

Dr Shalini Gupta**MBBS, MD DNB (Pharmacology), MMed, SFHEA****Educational Qualifications**

Qualification	Institute	Date
PhD	University of Dundee	2021-Ongoing
Masters in Med Ed	University of Dundee	2018-2020
PG Diploma in Med Ed	University of Dundee	2017
PG Certificate in Med Ed	University of Dundee	2016
DNB (Pharmacology) ¹	NBE, India	2002
MD (Pharmacology) ²	University of Delhi, India	1999-2002
MBBS ³	University of Delhi, India	1992-1997

Current Role

Senior Lecturer
School of Medicine, University of Dundee

Curriculum Roles and Responsibilities:**Pharmacology Theme Lead (MBChB)**

- Lead the Basic Science Pharmacology theme in the undergraduate MBChB curriculum
- Liaise with the Principles lead of the school to ensure that Pharmacology teaching is represented and elaborated throughout the UG curriculum
- Support student learning towards biomedical knowledge outcome in the curriculum
- Liaise with the faculty of School of Life Sciences to ensure that basic science teaching is aligned to GMC prescribing outcomes
- Supervise the Biomed Pharmacology Theme submissions

¹ DNB (*Diplomat National Board*) Post-graduate qualification, granted by National Board of Examinations, New Delhi, India

² MD (*Doctor of Medicine*) Specialist Medical Qualification

³ MBBS (*Bachelor of Medicine and Bachelor of Surgery*) Primary Medical Qualification

- Oversee the assessment, feedback and moderation of Year 5 case discussions

Academic Lead for Transfer students (MBChB)

- Lead the organization of the academic support programme for students transferring into the Dundee MBChB course midway from partner universities
- Liaison with partner universities - International Medical University Malaysia, St Andrew's University and Universiti Brunei Darussalam
- Supervision of the induction programme in Year 3 MBChB
- Lead the organization and delivery of longitudinal sessions across semester 1 providing targeted academic support for the transfer cohort
- Lead the organisation and delivery of Consolidation Module- the catchup transfer SSC
- Organise formative assessments of knowledge and skills- applied knowledge test and OSCE for transfer cohort
- Continuous learning needs assessment to ensure bespoke transfer programme tailored towards specific learning and support needs
- Lead the detailed curricular comparison with partner universities to facilitate high quality targeted education
- Lead the development of pre-arrival information sessions
- Analysis of Transfer Student performance data

Medical Education Lecturer

- **BMSc (intercalated degree) Programme-** accredited by Advance HE Academy
Supervise research projects, assess dissertations, facilitate teaching workshops on qualitative methodologies. My role requires extensive personal supervision and mentoring as students progress through finalizing research focus, ethics approval, practical execution and dissertation write-ups. I have supervised 6 BMSc students thus far.
- **Postgraduate Certificate/Diploma/ MMed-** Centre for Medical Education, UoD My role includes facilitating interactive sessions, formative feedback and assessment. This internationally renowned programme enrolls health professionals across the globe, and I influence their development as educators through high quality and inspirational personalized feedback; thereby contributing to the individual sense of belonging and the broader medical educational community. My special area of interest is Ethnographic research in Health Professions Education and Work-based learning. Additionally, I supervise Masters dissertation in Health Professions Education.

NHS Education for Scotland (NES) Portfolio Reviewer (Year 4 & 5, MBChB)

- Assessment of e-portfolios for medical undergraduate 4th and 5th year students
- Develop longitudinal association with students to provide long term supportive supervision
- Ensuring that the GMC Outcomes for graduates (Tomorrow's Doctors, 2018) are appropriately met and evidenced adequately

External examining

- University of Birmingham for the MBChB Year 5 (delivered by the Birmingham Medical School) academic sessions - 2022/23, 2023/24, 2024/25, 2025/26
- University of Kurdistan Hewler, Iraq -Year 2 MBBS

Rogano Organising Committee

I took up the membership of Rogano Organising Committee in 2024, which is a renowned international body aiming to bring together Health Professions Education (HPE) research teams from across the world. As an active member of this small but dedicated committee, I foster partnerships and collaborations between teams, and am instrumental in developing and nurturing a HPE research community of practice across the borders.

Past Teaching activities:

- Facilitating pharmacology sessions for CLASP (2nd year) weeks aimed at integrating basic sciences with specialties.
- Contributions to PSA (prescribing safety assessment)_question bank.
- Contributions to 5th year OSCE bank
- Examining OSCE stations
- Development of online Therapeutics programme (formerly Spaced Education) on prescribing for 4th and 5th year medical students.

