

*Curriculum Vitae*

**Professor Jennifer Anne Cleland**

**BSc (Hons), MSc, Phd, D. Clin. Psychol., PCPE (Open),  
FRCP (Edin)  
PFHEA**

## CONTENTS

Contents	Page
Personal details	3
Education	3
Membership of Professional Societies	3
Key assets	3
Recognition of Esteem and Awards	4
Overview of main roles	6
Educational Roles and Activities	9
Research Grants	12
Supervision	17
Examining and Refereeing	20
Advisory and editorial roles	23
Professional and Personal Development	25
Bibliography	26
<i>Papers in Peer Reviewed Journals</i>	26
<i>Editorials, Discussion Papers and Review Articles in Peer Reviewed Journals</i>	40
<i>Features and Book chapters</i>	43
<i>Books</i>	45
<i>Correspondence</i>	45
<i>Abstracts in Peer Reviewed Journals</i>	45
<i>Reports</i>	46
Conferences and Presentations	47
<i>Invited – International</i>	48
<i>Invited - National</i>	51
<i>Invited – Local</i>	54
<i>Symposia</i>	55
<i>Peer-reviewed presentations (Oral) – International</i>	57
<i>National</i>	62
<i>Seminars &amp; Workshops</i>	67
<i>Posters</i>	69

## EDUCATION

2008-2009	Postgraduate Certificate in Professional Education	Open University, UK
1996-2000	Doctorate in Clinical Psychology	University of Edinburgh, UK
1993-1994	M.Sc. in Occupational Psychology	Queen's University Belfast, UK
1990-1993	Ph.D. in Psychology	Queen's University Belfast, UK
1985-1989	B.Sc. Honours in Psychology	University of Stirling, UK

## MEMBERSHIP OF PROFESSIONAL SOCIETIES

Principal Fellow of Advance HE (PFHEA) (June 2022-)  
Associate Fellow of the Faculty of Surgical Educators (FST), Royal College of Surgeons of Edinburgh (2021-)  
Fellow of the Royal College of Physicians of Edinburgh (RCPE: 2018-)  
Chartered Psychologist (1995-Dec 19) & Associate Fellow (1997-2019), British Psychological Society (BPS)  
Previously registered with the UK's Health Professions Council as a Clinical Psychologist (to Dec 2019)  
Member of the Association for the Study of Medical Education (ASME)  
Member of the Association for Medical Education Europe (AMEE)

## KEY METRICS AND ASSETS

Over last 20 years or so, Principal or Co-Investigator on grants totaling nearly £10, 000, 000 (UK).

Author of over 300 publications, 200+ of which are research papers. Google Scholar H-index of 56, Scopus H-index of 43 (accurate May 2025).

Recognized as a leading scholar and one of the most cited authors in the field of health professions education research (Clarivate top 2%).

100+ invited presentations, 18 peer-reviewed symposia and over 100 peer-reviewed presentations.

Editor-in-Chief of *Medical Teacher*. Previous experience of serving on the editorial boards for many Tier 1 journals; lead co-editor for a major research textbook now in its second edition; reviewer for many journals and numerous grant bodies in, for example the UK, Canada, Netherlands and Australia.

Local, national and international awards and recognition for scholarship, innovation, and leadership including:

- 2024 Karolinska Institutet Prize for Research in Medical Education
- 2022 Ian Hart International Award for Innovation in Medical Education
- Honorary Fellow of the Academy of Medical Education (UK)
- President's Medal from Association for the Study of Medical Education (ASME)
- Fellowship of the Royal College of Physicians of Edinburgh (RCPE)
- Inaugural Copenhagen Academy for Simulation in Medical Education (CAMES) Award for Best Research in Medical Simulation
- Associate Fellowship of the Faculty of Surgical Trainers, Royal College of Surgeons of Edinburgh
- Honorary and Adjunct Professorial roles in several esteemed universities in Europe, Africa and the USA

Known for my methodological and theoretical breadth, and robust and conceptually driven research.

Adaptable and collegiate in terms of working across traditional academic and clinical boundaries.

Active collaborations with colleagues in Africa, Australasia, Asia, Europe and North America.

Proven leadership qualities in fostering excellence in others, particularly motivating and supporting higher degree research students and mid-career academic staff to reach their full potential.

**RECOGNITION OF ESTEEM, HONOURS AND AWARDS**  
(including Adjunct/Visiting/Honorary Professorial roles)

2025	<p>2024 Highly Ranked Scholar, ScholarGPS</p> <p>Editor in Chief, <i>Medical Teacher</i></p> <p>Co-Editor of <i>Advances in Health Sciences Education</i> Special Issue on “Big data in health professions education”</p> <p>Co-Editor, <i>Medical Education</i> “State of the Science” January 2025 issue, Constructive dialogue: Strengthening our knowledge by exploring cross-cultural differences</p>
2024	<p>Recipient of the 2024 Karolinska Institutet Prize for Research in Medical Education, the highest honor in the field of health professions education</p> <p>Wade Professor of Surgical Education Research, Royal College of Surgeons of Edinburgh</p>
2023	<p>External Faculty, School of Health Professions Education, Maastricht University, The Netherlands</p> <p>Invited member and sub-committee Chair, WHO (World Health Organization) Academy Standing Advisory Quality Committee<sup>1</sup>(Chair from February 2025)</p>
2022	<p>Recipient of the Ian Hart International Award for Innovation in Medical Education</p> <p>Extra-ordinary Professorship, School of Medicine, University of Stellenbosch, South Africa</p> <p>Principal Fellowship of Advance HE (PFHEA) <a href="https://advance-he.ac.uk/fellowship">https://advance-he.ac.uk/fellowship</a></p>
2021	<p>President’s Chair in Medical Education, Nanyang Technological University</p> <p>Associate Fellow of the Faculty of Surgical Educators, Royal College of Surgeons of Edinburgh</p>
2020	<p>Visiting Professor, Department of Metabolism, Digestion and Reproduction, Imperial College London</p> <p>Honorary Professor, University of Aberdeen, UK (from Jan 2020 to Jan 2024)</p> <p>Wine and Spirits Education Trust Level 3 Wine Award (Jan 2020)</p>
2018	<p>Trustee, Association for Medical Education Europe (AMEE) (concluded 2024)</p> <p>President’s Medal, Association for the Study of Medical Education (ASME)</p> <p>Adjunct Professor, Medical School, Curtin University, Perth, Australia (to June 2022)</p> <p>Adjunct Professor, School of Medicine, University of Southampton, UK (renewed 06/21 &amp; 06/23)</p>

---

<sup>1</sup> The Advisory Group provides expert and strategic advice and recommendations to support WHO in its implementation of world class standards and quality management system for the WHO Academy.

2018 cont.	Invited Visiting Professor, Monash Institute for Health and Clinical Education, Australia  Invited Panel member, UK's Research Excellence Framework (REF) 2021 (see p9)  Elected as a Fellow of the Royal College of Physicians of Edinburgh (RCPE. No: 966634)
2017-2019	Guest Faculty, Masters in Surgical Education, Imperial College, London  Executive Committee, International Society for Cost and Value in Health Professions  Education Guest Editor, Special Edition on Selection and Diversity, Advances in Health Sciences Education
2016	Educational Research Advisor to the Scottish Surgical Simulation Collaborative (Ongoing)  Invited member of The Wilson Centre, University of Toronto, Canada  Recipient of the Inaugural Copenhagen Academy for Simulation in Medical Education (CAMES) Award for Best Research in Medical Simulation 2016
2015	Director, Scottish Medical Education Research Consortium (SMERC) (stepping down in 2020)  One of 20 Inaugural Fellows of the Association for Medical Education Europe (AMEE)  Elected as Chair of the AMEE Research Committee (stepping down in 2019)  Honorary Fellowship of the Academy of Medical Educators (AoME)  Adjunct Professor of Medicine, Uniformed Services University of the Health Services, USA <sup>2</sup>
2014	Recipient, NHS Education for Scotland Inaugural Prize for Scholarship and Research
2013-2018	Chair, Association for the Study of Medical Education (ASME)
2010-2013	Chair of the Research Committee, Association for the Study of Medical Education (ASME)
2009	Visiting Professor, Centre for Medical Education, Gifu University, Japan
2008	Editor's Choice: one of the "Best Papers" published in Medical Education in 2008 <sup>3</sup>
2007-2012	Subject Specialist Advisor for the Higher Education Academy Subject Centre for Medicine, Dentistry and Veterinary Medicine (MEDEV)
2007-2012	Invited Associate, Centre for Managing Chronic Disease, University of Michigan

<sup>2</sup> Renewed in 2018 and again in 2021.

<sup>3</sup> Cleland et al. "Is it me or is it them?" Factors influencing assessors' failure to report underperformance in medical students. Medical Education 2008; 42: 800-809.

## OVERVIEW OF MAIN ROLES

*Singapore, Lee Kong Chian School of Medicine (LKC Medicine), Nanyang Technological University Singapore*

August 2023-	Director, WHO Collaborating Centre for Digital Health and Health Education
Nov 2022-	Lead Clinician Scientist, National Healthcare Group (NHG), Singapore
April 2021-	President's Chair in Medical Education
Aug 2020-Dec 2024	Vice Dean (Education), providing leadership for the MBBS, postgraduate courses and the PhD programme
Jan 2020-	Professor of Medical Education Research

*UK, College of Life Sciences and Medicine, University of Aberdeen (unless otherwise stated)*

Apr 2012-Apr 2016	Member, College of Life Science and Medicine Ethics Research Board
Nov 2011-Jan 2020	John Simpson Chair in Medical Education Research and Director of the Centre for Healthcare Education Research and Innovation (CHERI)
Aug 2011-Nov 2011	Personal Chair (Full Professorship) in Medical Education
June 2009-Sept 2009	Visiting Professor, Centre for Medical Education, Gifu University, Japan
Nov 2006-Nov 2014	Elected member, <i>Senate Academicus</i>
July 2000-Aug 2011	0.8 Senior Clinical Lecturer and 0.2 Clinical Psychologist, Liaison Psychiatry, NHS Grampian (NHSG) (from August 2006) 0.8 Clinical Lecturer and 0.2 Clinical Psychologist (April 2002-July 2006) 0.5 Honorary Clinical Lecturer and 0.5 Clinical Psychologist, (July 2000-April 2006)
Sept 1996-Mar 2000	Clinical Psychologist in Training, Fife Primary Care Trust/University of Edinburgh
Sept 1995-Sept 1996	Assistant Clinical Psychologist, Fife Primary Care Trust
Sept 1994 –Sept 1995	Industrial Psychologist, Employment Service, Sheffield
Sept 1990-1994	University Teacher, Queen's University, Belfast (QUB)

## Voluntary Service and Leadership positions

Jan 2025	Editor in Chief, <i>Medical Teacher</i>
Feb 2024-	Member of the Board of Directors of the Association for Health Professions Education and Leadership (AHPEL), South Africa
July 2024	Assessor, the Ian Hart International Prize for Innovation in Medical Education
Sept 2023-	AMEE 2024 <sup>4</sup> Conference Programme Chair
Feb 2023-	External Assessor, appointments and promotions, Medical Research & Development Unit (MERDU), Faculty of Medicine, Universiti Malaya, Malaysia
Feb 2023-May 2025	<i>ATS Scholar</i> , Associate Editor
Mar 2022-Apr 2024	<i>Health Professions Education</i> , Associate Editor
Apr 2019-Dec 2024	<i>Advances in Health Sciences Education</i> , Associate Editor
Aug 2018-Dec 2024	<i>Medical Education</i> , Deputy Editor
Aug 2018-2024	Trustee and then Governing Board member, Association for Medical Education Europe (AMEE)
Apr 2018	Visiting Senior Research Fellow, Monash Institute for Health and Clinical Education, Monash University, Melbourne, Australia
Feb 2018-Jan 2020	Invited Panel member, UK's Research Excellence Framework (REF) 2021
Aug 2016-	<i>Korean Journal of Medical Education</i> , Quality and Standard Advisory Committee
Sept 2015-Jan 2020	Director, Scottish Medical Education Research Consortium (SMERC)
Sept 2015-Apr 2019	Chief External examiner, MRes courses, Brighton and Sussex Medical School
May 2015-Aug 2018	Chair, Association for Medical Education Europe (AMEE) Research Board
Aug 2014-Aug 2018	<i>Perspectives in Medical Education</i> , International Editorial Board Member
Mar 2014- May 2018	External Examiner, MSc Clinical Education, University of Edinburgh, UK
Jan 2014-	Co-founder, International Network for Researchers in Selection into Healthcare (InReSH)
Nov 2013-Nov 2017	School Governor, Strathallan School, Perthshire, Scotland

<sup>4</sup> AMEE hosts the foremost annual conference in health professions education, attended by around 5000 colleagues from over 90 countries.

June 2013-July 2018	Elected Chair, Association for the Study of Medical Education (ASME). Chair of the Board of Management for <i>Medical Education and Clinical Teacher</i>
Oct 2012-Sept 2016	External Examiner, Swansea School of Medicine, UK
Aug 2011-Aug 2015	<i>The Clinical Teacher</i> , International Editorial Advisory Board
Aug 2010-11	<i>BMC Medical Education</i> , Associate Editor then Section Editor, Assessment and Evaluation
June 2010-13	Elected Chair, Research Group, Association for the Study of Medical Education (ASME) (previously an Elected Member of this Group)
Oct 2009-Sept 2012	External Examiner, St Andrews School of Medicine, UK
Nov 2008-Nov 2010	Secretary then Research Lead, UK Council for Communication Skills Teaching in Undergraduate Medicine
Oct 2007-Sept 2010	External Examiner, Glasgow School of Medicine, UK



## **EDUCATIONAL ROLES AND ACTIVITIES**

### **Director, WHO Collaborating Centre for Digital Health and Education (from August 2023)**

- Collaborate with the WHO to examine how digital health and health education tools and mobile solutions can be used to boost the learning capacity and core competencies of health workers worldwide<sup>5</sup>

### **Vice-Dean Education, LKC Medicine (August 2020-December 2024)**

The first non-medically trained Vice Dean of Education in a Singapore medical school.

Core achievements:

- Member, School Senior Management Team, setting direction and operationalizing the strategic aims and activities of the school to support the school's mission of excellence in education and research.
- Steered the MBChB through Covid-19 restrictions.
- Provided leadership for the transition from joint MBBS with Imperial College London, to independent MBBS (from 2024 onwards) and the major curriculum reform associated with this process.
- Identified opportunities for growth and expansion in the postgraduate space (e.g., launching two new postgraduate courses, a MSc in Palliative Care and a PGCert in Cardiovascular Medicine).
- Provided effective leadership for all educational activities and education-focused staff on the:
  - MBBS (5-year UG course increasing from 150-186 students per cohort during my tenure),
  - Postgraduate taught courses,
  - PhD Programme –approx. 100 PhD students at any one time (successfully transitioned this programme to a new programme lead, then over to Vice Dean Research's portfolio in April 2024).
- Ensured LKCMedicine delivered to its Education and education research missions.
- Responsible for an education budget of approximately SGD\$40 million (£24 million UK) per annum.
- Worked tirelessly to develop the interface between the medical school and its external and clinical partners (approx. 2000 adjunct staff), including recognition for education-focused clinical colleagues
- Ensured contemporary, best-evidence medical education.
- Chaired School committees and activities, e.g., Medical Education Committee.
- Contributed at School level (e.g., contributing to and chairing Promotion Panels, Faculty Selection Committees), University level (e.g., membership of various University-level committees) and national level (e.g., member of the Ministry of Health's Medical Students Training Standing Committee (MST-SC)).
- Focused on staff recruitment and development to ensure sustainability
  - Drove forward an Education promotion stream within the University
  - Mentoring various staff to promotion on the new Education Track
  - Negotiating more education-focused headcount and recruiting new staff
  - Supporting staff development e.g. AdvanceHE fellowships, post-graduate qualifications
  - Introduced annual "Clinical Excellence Awards" for clinical colleagues and departments who train LKCMedicine students
- Deputised for the Dean where required.

### **Professor of Medical Education Research; Director, Medical Education Research and Scholarship Unit (MERSU), LKCMedicine (from January 2020)**

- Develop a strategic program of medical education research, engage faculty in research, scholarship and curriculum innovation, and establish LKC as an international leader in this field
- Collaborate across NTU, other Singapore institutions and globally
- Facilitate, mentor and capacity build in medical education research, scholarship and innovation

### **University of Aberdeen/Internal roles and activities (until Jan 2020)**

The first 10 years of so of my career at Aberdeen focused on teaching and education management. After taking up my endowed Chair in Medical Education Research (the John Simpson Chair) in 2011 I shifted focus to education research and research leadership. I maintained a teaching presence, regularly contributing to courses including the MBChB and MSc Clinical Medicine, and as a Admissions Selector and OSCE examiner.

<sup>5</sup> The WHO Collaborating Centre was designated in 2019 for four years. The original Director left and I took the Centre through the process of redesignation (granted on 1<sup>st</sup> August 2023).

**CHERI** <https://www.abdn.ac.uk/cheri/>

I led the largest medical educational research centre in the UK. Under my leadership CHERI had a global reputation for academic excellence in healthcare education research, known for its high-quality research focusing on relevant issues and developing tomorrow's researchers. We were renowned for our work with large national medical education datasets and also had a very strong reputation for theory-driven qualitative work. CHERI's research activities were also impactful in terms of policy and practice, feeding upwards to the UK and Scottish Governments, and influencing change (e.g., additional medical school places).

**Aberdeen MBChB Curriculum Steering Group (2001-January 2020)**

An integral and active member of the Aberdeen MBChB Executive team from 2000. Progressing from early operational roles within this team, my position ultimately was to a) provide expert advice on best educational and assessment practice, and b) support strategic activities, such as preparing (successful) bids for additional funding/places to the Scottish Government.

**PG Cert/Dip/MSc in Clinical Medicine (2008-2011)**

Developing curricula and course content, delivering teaching and assessments.

**University Curriculum Reform Commission (2008-10)**

Part of a cross-disciplinary team to encourage others to develop a strategic plan for the reform of the University of Aberdeen education objectives, programme structures and content.

**Lead for Dental Behavioural Science/Communication Skills (2008-2010)**

The University was awarded a Bachelor of Dental Surgery (BDS) in January 2008. With only months between the award and the first student intakes, I quickly learned the standards and requirements of another professional degree programme, produced an overall curriculum and a specific strategy for a 4-year curriculum on Dental Behavioural Science/Communication Skills, recruited practising dentists as tutors, and developed assessments.

**Chair, Foundations of Primary Care (Yrs 1-3 of family medicine/general practice) (2006-2016)**

I rebadged the course to align it to the wider MBChB developments. My role was ultimately supporting 40 course staff and tutors to innovate and modernise teaching and assessment.

**IMU Bridging Course (2002-11)**

One of a small working group who designed, developed and delivered a 2-week bridging course for students who come to Aberdeen for Years 3-5 of the MBChB.

**Lead for Clinical Communication, MBChB (2001-2011)**

Coordinated Clinical Communication with clinical topics, introducing higher-level teaching, developed and supported a team of simulated patients and actors. When I handed over leadership, timetable time had increased 10-fold, course evaluations were positive, and clinical communication was integrated into every MBChB OSCE.

**Internal general teaching contribution/ committee membership (examples)**

**University**

2006-2014 *Senate Academicus*  
2008-2010 Curriculum Reform Commission  
2005-2011 Student Progress Committee (Medicine)

**College of Life Sciences and Medicine**

2012-2013 Athena Swan Silver Award Application Working Group  
2008-2009 Academic Expectations Working Group  
2008-2011 College of Life Sciences and Medicine Ethics Committee (CERB)

**Institute of Medical and Dental Education (previously Division of Medical and Dental Education)**

2017-Dec 2019 Member of the G2M (Gateway to medicine) Steering Group  
2017-Dec 2019 Invited member, Highlands and Islands Tutelage.  
2015-Dec 2019 Member of the Institute of Education for Medical and Dental Sciences Management Group  
2007-2015 Chair of the Community Group/Foundations of Primary Care, MBChB  
2005-2010 Member of various MBChB committees, including Working Parties and Staff-Student Liaison

## **External roles and activities**

### **Research in Medical Education (RESME) online (April 2019-2022)**

Led a group of international collaborators from four continents to develop and deliver an online programme introducing key research skills for health professions education. This AMEE course attracted participants from across the globe, including many colleagues from under-represented settings.

### **Association for Medical Education Europe (AMEE) Executive (2018-2024)**

The AMEE Executive (now Governing Board: GB) takes decisions on behalf of AMEE members, driving forward AMEE's mission and managing the annual conference. The GB also oversees AMEE finances and governance.

### **UK's Research Excellence Framework (REF) 2021 (2018-2020)**

The REF is the system for assessing the quality of research and deciding the selective allocation of funding for research in UK higher education institutions. I was one of 340 people selected from over 4,000 nominations to join a REF sub-panel (UoA23 Education). I was also a panel member of the University of Aberdeen's REF Steering Panel.

### **Improving Surgical Training (IST: 2016-18)**

An invited member of the IST workstreams (curriculum, selection, assessment, faculty development) of the Royal College of Surgeons (England). I provided expert educational advice to help transform core general surgical training, to meet the learning needs of core trainees and prepare them better for higher surgical training.

### **Chair, Association for Medical Education Europe (AMEE) Research Committee (2015-2018)**

This Committee encourages and supports the highest quality medical education research via its prestigious grants, awards and research paper sessions at the AMEE meeting. I recruited a team of outstanding academics from across the globe who gave their time and expertise to support the effective working of this Committee.

### **Scottish Medical Education Research Consortium (SMERC) (2015-2020)**

I managed a large grant fund on behalf of NHS Education for Scotland (NES). I worked with the SMERC Project Board to ensure transparent processes and good governance to monitor the progress and standards of projects.

### **Health Education England (HEE) Shape of Training Expert Advisory Group (2015)**

Invited as an expert on research and evaluation of educational developments and change. Supported HEE in taking forward its mandate to assess the feasibility of implementation of the Shape of Training recommendations.

### **Chair of the Association for the Study of Medical Education (ASME) (2013-2018)**

Elected as Chair in 2013, I worked with the then-President, Treasurer and Operations Manager, to modernise the organisation while delivering "business as usual". Some of my major tasks and achievements were:

- Overseeing the focus, activities, locality and guest speakers for the Annual Scientific Meeting and the annual Researching Medical Education conference (400-500 and 100-150 delegates respectively).
- Restructuring internal processes and bringing in a more distributed leadership model
- Developing and consolidating strategic external relationships resulting in, for example, the annual GMC-ASME and Faculty of Surgical Trainers (FST) and ASME joint health professions research awards.
- Implementing innovations such as the ASME Doctoral Student funding, making ASME the only UK organisation (to this day) which provides doctoral funding for medical education research.
- Chairing the Board of Management for *Medical Education* and *The Clinical Teacher*.
- Spearheading organisational change (e.g., exiting the CEO, moving the journal office to the publisher)
- Implementing careful oversight and governance of ASME's finances and processes

### **School Governor (2013-2017)**

Member of the Board of Governors, Strathallan School, Perthshire, UK. I worked with my fellow Governors to ensure good governance and strategic thinking, taking decisions related to issues as diverse as examination structures and estates/capital expenditure.

