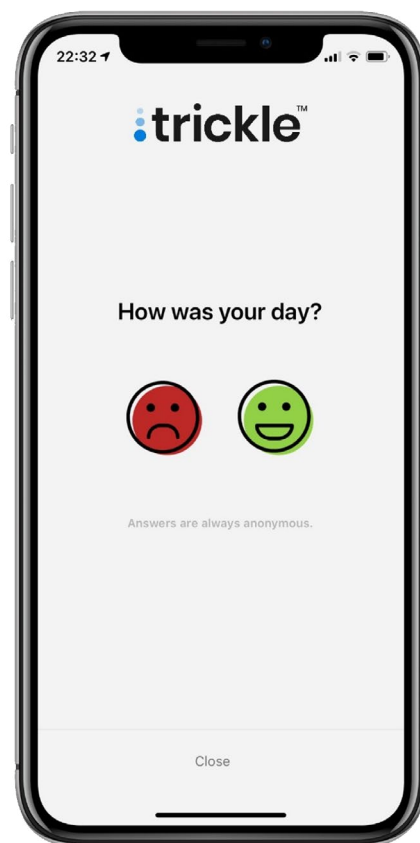
## Scottish Knowledge Exchange Innovation Awards

The Scottish Doctors Wellbeing project developed interventions to support doctor’s wellbeing and resilience following Covid-19. In collaboration with Trickle (an employee engagement app), a tool was developed entitled “How Was Your Day” and piloted in the NHS. This multiparty collaboration was one of three finalists at the Scottish Knowledge Exchange Awards. The awards ceremony was held in March at the Royal Conservatoire of Scotland, Glasgow and attended by Kim Walker (PI for the project) and Paul Reid and Mandy Kerley from Trickle.

### The citation for the final read:

The University of Aberdeen, Scottish Medical Education Research Consortium, Trickle and NHS Lothian for developing a ground-breaking wellbeing app entitled How Was Your Day? This innovative tool, backed by research working synergistically with leading edge technology, provides a uniquely tailored solution to employee engagement, enabling the transformation of workplace wellbeing, and enhancing the daily experiences for users.

Sadly, we were not the winner but it was excellent to be shortlisted for the final from a large entry.



The Scottish Knowledge Exchange Awards 2024  
Brought to you by Interface

**MULTIPARTY COLLABORATION FINALIST**

**How Was Your Day**

## WIDENING PARTICIPATION COMMUNITY OF PRACTICE – Thursday 27th June

CHERI hope to develop a shared community of practice to share and discuss practice and research in relation to widening participation. Please join us for a hybrid environment where we will present an overview of research to date and discuss current developments in this area.

The hybrid meeting will be held in the MacGillivray Conference room in the maternity hospital and on Teams.

Microsoft Teams meeting

Join on your computer, mobile app or room device

[Click here to join the meeting](#)

Meeting ID: 384 184 211 330

Passcode: 9xnijp

## Exciting work taking place in Faculty Development

The faculty development site on Turas is a resource for anyone teaching medical students, physician associates and clinicians. Further details can be found at the following link <https://learn.nes.nhs.scot/61704>.

The team are delighted to launch several new resources in the following months.

### Student support:

The team are working in collaboration with Dr. Wendy Lowe, (student support lead in the medical school) to develop a program for clinical educators on the topic of student support. This will consist of a series of eLearning modules to provide advice and help to deal with student problems. A certificate for your CPD is produced for completing the entire program.

### Interactive clinical educator's handbook:

We are developing a handbook for new educators. Consultations have taken place with multiple stakeholders from the University of Aberdeen and NHS partner boards and a first draft has been produced. We are looking to get this finalised and uploaded onto the site ready for the new academic year. If you would like to provide feedback on the draft and/or provide ideas for content please contact us directly (contact details below) or submit ideas through this [form](#).

**Faculty development requests**

Please complete the following form if you feel that there is something that we are missing, or just want more provisions on a specific topic. We'll take your submission into consideration when designing our future resources.