Community Contributions

Prescribing Curriculum Group (PCG)⁴ Member

⁴ PCG is a multi-professional group comprising of basic scientists, clinicians, GPs, pharmacists and curriculum developers in the Dundee Medical School

- Involved in making key decisions related to integration of pharmacology and prescribing teaching across the five-year groups in the MBChB course
- Reviewing MBChB curriculum and establishing the vertical “Pharmacology, Therapeutics and Prescribing” theme which spans across the 5-year long programme

School of Medicine International Committee (SMIC) Member

Contribute to the UoD’s internationalization strategy through engagement in the local implementation at the school level, supporting and enhancing international students’ recruitment, academic attainment and overall experience.

Chair- *Race Working Group*

Contribute to EDI activities in the school and ensure race-related issues are appropriately addressed, with a special focus on BMA Race charter and GMC recommendations.

Communications Subgroup Lead – UoD BME Network

Engagement with the University wide network to develop a Newsletter and other communication platforms to enhance safe and open spaces for minoritised staff, aiming to ensure visibility and a sense of belonging.

Other service and engagement activities

- Contributor to **Courier (Media partner)** as part of the prestigious **Pass the Mic** Campaign
- **Invited Speaker at EDI Seminar Series- *Titled: What made a difference: Mentorship, Coaching and Sponsorship*, on 29 Apr 2025 – 13:00–14:00, at James Nasmyth 116 (School of Engineering and Physical Sciences, Heriot-Watt University, Edinburgh), **Speakers:** Dr Shalini Gupta, Senior Lecturer, Medical Education, University of Dundee, Claire Khalifa, Professional and Organisational Development, Consultant, Heriot-Watt University and Stella Howden, Associate Professor, Learning and Teaching Academy, Heriot-Watt University.**
- Public facing and engagement activities, such as Panelist in Dundee Women’s Festival (March 2024) and Women in Science Festival (annual) to shine a spotlight on the incredible achievements of women in the fields of science. I highlight the contributions of female BME staff and other diverse group of accomplished professionals who have broken barriers and excelled in their careers.
- Medical school admissions process as an interviewer in MMIs to select suitable candidates for entry to the medical course.

- Supporting Medical undergraduate students in their vocational scholarship projects. In the recent past, these have supported the development of resources on “Sustainable Prescribing”, “Inclusive Institution” and “Academic Guide for Transfer-in students”.
- Engagement in the School of Medicine EDI Staff development group, where I have led development of resources for staff and students to enhance inclusion and belonging in the undergraduate course
- Engaged in Quality work across schools in the UoD, serving as a reviewer/critical friend performing periodic programme reviews (PPR) as required.
- Working towards gender equality through membership of the School of Medicine Athena Swan committee.
- Associated administrative responsibilities such as, ensuring suitable timetables for delivery of sessions, advertising the sessions at appropriate forums (MEDBLOGs), room bookings, maintaining records of attendance and associated IT support.

Historical- Facilitation of Interprofessional learning sessions involving medical, nursing and dental students.

Mentoring Experience

I am registered with the UoD Professional Learning framework, as a mentor and reviewer. In this role, I mentor staff, advising them on career development and signposting them to suitable resources for obtaining the prestigious Adv HEA fellowship.

I officially mentor incoming doctoral students in the Centre for Medical Education (CME), ensuring their smooth induction in the school and the overall PGR programme.

In the past, I have been associated with the UoD Peerconnections network, through which I provided formal mentoring to new postgraduate students supporting the mentees professionally and personally.

Successful Scholarship Grants

- EVS project for comprehensive exploration of factors influencing students’ perceptions on a BMSc/iMSc through a rapid literature review and the development of a survey instrument. McClaymont E, McConville K, Gupta S. [supervision and reporting] Start April 2024 to July 2024, [Awarded £1500](#)