### **Lead Communication Skills Sub-group, Scottish Standard Setting Project (2003-05)**

Chaired a group of colleagues to develop a common OSCE question embedded into OSCEs across four different medical schools. The publication from this work was influential in the national debate about whether, or not, there should be a common exit examination for all UK medical degrees (the UKMLA has now been introduced).

## RESEARCH GRANTS

My closed grants from 2002-end December 2019 when I left the UK totaled greater than £7, 430, 000 (UK sterling), of which £7, 192, 443 was external funding. Of this, I was Principal Investigator (PI) on grants totaling >£838, 000.

I had two active grants at the time of leaving the UK, which are now complete. In 2020, after leaving the UK I was named co-applicant on three further UK grants totaling over £1.2 million UK (see below).

I have underlined where I am/was PI.

### Active grants, Singapore (Singapore \$)

Project and applicants	Funder	Start & end dates	Amount
<u>Car J, Cleland JA</u> <sup>^</sup> . WHO Collaborating Centre for Digital Education and Digital Health	Internal	April 2019-Aug 2027	S\$1, 550, 000
KG Huat, A Yeow, J <u>Cleland</u> et al. Artificial Intelligence in Augmenting Medical Information Dimensionality: The Future of Work in the Medical Profession	Ministry of Education AcRF (Tier 2)	Jan 2021-Jan 2024*	S\$700, 000
Luke KK, <u>Cleland</u> J, Eng LLN, Low JYH, Shumin EC. Assessing the Quality of Telemedicine: A Social Interactional Investigation of Tele-Advance Care Planning Consultations in Singapore	Ministry of Education AcRF (Tier 1)	Mar 2022-Jan 2024*	S\$199,900
<u>Cleland</u> JA. Learning Environments in Medical Education: Extending the evidence base	Ministry of Education	June 2021-May 2025*	S\$317, 000
Ng K, <u>Cleland</u> JA. ALIVE – Games for Health Innovation	LKCMedicine Special Initiative	Jan 2018-June 2027*	S\$490, 000

### Active grants, UK (obtained after Jan 2020)

Brennan N, Price T, Wong G, Gale T, <u>Cleland</u> J, Lloyd H, Withers L. Optimising the delivery of existing remediation programmes for doctors	National Institute of Health Research (NIHR) (HSDR Programme)	Jul 2021 - Aug 2024*	£742, 620
--	---	----------------------	-----------

<sup>^</sup> I took over as Director of the WHOCC in August 2023, when the first Director (Car) left.

\*All grants extended because of Covid-19.

## Closed grants, all UK

Project and applicants	Funder	Start & end dates	Funding
Locock L, McLaren A, Skea Z, Dawson T, Hollick R, Murchie P, Dobson C, <b>Cleland J</b> , Watson V, Skatun D. Come and work here.	National Institute of Health Research (NIHR) (HR Programme))	Jan 2022- end Sept 2023	£225,235
<b>Cleland JA</b> , Locock L (joint PIs) et al. Enhancing Recruitment and Retention of Rural Doctors in Scotland: A Mixed-Methods Study.	Chief Scientist's Office (CSO)	June 2020-May 2022	£298, 984
<b>Cleland JA</b> . A mixed-methods programme of evaluation of Improving Surgical Training (PhD studentship)	Royal College of Surgeons of Edinburgh	Jan 2019-Dec 2021	£60, 000
<b>Cleland JA</b> , Bond CM. etc Evaluating Pharmacy Vocational Training	NHS Education for Scotland (NES)	Mar 2018 -June 2023	£110, 000
Brennan N, <b>Cleland JA</b> , Prescott-Clements L, Withers L, Wong G, Archer J. Remediating doctors' performance: A realist review.	NIHR (HSDR Programme)	Mar 2018-Aug 2019	£200,698
<b>Cleland JA</b> , Skatun D. What factors influence doctors' decisions to retire?	University of Aberdeen & British Medical Association (BMA)	Jan 2018-Dec 2020	£131,897
Dudek N, Varpio L, <b>Cleland JA</b> , Jaarsma D. On being a female full professor	University of Ottawa	Feb 2018-Feb 2019 May 2016-May 2019	£4,691 Can\$15,580 (c £9, 195)
<b>Cleland et al.</b> Student transitions: the role of student support structures.	University of Aberdeen	July 2017-July 2018	£902
<b>Cleland JA et al.</b> Two projects funded to examine use of contextual data in admissions, and modelling different ways of using selection tools	Medical Schools Council (MSC)	Jan 2016-Dec 2017	£96, 598
<b>Cleland JA et al.</b> A research programme focusing on widening access to medicine.	UKCAT	Oct 2015-Dec 2018	£90, 970
<b>Cleland JA et al.</b> What the doctor does next: A mixed-methods study of career decision making in Foundation Programme doctors.	NES	Oct 2015-Sept 2018	£73, 000
<b>Cleland JA et al.</b> Widening access to medicine: the role of schools and teachers.	University of Aberdeen	Jan 2015-Sept 2018	£70, 000
<b>Cleland JA</b> , MacKenzie R, Lee AJ. Relationship between selection and later performance.	UKCAT	May 2014-Oct 2014	£8, 066
<b>Cleland JA</b> and Johnston PJ. Evaluating the SAS Development Programme using a realist approach.	NES	Jan-May 2014	£8, 000
Burton C, Elliot A, <b>Cleland JA</b> , Thomas R, Deary V. Multiple Symptoms: A feasibility study.	CSO	Oct 2013-Sept 2014	£139, 962
<b>Cleland JA</b> , Nicholson S. An evaluation of current practice and recommendations to support Widening Participation in Medicine.	MSC	Aug 2013- Nov 2014	£20, 000

<b>Cleland</b> JA, Johnson PJ, Rees, CE. Understanding push-pull factors in medical careers decision making.	NES	April 2013-June 2014	£29,000
Rees C, <b>Cleland</b> J, Mattick K, Monrouxe L. Evaluation of Supervised Learning Events in postgraduate training.	Academy of Medical Royal Colleges	Nov 2012-May 2013	£44,655
<b>Cleland</b> JA, Nicholson S, Dowell J, McLachlan J, Patterson F. Identifying best practice in the selection of medical students.	General Medical Council (GMC)	July 2012-June 2014	£48,930
Watson MC, Holland R, Porteous T, Sach T, <b>Cleland</b> JA, Bond CM, Wright, D. Community pharmacy management of minor illness.	Pharmacy Practice Research Trust	Feb 2011-May 2013	£269,875
National Audit of Retrospective Asthma Deaths Collaboration <sup>6</sup>	Health Quality Improvement Partnership	Jan 2011-Dec 2013	£546,645
Frampton G, Jones J, Shepherd J, Clegg A, Cooper T, <b>Cleland</b> JA, Cuthbertson B, Graves N. A systematic review and economic evaluation of the effectiveness and generality of education interventions for preventing catheter-related infections in critical care.	NIHR (Health Technology Assessment Programme)	Jan 2011-Dec 2011	£190,510
<b>Cleland</b> JA and Roberts F. Are physiotherapy educators reluctant to fail underperforming students on placement?	Higher Education Academy Subject Centre (MEDEV)	Jan 2011-Dec 2013	£4,998
Ross S, von Fragstein M, <b>Cleland</b> JA. Medical students' beliefs about illness and disability.	Association for the Study of Medical Education	Oct 2010-Sept 2011	£1,600
<b>Cleland</b> JA, Gandopadhyay P. Why do MBChB teachers fail to use the Mini-CEX optimally?	ASME	Oct 2010-Sept 2011	£1,920
Bond CM, McKinsty B, Mair F, Heaney D, <b>Cleland</b> JA, Watson MC, Ferguson J. Addressing inequalities in the provision of pharmaceutical services in Scotland.	CSO	Sept 2010-Aug 2011	£67,428
Patey R, Flin R, Cleland J, Thomson AR, Ross S. Implementing a Patient Safety Curriculum.	World Health Organization	June 2010-Dec 2010	£9,216

<sup>6</sup> A multi-organisational collaboration lead by The Royal College of Physicians, London, with Asthma UK, British Society for Allergy and Clinical Immunology, British Thoracic Society, Department of Respiratory Epidemiology, Nottingham, **Division of Medical and Dental Education, University of Aberdeen**, Primary Care Research Society, Queen Mary, London University, Royal College of General Practitioners, Royal College of Nursing and Royal College of Paediatrics and Child Health.

***Closed grants continued***

<b>Project and applicants</b>	<b>Funder</b>	<b>Start/end dates</b>	<b>Funding</b>
Watson MC, <b>Cleland</b> JA, Bond CM, Inch J. Simulated Patient Project Materials Development.	Royal Pharmaceutical Society of Great Britain	Jan 2010-Mar 2010	£6, 464
<b>Cleland</b> JA, Johnston P, French F, Wilson M, Needham G. How can we develop and support positive medical graduate attributes and attitudes towards training and working throughout Scotland?	MEDEV	Nov 2009-July 2011	£5,821
<b>Cleland</b> JA, Moffat M, Small I, Strachan P. Can a community-based anticipatory care service reduce exacerbations and prevent hospitalizations in COPD patients?	CSO	Sept 2009 -July 2010	£44, 608
<b>Cleland</b> JA, Ritchie LD, Walker L, Denison A, Walker L. Barriers to providing healthcare to A&E migrant patients: perspectives from primary and secondary healthcare providers.	NHS Grampian Endowment Fund	April 2009 -Mar 2010	£5, 390
<b>Cleland</b> JA, Cotton P, Coull S, Skelton J. Identifying the communication skills employed by final year medical students during physical examination.	ASME	Feb 2009 – Jan 2010	£1, 600
<b>Cleland</b> JA, Thomas M, Price D, Lee AJ. Identifying and treating depression and/or anxiety in patients with poorly controlled asthma. An exploratory cluster RCT.	Asthma UK	Oct 2008-Sept 2010	£89, 132
Ross S, <b>Cleland</b> JA. Boohan M, von Fragstein M. Factors influencing student response to illness and disability in themselves and their colleagues.	MEDEV	Oct 2008-Dec 2009	£4, 880
Patey R, Flin R, <b>Cleland</b> JA, Thomson A R, Ross S, Pearson G, Fiorato E. Development of evaluation tools and research questions for the WHO Patient Safety Medical School Curriculum Guide.	WHO	Aug 2008-Jan 2009	£8, 392
<b>Cleland</b> JA, Bond CM, Lee AJ, Tracey S, Laing M. The development of an instrument to measure medical educators' attitudes towards giving negative feedback or failing students.	MEDEV	Nov 2007-July 2010	£4, 088
Roberts L, Little P, Wiles R, Yardley L, <b>Cleland</b> JA, Raftery J, Stokes, M, Cooper C. Exploring communication and clinical decision-making in consultations between physiotherapists and people with back pain.	Arthritis UK	Aug 2007-July 2012	£365, 767
<b>Cleland</b> JA, Rees C, Knight L, Laing M, Tracey S, Bond CM. Why are MBChB teaching staff reluctant to give negative feedback or fail low-achieving students?	MEDEV	Oct 2006-April 2008	£5, 000
Watson MC, <b>Cleland</b> JA, Bond CM. Designing and evaluating impact of feedback on pharmacy consultation skills.	RPSGB	Sept 2006-Dec 2006	£20, 000

*Closed grants continued*

<i>Project and applicants</i>	<i>Funder</i>	<i>Start and end dates</i>	<i>Funding</i>
<b>Cleland</b> JA, Moffat M, Small I, Strachan P. Can a community-based anticipatory care service reduce exacerbations and prevent hospitalizations in COPD patients?	CSO	Sept 2009 - July 2010	£44, 608
<b>Cleland</b> JA, Ritchie LD, Walker L, Denison A, Walker L. Barriers to providing healthcare to A8 migrant patients: perspectives from primary and secondary healthcare providers.	NHS Grampian Endowment Fund	April 2009 - Mar 2010	£5, 390
<b>Cleland</b> JA, Cotton P, Coull S, Skelton J. Identifying the communication skills employed by final year medical students during physical examination.	ASME	Feb 2009 – Jan 2010	£1, 600
<b>Cleland</b> JA, Thomas M, Price D, Lee AJ. Identifying and treating depression and/or anxiety in patients with poorly controlled asthma. An exploratory cluster RCT.	Asthma UK	Oct 2008-Sept 2010	£89, 132
Ross S, <b>Cleland</b> JA, Boohan M, von Fragstein M. Factors influencing student response to illness and disability in themselves and their colleagues.	MEDEV	Oct 2008-Dec 2009	£4, 880
Patey R, Flin R, <b>Cleland</b> JA, Thomson A R, Ross S, Pearson G, Fiorato E. Development of evaluation tools and research questions for the WHO Patient Safety Medical School Curriculum Guide.	WHO	Aug 2008-Jan 2009	£8, 392
<b>Cleland</b> JA, Bond CM, Lee AJ, Tracey S, Laing M. The development of an instrument to measure medical educators' attitudes towards giving negative feedback or failing students.	MEDEV	Nov 2007-July 2010	£4, 088
Roberts L, Little P, Wiles R, Yardley L, <b>Cleland</b> JA, Raftery J, Stokes, M, Cooper C. Exploring communication and clinical decision-making in consultations between physiotherapists and people with back pain.	Arthritis UK	Aug 2007-July 2012	£365, 767
<b>Cleland</b> JA, Rees C, Knight L, Laing M, Tracey S, Bond CM. Why are MBChB teaching staff reluctant to give negative feedback or fail low-achieving students?	MEDEV	Oct 2006-April 2008	£5, 000
Watson MC, <b>Cleland</b> JA, Bond CM. Designing and evaluating impact of feedback on pharmacy consultation skills.	Royal Pharmaceutical Society of Great Britain	Sept 2006-Dec 2006	£20, 000
<b>Cleland</b> JA, Bucknall C, Cotton P, Thomas M, Griffith C, Clark N. The effects of patient-centred asthma education for GPs and practice nurses: a randomised controlled trial.	Asthma UK	Oct 2005-May 2009	£172, 163



*Closed grants continued*

Project and applicants	Funder	Start and end dates	Funding
<b>Cleland</b> JA, Haughney J, Price D, Ryan D. Development of a symptom-based asthma action plan for single inhaler therapy.	General Practice in Airways Group (GPIAG)	Sept 2005-June 2008	£24, 977
Haughney J, Ayres J, <b>Cleland</b> JA. Development and validation of a questionnaire to measure patient enablement in asthma management programmes.	GPIAG	Sept 2005-Sept 2007	£30, 000
Stewart D, George J, McCaig D, Cunningham S, Diack L, Bond C, <b>Cleland</b> JA. Developing and evaluating an E-network of pharmacists doing supplementary prescribing training.	Royal Pharmaceutical Society of Great Britain	July 2005-June 2006	£5, 002
Watson M C, Francis J, Bond CM, <b>Cleland</b> JA. Using behavioural theory to develop and evaluate a communication skill training package for counter assistants.	CSO	May 2005-Nov 2005	£18, 665
Pinnock H, Sheikh A, Price D, <b>Cleland</b> JA, Phillips S. The potential role, benefits of and barriers to a respiratory GPwSi service.	GPIAG	Oct 2004-Sept 2005	£39, 501
<b>Cleland</b> JA. Developing COPD services in primary care: a needs assessment.	Aberdeen City Collective	May 2004-Dec 2014	£13, 000
<b>Cleland</b> JA, Simpson J, Laing M, Haites N, McKenzie H, Heys S. Why do some medical students fail exams?	Learning and Teaching Subject Network	Oct 2003-Sept 2004	£1, 000
Price D, Lee G, <b>Cleland</b> JA. The needs and views of pregnant smokers, GPs, midwives and health visitors to smoking cessation support.	CSO	Aug 2003-July 2004	£20, 315
Price, DB, Moffat M, <b>Cleland</b> JA, van der Molen T. Implementing Self-Management Plans in patients with asthma in Grampian.	CSO	Mar 2003 – April 2004	£37, 705
<b>Cleland</b> JA, Thomas M, Pinnock H, Lennox S. Attitudes of GPs and patients towards provision of opportunistic smoking cessation advice.	CSO	Jan 2002 - June 2002	£19, 000

**Travel grants**

**Cleland** JA and Costa MJ

Treaty of Windsor Programme, British Council (to support collaborations between UK and Portugal, 2010)

**Cleland** JA and Crockett A

The Association of Commonwealth Universities travel grant, 2007

## SUPERVISION

I am delighted with the progression of my completed PhD students (21 to date). Of those for whom I was Primary/Main supervisor, most went immediately into medical education lecturer posts (Moffat, Kumwenda, Scanlan, Gordon). Moffat and Gordon were promoted internally to Senior Lecturers in 2020. Alexander, Roberts and Coyle went into post-doctoral positions at estimated UK universities, and Alexander is now a Lecturer in medical education. Those who did their PhDs part-time returned into full-time work or training and many took on post-doctoral research responsibilities (Hawick, Stubbing, Scrimgeour, Falconer, Ellis). Similarly, students for whom I was external/co-supervisor progressed to academic positions (Scheurs, da Silva).

### *Doctoral (\*Part-time over 60 months)*

#### Doctoral theses under supervision

Student and topic	Role	Student commencement
<i>Linus Ren Hao Tan</i> Understanding the Social Dimensions of Knee Osteoarthritis: Toward a Biopsychosocial Prognostication Tool	Main supervisor (NTU)	Jan 2025
<i>May Lieu Yen</i> : Team dynamics in interprofessional geriatric surgical teams	Main supervisor (NTU)	Jan 2023
<i>Hong Shen Lim</i> Exploring the impact of patient registration on chronic disease management in private primary care in Singapore	Co-supervisor (NTU)	Jan 2022
<i>Mucheli Sharavan Sadasiv</i> : The detrimental effects of time pressure on diagnostic performance*	Co-supervisor (NTU)	March 2020

#### Doctoral theses supervised to completion

Student and topic	Role	Sustained/ Approved
<i>Adarsh Shah</i> : Evaluating the implementation of Improving Surgical Training (IST) in Scotland	Recruited student as lead supervisor but then co-supervisor <sup>1</sup>	October 2023
<i>Carly Bisset</i> : The Plato Project: The influence of the surgeon's personality on the anastomotic decision	Lead Supervisor until Jan 2020, then co-supervisor <sup>1</sup>	July 2023
<i>Maeve Coyle</i> : Widening participation in medicine in the UK and Australia: An international comparison of policy, process and experience	Lead Supervisor until Jan 2020, then co-supervisor <sup>1</sup>	May 2022
<i>Ricky Ellis</i> : Predicting success at the Intercollegiate Membership of the Royal Colleges of Surgery Examination	Lead Supervisor until Jan 2020 <sup>1</sup> , then co-supervisor	March 2022
<i>Rachel Falconer</i> : Development and delivery of simulation for vascular surgery	Lead Supervisor until Jan 2020 <sup>1</sup> , then co-supervisor	Dec 2021
<i>Hamad Alqattan</i> : Improving Patient Safety Culture in a Medical Care Setting in Kuwait: A Mixed Methods Study	Lead Supervisor until Jan 2020, then co-supervisor <sup>1</sup>	Dec 2020

<sup>1</sup> After various months/years of lead supervision, university regulations meant I had to hand over the Lead Supervisor role to colleagues when I left Aberdeen.

<i>Vivienne Blackhall</i> : A mixed methods study of clinician experience with two innovative skills training interventions <sup>1</sup>	Co-supervisor	Feb 2020
<i>Eve Stubbing</i> : Feeling Like a Doctor: Emotional Development Across Medical School (p/t PhD)	Lead Supervisor	Feb 2019
<i>Sanne Schreurs</i> : Selection into medical school: the quest for validity	External Supervisor (Maastricht)	Oct 2019
<i>Waleed Alharbi</i> : Development and evaluation of a patient safety intervention in adult oncology in Saudi Arabia	Lead Supervisor	July 2019
<i>Gillian Scanlan</i> : What the doctor does next: Career decision making in Foundation Programme doctors <sup>2</sup> .	Lead supervisor	July 2019
<i>Duncan Scrimgeour</i> : Predicting performance in UK surgical training <sup>3</sup>	Lead Supervisor	May 2019
<i>Ben Kumwenda</i> : Widening access to medicine? The relationships between socio-demographic factors, performance and medical careers	Lead supervisor	April 2019
<i>Lorraine Hawick</i> : The Relationships between Curriculum Reform, Space and Place in Medical Education (P/t PhD) <sup>4</sup>	Lead supervisor	Oct 2018
<i>Kirsty Alexander</i> : Perceptions, discourses and values: Exploring how key stakeholders construct, negotiate and enact widening access to medical school <sup>5</sup>	Lead supervisor	Sept 2018
<i>Ruby Roberts</i> : Situation awareness in well control and drilling engineers	Co-supervisor	Dec 2015
<i>Lisi Gordon</i> : Exploring the emergence of leadership involving medical trainees within an inter-professional workplace learning environment <sup>6</sup>	Co-supervisor	April 2015
<i>Clare Daly</i> : Social Inclusion and Mental Health Service Provision in Remote and Rural Areas	Co-supervisor	April 2014
<i>Donald Falconer</i> : The Cognitive Impact of Electroconvulsive Therapy.	Co-supervisor	Feb 2009
<i>Margaret McLean</i> : Patient-professional communication in a Cancer Unit.	Co-supervisor Roehampton	May 2008
<i>Mandy Moffat</i> : Management of severe and difficult asthma in general practice: A Qualitative Study. <sup>7</sup>	Lead supervisor	May 2005

<sup>1</sup> This student was awarded the prestigious 2017 ASME-GMC Excellence in Education (Postgraduate) Award

<sup>2</sup> Scanlan and Kumwenda were awarded Travel Grants from the Scottish Medical Education Research Consortium, 2018.

<sup>3</sup> Duncan SG Scrimgeour was the inaugural UK Intercollegiate Surgical Research Fellow.

<sup>4</sup> Lorraine Hawick was awarded the prestigious Clinical Teacher Travelling Fellowship, 2016.

<sup>5</sup> Kirsty Alexander was awarded one of three ASME-Wiley 2018 Travelling Fellowships.

<sup>6</sup> Lisi Gordon won the Scottish Clinical Skills Network (SCSN) Travel Scholarship, 2013.

<sup>7</sup> Mandy Moffat won a Travel Fellowship from the Association of Commonwealth Universities and one of the inaugural ASME-GMC Excellent Medical Education (CPD category) Award, 2015.