\* Required

1. What other topics do you think need to be covered by our resources? \*

Enter your answer

2. In what type of delivery format do you think this should be (face-to-face, online workshop, PDF guides, etc.)? \*

Enter your answer

3. How would you rate our current resources? \*

☆☆☆☆

4. Share with us any other general ideas or comments that you have about faculty development for medical educators.

Enter your answer

[Submit](#)

Never give out your password. Report abuse

### How to enhance student engagement in teaching and learning:

We are happy to announce that we hosted our first medical student, Maryam Abdallah, who undertook an elective project in medical education. The project involved the research and design of eLearning resources on the topic of enhancing student engagement. As part of her work, she held consultations with staff and students on the best and easiest-to-implement strategies for improving engagement. The eLearning module that Maryam produced will be available on [Turas](#) and is mapped to the Recognition of Trainers Competency 3 – Teaching and facilitating learning.



If you want to ensure your learning and accessing of our resources is logged for your CPD and appraisal documentation, you must be logged into your account. The site can be accessed through your normal Turas log in. No new log or passwords required! Please use the resources and let us know what you think.

### Contact details:

**Dr Kim Walker** – Lead for Faculty Development

Email: [kim.waker@abdn.ac.uk](mailto:kim.waker@abdn.ac.uk)

**Florin Nedelea** – Faculty Development Support Officer

Email: [florin.nedelea@abdn.ac.uk](mailto:florin.nedelea@abdn.ac.uk)



## Farewell wishes to Lorraine Hawick on her retirement



Lorraine Hawick left the University in May to begin a well-deserved retirement after working at the University for 15 years. Before she left we asked Lorraine a few questions reflecting on her career and her plans for the future.

### 1. Could you tell us about how your career started at the university?

After a career as an experienced clinician with expertise in critical care and advanced nursing practice, I joined the University of Aberdeen in 2009 as the first Nurse Clinical Educator in the MBChB team. I worked closely with Professor Rona Patey and Dr Wendy Watson to develop innovative clinical learning experiences for medical students. A large part of my role was to coordinate clinical placements of the early years curriculum and to support students during their clinical placements. That was by far my favourite part of the job!

### 2. What was your most recent role at the university?

For the past 6 years I worked predominantly in postgraduate medicine, co-directing the Masters in clinical education programme and coordinating several courses within the programme.

### What were your special areas of interest?

Hmmm, that's difficult to answer as, just like many in the university, I had my thumbs in lots of pies. To narrow down more latterly I would say Postgraduate MSc Clinical Education and resuscitation training.

### 4. What did you enjoy most about your job?

Working alongside hard-working, inspirational colleagues. I also loved observing students grow in confidence.

### 5. What has been your career highlights?

There have been quite a few. Just to name a couple... I undertook a PhD while working as a full-time member of academic staff and I was very blessed to have several opportunities to travel overseas to present my research during my PhD studies. The other highlight I want to mention is being awarded Mental Health Champion in the University Excellence awards in 2023.

### 6. What have you learned from your most challenging experiences at work?

Firstly, that tomorrow is always a new day! Secondly, I tend to be a bit of a hawk (I'm sure many will agree!), but sometimes, being more of a dove is also necessary. Finally, the colleagues you work closely with are always on the end of a phone to use as a sounding board to talk things through whenever needed!

### 7. What will you miss the most about working at the university?

Deep belly laughs with colleagues.

### 10. What plans do you have for your retirement?

I'm going to be busy, no surprises there! I will be fully committing myself to my own business as a Qigong instructor. I'm very much looking forward to having time to grow this.

### 11. Do you plan to take up any new hobbies?

Well...not a hobby, but I'm interested in training in auricular acupuncture.

### 13. Do you have any funny or memorable stories from your time at the university?

I have many funny stories, especially when working with medical students during clinical placements – particularly when working with Eve Brock, sorry had to mention your name! Probably best not to share though – haha.

### 14. Do you have a life mantra?

Yes! Firstly, I'm a planner, so - 'If you fail to plan, you are planning to fail'. Secondly: Pause and breathe. Pausing to take some deep breaths is so good for us and gives us a moment to rest and reset.

**Thank you Lorraine for the dedicated work you have conducted at the University. We wish you a very happy retirement and will look forward to hearing what comes next for you.**