- Year 3 (MBChB) Additional OSCE practice support from Additional Cost of Teaching (ACT) NHS Education for Scotland (NES) **Gupta S**, Harrison N, McConville K. September 2024-April 2025, [Awarded £7380](#)
- Undergraduate Medical School additional OSCE practice for Year 3 transfer students from Additional Cost of Teaching (ACT) NHS Education for Scotland (NES) **Gupta S**, Harrison N, McConville K. September 2023-April 2024, [Awarded £3990](#)
- Academic Guide for Transfer Cohort- Educational Vocational Scholarship (EVS) funded by CME. Vishwanathan T, **Gupta S**. [conceptualised the project, applied for funding, selection of the scholar, supervision, and reporting] Start June 2023 to July 2023, [Awarded £1200](#)
- EDI research from Additional Cost of Teaching (ACT) NHS Education for Scotland (NES) **Gupta S**, Howden S, Moffat M, Pope L, Kennedy C. June 2022- April 2023, [Awarded £3420](#).
- Learning resource for Inclusive curriculum in MBChB - Educational Vocational Scholarship (EVS) funded by CME. Dominic Lee, **Gupta S**, Kennedy C. [conceptualised the project, applied for funding, selection of the scholar, supervision and reporting] Start June 2022 to July 2022, [Awarded £1200](#)
- EDI Medical School project from Additional Cost of Teaching (ACT) NHS Education for Scotland (NES) **Gupta S**, Howden S, Moffat M, Pope L, Kennedy C. 2021 – 2026, [Awarded £70,700](#)
- Learning resource on Sustainable Prescribing utilising principles of sustainable healthcare and transdisciplinary learning. Educational Vocational Scholarship (EVS) funded by CME. Garrick L, **Gupta S**. [conceptualised the project, applied for funding, selection of the scholar, supervision and reporting] Start June 2021 to July 2021, [Awarded £1200](#)

Research

I am currently enrolled in a PhD in Medical Education (CME, University of Dundee) and as part of the doctorate I am undertaking research titled *“Power structures and learner agency in the clinical learning environment: An ethnographic exploration”*. The data collection is complete and highlights pertinent issues impacting medical students’ work-based learning experiences. These findings are being fed to the relevant curriculum leads to inform student support requirements and faculty development initiatives locally and more widely. I have also started to disseminate research findings through peer-reviewed publications and in reputed Medical Education Conferences (see below).

My Master's in Medical education (CME, Dundee) dissertation titled "*Insights into Post-LIC experience: Medical student perceptions of transition and learning*" was a qualitative phenomenological study, investigating medical students' perceptions regarding their learning and transition experiences in relation to a rural longitudinal integrated clerkship. The data collection involved audio-diaries and in-depth individual interviews, and the insights gained have been useful to inform curriculum review and enhance student learning in these community placements. This dissertation was marked a distinction.

Motivated by scholarly responsibility to disseminate knowledge, particularly in complex areas (such as interprofessional learning), and the moral obligation to share student voice for the enhancement of the discipline, I undertook a secondary analysis of the aforementioned research to disseminate interesting findings and influence best practice in "*Context and mechanisms of interprofessional learning during a Longitudinal Integrated Clerkship*".

I was a co-researcher in a cross-programme study along with colleagues at University of St Andrews, which explored the career intention of students on a generalist focused graduate entry programme (ScotGEM). This research generated useful insights in relation to primary care recruitment crisis particularly in rural and remote regions; thus, aid in addressing healthcare inequities affecting our communities (Please see publication list below).

I have a pharmacology research experience during my training and previous employment in India. My notable research project is "*To evaluate the effect of amlodipine and enalapril on platelet function in patients with hypertension*" performed during 2000-2001 as part of my MD thesis.

Other research projects are listed under the publications list.

Prizes and Awards

Best Presenter Award, 17th International Medical Education Conference (IMEC) 2024 for "*A Goffman's Analysis of learner behavior in the clinical learning environment*" 4-6th October 2024 in IMU University, Kuala Lumpur, Malaysia.

Research Paper Award finalist, Association for the Study of Medical Education (ASME) 2024 for "*Girls in Scrubs: An ethnographic exploration of the clinical learning environment*" 9-11th July 2024 in University of Warwick, Coventry, UK.