### ***Masters by research***

Four MSc projects supervised to successful completion.

Two/four of these were in medical education and completed part-time by members of staff/clinical colleagues.

### **Undergraduate**

#### *Singapore*

Supervision of Year 4 MBBS student Scholarly Projects in Medical Education, and small groups of Year 2 students on a research immersion programme

#### *UK*

Supervision of UK intercalating students (n=4)

My 2018 student won the Dean's Prize for Research (Undergraduate)

Supervision and mentoring of 3rd year students on international electives

I co-initiated and co-led a medical education summer internship programme in 2007. Paid internships were awarded to more than 70 medical students between 2007-2020. Students gained experience plus numerous peer-reviewed publications and conference presentations.

## EXAMINING AND REFEREEING

I have acted as external examiner for 15 PhD/MSc theses from various institutions across the UK, Europe and Australasia, three medical degree programs and two Masters programs. I find examining roles rewarding and always interesting.

### External examining

<i>Doctoral theses</i>	<i>Institution</i>	<i>Date</i>
<i>The development of clinical medical educators' professionalism: a qualitative study (Kritchaya Ritruethai)</i>	University of Dundee, UK	June 2025
<i>Missing "the little things that make you human": Medical students' experiences of digital teaching and learning (Miranda Voss)</i>	Oxford University, UK	May 2023
<i>Educational journeys to colorectal surgical expertise: The place and impact of simulation training (Stuart Goddard)</i>	Cardiff University, UK	Jan 2023
<i>Tying the knot between faculty development and educational change in clinical settings (Agnes Elmberger)</i>	Karolinska Institute, Stockholm	Nov 2021
<i>The transition to clinical training: New perspectives to a familiar problem (Anique Atherley)</i>	Maastricht University, The Netherlands	Mar 2021
<i>The Interplay of Incivility, Person Factors and Organisation Factors in Medical Student and Junior Doctor Wellbeing (Thripura Hariharan)</i>	Macquarie University, Australia	Jan 2021
<i>An exploration of online postgraduate education: an evolving pedagogy (Gill Aitkin)</i>	University of Edinburgh, UK	Dec 2020
<i>Incorporating assessor expertise to improve Workplace-Based Assessment efficacy (Helen Reinitz)</i>	University of Wollongong, Australia	July 2020
<i>Assessor grades and comments: Private thoughts and public judgements (Catherine Scarff)</i>	University of Melbourne, Australia	Mar 2020
<i>Unpacking quality in residency training and healthcare delivery (Alina Smirnova)</i>	Maastricht University, The Netherlands	Mar 2018
<i>Exploring the academic experience of non-traditional medical students (Sandra Nicholson)</i>	Institute of Education, London, UK	Oct 2013
<i>The relationship between psychological factors and academic performance in medical students</i>	Monash University, Australia	Sept 2013
<i>A study of the Consultation and Relational Empathy (CARE) measure for medical students (Nashwan Nemat Hanna Alnoman)</i>	University of Dundee, UK	May 2013

*A mixed methods study of medical school admissions: issues of fairness and student performance (Sarah Wright)* Newcastle University, UK March 2012

*Psychological aspects of asthma (Jane Smith)* University of East Anglia, UK March 2009

<b>MSc (Res) theses</b>	<b>Institution</b>	<b>Date</b>
<i>Content Analysis of the Situational Judgement Test (SJT) used in the Sydney Medical School MD Program (Colin Chan)</i>	University of Sydney	Sept 2024
<i>A Review of the Medical Sciences Curriculum at the University of KwaZulu-Natal (Thandeka Nomfundo Ndaba)</i>	University of KwaZulu-Natal	March 2024
<i>Discrete choice experiments in medical education: the role of management, health economics and research (Astrid Turner)</i>	University of Pretoria	Dec 2023
<i>Development and evaluation of an EPA-based virtual consultation module for medical students (Siaw Cheok Liew)</i>	Universiti Malaya, Malaysia	Aug 2023
<i>The hows and whys of academic failure among Year 1 medical students (Nurul Atira binti Khairul Anhar Holder)</i>	Universiti Malaya, Malaysia	July 2020

<b>Courses (UK unless otherwise stated)</b>	<b>Institution</b>	<b>Dates</b>
<i>Assessing MPHE thesis for distinction awards</i>	Uniformed Services University, USA	2022, 2024
<i>MRes Medical Research courses, Chief External Examiner</i>	Brighton and Sussex Medical School	2015-2019
<i>MSc in Clinical Education</i>	University of Edinburgh	2014-2018
<i>B Med Sci in Medicine (Graduate Entry)</i>	University of Swansea	2013-2016
<i>BSc Honours in Medicine</i>	University of St Andrews	2009-2012
<i>MBBS Year 2</i>	University of Glasgow	2008-2011

#### Internal examining (Aberdeen)

<i>Description</i>	<i>Level</i>	<i>Date</i>
<i>Product safety culture: a new variant of safety culture?</i>	PhD thesis	June 2018
<i>A long-term follow-up study of the survivors of the Piper Alpha oil platform disaster</i>	MD thesis	Oct 2013
<i>Midwives' and nurses' perception of their role in the detection and management of postnatal depression</i>	MSc in Nursing by research	July 2004
Intercalated BSc Medical Sciences (Hons)	Undergraduate (UG)	Annual basis
Counselling Skills 1-4, Centre for Lifelong Learning	UG and Postgraduate	2007-11

#### REFEREEING

I am frequently approached to provide external reviews for Professorial Promotions and Tenure Committees. For example, in the last 12 months alone, I have been approached to provide external reviews for Professorial Promotions and Tenure Committees for:

- Universities of Edinburgh, Exeter, Plymouth and Southampton, UK
- Uniformed Services University of the Health Sciences, USA
- Universities of Toronto and Ottawa, Canada
- Faculty of Medicine, Universiti Malaya

Again, in the last year I have also provided external reviews for applications for a Distinguished University Professor application (Western University, London, Ontario, Canada), a national prize in my field (CAME, Canada) and the Ian Hart International Prize.

## ADVISORY AND EDITORIAL ROLES

### Advisory roles

Over the last 10-15 years, I have held numerous advisory roles. Initially these tended to relate to my expertise in behavioural and psychological aspects of health service research in respiratory medicine. The following were particularly gratifying in terms of recognising this expertise:

- Member of the Advisory Board for the UKRI/ESRC-funded project: Rapidly formed COVID-19 teams in the NHS: Implications for leadership, teamworking, career intentions and individual mental health
- Assessing grant applications for various prestigious bodies (e.g., National Institute of Health Research [NIHR], UK; Netherlands Organisation for Scientific Research, Innovational Research Incentives Scheme; Health Research Council of New Zealand).
- Member of the National Audit of Retrospective Asthma Deaths consortium (published in 2014 <https://www.rcplondon.ac.uk/projects/national-review-asthma-deaths>).
- Research Board member, Asthma UK (charity and research funder) 2006-2009 - one of the few non-medics to ever hold a position on this board.
- Invited Advisory Group member, Department of Health. Review of recommendations of patient-reported outcome measures for asthma and COPD for more widespread use in the NHS (Dec 2008-March 2009).
- Research Lead, Grampian Managed Clinical Network (MCN) for COPD (2003-Jan 2009).
- Consultant to the Dyslexia Institute now Dyslexia Action (1996-2003)

Latterly my advisory roles related to education practice and research, reflecting my shift in career focus, including:

- External reviewer and advisor for multiple senior lecturer/Assistant Professor and full professorial appointments in the UK, Australasia, Canada and North America, South Africa, and Europe.
- Invited member, NHS Education for Scotland Medical Directorate Research & Development Governance Board (demitted Jan 2020 when I left the UK).
- Health Education England (HEE) Shape of Training Expert Advisory Group
- Assessor for applications for NHS Clinical Excellence Awards (ACCEA).
- Assessing grant applications from international funding bodies (see above).
- Consultant to the Scottish Foundation Programme, e-learning development (2005-2007).
- Lead for the Scottish Standard Setting Project for Undergraduate Medicine, Communication Skills Sub-group, Scottish Medical Deans' Assessment Group (SMDAG) (2003-2005).
- External Consultant, School of Pharmacy, Robert Gordon's University (2003-05). Led on the development, delivery and evaluation of training in consultation skills for supplementary pharmacy prescribers, on the first supplementary prescribing course in Scotland.

### World Health Organization

I was an invited member of the task-focused Evidence Based Education Advisory Group to the new WHO Academy Advisory Group on Quality (<https://www.who.int/about/who-academy>). Associated with this, I presented on Scholarship to WHO Academy Advisory Group in Lyon in 2022. I was then encouraged to apply to join the WHO Academy Advisory Group. My nomination was approved by the six WHO regions, and I became a member of this 9-person global committee in February 2023. Feedback indicates that it was my research expertise that was attractive to WHO. I am gratified to be involved in planning how best to develop, deliver and examine the outcomes and processes of education to meet global healthcare education needs. I have been Committee Chair since February 2025.

Independently of the above, I took on the role of Director for the WHO Collaborating Centre (CC) for Digital Health and Health Education. Hosted by Singapore and NTU since 2018 and renewed in August 2023, the focus of the Centre is to synthesise evidence to inform the development of WHO policy on digital health competences for the healthcare workforce and the effectiveness of using technology for health workforce education.

The synergies between the activities and goals of the new WHO Academy and the Collaborating Centre offer many exciting opportunities for education research, the outcomes of which can inform supranational healthcare education practice, policy and decision making.



## Editorial roles

2025	<i>Medical Teacher</i>	Editor in Chief
2024-2025	<i>ATS Scholar</i>	Associate Editor
2022-24	<i>Health Professions Education</i>	Associate Editor
2019-2024	<i>Advances in Health Sciences Education</i>	Associate Editor
2018-2024	<i>Medical Education</i>	Deputy Editor
2016-	<i>Korean Journal of Medical Education</i>	Member, Quality and Standard Advisory
2014-2018	<i>Perspectives in Medical Education</i>	International Editorial Board Member
2011-2015	<i>The Clinical Teacher</i>	International Editorial Advisory Board
2010-2011	<i>BMC Medical Education</i>	Section Editor, Assessment

- One of a small team of three *Advances in Health Sciences Education* Associate Editors leading a new column offering practical guidance to HPE scholars on issues of common concern (named *Questions and Quandaries*).
- Regular reviewer (on average, once per week) for journals including: *Academic Medicine*, *Medical Education*, *Medical Teacher*, *Postgraduate Medical Journal*, *Advances in Health Sciences Education*, *Clinical Teacher*, *BMJ*, *BMJ Open*, *Quality and Safety in Healthcare*, *Teaching and Learning in Medicine*, *BMC Medical Education*.
- Recognised for my contributions in the *Medical Education* Peer Reviewer Hall of Fame, Bronze Award (2023) and by the *Perspectives on Medical Education* Reviewer Excellence Award 2021.
- Reviewer for conference research papers and symposia for various conferences, including ASME, AMEE, Ottawa Conferences, Association for American Medical Colleges (AAMC).
- Reviewer for the UK's National Institute for Health Research (NIHR) funding applications and final reports (NIHR is the UK's largest funder for health and care research <https://www.nihr.ac.uk/> )

## **PERSONAL and PROFESSIONAL DEVELOPMENT**

I value opportunities for self-improvement and personal growth. I attend courses, conferences on relevant topics to develop and/or consolidate my knowledge and skills, stimulate reflection and enable ideas generation. I have also made use of coaching services and my informal networks when I need advice and guidance about specific issues.

Conversely, my staff, students and colleagues come to me for advice, guidance and support, particularly in relation to managing upwards relationships, planning their career trajectories and opportunities for their own career and development opportunities. I have acted as formal mentor for several new Lecturers, supporting them as they work towards tenure and promotion. On an informal level, I aim to role model fairness, collaborative and distributed leadership. I encourage those working for and with me to stretch themselves professionally.

I was Faculty member on the Harvard Macy affiliated Leadership and Innovation in Health programme, Monash University, Australia, February 2019. I have previously contributed as Faculty on the ASME Fundamentals of Leadership and Management for Educators courses.

### ***Formal Management and Leadership training***

- One/18 invited participants on the Nanyang Technological University (NTU)'s flagship 2021 LEAD@NTU programme. A 12-month course, delivered by INSEAD, aimed at senior leadership.
- One/18 invited participants on the University of Aberdeen's bi-annual International Leadership Development Programme (ILD) in 2013-2014. A 15-month course, delivered by external consultants.
- The above course reinforced and extended my learning from the Harvard Macy Educational Program, University of Harvard, Boston, Mass, January and May 2010.
- Invited Participant on the University of Aberdeen's Development Programme for Experienced Principal Investigators, 1-2 October 2009.
- Postgraduate Certificate in Professional Education (Leadership and Management) Open University 2008-09. This learning extended that from my Masters in Occupational Psychology.
- *The Brisbane Initiative, International Primary Care Research Leadership Programme, 2007 cohort.* A competitive entry, three-year programme with annual residencies, and a visiting fellowship, for twelve candidates per year, selected from universities from eight countries.
- Media Training Workshop, The Broadcasting Business, University of Aberdeen, October 2005. One of 24 individuals across the University selected for this fascinating and useful course.
- *The FDTL4 Project – Developing Tomorrow's Leaders in Healthcare Education* (Sept 2003-2004), led by the University of Leicester. I was the only Scottish participant selected for this HEA-funded programme which blended residential and distance learning.
- Performance Management, Leadership and Management, Recruitment and Selection – 3-day Presentation Skills Course, The Performance Partnership, London, May 2003.
- University of Aberdeen, Staff Appraisal Scheme – appraiser and appraisee, 2003-2020.
- Teaching the teachers: the Calgary-Cambridge model of Communication Skills in Medicine. Four-day residential workshop, June 2001, East Anglia Deanery, Cambridge.

## BIBLIOGRAPHY

More than 300 academic publications, the majority of which are original research papers in peer-reviewed journals (200+). I have contributed over 30 editorials/commentaries/discussion/debate papers and review articles for peer-reviewed journals, most of which were invited. I am lead Editor on two books and have also written more than 20 book chapters.

\* PhD or other students, \*\* Directly supervised staff members

Underline = corresponding author, First, bold = lead author, Last, bold = senior author

### Papers in Peer Reviewed Journals

- 1) Ng\*\*, O., Tay, Z. H., Chee, D. Z. Y., Hui Min Lau, S., Liu, Z., **Cleland, J.**, & Han, S. P. User-centred curriculum mapping: A human-AI hybrid approach. *Medical Teacher*, 2025, 1–3. <https://doi.org/10.1080/0142159X.2025.2489085>
- 2) Penner JC, Durning SJ, Rencic JJ, Donato AA, **Cleland JA**. Ecological Psychology: A Framework for Mentoring and Career Development in Academic Medicine. *Academic Medicine*. 2025; 100(3):281-287.
- 3) Kitto S, Fantaye AW, Liu J, Lochnan H, Hendry P, Whitin S, Wiesenfeld L, Cleland J. Teaching excellence and the Hidden Curriculum: A comparative case study of two medical schools in Singapore and Canada. *Advances in Health Sciences Education*, 2025, <https://doi.org/10.1007/s10459-025-10411-0>
- 4) Lee M, Teo W, Liew H, **Cleland J**. Observations of teamworking in a multidisciplinary diabetic foot clinic: Bridging roles of podiatry and technology. *Social Science and Medicine*, 2025, 368, <https://doi.org/10.1016/j.socscimed.2025.117766>
- 5) Ellaway RH, MacLeod A, van Shalkwyck, **Cleland J**. Study the past if you would define the future: Historical methods in medical education scholarship. Published online in *Medical Education* 18 February 2025.
- 6) Campbell J, **Cleland, J**, Janczukowicz J, Fitzpatrick S. Health worker education, employment and equity: Aligning markets and strategies. *Medical Teacher*, 2025, <https://doi.org/10.1080/0142159X.2025.2469604>
- 7) Ellis R, Al-Tawarah Y, Brennan P, Lee AJ, Hines J, **Cleland JA**. Differential attainment at national selection for higher surgical training: a retrospective cohort study. *BMJ Open* 2025;15:e091796. doi:10.1136/bmjopen-2024-091796
- 8) **Cleland J**, Blitz J, Amaral E, You Y, Alexander K. Medical school selection is a sociohistorical embedded activity: A comparison of five countries. *Medical Education* 2025, 59 (1), 46-55.
- 9) Ng\*\* O, Phua DH, Chu J, Wilding LVE, Mogali SR, **Cleland J**. Answering Patterns in SBA Items: Students, GPT3.5, and Gemini. *Medical Science Educator*. Published online 26 Nov 2024. <https://doi.org/10.1007/s40670-024-02232-4>
- 10) Chin-Siang\*\* Ang C-S, Ito S, **Cleland J**. Navigating digital assessments in medical education: Findings from a scoping review. *Medical Teacher*. Published online 9 Nov 2024 <https://doi.org/10.1080/0142159X.2024.2425033>
- 11) Bisset\* CN, Moug SJ, Oliphant R, Dames N, **Cleland J**. Surgeon perceptions of personality as an influencing factor on anastomotic decision-making. *Colorectal Disease*. 2024, 26 (8), 1608-1616.
- 12) Kitto S, Chiang HLM, Ng O, **Cleland J**. More, better feedback please: are learning analytics dashboards (LAD) the solution to a wicked problem? *Advances in Health Sciences Education*. Early online 26 August 2024. <https://doi.org/10.1007/s10459-024-10358-8>
- 13) Han\*\* SP, Wang X, Kiruparan P, Loo Y H, Khoo S, **Cleland J**, Tan E. Preparation for practice: What are students learning for? *The Clinical Teacher*. Early online 20 August 2024 <https://doi.org/10.1111/tct.13796>

Field Code Changed

- 14) Tan\* E, Driessen E, Frambach J, **Cleland** J, Kearney GP. How do medical students' expectations shape their experiences of well-being programmes? *Medical Education*. Early online 24 Sep 2024 <https://doi.org/10.1111/medu.15543>
- 15) MacLeod A, Ellaway R, **Cleland** J. A meta-study analysing the discourses of discourse analysis in health professions education. *Medical Education* 2024; 58 (9): 1058-1070.
- 16) Kitto, S., Fantaye, A. W., You, Y., Van Schalkwyk, S., & **Cleland**, J. (2024). Setting up and operationalizing a health professions education research (HPER) unit: AMEE Guide No.170. *Medical Teacher*, 2024. 1–11. <https://doi.org/10.1080/0142159X.2024.2387157> Online 7 August 2024
- 17) Ellis R\*, Al-Tawarah Y, Brennan PA, Lee AJ, Hines J, Scrimgeour DSG, **Cleland** J. The impact of disability on recruitment to higher surgical specialty training: A retrospective cohort study. *The Surgeon* 2024, early online August 2024 <https://www.sciencedirect.com/science/article/pii/S1479666X24000726>
- 18) Bisset\* CN, Moug SJ, Oliphant R, Dames N, Parson S, **Cleland** J. Influencing factors in surgical decision-making: a qualitative analysis of colorectal surgeons' experiences of postoperative complications. *Colorectal Disease*. 2024; 26 (5): 987–993.
- 19) MacLaren AS, Hollick R, Locok L, Marchie P, Skea Z, Skatun D, **Cleland** J, Watson V, Denison A, Wilson P. 'Moving to the countryside and staying'? Exploring doctors' migration choices to rural areas. *Journal of Rural Studies*. 2024, 108, <https://doi.org/10.1016/j.jrurstud.2024.103210>
- 20) **Cleland** J, Buxton J, Hughes E, Patterson F. Translating government policy into practice: How new UK medical schools enact widening participation. *Medical Education*, 2024, 58 (10), 1247-1256.
- 21) Kulasegaram K, Grierson L, Barber C, Chahine S, Chou FC, **Cleland** J, Ellis R, Holmboe ES, Pusic M, Schumacher D, Tolsgaard MG, Tsai CC, Wenghofer E, Touchie C. Data sharing and big data in health professions education: Ottawa consensus statement and recommendations for scholarship. *Medical Teacher*. 2024; 46 (4): 471-485.
- 22) Tan\* E, Frambach J, Driessen E **Cleland** J. Opening the black box of school-wide student wellbeing programmes: A critical narrative review informed by activity theory. *Advances in Health Sciences Education* 2024, 29(2):663-687.
- 23) Kitto S, Ng YY, **Cleland** J 'Slowing down when you should': Optimizing the translation of artificial intelligence into medical school curricula. *Singapore Medical Journal*. 2024; 65:186–9.
- 24) **Cleland** J, Zachariah A, David S, Pulimood A, Poobalan A. A qualitative study of social accountability translation: from mission to living it. *BMC Medical Education* 2024; 14;24(1):145. doi: 10.1186/s12909-024-05093-y
- 25) Tan\* E, Kearney GP, **Cleland** J, Driessen E, Frambach J. Navigating Confidentiality Dilemmas in Student Support: An Institutional Ethnography Informed Study. *Perspectives on Medical Education*. 2024; 13(1): 182–191. DOI: <https://doi.org/10.5334/pme.1151>
- 26) Coyle\* M, Bullen J, Poobalan A, Sandover S, **Cleland** J. Follow the policy: An actor network theory study of widening participation to medicine in two countries. *Medical Education* 2024; 58 (3): 288-298.
- 27) Brown C, MacLeod A, Hawick L, **Cleland** J. Disembodied, dehumanised but safe and feasible: the social-spatial flow of a pandemic OSCE. *Medical Education* 2024; 58(2): 235-246.
- 28) Han\*\* SP, Jumat MR, **Cleland** J. Interprofessional collaboration (or lack thereof) between faculty and learning technologists in the creation of digital learning. *BMC Medical Education* 2023:727 <https://doi.org/10.1186/s12909-023-04728-w>
- 29) Ellis\* R, **Cleland** J, Scrimgeour DSG, Lee AJ, Hines J, Brennan PA. Establishing the predictive validity of the intercollegiate membership of the Royal Colleges of Surgeons written examination: MRCS Part A. *The Surgeon* 2023;21(6):323-330.
- 30) Shah\* AP, **Cleland** J, Hawick L, Walker KA, Walker KG. Integrating simulation into surgical training. A qualitative case study of a national programme. *Advances in Simulation* 2023; 8, 20 <https://doi.org/10.1186/s41077-023-00259-y>

- 31) Ellis\* R, **Cleland J**, Scrimgeour DSG, Lee AJ, Hines J, Brennan PA. Establishing the predictive validity of the intercollegiate membership of the Royal Colleges of Surgeons written examination: MRCS Part B. *The Surgeon* 2023; 23(5): 278-284.
- 32) You Y., Wang W., Cleland, J. Does medical education reform change who is selected? A national cross-sectional survey from China. *BMJ Open* 2023; 11;13(8):e070239. doi: 10.1136/bmjopen-2022-070239.
- 33) Tan\* E, Ming NW, Choon SP, Tan D, **Cleland J**. But what if you miss something? Why medical students don't always consider cost in their clinical decision making. *BMC Medical Education* 2023 10.1186/s12909-023-04349-3. First published June 14, 2023.
- 34) Wakeling J, **Cleland J**, Stirling SA, Johnston P. 'Unique opportunity to test things out': a qualitative study of broad-based training in Scotland. *BMJ Open* 2023;13:e067733. doi: 10.1136/bmjopen-2022-067733. First published May 2023.
- 35) Shah\* AP, Walker KA, Hawick L, Walker KG, **Cleland J**. Context matters in curriculum reform: an analysis of change in surgical training. *Medical Education* 2023; 57:741–752.
- 36) Ellis\* R, Brennan PA, Hines J, Lee AJ, **Cleland J**. Examining the diversity of MRCS examiners. *The Surgeon* 2023; 21(5): 273-277.
- 37) **Cleland J**, Blitz J, Cleutjens KBJM, oude Egbrink MGA, Schreurs S, Patterson F. Robust, defensible, and fair? The AMEE guide to selection into medical school. *Medical Teacher* 2023; 45(10): 1071-1084.
- 38) Shah\* A, Walker KA, Hawick L, Walker KG, **Cleland J**. Scratching beneath the surface: How organisational culture influences curricular reform. *Medical Education* 2023; 57(7): 597-608.
- 39) You Y, Xie A, **Cleland J**. Medical students' rural practice intention: Academic performance matters. *Medical Education* 2022; 56(12): 1203-1213.
- 40) **Cleland J**, MacLeod A, Ellaway RH. CARDA: Guiding document analyses in health professions education research. *Medical Education* 2023; 57(5): 406-417.
- 41) Shah\* A, Walker KA, Walker KG, Hawick L, **Cleland J**. "It's making me think outside the box at times": a qualitative study of dynamic capabilities in surgical training. *Advances in Health Sciences Education* 2023; 28: 499–518.
- 42) Saravanan R, Chandrasekaran R, **Cleland JA**, Mogali SR. What is the evidence for biology as the 'heart of eligibility' to study medicine? A retrospective analysis. *Medical Teacher*. 2022; 45 (5): 510-515.
- 43) Ellis\* R, **Cleland J**, Scrimgeour DSG, Lee AJ, Brennan PA. A cross-sectional study examining the association between MRCS performance and surgeons receiving sanctions against their medical registration. *The Surgeon* 2022; 20 (4): 211-215.
- 44) Bissett\* CN, Ferguson E, MacDermid E, Stein SL, Yassin N, Dames N, Keller DS, Oliphant R, Parson SH, **Cleland J**, Moug SJ. Exploring variation in surgical practice: does surgeon personality influence anastomotic decision-making? *British Journal of Surgery* 2022; 14;109(11): 1156-1163.
- 45) Chen S, Smith H, Bartlam B, Low-Beer N, Chow A, Rosby LV, Shelat VG, **Cleland J**. Role of social comparison in preparedness for practice as a junior doctor in Singapore: a longitudinal qualitative study. *BMJ Open* 2022;12: e061569. doi:10.1136/bmjopen-2022-061569.
- 46) **Cleland J**, Cook DA, Maloney S, Tolsgaard MG. "Important but risky": attitudes of global thought leaders towards cost and value research in health professions education. *Advances in Health Sciences Education* 2022; 27 (4): 989-1001.
- 47) **Cleland J**, MacLeod A. Disruption in the space-time continuum: why digital ethnography matters. *Advances in Health Sciences Education* 2022, 27 (4): 877–892.

- 48) Davies DJ, Sam AH, Murphy KG, Khan SA, Choe R, **Cleland J**. BMAT's predictive validity for medical school performance: A retrospective cohort study. *Medical Education* 2022; 56 (9): 936-948.
- 49) Ellis\* R, Brennan PA, Lee AJ, Scrimgeour DS, **Cleland J**. Differential attainment at MRCS according to gender, ethnicity, age and socioeconomic factors: a retrospective cohort study. *Journal of the Royal Society of Medicine* 2022; 115(7): 257-272.<sup>7</sup>
- 50) Walker KG, Shah AP, Brennan PM, Blackhall VI, Nicol LG, Yalamarthy S, Vella M, **Cleland J**. Scotland's "Incentivised Laparoscopy Practice" programme: Engaging trainees with take-home laparoscopy simulation. *The Surgeon* 2023, 21, 190-197.
- 51) Ellis\* R, Brennan PA, Scrimgeour DSG, Lee AJ, **Cleland J**. Performance at medical school selection correlates with success in Part A of the intercollegiate Membership of the Royal College of Surgeons (MRCS) examination. *Postgraduate Medical Journal* 2022; 98(1161): e19.
- 52) Maclaren AS, **Cleland J**, Locock L, Skea Z, Denison A, Hollick R, Murchie P, Wilson P. Understanding recruitment and retention of doctors in rural Scotland: Stakeholder perspectives. *The Geographical Journal*. 2022; 188 (2): 149-308.
- 53) Ellis\* R, **Cleland J**, Scrimgeour DSG, Lee AJ, Brennan PA. The impact of disability on performance in a high-stakes postgraduate surgical examination: a retrospective cohort study. *Journal of the Royal Society of Medicine* 2022;115(2):58-68.
- 54) Chow A., Chen S., Rosby L, Low-Beer N, Shelat VG, **Cleland J**, Bartlam B, Smith HE. Student assistantship programme: an evaluation of impact on readiness to transit from medical student to junior doctor. *BMC Med Educ* 2022, 99 <https://doi.org/10.1186/s12909-022-03159-3>
- 55) **Cleland J**, Porteous T, Ejebud O-Z, Ryan M, Skatun, D. Won't you stay just a little bit longer? A discrete choice experiment of UK doctors' preferences for delaying retirement. *Health Policy* 2022; 126: 60-68.
- 56) Fyfe, M., Horsburgh, J., Blitz, J., Chiavaroli N., Kumar S., **Cleland J**. The do's, don'ts and don't knows of redressing differential attainment related to race/ethnicity in medical schools. *Perspectives on Medical Education* 2022; 11: 1–14 <https://doi.org/10.1007/s40037-021-00696-3>
- 57) Teunissen PW, Atherley A, **Cleland J**, Holmboe E, Hu W, Durning SJ, Nichigori H, Samarasekera DD, Schuwirth L, van Shalkwyk S, Maggio LA. Advancing the science of health professions education through improving our shared understanding of terminology: a content analysis of faculty terms. *Perspectives on Medical Education* 2022,11, 22–27.
- 58) Ellis\* R, Brennan PA, Scrimgeour DSG, Lee AJ, **Cleland J**. Does Performance at the Intercollegiate Membership of the Royal Colleges of Surgeons (MRCS) Examination Vary According to UK Medical School and Course Type? A retrospective cohort study. *BMJ Open* 2022;12:e054616. doi:10.1136/bmjopen-2021-054616
- 59) Ellis\* R, **Cleland J**, Lee AJ, Scrimgeour DSG, Brennan P. A cross-sectional study examining MRCS performance by core surgical training location. *Medical Teacher* 2022; 44 (4): 388-393.
- 60) **Cleland J**, Ng KB, Rotgans JI. Classroom Versus Online Team-based Learning: Effects on Students' Learning and Performance," *Health Professions Education* 2022; 8 (1): <https://hpe.researchcommons.org/cgi/viewcontent.cgi?article=1015&context=journal>
- 61) **Cleland J**, Gates LJ, Waiter GD, Ho VB, Schuwirth L, Durning S. Even a little sleepiness influences neural activation and clinical reasoning in novices. *Health Science Reports* 2021; 4 (4): e406. <https://doi.org/10.1002/hsr2.406>
- 62) Ellis\* R, Brennan PA, Scrimgeour DSG, Lee AJ, Brennan PA, **Cleland J**. A cross-sectional study examining associations between foundation school and MRCS performance. Does the MRCS exam fulfil its function as a gatekeeper to the profession of surgery? *Bulletin of the Royal College of Surgeons* 2021; 103: 398-402.

<sup>7</sup> This paper won the Top Research Paper Prize at the International Conference on Residency Education, 27-29 Oct 2022, Montreal, Canada and the prestigious Kevin Burnand Prize at the UK's Surgical Research Society Annual Meeting, 2022.

- 63) Ellis\* R, **Cleland J**, Scrimgeour DSG, Lee AJ, Brennan PA. Does the MRCS exam fulfil its function as a gatekeeper to the profession of surgery? *Bulletin of the Royal College of Surgeons* 2021; 103: 344-350.
- 64) **Cleland JA**, Razack S. When I say .... Privilege. *Medical Education* 2021; 55(12): 1347-1349.
- 65) Gibson Smith\*\* K, Alexander K, **Cleland J**. Opening up the black box of a Gateway to Medicine programme: a realist evaluation. *BMJ Open* 2021;11:e049993. doi:10.1136/bmjopen-2021-049993
- 66) Rotgans JI, **Cleland JA**. Dyadic explanations during preparatory self-study enhance learning: A randomised controlled study. *Medical Education* 2021; 55 (9): 1091-1099.
- 67) **Cleland JA**, MacLeod A. The visual vernacular: embracing photographs in research. *Perspectives on Medical Education* 2021; 10: 230-237.
- 68) Price T, Brennan N, Wong G, Withers L, **Cleland J**, Wanner A, et al. Remediation programmes for practising doctors to restore patient safety: the RESTORE realist review. *Health Services Delivery and Research* 2021; 9 (11): <https://doi.org/10.3310/hsdr09110>
- 69) **Cleland JA**, MacLeod A, Ellaway RH. The curious case of case study research. *Medical Education* 2021; 55(10): 1131-1141.
- 70) Foo J, Cook DA, Tolsgaard M, Rivers G, **Cleland J**, Walsh K, Abdalla ME, You Y, Ilic D, Golub R, Levin H, Maloney S. AMEE Guide No. 139 How to conduct cost and value analyses in health professions. *Medical Teacher* 2021; 43(9): 984-998.
- 71) **Cleland JA**, Jamieson S, Kusurkar RA, Ramani S, Wilkinson TJ, van Schalkwyk S. AMEE Guide 142. Redefining Scholarship for Health Professions Education. *Medical Teacher* 2021; 43(7): 824-838.
- 72) Price T, Wong G, Withers L, **Cleland J**, Gale T, Prescott-Clements L, Archer J, Bryce M, Brennan N. Optimising the delivery of remediation programmes for doctors: a realist review. *Medical Education* 2021; 55(9): 995-1010.
- 73) Coyle M\*, Sandover S, Poobalan A, Bullen J, **Cleland J**. Meritocratic and fair? The discourse of UK and Australia's widening participation policies. *Medical Education* 2021; 55(7): 825– 839.
- 74) Bell\*\* E, **Cleland J**, Gambhir N. "It clarified a lot": GP Trainees as peer role players in a formative CSA. *Education for Primary Care* 2021; 32 (2): 85-90.
- 75) Hawick\* L, Kitto S, **Cleland JA**. Contact is not enough: a qualitative study of how space and place impact on interprofessional education, *Journal of Interprofessional Care*. 2021; 35 (5): 710-717.
- 76) **Cleland JA**, Poobalan A, Barrow J. "I had no idea the university offered"....: The support needs of postgraduate taught students. *MedEdPublish* 2021 Available online from 11<sup>th</sup> May 2021: <https://doi.org/10.15694/mep.2021.000121.1>
- 77) Varpio L, Harvey E, Jaarsma D, Dudek N, Hay M, Day K, Bader Larsen K, **Cleland J**. Attaining full professor: An international qualitative study of women's and men's experiences in academic medicine. *Medical Education* 2021; 55 (5): 582-594.
- 78) Blackhall\* VE, **Cleland JA**, Wilson P, Whitely I, Walker K. iViewExpert: Expert insights as a tool to support surgical skills training. *Medical Education* 2021; 55: 658.
- 79) Alexander\* K, Nicholson S, **Cleland J**. "It's going to be hard you know..." Teachers' perceived role in widening access to medicine. *Advances in Health Sciences Education* 2021; 26: 277–296.
- 80) Gordon L, **Cleland J**. Change is never easy: how management theories can help operationalise change in medical education. *Medical Education* 2021; 55 (1): 55-64.
- 81) Alquattan\* H, Morrison Z, **Cleland J**. Exploring patient safety culture in a Kuwaiti secondary care setting in Kuwait: A qualitative study. *Sultan Qaboos University Medical Journal [online]* 2021; 21(1): e77-e85. Available from: <https://doi.org/10.18295/squmj.2021.21.01.011>

- 82) Falconer R\*, Semple CM, Walker KG, **Cleland J**, Watson AJM. Simulation for technical skill acquisition in open vascular surgery. *Journal of Vascular Surgery* 2021; 73(5): 1821-1827.e2. <https://linkinghub.elsevier.com/retrieve/pii/S0741521420324630>
- 83) **Cleland JA**, Foo J, Ilic D, Maloney S, You Y. "You can't always get what you want..." Economic thinking, constrained optimization and health professions education. *Advances in Health Sciences Education* 2020; 25: 1163–1175.
- 84) Gibson-Smith\*\* K, **Cleland J**. Drastic times need drastic measures: Covid-19 and widening access to medicine. *Journal of the Royal College of Physicians of Edinburgh* 2020; 50: 431–5
- 85) Bisset\* CN, Dames N, Oliphant R, Alasadi A, Anderson D, Parson S, **Cleland J**, Moug S. Exploring shared surgical decision-making from the patient's perspective: Is the personality of the surgeon important? *Colorectal Disease* 2020; 22 (2): 2214-2221.
- 86) Chiavaroli N, Blitz J, **Cleland J**. When I say .... Diversity. *Medical Education* 2020; 54 (10): 876-877<sup>8</sup>.
- 87) **Cleland J**, Porteous T, Ejebu O, Skatun D. "Should I stay or should I go now?": A qualitative study of why doctors retire. *Medical Education* 2020; 54 (9): 821–831.
- 88) **Cleland J**, Chu J, Lim S, Low J, Low-Beer N, Kwek TK. COVID 19: Designing and conducting an online mini-multiple interview (MMI) in a dynamic landscape. *Medical Teacher* 2020; 42(7): 776-780.
- 89) **Cleland J**, McKimm J, Fuller R, Taylor D, Janczukowicz J, Gibbs T. Adapting to the impact of COVID-19: Sharing stories, sharing practice. *Medical Teacher* 2020; 42 (7): 772-775.
- 90) Scanlan\* G, Johnston P, Walker K, Skåtun D, **Cleland J**. Today's doctors: what do men and women value in a training post? *Medical Education* 2020; 54 (5): 408-418.
- 91) Schreurs\* S, Cleutjens K, **Cleland J**, oude Egbrink MGA. Outcomes-based selection into medical school: Predicting excellence in multiple competencies during the clinical years. *Academic Medicine* 2020; 95 (9): 1411-1420.
- 92) Ball\* R, Alexander K, **Cleland J**. "The biggest barrier was my own self": aspiration, comparison and decision-making in non-traditional widening access students. *Perspectives in Medical Education* 2020; 9: 147–156. <sup>9</sup>
- 93) Schreurs\* S, Cleutjens K, Collares CF, **Cleland J**, & Oude Egbrink MG. Opening the black box of selection. *Advances in Health Sciences Education* 2020; 25: 363–382.
- 94) Chou CL, Kalet A, Costa MJ, **Cleland JA**, Winston K. Guidelines: The do's, don'ts and don't knows of remediation in medical education. *Perspectives in Medical Education* 2019; 8:322–338.
- 95) **Cleland J**, Prescott G, Walker K, Johnston PJ, Kumwenda B. Are there differences between those doctors who apply for a training post in Foundation Year 2 and those who take time out of the training pathway? A UK multicohort study. *BMJ Open* 2019; 9:e032021. doi:10.1136/
- 96) Stubbing\* E, Helmich E, **Cleland JA**. Medical student views of and responses to expectations of professionalism. *Medical Education* 2019; 53: 1025-1036.
- 97) Scrimgeour\* DSG, **Cleland J**, Lee AJ, Brennan PA. Prediction of success at UK Specialty Board Examinations using the mandatory postgraduate UK surgical examination, *BJS Open* 2019; 3: 865-871.
- 98) Blackhall\* VI, **Cleland J**, Wilson P, Moug SJ, & Walker KG. Barriers and facilitators to deliberate practice using take-home laparoscopic simulators. *Surgical Endoscopy* 2019; 33:2951–2959.
- 99) Duncomb\*\* M, **Cleland JA**. Student perceptions of a sequential objective structured clinical examination. *Journal of the Royal College of Physicians Edinburgh* 2019; 49: 245–9.

<sup>8</sup> One of only 12 papers featured in the Medical Education/Clinical Teacher "Remembering the 'ME' in BAME Virtual Issues" virtual issue published in September 2022

<sup>9</sup> The focus of a commentary in Perspectives on Medical Education <https://doi.org/10.1007/s40037-020-00579-z>



- 100) Scanlan\* G, **Cleland J**, Stirling S, Walker K, Johnston PJ. Does initial postgraduate career intention and social demographics predict perceived career behaviour? A national cross-sectional survey of UK postgraduate doctors. *BMJ Open* 2019;9: e026444. doi: 10.1136/bmjopen-2018-026444<sup>10</sup>
- 101) Alharbi\*, W, **Cleland J**, Morrison Z. Exploring healthcare professionals' perceptions of medication errors in an adult oncology department in Saudi Arabia: A qualitative study. *Saudi Pharmaceutical Journal* 2019; 27: 176-181.
- 102) Alquattan\* H, Morrison Z, **Cleland J**. A narrative synthesis of qualitative studies conducted to assess patient safety culture in hospital settings. *Sultan Qaboos University Medical Journal* 2019; 19, e91-98.
- 103) Kumwenda\* B, **Cleland JA**, Prescott GJ, Walker KA Johnston PW. Relationship between sociodemographic factors and specialty destination of UK trainee doctors: a national cohort study. *BMJ Open* 2019; 9: e026961. doi:10.1136/bmjopen-2018-026961
- 104) Alexander\* K, Nicholson S, **Cleland JA**. Bridging the cultural divide? Exploring school pupils' perceptions of medicine. *Medical Education* 2019; 53; 571-583.
- 105) Scrimgeour\* DSG, Patel R, Patel N, **Cleland J**, Lee AJ, McKinley AJ, Smith FCT, Griffiths G, Brennan PA. The effects of human factor related issues on assessors during the recruitment process for general and vascular surgery in the UK. *Annals of the Royal College of Surgeons of England* 2019; 101 (4); 231-234.
- 106) Cunningham\* C, Patterson F, **Cleland J**. A Literature Review of the Predictive Validity of European Dental School Selection Methods. *European Journal of Dental Education* 2019; 23; 73-87.
- 107) Maloney DA, Cook D, Golub R, Foo J, **Cleland J**, Rivers G, Tolsgaard M, Evans D, Abdalla ME, Walsh K. AMEE Guide 123. How to read studies of educational costs. *Medical Teacher*, 2019; 41:497-504.
- 108) **Cleland JA**, Durning SJ. Education and service: how theories can help in understanding tensions. *Medical Education* 2019; 53: 42-55.
- 109) Kumwenda\* B, **Cleland JA**, Prescott GJ, Walker K, Johnston PW. Geographical mobility of UK trainee doctors, from family home to first job: a national cohort study. *BMC Medical Education* 2018;314 <https://doi.org/10.1186/s12909-018-1414-9>
- 110) Price T, Brennan N, **Cleland J**, Prescott-Clements L, Wanner A, Withers L, Wong G, Archer J. Remediating doctors' performance to restore patient safety: a realist review protocol *BMJ Open*, 2018; 8:e025943. doi: 10.1136/bmjopen-2018-025943
- 111) Scrimgeour\* DSG, Brennan PA., Griffiths G., Lee AJ, Smith FCT. & **Cleland, J**. Does the Intercollegiate Membership of the Royal College of Surgeons (MRCS) examination predict 'on-the-job' performance during UK higher specialty surgical training? *Annals of the Royal College of Surgeons of England* 2018; 100: 669-675.
- 112) Patterson F, Roberts C, Hanson M, Hampe W, Ponnampereuma G, Eva KW, Magzoub ME, Tekian A, **Cleland JA**. 2018 Ottawa Consensus Statement: Selection and Recruitment in the Healthcare Professions. *Medical Teacher* 2018; 40: 1091-1101.
- 113) **Cleland JA**, Porteous T, Skatun D. What can Discrete Choice Experiments do for you? *Medical Education* 2018; 52: 1113-1124.
- 114) Schreurs\* S, **Cleland J**, Muijtjens AMM, oude Egbrink MGA, Cleutjens K. Does selection pay off? A cost-benefit comparison for medical school selection and lottery systems. *Medical Education* 2018; 52: 1240-1248.
- 115) **Cleland JA**, Hanson M, Patterson F. Thinking of selection and widening access as complex and wicked problems. *Medical Education* 2018; 52: 1228-1239.