Other Scholarly Activities

- Member of the *Academic Council, International Medical University (IMU)*
- Member of the *International Advisory Board, Universiti Brunei Darussalam (UBD)*
- Member of the *Partners liaison, St Andrews University, UK*

- Associate Editor of the Health Professions Education Section of the leading journal- *Frontiers in Medicine*
- Member of the *International Advisory Board* of the *Journal of Case Reports* which is an international peer reviewed journal highlighting latest clinical advancements.
- Reviewer for many disciplines specific journals including “Medical Education”, “BMJ Open”, “Education for Primary Care”, “Advances in Medical Education and Practice” and “BMC Medical Education”

Publications List

Chapters in Books	
1.	Gupta S. Biological response modifiers as therapeutic tools in breast carcinoma. In Yao AP, editor, <i>New Breast Cancer Research</i> . New York: Nova Science Publishers. 2006. p. 79-93. (Horizons in Cancer Research).
Refereed Journal Articles	
2.	Gupta S , Howden S, Moffat M, Pope L, Kennedy C. Role of nurses in moderating the emotional dynamics in the clinical learning environments: Implications for medical students' experience. <i>Med Educ</i> . 2025; 1-12. doi: 10.1111/medu.15728
3.	Gupta S , Howden S, Moffat M, Pope L, Kennedy C. Negotiating the dual role of performer and learner: Medical students' impression management in the clinical learning environment. <i>Medical Teacher</i> , 1-11. https://doi.org/10.1080/0142159X.2025.2501777
4.	Thomas C, Gupta S . International medical students' experiences of psychological safety in feedback episodes: a focused ethnographic study. <i>BMC Med Educ</i> 24 , 1101 (2024). https://doi.org/10.1186/s12909-024-06077-8
5.	Gupta S , Howden S, Moffat M, Pope L, Kennedy C. Girls in scrubs: An ethnographic exploration of the clinical learning environment. <i>Med Educ</i> . 2024; 1-11. doi: 10.1111/medu.15379
6.	Gupta S , Howden S, Moffat M, Pope L and Kennedy C. Placement or displacement: An ethnographic study of space in the clinical learning environment. <i>Medical Teacher</i> , 2023. pp.1-10. https://doi.org/10.1080/0142159X.2023.2273783
7.	Gupta S , Howden S, Moffat M, Pope L, Kennedy C. Connecting the complex chemistry of space in medical education. <i>Medical Education</i> . 2023; 1-4. doi: 10.1111/medu.15153
8.	Craig J, Kennedy C, Gupta S . Comment on: A low-cost ward team simulation method. <i>Medical Education</i> . 2023 Aug;57(8):780. Epub 2023 May 18. https://doi.org/10.1111/medu.15123
9.	McLeod E, Gupta S . The role of psychological safety in enhancing medical students' engagement in online synchronous learning. <i>Medical Science Educator</i> . 2023 Apr;33(2):423-430. https://doi.org/10.1007/s40670-023-01753-8
10.	McLeod E, Gupta S . The role of psychological safety in enhancing student engagement in online synchronous learning. <i>Medical Teacher</i> . 2022 Mar 4;44(3):336-337. https://doi.org/10.1080/0142159X.2021.1937588

11. **Gupta S**, Howden S. Context and mechanisms of interprofessional learning during a Longitudinal Integrated Clerkship. *Journal of Interprofessional Care*. 2022;36(3):413-418.
<https://doi.org/10.1080/13561820.2021.1904850>
12. **Gupta S**, Howden S. Medical students' experiences of a longitudinal integrated clerkship: a threshold concepts analysis. *Education for Primary Care*. 2021;32(6):336-343.
<https://doi.org/10.1080/14739879.2021.1939796>
13. **Gupta S**, Howden S. Insights into post-longitudinal integrated clerkship experience: medical students' perceptions of transition and learning. *Education for Primary Care*. 2021;32(4):211-218. <https://doi.org/10.1080/14739879.2020.1865204>
14. **Gupta S**, Howden S. Medical students' perceptions of 'community' in a longitudinal integrated clerkship. *Education for Primary Care*. 2021 May 4;32(3):157-165.
<https://doi.org/10.1080/14739879.2020.1850211>
15. **Gupta S**. Fostering Adaptive Expertise in Tomorrow's Prescribers. *Journal of Medical Education*. 2020 Nov;19(4):e111358. <https://doi.org/10.5812/jme.111358>
16. **Gupta S**, Howden S. Comment on 'Learning to become a primary care professional: insights from threshold concept theory'. *Education for Primary Care*. 2019;30(5):325-326.
<https://doi.org/10.1080/14739879.2019.1666305>
17. **Gupta S**, Shaw J. Development of Medication-Related Counselling Skills in Senior Medical Students: A Checklist-Based Approach. *BMC Medical Education*. 2019 Sept 5;19:1-6. 335.
<https://doi.org/10.1186/s12909-019-1773-x>
18. **Gupta S**. Polypharmacy in Clinical Practice. *ARC Journal of Pharmaceutical Sciences*. 2019;5(1):1-4. <http://dx.doi.org/10.20431/2455-1538.0501001>
19. **Gupta S**. Promoting Specific Habits of Mind in Medical Education. *Journal of Research in Medical Education & Ethics*. 2018;8(2):83-7 DOI : [10.5958/2231-6728.2018.00016.1](https://doi.org/10.5958/2231-6728.2018.00016.1)
20. **Gupta S**. Patient counselling on prescribed medication: relevance to health-care training. *Pharmacy & Pharmacology International Journal*. 2018 Jul 11;6(4):294-295.
DOI: [10.15406/ppij.2018.06.00189](https://doi.org/10.15406/ppij.2018.06.00189)
21. **Gupta S**. Research in medical education. *Indian Journal of Medical Specialities*. 2018 Apr;9(2):73-76. <https://doi.org/10.1016/j.injms.2018.03.003>
22. **Gupta S**, Tripathi CD. Current status of TNF blocking therapy in heart failure. *Indian Journal of Medical Sciences*. 2005 Aug;59(8):363-366
23. **Gupta S**, Tripathi CD. Anti TNF- therapy in congestive heart failure. *Indian Journal of Pharmacology*. 2004;36(4):257-258
24. **Gupta S**, Kanodia AK. Biological response modifiers in cancer therapy. *The National Medical Journal of India*. 2002 Sept 26;15(4):202-7. Epub 2002 Jul 1