<sup>10</sup> The focus of a BMJ Careers article, *BMJ* 2019;366:l5013 doi: 10.1136/bmj.l5013 (Published 6 August 2019)

- 116) Fielding S, Tiffin PA, Greatrix R, Lee AJ, Patterson F, Nicholson S, **Cleland JA**. Do changing medical admissions practices in the UK impact on who is admitted? An interrupted time series analysis. *BMJ Open* 2018;8:e023274. doi:10.1136/bmjopen-2018-023274
- 117) Kumwenda\*, B., **Cleland J**, Walker K, Johnston, PJ, Prescott, G. The relationship between socio-demographic factors and selection into UK postgraduate medical training programmes: a national cohort study. *BMJ Open* 2018;8:e021329. doi: 10.1136/bmjopen-2017-021329.
- 118) Schreurs\* S, Cleutjens KB, Muijtens AMM, **Cleland J**, Oude Egbrink MGA. Selection into medicine: the predictive validity of an outcome-based procedure. *BMC Medical Education* 2018;18 (1):214. doi: 10.1186/s12909-018-1316-x.
- 119) Scrimgeour\* DSG, Brennan P, Griffiths G, Smith FCT, Lee AJ, **Cleland J**. Does the Intercollegiate Membership of the Royal College of Surgeons (MRCS) examination predict performance during UK higher specialty surgical training? *Annals of the Royal College Surgeons England* 2018; 100: 669-675.
- 120) Hawick\* L, **Cleland JA**, Kitto S. 'I feel like I sleep here': how space and place influence medical student experiences. *Medical Education* 2018; 52 910: 1016-1027.
- 121) Roberts\*\* R, **Cleland J**, Strand P, Johnston P. Medical students' views of clinical environments. *The Clinical Teacher* 2018; 15 (4): 325-330.
- 122) Scanlan\* G, **Cleland JA**, Johnston PJ, Walker K, Does Perceived Organizational Support Influence Career Intentions? The Qualitative Stories Shared by UK Early Career Doctors. *BMJ Open* 2018;8:e022833. doi:10.1136/bmjopen-2018-022833.
- 123) Munro AJ, Cumming K, **Cleland J**, Denison AR, Currie GJ. Paper versus electronic feedback in a high stakes assessment. *Journal of the College of Physicians Edinburgh* 2018; 48: 148–52.
- 124) Scrimgeour\* DSG, **Cleland J**, Lee AJ, Brennan PA. Predictors of success in the Intercollegiate Membership of the Royal College of Surgeons (MRCS) examination. *Annals of the Royal College Surgeons England* 2018; 100(6): 424-427.
- 125) Tiffin PA, Alexander K, **Cleland JA**. When I say . . . fairness in selection. *Medical Education* 2018; 58: 1125-1227.
- 126) Alquattan\* H, Morrison Z, **Cleland J**. Evaluation of Patient Safety Culture in a Secondary Care Setting in Kuwait. *Journal of Taibah University Medical Sciences* 2018; 13 (3): 272-280
- 127) Alharbi\*, W, **Cleland J**, Morrison Z. Assessment of Patient Safety Culture in an Adult Oncology Department in Saudi Arabia. *Oman Medical Journal* 2018; 33 (3): 134-142.
- 128) Scanlan\* G, **Cleland JA**, Johnston PJ, Walker K, Krucien N, Skatun D. What factors are critical to attracting NHS foundation doctors into specialty or core training? A discrete choice experiment *BMJ Open* 2018, 8 (3) e019911; DOI: 10.1136/bmjopen-2017-019911.
- 129) **Cleland JA**, Roberts R, Kitto S, Strand P, Johnston PJ. Using paradox theory to discern responses to service-training tensions in general surgery. *Medical Education* 2018; 52 (3): 288-301.
- 130) Scrimgeour\* DSG, Higgins J, Bucknall V, Arnett R, Featherstone CR, **Cleland JA**, Lee AJ, Brennan PA. Do surgeon interviewers have human factor-related issues during the long day UK National Trauma and Orthopaedic specialty recruitment process? *The Surgeon* 2018; 5: pp. 292-296.
- 131) Scrimgeour\* DSG, **Cleland JA**, Lee AP, Griffiths G, Brennan P. Which factors predict success at the mandatory UK postgraduate surgical exam: The Intercollegiate Membership of the Royal College of Surgeons (MRCS)? *The Surgeon* 2018; 16: 220-226.
- 132) Roberts RC, Flin R, **Cleland J**. Drillers' Cognitive Skills Monitoring Task. *Ergonomics in Design* 2018; <https://doi.org/10.1177/1064804617744713>

- 133) **Cleland** J and Fahey Palma T. "Aspirations of people who come from state education are different": how language maintains social exclusion in medical education. *Advances in Health Sciences Education* 2018; 23: 513-531.
- 134) Kumwenda\* B, **Cleland** J, Greatrix R, Mackenzie RK, Prescott, G. Are efforts to attract graduate applicants to UK medical schools effective in increasing the participation of underrepresented socioeconomic groups? A national cohort study. *BMJ Open* 2018;8:e018946. doi:10.1136/bmjopen-2017-018946
- 135) Stubbing\* E, Helmich E, **Cleland** JA. Authoring the identity of learner before doctor in the figured world of medical school. *Perspectives in Medical Education* 2018; 7(1):40-46.
- 136) Dowell J, **Cleland** J, Fitzpatrick S, McManus C, Nicholson S, Oppe, T, Petty-Saphon K, Sierocinska-King O, Smith D, Thornton S, White K. The UK medical education database (UKMED) what is it? Why and how might you use it? *BMC Medical Education* 2018; 18: 6 DOI 10.1186/s12909-017-1115-9
- 137) **Cleland** JA, Cilliers F, van Schalkwyk S. The learning environment in remediation: a review. *The Clinical Teacher* 2018; 15:13-18.
- 138) **Cleland** JA. Simulation-based education: what's it all about? *Perspectives in Medical Education* 2018; 7: 30-33.
- 139) Gordon\* L, Rees C, Ker J, **Cleland** JA. Using video-reflexive ethnography to capture the complexity of leadership enactment in the healthcare workplace. *Advances in Health Sciences Education* 2017;22 (9): 1101-1121.
- 140) Kumwenda\* B, **Cleland** JA, Walker K, Lee AJ, Greatrix R. The relationship between school type and academic performance at medical school: a national, multi-cohort study. *BMJ Open* 2017; 2017;7:e016291
- 141) Scrimgeour\* DSG, **Cleland** JA, Lee AP, Griffiths G, McKinley AJ, Marx C, Brennan P. Impact of performance in a mandatory postgraduate surgical examination on selection into specialty training *British Journal of Surgery Open* 2017; 1 (3): 67-74.
- 142) Hawick\* L, **Cleland** JA, Kitto S. Getting off the Carousel: Exploring the Wicked Problem of Curriculum Reform. *Perspectives in Medical Education* 2017; 6: 337-343.
- 143) **Cleland** JA, Johnston P, Watson V, Krucien N, Skatun D. What do UK medical students value most in their career? A discrete choice experiment. *Medical Education* 2017; 51: 839-851.
- 144) Alexander\* K, Fahey Palma T, Nicholson S, **Cleland** J. "Why not you?" Discourses of widening access on UK medical school websites. *Medical Education* 2017; 51: 598-611.
- 145) Inch J, Porteous T, Maskrey V, Blyth A, Burr J, **Cleland** J, Wright D, Holland R, Bond CM, Watson MC "It's not what you do it's the way that it's measured: Quality assessment of minor ailment management in community pharmacies" *International Journal of Pharmacy Practice* 2017; 25: 253-262.
- 146) **Cleland** JA. The qualitative orientation in medical education research. *Korean Journal of Medical Education* 2017; 29(2): 61-71: <https://doi.org/10.3946/kjme.2017.53> (Invited review)
- 147) Hawick\* L, **Cleland** JA, Kitto S. Sending messages: How faculty influence professionalism teaching and learning. *Medical Teacher* 2017; 39(9): 987-994.
- 148) Currie GP, Sinha S, **Cleland** J, Denison AR. Tablet computers in assessing performance in a high stakes exam: opinion matters. *Journal of the Royal College of Physicians Edinburgh* 2017; 47: 164-167.
- 149) MacKenzie\*\* RK, Dowell J, Ayansina D, **Cleland** JA. Do personal attributes assessed on medical school admission predict exit performance? A UK-wide longitudinal cohort study. *Advances in Health Sciences Education* 2017; 22 (2): 365-385.
- 150) Nicholson S, **Cleland** JA. "It's making contacts": Notions of social capital and their implications for medical selection and education. *Advances in Health Sciences Education* 2017; 22: 477-490.

- 151) Torre D, Manca A, Janczukowicz J, Taylor D, **Cleland JA**. Learning at large conferences: from the "sage on the stage" to contemporary models of learning. *Perspectives in Medical Education* 2017; 6: 205–208.
- 152) Moore\*\* JN, McDiarmid AJ, Johnston PW, **Cleland JA**. Identifying and exploring factors influencing career choice, recruitment and retention of Anaesthesia trainees in the UK. *Postgraduate Medical Journal* 2017;93:61-66.
- 153) Herbert C, Kent S, Magennis P, **Cleland JA**. What causes trainees to leave oral and maxillofacial surgery? A questionnaire survey. *British Journal of Oral and Maxillofacial Surgery*, 2017: 55; 37–40.
- 154) Kent S, Herbert C, Magennis P, **Cleland JA**. What attracts people to a career in oral and maxillofacial surgery? A questionnaire survey. *British Journal of Oral and Maxillofacial Surgery* 2017: 55; p41–45.
- 155) Morton LK, Elliott A, **Cleland JA**, Deary V, Burton C. A taxonomy of explanations in a general practitioner clinic for patients with persistent “medically unexplained” physical symptoms. *Patient Education and Counseling* 2017; 100: 224-230.
- 156) Scrimgeour\* DSG, **Cleland J**, Lee AJ, Brennan PA. When is the best time to sit the MRCS examination? *BMJ* 2017; 356 doi: <https://doi.org/10.1136/bmj.j461>
- 157) Ford\*\* H, **Cleland JA**, Thomas I. Simulated ward round: reducing costs, not outcomes. *Clinical Teacher*. 2017;14(1): 49-54.
- 158) MacKenzie\*\* RK, **Cleland JA**, Ayansina D, Nicholson S. Does the UKCAT predict performance on exit from medical school? A national cohort study. *BMJ Open* 2016; 6: e011313 doi:10.1136/bmjopen-2016-011313.
- 159) Nicol LG, Walker KG, **Cleland J**, Partridge R, Moug SJ. Incentivising practice with take-home laparoscopic simulators in two UK Core Surgical Training programmes. *BMJ Simulation and Technology Enhanced Learning* 2016; 2: 112-117.
- 160) Roberts R, Flin R, **Cleland JA**. How to recognise a kick: A cognitive task analysis of drillers’ situation awareness during well operations. *Journal of Loss Prevention in the Process Industries*. 2016; 43: 503-513.
- 161) **Cleland JA**, Walker K, Gale M, Nicol LJ. Simulation-based education: Understanding the complexity of a surgical training “Boot Camp”. *Medical Education* 2016; 50: 829–841<sup>11</sup>
- 162) **Cleland JA**, Burr J, Johnston PJ. A qualitative evaluation of the Scottish Staff and Associate Specialist Development Programme. *Scottish Medical Journal* 2016: 61: 92–96.
- 163) Morton L, Elliot A, Thomas R, **Cleland JA**, Deary V, Burton C. Developmental study of treatment fidelity, safety and acceptability of a Symptoms Clinic Intervention delivered by General Practitioners to patients with multiple medically unexplained symptoms. *Journal of Psychosomatic Research* 2016; 84: 37-43.
- 164) **Cleland JA**, Johnston P, Watson V, Krucien N, Skatun D. What do UK doctors-in-training value in a post? A discrete choice experiment. *Medical Education* 2016; 50 (2); 189-202.
- 165) Currie\*\* GP, Sivasubramaniam S, **Cleland JA**. Sequential testing in a high stakes OSCE: determining number of screening tests. *Medical Teacher* 2016;38: 708-14.
- 166) Patterson F, Knight A, Dowell J, Nicholson S, **Cleland JA**. How effective are selection methods in medical education? A systematic review. *Medical Education*, 2016: 50: 36-60.
- 167) Gordon\* L, Rees C, Ker J, **Cleland J**. Leadership and followership in the healthcare workplace: exploring medical trainees’ experiences through narrative inquiry. *BMJ Open* 1 Dec 2015, doi <http://bmjopen.bmj.com/content/5/12/e008898>

<sup>11</sup> Winner of the Inaugural CAMES (Copenhagen Academy of Medical Education in Simulation) Award for Best Research in Medical Simulation, AMEE 2016.

- 168) Roberts\* R, **Cleland** JA, Flin R. Everything was fine": An analysis of the drill crew's situation awareness on Deepwater Horizon. *Journal of Loss Prevention in the Process Industries*, 2015; 38: 87-100.
- 169) Gordon\* LJ, Rees CE, Ker JS, **Cleland** JA. Dimensions, discourses and differences: trainees conceptualising health care leadership and followership. *Medical Education* 2015; 49: 1248–1262.
- 170) Brown\*\* C, Ross S, **Cleland** JA, Walsh K. Money makes the (medical assessment) world go round: The cost of components of a summative final year Objective Structured Clinical Examination (OSCE). *Medical Teacher* 2015; 37: 653-659.
- 171) Lefroy J, Hawarden A, Gay S, McKinley RK, **Cleland** JA. The impact of grades in formative workplace-based assessments – a study of what works, for whom and why. *Medical Education* 2015; 49 (3): 307-20.
- 172) **Cleland** JA, Kelly N, Moffat M, Nicholson S. Taking context seriously: explaining widening access policy enactments in UK medical schools. *Medical Education* 2015; 49 (1): 25-35.
- 173) Roberts\* R Flin R, **Cleland** JA. Staying in the Zone: Offshore Drillers' Situation Awareness. *Human Factors* 2015;57(4):573-90.
- 174) Thomas I, Nicol L, Regan L, **Cleland** JA, Maliepaard D, Clark L, Walker K, Duncan J. Medical students driven to distraction. Improving patient safety teaching through the use of a simulated ward round experience: a prospective control study. *BMJ Quality and Safety* 2015; 24(2):154-61.
- 175) Rees CE, Dennis A, Lough M, Ker J, **Cleland** JA, Johnston P, Leese G. Identifying priorities for medical education research in Scotland: involving stakeholders to set the national research agenda. *Medical Education* 2014; 48: 1078–1091.
- 176) Rees CE, **Cleland** JA, Dennis A, Kelly N, Matick K, Monrouxe L. Supervised Learning Events in the Foundation Programme: A UK-wide narrative interview study. *BMJ Open* 2014;4: e005980. doi:10.1136/bmjopen-2014-005980
- 177) Husbands A, Mathieson A, Dowell J, **Cleland** JA, MacKenzie R. Predictive validity of the UK Clinical Aptitude Test in the final years of medical school: a prospective cohort study. *BMC Medical Education* 2014, 14:88<sup>3</sup>.
- 178) **Cleland** JA, Johnston PW, Michael A, Khan N, Scott NW. A survey of factors influencing career preference in new-entrant and exiting medical students from four UK medical schools. *BMC Medical Education* 2014, 14:151.
- 179) Alexander C, Millar J, Szmidi N, Hanlon K, **Cleland** JA. Can new doctors be prepared for practice? A review. *Clinical Teacher* 2014; 11: 188–192.
- 180) Jones LE, Roberts LC, Little PS, Mullee ME, **Cleland** JA, Cooper C. Shared decision-making in back pain consultations: an illusion or reality? *European Spine Journal* 2014 Apr; 23 Suppl 1:S13-9.
- 181) Frampton GK, Harris P, Cooper K, Cooper T, **Cleland** J, Jones J, *et al.* Educational interventions for preventing vascular catheter bloodstream infections in critical care: evidence map, systematic review and economic evaluation. *Health Technology Assessment* 2014;18 (15).
- 182) Cooper K, Frampton G, Harris P, Jones J, Cooper T, Graves N, **Cleland** J, Shepherd J, Clegg A, Cuthbertson BH. Are educational interventions to prevent catheter-related bloodstream infections in intensive care unit cost-effective? *J Hosp Infect.* 2014 Jan;86(1):47-52.
- 183) **Cleland** JA, Scott N, Harrild K, Moffat M. Using databases in medical education research: AMEE Guide No. 77. *Medical Teacher* 2013; 35: e1103–e1122.
- 184) Roberts L, Whittle C, **Cleland** JA, Wald M. Measuring Communication in Physical Therapy Consultations: A Novel Approach. *Physical Therapy* 2013; 93: 479-491.
- 185) Paudyal V, Watson MC, Sach T, Porteous T, Bond CM, Wright DJ, **Cleland** JA, Barton G, Holland R. Are pharmacy-based minor ailments schemes a substitute for other service providers? A systematic review. *British Journal of General Practice* 2013; 63, 359-360.

- 186) **Cleland** JA, La Croix A, Cotton PB, Coull S, Skelton JA. Student communication during physical examination. *Clinical Teacher* 2013; 10: 84-87.
- 187) **Cleland** JA, Leggett H, Sandars J, Costa MJ, Patel R, Moffat M. The remediation challenge: Theoretical and methodological insights from a systematic review. *Medical Education* 2013; 47: 242-251.
- 188) **Cleland** JA, Johnston PW, Walker L, Needham G. Attracting healthcare professionals to remote and rural medicine: learning from doctors in training in the north of Scotland. *Medical Teacher* 2012; 34: e476-e482.
- 189) **Cleland** JA, Moffat MA, Small I. Stakeholder views of a community-based, anticipatory care service for patients with COPD. *Primary Care Respiratory Journal* 2012; 21: 255-260.
- 190) **Cleland** JA, Walker L, Watson MC, Denison A, Vanes N, Moffat M. Community pharmacists' perceptions of barriers to communication with migrants. *International Journal of Pharmacy Practice* 2012; 20: 148-154.
- 191) **Cleland** JA, Johnston P, French FH, Needham G. Associations between medical school and career preferences in Year 1 medical students in Scotland. *Medical Education* 2012; 46: 473-484.
- 192) Durning SJ, Dolmans DHJM, **Cleland** JA, Mennin S, Amin Z, Gibb TJ. The AMEE Research Committee: Initiatives to stimulate research and practice. *Medical Teacher* 2012; 34: 458-61. (Invited paper).
- 193) Bucknall CE, Miller G, McCluskey S, **Cleland** JA, Cotton M, Stevenson RD, Cotton P, Lloyd SM, McConnachie A. Glasgow Supported Self-management Trial (GSuST) for patients with moderate to severe COPD. *BMJ* 2012;344:e1060 doi: 10.1136/bmj.e1060
- 194) MacLean\* M, **Cleland** JA, Worrell M, Voge C. "What am I going to say here?" The experiences of doctors and nurses communicating with patients in a cancer unit. *Frontiers in Psychology for Clinical Settings* 2011; 2: 339.
- 195) Ross S\*\*, **Cleland** JA, von Fragstein M. Medical students' illness-related cognitions. *Medical Education* 2011; 45: 1241-1250.
- 196) **Cleland** JA, French FH, Johnston PW. A mixed-methods study identifying and exploring medical students' views of the UKCAT. *Medical Teacher* 2011; 33: 244-249.
- 197) Monrouxe LV, Rees CE, Lewis NJ, **Cleland** JA. Medical educators' social acts of passing underperformance in students: a qualitative study. *Advances in Health Sciences Research* 2011; 16: 239-252.
- 198) Stewart D, McCaig D, Diack LD, **Cleland** JA, Bond CM, McClure KM, Harkness S, Johnson G. Development and validation of a tool for formative assessment of consultation skills of pharmacist prescribers. *Family Practice* 2010; 27:520-526.
- 199) **Cleland** JA, MacKenzie, R, Ross, S, Sinclair, HK, Lee, AJ. A remedial intervention linked to a formative assessment is effective in terms of improving student performance in subsequent degree examinations. *Medical Teacher* 2010; 32: e185-e190.
- 200) Falconer\* D, **Cleland** JA, Fielding S, Reid I. Using the Cambridge Neuropsychological Test Automated Battery (CANTAB) to assess the cognitive impact of electroconvulsive therapy on visual and visuospatial memory. *Psychological Medicine* 2010; 40: 1017-1025.
- 201) Nicholson JA, **Cleland** JA, Lemon J, Galley HF. Why do medical students choose not to carry out an intercalated BSc? *BMC Medical Education* 2010; 10:25: doi: 10.1186/1472-6920-10-25
- 202) **Cleland** JA, Engel N, Dunlop R, Kay C. Innovation in medical education: A Summer Studentship Scheme. *Clinical Teacher* 2010; 7: 47-52.
- 203) Lynch B, Mackenzie R, Prescott G, **Cleland** JA, Dowell J. Does the UKCAT predict first-year performance in medical school? *Medical Education* 2009; 12: 1203-1209.

- 204) **Cleland JA**, Abe K, Rethans JJ. The use of simulated patients in medical education: AMEE Guide No 42. *Medical Teacher* 2009; 31: 477-486.
- 205) Ross\*\* S, MacLachlan A, **Cleland JA**. Introducing a Personal and Professional Development portfolio: Students' views on potential barriers and facilitators. *BMC Medical Education* 2009, 9: 69: <https://dx.doi.org/10.1186%2F1472-6920-9-69>
- 206) Watson MC, **Cleland JA**, Bond CM. Simulated patient visits with immediate feedback to improve the supply of over-the-counter medicines: A feasibility study. *Family Practice* 2009; 26:532-42.
- 207) Harris GA, **Cleland JA**, Collie A, McCrory P. Cognitive assessment of a trekking expedition to 5100m: A comparison of computerised and written testing methods. *Wilderness and Environmental Medicine* 2009; 20: 269-280.
- 208) Edwards RM, **Cleland JA**, Bailey K, McLachlan S, McVey, L-M. Supplementary pharmacist prescribers' written reflection on developing their consultation skills. *Reflective Practice* 2009; 10: 437-450.
- 209) Grieve\* JKW, Cruikshank ME, **Cleland JA**. Use of a modified Delphi method to develop Labour Ward learning objectives for undergraduate medical students. *Clinical Teacher*, 2009; 6: 186-9.
- 210) **Cleland JA**, Patey, R., Ross, S, Miller, S. "There is a chain of Chinese whispers ...": Empirical data supports the call to formally teach handover to pre-qualification doctors. *Quality and Safety in Healthcare*, 2009; 18: 267-271.
- 211) Fernando\*\* N, **Cleland JA**, Greaves K, McKenzie H. Comparing the newly introduced UKCAT with the standardised admission selection process at a Scottish Medical School. *Medical Teacher*, 2009; 31: 1018-1023.
- 212) Miller\*\* SC, Ross S, **Cleland J**. "Courses arranged to suit my needs": Medical student attitudes towards disability and support for disability in medicine. *Medical Teacher* 2009; 31: 556-561.
- 213) **Cleland JA**, Milne A, Sinclair HK, Lee AJ. An intercalated BSc degree is associated with higher marks on subsequent undergraduate medical degree exams. *BMC Medical Education* 2009, 9:24: <https://dx.doi.org/10.1186%2F1472-6920-9-24>
- 214) Chesser A, Cameron H, Evans P, **Cleland JA**, Boursicot K, Mires G. Sources of variation in a shared OSCE station across four UK medical schools. *Medical Education*, 2009; 43: 526-532.
- 215) George J, **Cleland JA**, Bond CM, McCaig DJ, Cunningham ITS, Diack HL, Stewart DC. Experiential learning for supplementary prescribing trainees: Views and experiences of pharmacists and mentors. *Pharmacy World and Science*, 2008; 30: 265-271.
- 216) Fernando\*\* N, **Cleland JA**, McKenzie H, Casar K. Identifying the factors that determine feedback given to Undergraduate Medical Students following formative mini-CEX assessments. *Medical Education* 2008; 42: 89-95.
- 217) **Cleland JA**, Milne A, Sinclair HK, Lee AJ. Predicting performance cohort study: is performance on early MBChB assessments predictive of later undergraduate grades? *Medical Education* 2008; 42: 676-683.
- 218) Stewart\*\* F, **Cleland JA**. The introduction of standardized clinical surgical teaching: students' and tutors' perceptions of new teaching and learning aids. *Medical Teacher* 2008; 30:5, 508-512.
- 219) **Cleland JA**, Knight L, Rees C, Tracey S, Bond CB. "Is it me or is it them?" Factors influencing assessors' failure to report underperformance in medical students. *Medical Education* 2008; 42: 800-809.
- 220) Rees C, Knight L, **Cleland JA**. "You don't want to sort of be the one who sticks the knife in them": Medical educators' metaphoric talk about their assessment relationships with students. *Assessment and Evaluation in Higher Education* 2008; 34: 455-467.
- 221) Wilson\*\* M, **Cleland JA**. Evidence for the acceptability and academic success of an innovative remote and rural extended placement. *Rural and Remote Health* 2008; 8: 960. (Online).

- 222) **Cleland** JA, Ford R, Hamilton N, Nabavian S, Walker K. Breaking bad news: development, delivery and initial evaluation of an interactive web-based e-learning package. *Clinical Teacher* 2007; 4: 94-99. (Invited article)
- 223) Patey R, Flin R, Cuthbertson BH, MacDonald L, Mearns K, **Cleland** JA, Williams D. Patient Safety: Helping medical students understand error in healthcare". *Quality and Safety in Health Care* 2007; 16: 256-259.
- 224) **Cleland** JA, Bailey K, McLachlan S, McVey L, Edwards R. Communication skills for supplementary pharmacist prescribers: a qualitative study of participants' reflections on learning. *International Journal of Pharmacy Practice* 2007; 15: 101-104.
- 225) George J, Bond CM, McCaig DJ, **Cleland** JA, Cunningham ITS, Diack HS, Stewart DC. Experiential learning as part of pharmacist supplementary prescribing training: feedback from trainees and their mentors. *Annals of Pharmacotherapy* 2007; 41: 1031 - 1038.
- 226) Sinclair\*\* H, **Cleland** JA. Medical undergraduate students – who seeks formative feedback? *Medical Education* 2007; 41: 580-582.
- 227) Watson MC, **Cleland** JA, Francis J, Inch, J, Bond CM. Communication skills training for medicine counter assistants to improve consultations for non-prescription medicines. *Medical Education* 2007; 41: 450-459.
- 228) **Cleland** JA, Francis J, Watson MC, Inch J, Bond C. Using theory to improve communication: designing a communication skills training package for medicine counter assistants. *International Journal of Pharmacy Practice* 2007; 15: 79-81.
- 229) Fernando\*\* N, McAdam T, **Cleland** JA, Yule S, McKenzie H, Youngson G. How can we best prepare our undergraduates for theatre-based learning. *Medical Education* 2007; 41: 968-974.
- 230) Fernando\*\* N, McAdam T, Youngson G, McKenzie H, **Cleland** JA, Yule S. Undergraduate medical students' perceptions and expectations of theatre-based learning: how can we improve the student learning experience. *The Surgeon* 2007; 5: 271-74.
- 231) Moffat\* M, **Cleland** JA, van der Molen T, Price D. Poor communication may impair optimal asthma care: a qualitative study. *Family Practice* 2007; 24: 65-70.
- 232) **Cleland** JA, Ryan D, Price DB. Mobile phone technology for data gathering. *Journal of Telemedicine and Telecare* 2007; 13: 85-89.
- 233) **Cleland** JA, Lee AJ, Hall S. Associations of depression and anxiety with gender, age, health-related quality of life and symptoms in primary care COPD patients. *Family Practice* 2007; 24: 217-223.
- 234) Nickol A, Levermont J, Richards P, Seal P, Harris G, **Cleland** JA et al. Temazepam at high altitude reduces periodic breathing without impairing next-day performance: a randomised cross-over double blind study. *Journal of Sleep Research* 2007; 15: 4: 445-454.
- 235) **Cleland** JA, Hall S, Lee AJ. Lessons learnt from an exploratory, pragmatic cluster randomized trial of practice nurse training in use of asthma action plans. *Primary Care Respiratory Journal* 2007; 16: 299-303.
- 236) Ross\*\* S, **Cleland** JA, McLeod M-J. Stress, debt and undergraduate medical student performance. *Medical Education* 2006; 40: 584-589.
- 237) Moffat\*\*, M, Sheikh A, Price D, Peel A, Williams S, **Cleland** J, Pinnock H. Can you be a generalist and a specialist? Stakeholders' views on a respiratory GP with a Special Interest service. *BMC Health Services Research* 2006; 6: <https://doi.org/10.1186/1472-6963-6-62>.
- 238) Moffat\* M, **Cleland** JA, van der Molen T, Price D. Sub-optimal patient and physician communication in primary care consultations; its relation to severe and difficult asthma. *Primary Care Respiratory Journal* 2006; 15: 159-165.



- 239) **Cleland** JA, Mackenzie M, Small I, Douglas JG, Gentles I. Managing COPD in primary care in North-East Scotland. *Scottish Medical Journal*, 2006; 51: 9-14.
- 240) **Cleland** JA, Price DB, Lee AJ, Gerard S, Sharma A. Evaluating spiritual healing in asthma: a pragmatic, single-blind, three-arm randomized controlled pilot study. *Journal of the Royal College of General Practitioner*, 2006; 56: 444-449.
- 241) **Cleland** JA, Mackenzie M, Small I, Douglas JG, Gentles I. Developing COPD management in the community in North-East Scotland. *Airways Journal* 2006; 4: 14-20.
- 242) **Cleland** JA, Friend J, Lee G, Osman L. Teaching smoking cessation knowledge to second year medical undergraduates. *Medical Teacher* 2005; 27: 655-657.
- 243) **Cleland** JA, Foster K, Moffat M. Undergraduate students' attitudes to communication skills learning differ depending on year of study and gender. *Medical Teacher* 2005; 27 (3): 246-251.
- 244) **Cleland** JA, Arnold R, Chesser A. Failing finals is often a surprise for the student but not the teacher. *Medical Teacher* 2005; 27: 504-508.
- 245) Moffat\*\* M, Sinclair HK, **Cleland** JA, Smith WCS, Taylor RJ. Epidemiology Teaching: student and tutor perceptions. *Medical Teacher* 2004; 26: 691-695.
- 246) Haughney J, Barnes G, Partridge M, **Cleland** J. The living and breathing study: a study of patients' views of asthma and its treatment. *Primary Care Respiratory Journal* 2004; 13: 28-35.
- 247) **Cleland** J, Thomas M, Pinnock H. The views and attitudes of general practitioners and smokers toward provision of opportunistic smoking cessation advice: a qualitative study. *Primary Care Respiratory Journal* 2004; 13 (3): 144-148.
- 248) Moffat\* M, **Cleland** J, Price D, van der Molen T. General practitioners' understanding of severe and difficult asthma: A qualitative study. *Primary Care Respiratory Journal* 2002; 11: 99-102.
- 249) Hepper PG, **Cleland** JA. Developmental aspects of kin recognition. *Genetica* 1998-1999;104(3):199-205.
- 250) Kremer J, Hallmark A, **Cleland** J, Ross V, Duncan J, Lindsay B, Berwick S. Gender and equal opportunities in public sector organizations. *Journal of Occupational and Organizational Psychology* 1996, 69; 183-198
- 251) **Cleland** JA. Parent-offspring interactions in the Mongolian Gerbil, *Meriones unguiculatus*. *Irish Journal of Psychology* 1994; 14: 602-603.
- 252) Moore K, **Cleland** JA, McGrew WC. Visual encounters between families of cotton-top tamarins. *Primates* 1991; 3: 8-20.

#### Editorials/commentaries/Discussion/Features/Debate Papers and Review Articles (peer-reviewed)

- 1) Cleland J, Ajjawi R, Eva K. Constructive dialogue: Strengthening our knowledge by exploring cross-cultural differences. *Medical Education*. First published: 28 August 2024  
<https://doi.org/10.1111/medu.15494>
- 2) Shah,AP, **Cleland** J, Ross S. Bringing social accountability education into hospital-based clinical practice. *Medical Education* 2024; 58(5): 491-493.
- 3) Gibson-Smith K, **Cleland** J, Johnston PJ. Affordability, inclusivity and justice – threats to the sustainability of the medical workforce in an economic crisis. *Journal of the Royal College of Physicians of Edinburgh* 2023, doi:[10.1177/14782715231175004](https://doi.org/10.1177/14782715231175004)
- 4) **Cleland** J, Johnston PJ. Full time for quick fixes – supporting educators and learners in the 'new Normal'. *Journal of the Royal College of Physicians of Edinburgh* 2022; 52(1): 4–5.

- 5) Ajjawi R, Crampton PES, Ginsburg S, Mubuuu GA, Hauer KE, Illing J, Mattick K, Monrouxe L, Nadarajah VD, Vu NV, Wilkinson T, Wolvaardt L, **Cleland J**. Promoting inclusivity in health professions education publishing. *Medical Education* 2022; 56 (3): 252-254.
- 6) Ellis\* R, Brennan PA, Scrimgeour DSG, Lee AJ, **Cleland J**. MRCS: Who recruits the best candidates? *Surgical Life*. 2021; 60; 33-36.
- 7) Tolsgaard M, **Cleland J**, Wilkinson T, Ellaway R. How we make choices and sacrifices in medical education during the COVID-19 pandemic. *Medical Teacher*. 2020; 42: 741-743.
- 8) **Cleland J**, Tan ECP, Tham KY, Low-Beer N. "It is what it is." Or is it? How Covid-19 opened up questions of materiality in medical education. *Advances in Health Sciences Education* 2020; 25:479–482.
- 9) **Cleland J**. Resilience or Resistance: A personal response to COVID-19. *Medical Education* 2020; 54 (7): 589-590.
- 10) Ellaway R, **Cleland J**, Tolsgaard M. What we learn in time of pestilence. *Advances in Health Sciences Education* 2020 25(2): 259-261. (Invited)
- 11) **Cleland JA**, Johnston PJ. Taking a break: doctors opt out of training after foundation year 2. *BMJ* 2019; 365 doi: <https://doi.org/10.1136/bmj.11509> (Published 02 April 2019). (Invited)
- 12) Hawick\* L, Thomson A, **Cleland JA** culture of control? *Medical Education*, 2019; 53: 212-214. (Invited)
- 13) Varpio L, Driessen E, Maggio L, Lingard L, Winston K, Kulasegaram K, Nagler A, **Cleland J**, Schönrock-Adema J, Paradis E, Mørcke AM, Hu W, Hay M, Tolsgaard, MG. Advice for authors from the editors of Perspectives on Medical Education: Getting your research published. *Perspectives in Medical Education*, 2018 7:343–347. (Invited)
- 14) Scrimgeour\* D, **Cleland J**, Lee AJ, Brennan PA. What is the value of the membership of the Royal College of Surgeons Examination (MRCS) and can it predict future performance? *Surgeons News*, December 2018. <https://www.rcsed.ac.uk/news-public-affairs/surgeons-news/december-2018> (p30-31). (Invited)
- 15) Scrimgeour\* D, **Cleland J**, Lee AJ, Brennan PA. Factors predicting success in the Intercollegiate Membership of the Royal College of Surgeons (MRCS) examination: a summary for OMFS. *Br J Oral Maxillofac Surg* 2018; 56: 567-570. (Invited)
- 16) **Cleland JA**, Durning SJ, Driessen E. Medical education research: aligning design and research goals. *Medical Journal of Australia* 2018; 208 (11): 473-475. (Invited)
- 17) **Cleland JA**. The medical school admissions process and meeting the public's health care needs: Never the twain shall meet? *Academic Medicine* 2018; 93:972–974. (Invited)
- 18) Alexander\*\* K, **Cleland J**. Satisfying the hydra: the social imperative in medical school admissions. *Medical Education* 2018; 52 (6): 587-589. (Invited)
- 19) **Cleland JA**. Simulation based education. *The Psychologist* October 2017. <https://the-psychologist.bps.org.uk/volume-30/october/simulation-based-education> (Invited)
- 20) **Cleland JA**, Dolmans D. Looking beyond the individual: Quality research requires supportive environments. *Medical Teacher* 2017; 39 (9): 904-905. (Invited)
- 21) **Cleland JA**, Gibson C, Jenkins J. Celebrating ASME's diamond anniversary: 60 years at the forefront of medical education. *Medical Education* 2017; 51 (7): 674–675. (Invited)
- 22) Patterson F, **Cleland JA**, Cousins F. Selection methods in healthcare professions: where are we now and where next? *Advances in Health Sciences Education* 2017; 22:229–242. (Invited)
- 23) Alexander\* K, Nicholson S, **Cleland JA**. Let us not neglect the impact of organisational culture on increasing diversity within medical schools. *Perspectives in Medical Education*; 6 (2): 65-67. doi:10.1007/s40037-017-0342-4. (Invited)

- 24) **Cleland** JA, Roberts T. Through the looking glass: a different lens on medical education. *Medical Education* 2016; 50 (12): 1184–1185. (Invited)
- 25) **Cleland** JA, Patey R, Thomas I, Walker K, O'Connor P, Russ S. Supporting transitions in medical career pathways: the role of simulation-based education. *Advances in Simulation* 2016 1:14 (Invited) <https://doi.org/10.1186/s41077-016-0015-0>
- 26) Hall\*\* E, **Cleland** J, Mattick K. Partnerships in medical education: looking across disciplinary boundaries to extend knowledge. *Perspectives in Medical Education* 2016; 5: 71-72. (Invited)
- 27) Hawick\* L, Kitto S, **Cleland** J. Curriculum reform: the more things change, the more they stay the same? *Perspectives in Medical Education* 2016; 5: 5-7. (Invited)
- 28) Brown\*\* C, **Cleland** JA, Walsh K. The costs of medical education assessment. *Medical Teacher* 2016; 38: 111-112.
- 29) Johnson PW and **Cleland** JA. Developing an educational environment in healthcare settings. *Clinical Tutor* 2014; 19: 8-10. (Invited)
- 30) **Cleland** JA, Reeve J, Rosenthal J, Johnston P. Resisting the tick box culture: refocusing medical education and training. *British Journal of General Practice*, 2014; 64: 422-424. (Invited)
- 31) **Cleland** JA and Johnston PG. Enculturation into medicine: power for teachers or empowering learners. *Medical Education* 2012; 46: 835-37. (Invited)
- 32) **Cleland** JA, Patel R. FOCUS on underperformance and how to address it. *The Clinical Teacher* 2012; 9: 65-66. (Invited)
- 33) Thomas M, **Cleland** JA, Moffat M. Asthma and psychological dysfunction. *Primary Care Respiratory Journal*, 2011; 20: 250-256.
- 34) Price DB, Freeman D, **Cleland** JA, Kaplan A, Cerasoli F, Jones R. Earlier diagnosis and earlier treatment of COPD in primary care is the solution. *Primary Care Respiratory Journal*, 2011; 20: 15-22.
- 35) Furler J, **Cleland** JA, Del Mar C, Hanratty B, Kadam U, Lasserson D, McCowan C, Magin P, Mitchell C, Qureshi N, Rait G, Steel N, van Driel M, Ward A. Leadership and future primary care research. *BMC Family Practice*, 2008; 9: 52.
- 36) Horne R, Price D, **Cleland** JA et al. Can asthma control be improved by understanding the patient's perspective? Report of a debate. *BMC Pulmonary Medicine*, 2007; 7: 8.
- 37) **Cleland** JA, Price DB. Achieving optimal asthma control: can this be informed by recent studies of professional-patient communication? *Primary Care Respiratory Journal*, 2005;14: 233-235. (Invited)
- 38) **Cleland** JA, Patel R. FOCUS on underperformance and how to address it. *The Clinical Teacher* 2012; 9: 65-66. (Invited)
- 39) Thomas M, **Cleland** JA, Moffat M. Asthma and psychological dysfunction. *Primary Care Respiratory Journal*, 2011; 20: 250-256.
- 40) Price DB, Freeman D, **Cleland** JA, Kaplan A, Cerasoli F, Jones R. Earlier diagnosis and earlier treatment of COPD in primary care is the solution. *Primary Care Respiratory Journal*, 2011; 20: 15-22.
- 41) Furler J, **Cleland** JA, Del Mar C, Hanratty B, Kadam U, Lasserson D, McCowan C, Magin P, Mitchell C, Qureshi N, Rait G, Steel N, van Driel M, Ward A. Leadership and future primary care research. *BMC Family Practice*, 2008; 9: 52.
- 42) Horne R, Price D, **Cleland** JA et al. Can asthma control be improved by understanding the patient's perspective? Report of a debate. *BMC Pulmonary Medicine*, 2007; 7: 8.
- 43) **Cleland** JA, Price DB. Achieving optimal asthma control: can this be informed by recent studies of professional-patient communication? *Primary Care Respiratory Journal*, 2005;14: 233-235. (Invited)

- 44) **Cleland** JA, Price DB. Implementing self-management plans for asthma patients. *Prescriber* 2004; 15: 76-79. (Invited)
- 45) **Cleland** JA. Overcoming the challenges of asthma self-management plans. *Airways Journal*, 2004; 2: 1: 26-29.
- 46) Thomas M, **Cleland** JA, Price D. Database studies in asthma pharmacoeconomics: uses, limitation and quality markers. *Expert Opinions in Pharmacotherapy*, 2003; 4: 351-358. (Invited)
- 47) **Cleland** JA, Thomas M, Price D. Pharmacoeconomics of asthma treatment. *Expert Opinions in Pharmacotherapy*, 2003; 4: 311-318. (Invited)

#### Features – Questions and Quandaries series for Advances in Health Sciences Education

- 1) O'Sullivan P, Kuper A, **Cleland** J. Questions and Quandaries. Who should proof my paper? *Advances in Health Sciences Education* 2024, 29 (3), 721-723.
- 2) Chen, H.C., Kuper, A., **Cleland**, J. O'Sullivan P. Questions and Quandaries. Should I do a synthesis (i.e. literature review). *Advances in Health Sciences Education* 2024, 29 (2), 367–370.
- 3) **Cleland**, J., O'Sullivan, P. & Kuper, A. Questions and Quandaries. I'd like to use a questionnaire (sub-text: this will be an easy way to get data. Right?). *Advances in Health Sciences Education* 2024, 29 (1), 5–7 <https://doi.org/10.1007/s10459-024-10321-7>
- 4) Kuper, A., O'Sullivan, P. & **Cleland**, J. Questions and Quandaries. How should I determine author order for this paper. *Advances in Health Sciences Education* 2023, 28 (5), 1367–1369.
- 5) O'Sullivan, P., Kuper, A. & **Cleland**, J. Questions and Quandaries. Should we be joint first authors? *Advances in Health Sciences Education* 2023, 28 (4), 1023–1026.
- 6) Kuper, A., O'Sullivan, P. & **Cleland**, J. Questions and Quandaries. Who should be an author on this paper? *Advances in Health Science Education* 2023, 28 (3), 665–668.
- 7) **Cleland** J, O'Sullivan P, Kuper A. Questions and Quandaries. My paper has been rejected without review. What do I do now? *Advances in Health Sciences Education* 2023, 28 (2), 323–326.
- 8) Kuper A, O'Sullivan P, **Cleland** J. Questions and Quandaries. How to respond to reviewer feedback. *Advances in Health Sciences Education* 2023; 28 (1), 7–12.

#### Book Chapters

- 1) **Cleland** J, Poobalan A, Alexander K. Sampling and recruiting participants. In Rees EL, Ledger A, Walker KA. 2023. *Starting Research in Clinical Education*. Wiley: Oxford, p.47-56.
- 2) **Cleland** JA. Exploring versus measuring: considering the fundamental differences between qualitative and quantitative research. In Cleland JA and Durning S. 2023. *Researching Medical Education* (Edition 2). Wiley: Oxford, p.1-13.
- 3) Nicholson S, Alexander K, Coyle M, **Cleland** JA. Reframing research on widening participation in medical education: using theory to inform practice. In Cleland JA and Durning S. 2023. *Researching Medical Education* (Edition 2). Wiley: Oxford, p.41-51.
- 4) Bleakley A, **Cleland** JA. Sticking with messy realities: how 'thinking with complexity' can inform healthcare education research. In Cleland JA and Durning S. 2023. *Researching Medical Education* (Edition 2). Wiley: Oxford, p.199-208
- 5) **Cleland** JA and Durning SJ. 2021. Medical Education Research. In Dent JA and Harden RM. *A Practical Guide for Medical Teachers (6th Edition, May 2021)*. Churchill Livingstone: London.

- 6) Poobalan A, **Cleland** JA, Durning SJ. Step1: Needs Assessment. In Phillips A, Durning S, Artino A. *Survey Methods for Medical and Health Professions Education. A Six-Step Approach* (1st Edition - April 10, 2021).
- 7) Riddell R, **Cleland** JA. 2019. Communication Skills. In van Teijlingen E, Humphris G. *Psychology and Health Applied to Medicine*. 4th Edition. Churchill Livingstone: Edinburgh.
- 8) **Cleland** JA, Nicholson S. 2018. Widening access: Achieving equity in medical education. In: *Selection and Recruitment in the Healthcare professions: research, theory and practice*, edited by Patterson F & Zibarras L. Palgrave-McMillan.
- 9) Alexander\* K, **Cleland** JA. 2018. Social inclusion or social engineering? The politics and reality of widening access to medicine in the UK. For the book: *Achieving Equity and Academic Excellence in Higher Education: Global Perspectives in an Era of Widening Participation?* Edited by Shah M, McKay J. Palgrave-McMillan.
- 10) **Cleland** JA and Durning SJ. 2017. Medical Education Research. In Dent JA and Harden RM. *A Practical Guide for Medical Teachers (4<sup>th</sup> Edition)*. Churchill Livingstone: London.
- 11) **Cleland** JA. Exploring versus measuring: considering the fundamental differences between qualitative and quantitative research. In **Cleland** JA and Durning S. 2015. *Researching Medical Education*. Wiley: Oxford, p.3-14.
- 12) Bleakley A, **Cleland** JA. Sticking with messy realities: how 'thinking with complexity' can inform healthcare education research. In **Cleland** JA and Durning S. 2015. *Researching Medical Education*. Wiley: Oxford, p.81-92.
- 13) Nicholson S, **Cleland** JA. Reframing research on widening participation in medical education: using theory to inform practice. In **Cleland** JA and Durning S. 2015. *Researching Medical Education*. Wiley: Oxford, p.231-243.
- 14) **Cleland** JA, Leaman J, Billett S. 2014 Developing medical capacities and dispositions through practice-based experiences. In Harteis C, Rausch A, Seifried J (Eds.) *Discourses on Professional Learning: On the Boundary between Learning and Working*. Springer, Dordrecht: The Netherlands.
- 15) **Cleland** JA, Abe K, Rethans JJ. 2014. The use of simulated patients in medical education. In Welsh K (Eds) *Oxford Handbook of Medical Education*, Chapter 17. Oxford University Press: Oxford, UK.
- 16) **Cleland** JA and Roberts TE. 2013. Medical Education Research. In Dent JA and Harden RM. *A Practical Guide for Medical Teachers (3<sup>rd</sup> Edition)*. Churchill Livingstone: London.
- 17) **Cleland** JA. 2012. Clinical Consultation Skills. In Suzuki Y, Fujisaki K, Niwa M. *Challenge of Medical Education in Japan*. Shinoharashinsha Publishers Inc: Japan.
- 18) Cotton P, McKillop J, **Cleland** JA. 2011. Activity limitation and disability. In: **Cleland** JA and Cotton P. *Health, Behaviour and Society: Clinical Medicine in Context*. Learning Matters: Exeter.
- 19) Smith J, **Cleland** JA. 2011. The interaction of psychological factors with illness, disease and treatment. In: **Cleland** JA and Cotton P. *Health, Behaviour and Society: Clinical Medicine in Context*. Learning Matters: Exeter.
- 20) **Cleland** JA, Smith J. 2011. Using psychology to help your medical practice. In: **Cleland** JA and Cotton P. *Health, Behaviour and Society: Clinical Medicine in Context*. Learning Matters: Exeter.
- 21) **Cleland** JA, Laird S, Smith B. 2011. An introduction to health and illness in society. In: **Cleland** JA and Cotton P. *Health, Behaviour and Society: Clinical Medicine in Context*. Learning Matters: Exeter.
- 22) Deans G, **Cleland** JA. 2009. Communication Skills. In Alder B, Abraham C, van Teijlingen E, Porter M. *Psychology and Health Applied to Medicine*. 3<sup>rd</sup> Edition. Churchill Livingstone: Edinburgh.