25. **Gupta S**, Gupta VK, Dhamija RK, Kela AK. Platelet aggregation patterns in normotensive and hypertensive subjects. *Indian journal of physiology and pharmacology*. 2002 Jul 1;46(3):379-82.

Refereed Conference Publications

26. **Gupta S**, Howden S, Moffat M, Kennedy C, Pope L. *Time to make space for learning*. In AMEE 2023 Abstract Book: "Inclusive Learning Environments to Transform the Future". Association for Medical Education in Europe . 2023. 5L4
27. MacFarlane AD, **Gupta S**, Dowell J, O'Malley A. *A qualitative perspective on what factors influence ScotGEM students' career intentions*. *Rural and Remote Health*. 2023 Jan;23(1):8152. DOI: 10.22605/rrh8152. PMID: 36802794.
28. Dowell J, O'Malley A, MacFarlane AD, **Gupta S**. *ScotGEM – an update on Scotland's only graduate-entry rural generalist-focused undergraduate programme, including student career intentions*. *Rural and Remote Health* 2023; 23: 8151. <https://doi.org/10.22605/RRH8151>
29. **Gupta S** & Howden S. *Medical students' experiences of a Longitudinal Integrated Clerkship: a threshold concepts analysis* titled oral presentation in the International Annual Association for Medical Education in Europe (AMEE) Conference 2020: The Virtual Conference, 7-9 September 2020. [AMEE-2020-Virtual-Abstract-Book-FINAL-resize.pdf](#)

Conference Presentations and visual exhibits

1. Invited to facilitate ASME RMG Journal Club on 17th April 2025, based on published paper in *Medical Teacher*- "*Placement or displacement: An ethnographic study of space in the clinical learning environment*".
2. Invited to facilitate a workshop (New Voices Category) on "Fieldwork: Ethnography in Health Professions Education Research" at RME, ASME in Friends House, London on 14th Nov 2024.
3. Invited as Keynote Speaker in the 3rd International Scientific Conference of the School of Medicine-University of Kurdistan Hewler on 20th February 2025, at Erbil, Kurdistan, on the topic "Enhancing the Clinical Learning Environment".
4. Invited as Key Speaker in the MedEd Nexus, April 2024 at the Centre for Medical Education, School of Medicine, UoD, to deliver on "Ethnographic methods in Medical Education: *Potentials, Strengths and Challenges*" Al Dowie and **Gupta S**.
5. Invited for Athena Swan Lunchtime talk in the School of Medicine, UoD, on 21st Nov 2023 on "Gendered clinical learning environment: *experiences and*

perceptions of female medical students and doctors” based on research findings by **Gupta S**, Howden S, Moffat M, Kennedy C, Pope L.