- 23) Richards P, **Cleland J**, Zuckerman J. 2006. How physical factors in aviation and travel affect psychological functioning. In Bor, R, & Hubbard, T. *Aviation Mental Health: Psychological Implications for Air Transportation*. Ashgate Publishing: Hants, UK.
- 24) **Cleland JA**, Price DB. 2004. Uses of Nebulizers in Primary Care: issues and challenges, pp.211-234. In Boe, J, O'Driscoll, R. & Dennis, J.H. *Practical Handbook of Nebulizer Therapy*. Martin Dunitz Ltd: London.
- 25) **Cleland JA**, Price DB. 2002. The worldwide burden of asthma. In *Evidence-based Asthma Management*. Harcourt: London.

#### Books

- 1) **Cleland JA** and Durning S. 2023. *Researching Medical Education* (2<sup>nd</sup> Edition). Wiley: Oxford<sup>12</sup>.
- 2) **Cleland JA** and Durning S. 2015. *Researching Medical Education*. Wiley: Oxford.
- 3) **Cleland JA** and Cotton P. 2011. *Health, Behaviour and Society: Clinical Medicine in Context*. Learning Matters: Exeter.

#### Letters

- 1) Han\*\* SW, **Cleland J**, Tan E. Professional development during the COVID-19 pandemic: Crisis or opportunity? *Medical Teacher* 2022; 44 (12): 1420-1420.
- 2) Han\*\* SW, **Cleland J**, Yang L. Feedback in online classes: Keeping it real-time. *Medical Education* 2022; 56: 577-578.
- 3) Tan\*\* E, **Cleland J**. Using time wisely – Aligning ice breakers with the objective of a session. *Medical Teacher* 2022, 44:8, 942-943.
- 4) **Cleland J**, Johnston PW. Putting spin on the great gamble. *R Coll Physicians Edin* 2021; 51 (2): 204-205.
- 5) **Cleland J**, Gibson-Smith K. Are aptitude tests the solution to widening participation during COVID-19? Reply to Read. *R Coll Physicians Edin* 2021; 51 (2): 201-202.
- 6) Yang\*\* L, Jumat R, Han P, Ang J, Rosby L, Rajalingam P, **Cleland J**. Maintaining engagement with efficiency: Facilitating large-group online TBL. *Medical Teacher* 2022; 44(2): 220.
- 7) **Cleland J**, Yang L, Rosby L. Cameras on or off: What is the question? *Medical Teacher*. 2021, 43:11, 1338-1338.
- 8) **Cleland J**. The “Uncurated Exposure” of Videoconferencing. *Academic Medicine*. 2020; 95 (9): 1293-1294.
- 9) Walsh K, **Cleland JA**, Maloney S. Efficiency in healthcare professional education. *Medical Education* 2018; 52(3): 347.
- 10) Johnston PJ, **Cleland JA**. Staff in the NHS are, first and foremost, people. *BMJ* 9th February 2018. (*BMJ Letter of the Week*)
- 11) Patterson F, Knight A, Dowell J, Nicholson S, Cousans F, **Cleland J**. Response to Adam et al regarding selection methods. *Medical Education* 2017; 51: 670.
- 12) Currie GP, **Cleland JA**. Sequential objective structured clinical examinations: Number of stations. *Medical Teacher* 2016; 38 (8): 857-858.
- 13) Kaplan A, Freeman D, **Cleland JA**, Cerasoli F, Price DB. Detecting mild COPD is not a waste of resources. *Primary Care Respiratory Journal*, 2011; 20: 238-239.

<sup>12</sup> The 2<sup>nd</sup> Edition of Researching Medical Education sold nearly 700 copies in its first year of publication (2023).

- 14) **Cleland** JA, Watson, MC. Communication is essential for patient care. *Pharmaceutical Journal*, 2003; 271: 710.
- 15) **Cleland** JA, Moffat M. Concern over methodology. *BMJ*, 2001; 322: 1121.

#### **Abstracts in Peer Reviewed Journals**

I have approximately 30 abstracts (mostly conference proceedings) published in peer-reviewed journals. Publication of abstracts is not common practice in medical education so these are mostly from my portfolio of respiratory research, or, more recently, my surgical education work.

## Reports

Much of my UK research was commissioned by external organisations including the UK's General Medical Council (GMC), the UK's Medical Schools Council (MSC) and NHS Education for Scotland. This means that my research is practical, impacting immediately on educational practice and policy. For example, the recommendations in Report 8 below directly influenced change in UK medical schools' admissions procedures. My research on medical careers decision making feeds up directly to the Scottish Government, informing policy and practice on aspects of medical education including funding additional medical school places.

- 1) Brennan N, Wong G, Prescott-Clements L, Withers L, Gale T, **Cleland J**, Archer J. Remediating doctors' performance to restore patient safety: A realist review. Final project report to NIHR HS&DR (National Institute for Health Research Health Services and Delivery Research [HS&DR] Programme). Project:17/06/04, PROSPERO registration, CRD42018088779.
- 2) **Cleland JA**, Cousans F, Patterson F, Nicholson S. The use of contextual data in medical school selection processes: a narrative synthesis. A project commissioned by the Medical Schools Council (MSC) and incorporated into various MSC publications and resources.
- 3) Skåtun D, Watson V, Krucien N, Johnston P, **Cleland J**. (2016) 'Junior doctors training: is it really location, location, location?' Health Economics Research Unit Policy Brief, University of Aberdeen, September 2016.
- 4) I was also a member of the Academy of Medical Royal Colleges (AoMRC) Task and Finish group which produced the report **Quality Improvement –training for better outcomes**, published in March 2016 <http://www.aomrc.org.uk/> This report was the foundation for building capability for quality improvement in professional training, in collaboration with both the Health Foundation and Health Education England.
- 5) **Cleland JA**, Dowell J, Nicholson S, Patterson F. How can greater consistency in selection between medical schools be encouraged? A project commissioned by the Selecting for Excellence Group (SEEG). The report from this commissioned work received widespread national press coverage: <http://www.medschools.ac.uk/SiteCollectionDocuments/Selecting-for-Excellence-research-Professor-Jen-Cleland-et-al.pdf>
- 6) Frampton GK, Harris P, Cooper K, Cooper T, **Cleland J**, Jones J, et al. Educational interventions for preventing vascular catheter bloodstream infections in critical care: evidence map, systematic review and economic evaluation. Final project report to NIHR (National Institute for Health Research Health Technology Assessment [HTA] Programme. *Health Technol Assess* 2014;18 (15). <https://doi.org/10.3310/hta18150>
- 7) **Cleland JA**, Nicholson S. A project commissioned by the Selecting for Excellence Group (SEEG). The report from this commissioned work was published in full in their 2013 end-of-year report (<http://www.medschools.ac.uk/Publications/Documents/MSC-Selecting-for-Excellence-End-of-year-report.pdf>)
- 8) **Cleland JA**, Johnston P, Mattick K, Rees C, Skatun D, Watson V. Understanding push-pull factors in medical careers decision making. End-of-award report for NHS Education for Scotland, Nov 2013.
- 9) Rees CE, **Cleland JA**, Mattick K, Monrouxe LV, Dennis A & Kelly N. Supervised Learning Events Qualitative Evaluation Project. End-of-award report for the Academy of Medical Royal Colleges, May 2013.
- 10) **Cleland JA**, Dowell J, McLachlan J, Nicholson S, Patterson F. Identifying best practice in the selection of medical students. Commissioned by the General Medical Council (GMC), published in 2013: [http://www.gmc-uk.org/Identifying\\_best\\_practice\\_in\\_the\\_selection\\_of\\_medical\\_students.pdf\\_51119804.pdf](http://www.gmc-uk.org/Identifying_best_practice_in_the_selection_of_medical_students.pdf_51119804.pdf)
- 11) Patey R, Flin R, Ross S, **Cleland JA**, Jackson J, Moffat M, Thomson A. WHO Patient Safety Curriculum Guide for Medical Schools: Evaluation Study: Report to WHO Patient Safety Programme. [https://www.who.int/patientsafety/education/curriculum/PSP\\_Eval\\_Study\\_Report-2011\\_March-2012.pdf](https://www.who.int/patientsafety/education/curriculum/PSP_Eval_Study_Report-2011_March-2012.pdf)



## CONFERENCES AND PRESENTATIONS

### Conferences

I regularly contribute to national and international conferences (e.g., AMEE, CCME, ASME, Ottawa) in terms of leading or contributing to symposia, presenting papers and chairing sessions (see later).

I also lead and organise international conferences in my spheres of interest, the most notable of which are:

- *Programme Chair, AMEE 2024 Basel, Switzerland.* The major conference in my field, attracting around 5,000 delegates. I was responsible for assembling the main conference program. This included: selecting the Program Committee, constructing and distributing the Call-for-Papers, overseeing the reviewing process, organizing the Program Committee Meetings, overseeing the selection of accepted papers, communicating the review results to authors, overseeing Awards, selecting invited speakers, creating the conference program, communicating with AMEE's Executive Committee.
- *Transform Medical Education.* Originally a meeting to bring together the LKCMedicine partners of Imperial College London and Nanyang Technological University, under my leadership this conference grew into an international research-focused event coupled with regular virtual events. The latter ("Digital Transform Medical Education"), engaging international speakers and attracting regular audiences of 100+ from more than 30 countries. We then repositioned the 2022 face-to-face meeting, bringing in international speakers, and pitching the content and format to appeal to a broader audience. We attracted nearly 400 attendees from 10+ countries.
- *Global Relationships in Medical Education: From Overseas Partners to the Patient or Student in Front of You*, 24th August 2017, Woburn House, London. This meeting was organized in partnership with the Wilson Centre, Toronto, Canada, and the Medical Schools Council (MSC).
- In collaboration with colleagues from Monash University, Australia, I co-organised three major international conferences on *Selection into the Healthcare Professions*. Two of these were held in Melbourne, Australia (in 2016 and 2018) while the third was a "Think Tank" on the same topic, in Prato, Italy, August, 2019.
- Co-organized, in collaboration with the MSC, a "REF 2020" day for those working in medical education research (MER), held at UCL, London, 12<sup>th</sup> November 2015.
- Hosted the *2015 Rogano Conference* in Glasgow, UK. This meeting focuses on the development of PhD students and postdoctoral researchers via an annual meeting focused on vibrant scientific discussion. I used my leadership role to extend the community of practice, modernize the format and focus, and embrace new members, resulting in delegates from Canada, the USA, Australia, Finland, Sweden, Denmark, The Netherlands and South Africa.
- I am co-founder of the *International Network for Researchers in Selection into Healthcare (InReSH)*. The inaugural event was held in 2014 in London, attracting colleagues from nine countries across three continents. Since this time InReSH meetings have been held in Glasgow UK in 2015, Perth Australia in 2016, Helsinki, Finland in 2017, Lyon, France 2022, and back in Glasgow for 2023, with new countries joining each year. InReSH meetings now regularly attract 50-60 international colleagues.

### Presentations

I have given more than 100 invited and keynote addresses at local, national and international events frequently, to specialty-specific audiences as well as more diverse groups of those with an interest in medical education and training. The focus of my presentations varies depending on the audience but are typically on the following topics:

- Selection, assessment and performance in medical school and postgraduate training
- Medical student and trainee (resident) careers decision making
- Learning in simulated and real-life environments
- Cost and value in medical education and training

## Presentations (invited)

### International fora

- *Pros & Cons of Using Cost-effective Educational Strategies*. Invited keynote at the Affordability of Health Professional Education 2-day workshop hosted by the US National Academies of Sciences, Engineering and Medicine's Global Forum on Innovation in Health Professional Education, 23-24<sup>th</sup> April 2025 (Hybrid: in-person at Washington DC and virtual).
- *Evidence-Based Surgical Training; but isn't it complicated?* Invited Plenary at the Faculty of Surgical Trainers Annual Conference, Royal College of Surgeons of Edinburgh, 2<sup>nd</sup> December 2024 (Virtual).
- *Addressing the tensions between education and service delivery*. Invited plenary at Chang Gung Medical Week 2024, Kaoshiung, Taiwan, 19<sup>th</sup> October 2024.
- *From idea to published paper: conducting research that is generalisable to other contexts*. Invited workshop delivered twice, once at Linkou Hospital, Taipei, and once at Kaoshiung Medical Hospital, Kaoshiung, Taiwan, 16<sup>th</sup> and 18<sup>th</sup> October 2024.
- *The Wicked Problem of Medical Education*. Karolinska Institut 2024 Educational Congress, Sweden, 2<sup>nd</sup> October 2024.
- *All are equal but some are more equal than others*. Department of Medical Education Research Seminar, University of Chicago, USA, 17<sup>th</sup> January 2024.
- *Diversity, inclusion, and social justice in health professions education*. Invited keynote at the South African Association of Health Educationists, Gqeberha, South Africa, 19-21<sup>st</sup> June 2023.
- *Context is everything*. Invited presentation to Centre for Health Professions Education (CHPE), University of Stellenbosch, South Africa, 30<sup>th</sup> May 2023. (Virtual)
- *Becoming scholars in medical and health professions education: overcoming current and future challenges*. Invited keynote at the 14<sup>th</sup> Jakarta Meeting on Medical Education, Virtual Conference, 19-20<sup>th</sup> November 2022.
- *Shifting sands: What is true, what is evidence and who has authority?* Invited keynote at Researching Medical Education Conference 2022 - Expanding Borders in Medical Education, London, UK, 10<sup>th</sup> November 2022.
- *How the concept of scholarship applies to the global context of the Academy*. Invited presentation to the WHO Academy, Quality Committee, Lyon, France, 1<sup>st</sup> September 2022.
- *What is true, what is evidence and who has authority?* Invited keynote at the Australia and New Zealand Association for Health Professions Educators, 19<sup>th</sup> July 2022 (Virtual).
- *'Come and work here': attracting, recruiting and retaining the health professions workforce*. Invited keynote at the Practice Education Coordinator Network, Ireland, 16<sup>th</sup> June 2022 (Virtual)
- *Educational Scholarship: Advocating for recognition for healthcare professions educators*. Invited workshop at the Australia and New Zealand Association for Health Professions Educators, 14<sup>th</sup> July 2021 (Virtual)
- *Medical Education Research. Why? What? How?* Invited keynote, 6<sup>th</sup> Congreso Internacional de Education Medica, Lima, Peru, 25-29 May 2021 (Virtual)
- *Managing trainee performance: a team approach* Invited presentation and panel discussion at the Royal Australasian College of Surgeons Annual Scientific Congress, 12<sup>th</sup> May 2021 (Virtual)
- *Doctors are people too: How research can inform policy and practice*. Invited speaker, College of Medicine and Health Faculty Development Educational Seminar, University of Exeter, UK, Wednesday 5<sup>th</sup> May 2021 (Virtual)

- *Medical School selection: A 'wicked' problem?* Invited keynote speaker, Diverse Global Perspectives on Medical School Selection, hosted by Christian Medical College (CMC), Vellore, India, 26<sup>th</sup> April 2021. Attended by 50+ registrants from across India. (Virtual)
- *Contact is not enough: A qualitative study of how space and place impact on interprofessional education*, Invited talk at the 3rd International E-Symposium on Communication in Health Care, University of Hong Kong, 1-2<sup>nd</sup> March 2021. 270 registrants from more than 40 countries. (Virtual)
- *Evidence-based simulation; "Did it work" and "how did it work"*. Invited talk for the Royal College of Surgeons of Edinburgh, 30th June 2020 (Virtual)
- *Adapting to the impact of COVID-19: Sharing stories, sharing practice*. Invited keynote speaker (one of four), AMEE International Webinar, 27<sup>th</sup> March 2020. Attended by more than 500 colleagues from five continents and accessed by a further 700 plus in the six weeks post-presentation. (Virtual)
- *Cost and value in medical education*. Invited keynote at the 5th QU Health Research Symposium, Qatar University, Qatar, 21-22nd March 2020. Due to Covid-19, the face-to-face meeting was cancelled with just a few days' notice, and I delivered this talk online on 14-15<sup>th</sup> November 2020.
- *State-of-the-art in selection research from an international perspective*. Invited keynote, Symposium 20 March 2020: 'Selection for Medical School: How to Proceed?' Maastricht University, The Netherlands, 20<sup>th</sup> March 2020 (Cancelled at last minute due to Covid-19).
- *Doctors are people too: How research can inform policy and practice*. Invited keynote at Transform MedEd 2020 in London, UK, 13<sup>th</sup>-14<sup>th</sup> March 2020. Cancelled at the last minute because of Covid-19 as so I delivered this keynote as the first "Digital Transform MedEd later in 2020.
- *Medical Education research*. Invited speaker at Educ VR360: International Symposium on Medical Education, AMEE 2019 Online Event, 10<sup>th</sup> December 2019.
- *Selection and widening access to medicine*, Grant Round presentation, Christian Medical College (CMC), Vellore, India, 16<sup>th</sup> November 2019. I also presented a research seminar on *Planning and alignment in qualitative research* for CMC staff and students on 13<sup>th</sup> November 2019.
- *Medical careers decision making and behaviours*. Invited keynote, Japan Medical Education Foundation (JMEF) Kyoto, July 2019. I was also invited keynote at the first seminar on Widening Access to medicine ever held in Japan, also in July 2019.
- *What do today's generation of doctors value MOST in a training post?* University of Queensland, Brisbane, Australia, 20th March 2019.
- *Entrepreneurial bricolage in academia: Developing a medical education and scholarship research unit*. Medical Education Research and Scholarship Unit (MERSU), Lee Kong Chian School of Medicine, Singapore, 12th November 2018.
- *Longitudinal medical careers tracking*. Invited talk at the Department of Medicine, The University of Auckland, New Zealand, 27<sup>th</sup> April 2018.
- *Cost and value in medical education: making the most of limited resources*. Invited talk at the Monash Institute of Health and Clinical Education (MIHCE), Monash University, Melbourne, Australia, 18th April 2018.
- *Selection into medical school: widening access to medicine and workforce planning*. Invited talk at the Australian National University (ANU) Medical School, Canberra, Australia, 17th April 2018.
- *Does disadvantage continue? Examining the fairness and rigour of postgraduate training selection processes*. Invited keynote at the Selection for the Healthcare Professions Conference, Melbourne, Australia, 11-13th April 2018.

- *Selection into medical school: widening access to medicine and workforce planning.* Invited talk at Curtin University Medical School, Perth, Australia, 9th April 2018.
- *Simulation based education: understanding the social-cultural complexity of a surgical boot camp.* Association for Medical Education Europe, AMEE MedEdWorld International Webinar, Nov 29, 2017.
- *Globalization of education to global healthcare overview of European model* International Association of Medical Science Educators Seminar Series (International Webinar), 21<sup>st</sup> September 2017.
- *Widening access to medicine: social change, accountability or justice?* Association for the Study of Medical Education (ASME) Annual Scientific Meeting, Exeter, UK, 21-23<sup>rd</sup> June 2017.
- *Doctors are people too: what's important in early careers decision making and how can this inform policy and practice?* Association for Medical Education Europe, AMEE MedEdWorld International Webinar, Nov 29, 2016.
- *Reconceptualising simulation-based education: moving beyond outcome and effectiveness studies to embrace the socio-cultural.* Keynote speaker at the 10th International meeting on Behavioural Science Applied to Surgery and Acute Care Settings (BSAS), November 11th and 12th, 2016, Aberdeen, Scotland, UK.
- *Curriculum Reform,* Invited Speaker, Centre for Medical Education, McGill University, Montreal, Canada, 26<sup>th</sup> May 2016.
- *What do UK doctors-in-training and medical students most value in a post?* Invited Speaker, The Wilson Centre, University of Toronto, Canada, 24<sup>th</sup> May 2016.
- *Selecting into Medicine,* Invited Speaker at the School of Medicine, Uniformed Services University of the United States, Bethesda, USA, 20<sup>th</sup> April 2016.
- *Medical Education Research: Considering the use of theory,* Keynote Speaker at the Nederlandse Vereniging voor Medisch Onderwijs Conference, Utrecht 29<sup>th</sup> April 2016.
- *Simulation: Preparing students to get the most from clinical learning environments, and Medical Education Research: Considering the use of theory,* Lodz University, Poland, 1-2<sup>nd</sup> March 2016.
- *Reframing research on widening participation in medical education: the value of big and small datasets.* Invited talk at the University of Maastricht, The Netherlands, 17<sup>th</sup> Nov 2015.
- *Beyond prior academic attainment: selecting for the right skills and values.* Invited keynote at the Student Selection for the Healthcare Professions Conference, 8-10<sup>th</sup> April 2015, Melbourne, Australia.
- Invited to give a Keynote Talk on “*Supportive Learning Environments*” at the Medical Council of Ireland Annual Education and Training Seminar, 8<sup>th</sup> December 2014, but unable to accept this invitation due to short notice.
- *Medical students' learning in clinical settings: Authentic engagement in medical activities and interactions.* Invited oral presentation (presented by my collaborator Professor Stephen Billett), The 7th EARLI SIG 14. Learning and Professional. Development Conference. 27-29 August 2014, Oslo, Norway.
- Invited to give a Keynote on “*Assessing and remediating doctors in difficulty*” at the Medical Council of Ireland Annual Meeting, 4-6 September 2014, but unable to accept this invitation due to short notice.
- *Doctors are people too: Understanding the important factors in medical careers decision making.* University Medical Center, Rotterdam, 27<sup>th</sup> January 2014.
- *Foundations of Leadership in Medical Education (FLAME).* Invited seminar at INMED (Irish Network of Medical Educators), Dublin, 20<sup>th</sup> February 2013.
- *Developing effective and reflective teaching practice.* Ross University School of Medicine (RUSM), Dominica, 17&18<sup>th</sup> January 2013.