6. Short Communication on “Time to make space for learning: *An ethnographic study of the Clinical Learning Environment*” in AMEE, Aug 2023 in Glasgow, UK.
7. Short Oral Presentation in the Doctoral Dilemma category in Rogano, 2023 in Glasgow, UK.
8. Oral Presentation on “A qualitative perspective on factors influencing ScotGEM students’ career intentions” in WONCA World Rural Health Conference in Limerick, Ireland June 2022. MacFarlane AD, Gupta S, O’Malley A, Dowell J
9. Poster titled “Development of an e-module on Sustainable Prescribing for medical students: a pilot study” in the NES Annual Virtual Conference, 27th-28th April 2022.
10. Poster titled “Context and mechanisms of interprofessional learning during a longitudinal integrated clerkship” in the NES Annual Virtual Conference, 27th-28th April 2022.
11. Guest talk titled “CBME – What does it mean to a Pharmacologist?” in the Annual Indian Society of Rational Pharmacology & Therapeutics ISRPT Conference 21, Indore, India 26th November 2021.
12. Oral presentation titled “Does a Longitudinal Integrated Clerkship prepare undergraduate medical students for workplace transitions?” in the Annual Symposium, School of Education and Social Work, UoD, 12th November 2021.
13. Oral presentation titled “Medical students’ experiences of a Longitudinal Integrated Clerkship: a threshold concepts analysis” in the international annual conference- AMEE 2020: The Virtual Conference, September 2020.
14. “Insights into Post-LIC experience: medical students’ perceptions of transition and learning” Presented and won the “Best Poster” certificate at the School of Education, UoD Conference on 13th December, 2019.
15. “Status of TNF blocking therapy in heart failure” Presented at International symposium on recent advances in Pharmacology at New Delhi, India on 7th-8th Jan 2004
16. Effect of amlodipine on platelet function in hypertensive patients.” Presented at the “36th annual conference of the Indian Pharmacological Society at VPCI, Delhi on 5th-7th Dec 2003
17. “Effect of enalapril on platelet function in hypertensive patients” Presented at the 35th annual conference of the Indian Pharmacological Society at Gwalior on 16th-29th Nov 2002

18. "Platelet aggregation patterns in normotensive and hypertensive subjects."
Presented at the 33rd annual conference of the Indian Pharmacological Society at Gandhi Nagar on 28th-30th Dec 2000
19. "Effect of oral Magnesium supplementation on lipid profile and blood glucose of patients with Type II Diabetes Mellitus". Presented at International symposium on recent advances in Pharmacology at New Delhi, India on 7th-8th Jan 2004.
20. "Pharmacoeconomics of Cox-inhibitors". Presented at 34th annual conference of the Indian Pharmacological Society at Nagpur on January 2002.
21. "Pharmacoeconomics of anti-hypertensive drugs" Presented at 2nd International Congress & CME on Hypertension, atherosclerosis and CAD at BHU, Varanasi, India on 14th-16th October 2000

CPD Activities

- a. Nvivo Advanced Skills Training, UoD. 20th-21st March 2023.
- b. Active Bystander Training, UoD. February 2023
- c. Advance HE "Professional Development Courses for External Examiners" Nov-Dec 2022
- d. Advance HE Diversifying Leadership course March-June 2022
- e. HEIR Annual Conference on Inclusive Institutional Research, St Andrews 22nd-24th September 2021
- f. Research Integrity Training, UoD, August 2021
- g. NES Annual Virtual Conference, 27th-28th May 2021
- h. Annual International AMEE Conference 7th-9th Sept, 2020.
- i. School of Education, UoD Conference on 13th December, 2019.
- j. UOD "Threshold Concept Symposium" 27th June 2019
- k. Medical Education Masterclass 'Lessons in Cognitive Psychology for Higher Education Teaching' by Dr Carolina Kuepper on 18th June 2019
- l. Writing a Journal Article, ME Masterclass, on 14th March, 2018.
- m. ADR E-Learning module, by NES in June 2014.
- n. Seven-unit new lecturer's course, CME Dundee (2010-14).
- o. Teaching clinic- GMC approval framework by Claire Macrae, May 2014
- p. Teaching clinics- ASSESS, March 2014
- q. Lapses in Professionalism workshop, 4th February 2014
- r. Session on Team Based learning, December 2013, University of Dundee.
- s. Questions writing workshop Q-Stream, November 2013.
- t. Discovery course in Medical Education (11-15th April, 2011, University of Dundee).
- u. Training on providing feedback to medical undergraduates (Clinical skills, Ninewells, July 2011).