- *Assessing and addressing underperformance.* Invited talk and workshop, Minho University Medical School, Braga, Portugal, 2<sup>nd</sup> May 2012.
- *Workplace-based assessment.* The 33<sup>rd</sup> Gifu Medical Education Workshop Series, Gifu University Medical School, Gifu, Japan, 8<sup>th</sup> August 2009.
- *Identifying and treating anxiety and depression in asthma and COPD.* Nagoya Kyoritsu Hospital, Nagoya, Japan, 6<sup>th</sup> August 2009.
- *Assessment in medicine: Identifying and supporting weak students.* Gifu University Medical School, Gifu, Japan, 21<sup>st</sup> July 2009.
- *Workplace-based assessment in undergraduate and postgraduate medical training.* Hirosaki Medical School, Hirosaki, Japan, 15<sup>th</sup> July 2009.
- *Scottish Careers Destination Project.* Nagoya University Hospital, Nagoya, Japan, 6<sup>th</sup> July 2009.
- *Biopsychosocial approach to chronic lung disease management.* Tokai Family Doctors Network, Kame Clinic, Nagoya, Japan 4<sup>th</sup> July 2009.
- *Managing respiratory illness into the 21<sup>st</sup> century: An International Perspective. Designing and implementing a local service for COPD.* Charles Hawker Conference Centre, University of Adelaide, South Australia, 17<sup>th</sup> October, 2007,
- *Academic General Practice and Primary Care in Aberdeen, Scotland.* Division of Primary Care, University of Adelaide, South Australia, 16<sup>th</sup> October 2007.
- *Extending roles, extending skills: developing the consultation within pharmacy setting* (with Dr MC Watson and Prof CM Bond). European Society of Clinical Pharmacy (ESCP), Edinburgh, 16-19<sup>th</sup> May 2007.
- *Qualitative research: its impact on evidence-based medicine in asthma and COPD.* Research Centre for Asthma and COPD, University of Groningen, the Netherlands, 17<sup>th</sup> Sept 2002.

#### **National**

- *The Wicked Problem of Medical Education.* Keynote speaker at the Brighton and Sussex Medical School 20<sup>th</sup> Anniversary Conference, 19<sup>th</sup> July 2024.
- *Doctors Are People Too: How Research Can Inform Policy and Practice.* Keynote speaker at the 9<sup>th</sup> Scottish Medical Education Conference (SMEC), Edinburgh, 9-10<sup>th</sup> May 2019.
- *Performance of Widening Participation students.* UKMED Showcase, Ambassadors Hotel, London, 25<sup>th</sup> March 2019.
- *Medical career influence, Investing in the laboratory workforce.* Royal College of Pathologists, London, 19<sup>th</sup> March 2019.
- *Evaluating Improving Surgical Training (IST).* Invited talk at a forum of NHS Education for Scotland and the Royal College of Surgeons of Edinburgh, Edinburgh 20<sup>th</sup> March 2019.
- *What do today's generation of doctors value MOST in a training post?* Invited talk at the University of Plymouth's Annual Science Festival, 24<sup>th</sup> January 2019.
- *Does disadvantage continue? The relationship between socio-demographic characteristics and postgraduate training/selection outcomes.* Invited talk at the School of Medicine, Newcastle University, 20<sup>th</sup> November 2018.
- *How to get published in Medical Education.* Invited talk at the University of Edinburgh, 25<sup>th</sup> September 2018.

- *Developing and sustaining education research in a research-led University.* Invited talk at the University of Southampton, 29<sup>th</sup> June 2018.
- *Developing and sustaining educational interests while judging a clinical career.* Invited talk at King's College London, 25<sup>th</sup> June 2018.
- *Entrustment in core surgical training.* Invited talk at the Improving Surgical Training (IST) Faculty Development Bootcamp, London and Edinburgh, June 2018.
- *Competences in practice (CiPs) as a framework for assessing trainees.* Invited talk at the Royal College of Physicians and Surgeons of Glasgow (RCPSG), 16<sup>th</sup> March 2018.
- *Improving Surgical Training: The Educationalist View.* Invited talk at the Faculty of Surgical Trainers Annual Meeting, Birmingham, 4<sup>th</sup> October 2017.
- *Simulation based education: understanding the social-cultural complexity of a surgical boot camp.* Invited talk at the Clinical Skills Managed Educational Network (CSMEN) Research and Development Conference, Stirling, 17<sup>th</sup> March 2017.
- *Identifying and managing trainees with performance issues.* Invited keynote at the SouthEast of Scotland Deanery Annual GP Trainers Conference, Edinburgh, May 10-11<sup>th</sup> 2017.
- *What do medical students and trainees most value in a post?* Invited talk to the British Medical Association (BMA) Scottish Consultants Committee, Edinburgh, 9<sup>th</sup> February 2017.
- *Selection into medical school and training.* Invited talk to the MSC in Surgical Education, Imperial College London, London, 11<sup>th</sup> January 2017 (and also in January 2018).
- *Joining the conversation: how to get educational research published in good journals.* Invited talk at the College of Medical, Veterinary and Life Sciences Scholarship Away Day, University of Glasgow, 12<sup>th</sup> September 2016.
- *Exploring the learning Environment in Anaesthesia and Factors exploring differences in learning climates: a multi-method, multi-specialty study.* Invited to give two of only five oral presentations at the 6<sup>th</sup> National Scottish Medical Education Conference, 5<sup>th</sup> and 6<sup>th</sup> May 2016.
- *Reframing research on widening participation in medical education: the value of big and small datasets.* Invited talk at the University of Dundee, 27<sup>th</sup> April 2016.
- *Research, policy and practice in medical education in Scotland,* Keynote Speaker at the British Educational Research Association (BERA) Commissioned Series of talks on Cost, Value and Quality in Professional Learning, Exeter 25<sup>th</sup> April, 2016.
- *An overview of the REF 2014:* Speaker and co-organiser of the Looking forward to REF2020 day, UCL, 12<sup>th</sup> November 2015.
- *Optimising the Clinical Learning Environment,* The Wales Deanery Trainer and Educator Development Day Supporting Recognition, Improving Practice, Cardiff 9<sup>th</sup> Nov 2015.
- *Diversifying beyond prior academic attainment: selecting for the right skills and values.* Scottish Clinical Skills Network Annual Meeting, Dumfries, Scotland, 22-23<sup>rd</sup> April, 2015.
- *How effective are widening access initiatives in UK medical education.* Board of Academic Medicine (BfAM) Workshop on Widening Access, Edinburgh, 1<sup>st</sup> April 2015.
- *Key influences in medical careers decision making.* UK Postgraduate Medical Education (PGME) Annual Meeting, London, UK, 19<sup>th</sup> and 20<sup>th</sup> January 2015. *This talk was rated by delegates as the most valuable of the six conference keynotes.*
- *Taking context seriously: explaining widening access policy enactments in UK medical schools.* InRESH (International Network for Researchers in Selection into Healthcare), Medical Schools Council, London, 10<sup>th</sup> and 11<sup>th</sup> November 2014.

- *Assessment in medicine*. AQA Education, Assessment for the Real World, September 10<sup>th</sup> 2014, London. This was a Knowledge Transfer (KT) event where policy makers in 16-18 year education wanted a new perspective on possible directions for assessment.
- *Predictive validity of the UKCAT in the clinical years*. UKCAT Consortium Board December meeting, BMA, London, 4<sup>th</sup> December 2013.
- *What's being taught at Medical Schools?* UKPGME "The Working Environment is it good or bad?" London, 29<sup>th</sup> November 2013.
- *GEM Student Admissions – what is the best method?* 2013 Symposium of Graduate Entry Medical Schools, University of Cambridge, 8<sup>th</sup> November 2013.
- *Medical Education Research – focusing efforts strategically*. Tayside Centre of General Practice, University of Dundee, 27<sup>th</sup> February 2013.
- *Systematic Review of Remediation: Lessons for Developing Reflective Learners*. University of Leeds Medical School, 5<sup>th</sup> December 2012.
- *Identifying and supporting struggling students: the Aberdeen experience*. University of Leeds Medical School, 30<sup>th</sup> November 2011.
- *Underperforming medical students: different problems, different solutions?* Division of Education, School of Medicine, University of Cardiff, 26<sup>th</sup> September 2011.
- *Failure to fail underperformance in medical students: what are the issues and how these can be addressed?* Institute for Health Skills & Education, Education Research Seminars, University of Dundee, 23<sup>rd</sup> August 2011.
- *Educational research: how, why and what helps or hinders?* University of Glasgow Annual Conference in Educational Scholarship, University of Glasgow, 18<sup>th</sup> June 2010.
- *Management of psychosocial aspects of difficult asthma*. British Thoracic Society Winter Meeting, 1-3<sup>rd</sup> December 2010. Invited to present by the BTS Science and Research Committee (Unfortunately, I had to decline due to maternity leave).
- *Medical Education Research: Planning programmes of work*. Bute Medical School and School of Biology, University of St Andrews, 26<sup>th</sup> November 2009.
- *"Have you used it before?" Developing and evaluating communication skills training to promote best practice in pharmacy settings*. UK Council for Communication Skills Teaching in Undergraduate Medicine Bi-Annual meeting, University of Keele, 12<sup>th</sup> November 2009.
- *"Is it me or is it them?" Factors influencing assessors' failure to report underperformance in healthcare students*. Trainers in Clinical Psychology, Annual Conference, Cambridge, 2-4<sup>th</sup> November 2009.
- *Medical Education Research: Rising to the challenges*. Division of Clinical and Population Sciences and Education, University of Dundee, 3<sup>rd</sup> June 2009.
- *"Say '99': What medical students say to patients during physical examination*. The Association for the Study of Medical Education (ASME), Edinburgh, 15-17<sup>th</sup> July 2009.
- *CBT in a ten-minute consultation: Dealing with depression and anxiety in COPD*. The General Practice Airways Group Annual Conference, Milton Keynes, 12-13<sup>th</sup> September 2008.
- *Models of improving practice management of COPD*. COPD6: 6th International Multi-disciplinary Meeting on Chronic Obstructive Pulmonary Disease, Birmingham, 11-13<sup>th</sup> June 2008.
- *COPD: the role of managed clinical networks*. COPD5: 5th International Multidisciplinary Meeting on Chronic Obstructive Pulmonary Disease, Birmingham, 28-30<sup>th</sup> June 2006.
- *Surely working towards a common OSCE station can't be so difficult ....* Northern Network of Medical Schools' Communication Skills Leads, Liverpool, 15<sup>th</sup> September 2005.

- *Theory versus the reality of reaching concordance: developing skills, overcoming challenges.* Scottish Pharmaceutical Conference, St Andrews, 27-28<sup>th</sup> November 2004, St Andrews.
- *COPD: Organization of care and long-term disease monitoring.* COPD4: 4th International Multidisciplinary Meeting on Chronic Obstructive Pulmonary Disease, Birmingham, 9-11<sup>th</sup> June 2004.
- *Providing smoking cessation advice and support in primary care.* General Practitioners in Airways Group XIVth Conference, Cambridge, 20<sup>th</sup> June 2003.

### **Local**

Since moving to Singapore, I have been delighted to be invited to speak at:

- Changi General Hospital, *Revolutionizing Medical Education: The Integration of Emerging Technologies into Clinical Training*, 19<sup>th</sup> March 2025.
- KK Women's Hospital, *Engaging in Educational Research as a Clinician*, 25<sup>th</sup> November 2022.
- Yishun Health's Hospital Forum, *Researching Medical Education: creating and using evidence*, 27<sup>th</sup> May 2022.
- National Healthcare Group (NHG), *Planning and evaluating healthcare research*, 5<sup>th</sup> February 2021, and *UKMED What it is and what it can be used for*, 24<sup>th</sup> August 2021.
- LKCMedicine MBBS Student Research Society on *Educational Research*, March 3<sup>rd</sup> 2021.
- NUH Department of Obstetrics and Gynaecology, *Medical Career Decision Making and Workforce Planning*, 8<sup>th</sup> March 2021.

I was regularly invited to speak on a variety of medical education topics at local healthcare meetings and conferences in the UK. for example, I was a keynote speaker at the inaugural NHS Grampian Medical Education Conference, Kings College, Aberdeen, November 20<sup>th</sup> 2015. I was invited to keynote to 150 colleagues from primary and secondary care on "Clinical Tribalism: Attitudes, systems or both?" at NHS Grampian Re-CONNECT, 21<sup>st</sup> February 2018.

I was particularly pleased to be invited to present at the Aberdeen Medical-Chirurgical Society on *Doctors Are People Too: How Research Can Inform Workforce Policy and Planning*, 5th December 2019. Founded in 1789, the "Med-Chi" is a society for consultants, general practice principals, career grade doctors, and doctors in training. I first attended Med-Chi as a fresh-faced "newbie" to medical education, and it felt fitting that this was my last presentation before leaving the University of Aberdeen after nearly 20 years.



## Presentations (submitted and selected via peer-review)

### Symposia

Symposia at the major medical education conferences are typically by submission and highly competitive. However, they also provide the opportunity to create and/or consolidate international collaborations, present cross-context comparisons and engage in discussion with diverse colleagues.

1. Abbiat M, Park S, Grierson L, Cleland J, Grents G. *Career choices: how to ease recruitment in unloved specialties?* Symposium accepted for Association for Medical Education Europe (AMEE), 23-27th August 2025, Barcelona, Spain.
2. Baatjes K, Gardner A, Hagelsteen K, Liao S-C, Walker K, Cleland J. *Planning, implementing and evaluating surgical educational innovation and change for the benefit of healthcare and health.* Symposium accepted for Association for Medical Education Europe (AMEE), 23-27th August 2025, Barcelona, Spain.
3. Chang Y-C, Monrouxe L, **Cleland J**, Roslan NS, Scott I. *Global Perspectives: Embeddedness of Healthcare Professions Education Research Centres and Networks.* Association for Medical Education Europe (AMEE), 24-28th August 2024, Basel, Switzerland.
4. Nadarajah VDV, Brouwer E, Mahendran A, Cleland J, Illing J. *Transnational Health Professions Education: Paradigm Shifts for Sustainable Transformations.* Association for Medical Education Europe (AMEE), 24-28th August 2024, Basel, Switzerland.
5. **Cleland J**, Shrewsbury D, Razack S, Hartland J, Bumphenkiatikul T, Pillay S. *Enriching our thinking about what it means to have an LGBTQ+ identity in health professions education.* Association for Medical Education Europe (AMEE), 27th-30th August 2023, Glasgow, UK.
6. Patterson F, **Cleland J**, You Y, Blitz J, Razak S. *International insights from policy interventions and innovations to recruit and support under-represented groups into medicine.* World Health Organization, Fifth Global Forum on Human Resources for Health, 3rd April 2023 (Hybrid Conference (Online 4000 plus 200 invited guests in person at WHO, Geneva).
7. **Cleland J**, Patterson F, Chan P, Razack S, You Y, Blitz. *New International Insights for widening access in medical education.* Ottawa Conference on the Assessment of Competence in Medicine and the Healthcare Profession, 26th-29th August 2022, Lyon, France.
8. Kulasegaram K, Holmboe E, Chahine S, Schumacher D, **Cleland J**. *Ottawa Consensus Statement: Big Data Research in Assessment and Medical Education.* Association for Medical Education Europe (AMEE), 29th August-1st Sept 2022, Lyon, France.
9. **Cleland JA**, Jamieson S, Kusurkar RA, Ramani S, Wilkinson TJ, van Schalkwyk S. *Defining scholarship in 21st century health professions education.* Invited Symposium at Association for Medical Education Europe (AMEE), 28-30th August 2021 (Virtual).
10. Griffith G, Walker K, Shah A, Haddock G, Yalamarthy S, Vella M, Lai P, **Cleland J**. *Planning, implementing and evaluating surgical educational innovation and change.* Association for Medical Education Europe (AMEE), 4-9th September 2020, Glasgow, UK (Surgical Education stream – cancelled due to Covid-19).
11. Lokman Hakin D, Flaherty G, **Cleland J**, Prideaux D. *Coronavirus (Covid-19): Implications for Clinical Teaching and Assessment.* Ottawa Conference on the Assessment of Competence in Medicine and the Healthcare Profession, 1-4th March 2020, Kuala Lumpur (KL), Malaysia.
12. Tolsgaard MG, Cook DA, Maloney S, **Cleland JA**. *Cost and value in medical education.* Association for Medical Education Europe (AMEE), 24-28th August 2019, Vienna, Austria.
13. **Cleland JA**, Varpio L, Driessen E, Wilkinson T. *Lessons Learned: progressing knowledge by intelligently considering failures.* Association for Medical Education Europe (AMEE), 27-29th August 2018, Basel, Switzerland.

14. Mercer A, **Cleland** JA, Dodds A, Hay M. *Responding to challenges in conducting a longitudinal multi-centre research study*. Selection for the Healthcare Professions Conference, 11-13th April 2018, Melbourne, Australia.
15. Garrud P, **Cleland** J, Nicholls G, Lambe P, Ray C, Boyd C. Widening access to medicine. Developing Excellence in Medical Education (DEMEC), 27-28<sup>th</sup> November 2017, Manchester, UK.
16. **Cleland** JA, Worley P, Jaarsma D, van Rossum T, Velthuis F. *Unravelling the complexities of major curriculum changes*. Association for Medical Education Europe (AMEE), 27<sup>th</sup>-30<sup>th</sup> August 2017, Helsinki, Finland.
17. **Cleland** JA, Kupar A, Maniate J, Patey R, Whitehead C. *Creating Safe Spaces for Academic Innovation: Pushing the Boundaries of Medical Education Research and Scholarship*. Association for Medical Education Europe (AMEE), 27-31<sup>st</sup> August 2016, Barcelona, Spain.
18. Petty-Saphon K, White K, Dowell J, Patterson F, Nicholson S, **Cleland** J. *Best practice in medical selection*. 17th Ottawa Conference, April 19-23 March 2016, Perth, Australia.
19. Gennissen L, Stegers-Jager K, Bustraen J, **Cleland** J, Soethout M. *Medical specialty choice and workforce planning: an international perspective*. Association for Medical Education Europe (AMEE), Glasgow, UK, 5-9<sup>th</sup> Sept 2015.
20. **Cleland** JA, Patterson F, Nicholson S, Dowell J. *What is best practice in the selection of medical students?* 16th Ottawa Conference, April 25-29, 2014, Ottawa, Canada.

#### Peer-reviewed presentations (oral)

(presented by the first listed author unless indicated otherwise)

##### International

- 1) Meyer H, Samuel A, Maggio L, Artino T, **Cleland** J, Martin P. *Advising each other on Advising: How can we better graduate HPE advising?* Presented at Learn Serve Lead 2024. Atlanta, Georgia. November 2024 (Focused Discussion).
- 2) Cleland J, Buxton J, Hughes E, Patterson F. *Context matters in widening participation to medicine: a qualitative study of policy enactment in six new medical schools*. Research Paper at the Association for Medical Education Europe (AMEE), 24-28<sup>th</sup> August 2024, Basel, Switzerland.
- 3) Tan E, Kearney G, **Cleland** J, Driessen, E, Frambach J. Navigating confidentiality dilemmas in personal tutoring in student wellbeing programmes: A delicate balance. Research Paper at the Association for Medical Education Europe (AMEE), 24-28th August 2024, Basel, Switzerland.
- 4) Meyer H, Samuel A, Maggio L, Artino T, Cleland J, Martin P. *Advising High-Performers: Perspectives from Graduate Health Professions Education (HPE) Program Leaders*. Short communication at the Association for Medical Education Europe (AMEE), 24-28th August 2024, Basel, Switzerland.
- 5) Tan E, Ming NW, Choong SP, Tan D, **Cleland** J. *'But what if you miss something ...?': factors that influence medical student consideration of cost in decision making*. Short communication (on demand) at the Association for Medical Education Europe (AMEE), 27th-30th August 2023, Glasgow, UK.
- 6) **Cleland** J, Ravindran N, Chow A, Shelat VG, Smith, HE Chen S. *Infrastructural preparedness: the transition from medical student to junior doctor is situational and contextual*. Short communication at the Association for Medical Education Europe (AMEE), 27th-30th August 2023, Glasgow, UK.
- 7) Poobalan A, Zachariah A, David S, Pulimood A, **Cleland** J. *A qualitative study of social accountability translation: from mission to actions*. Research Paper at the Association for Medical Education Europe (AMEE), 27th-30th August 2023, Glasgow, UK.
- 8) Coyle M, Poobalan A, Bullen J, Sandover S, **Cleland** J. *Following the policy: An actor network theory perspective on widening participation in medicine in the UK and Australia*. Research Paper at the Association for Medical Education Europe (AMEE), 28th-31st August 2022, Lyon, France.

- 9) Patterson F, Hughes L, Smith A-M, Buxton J, **Cleland J**, Key Factors in How to Successfully Widen Access in Medical School Admissions. Association for Medical Education Europe (AMEE), 28th-31st August 2022, Lyon, France.
- 10) Brown C, Hawick L, **Cleland J**, MacLeod A. *The Space and Place of Practical Assessment- A sociomaterial case study of a high-stakes OSCE held during the COVID-19 pandemic*. Research Paper at the Association for Medical Education Europe (AMEE), 28th-31st August 2022, Lyon, France.
- 11) Vallabhajosyula R, Chandrasekaran R, Mogali SR, Parthasarathy S, **Cleland J**. *Anatomy education without traditional cadavers and dissection: Senior medical students' perceptions on their anatomy competence and learning experiences*. Association for Medical Education Europe (AMEE), 28th-31st August 2022, Lyon, France.
- 12) Tan E, Frambach J, Driessen E, **Cleland J**. *School-wide student well-being programmes: A review of the literature and future research agenda*. Association for Medical Education Europe (AMEE), 28th-31st August 2022, Lyon, France.
- 13) **Cleland J**, Durning S, Gates L, Waiter G, Schuwirth L. *Sleepiness, neural activation and clinical reasoning: Even a little sleepiness influences clinical reasoning ability in novices*. Research Paper at the (Virtual) Association for Medical Education Europe (AMEE), 28th-30th August 2021.
- 14) Shah A, Walker K, Hawick L, Walker KG, **Cleland J**. *Navigating surgical training: a game of trust*. (Virtual) Association for Medical Education Europe (AMEE), 28th-30th August 2021.
- 15) Ellis R, Brennan P, Scrimgeour D, Lee A, **Cleland J**. *Performance at Medical School predicts success in the Intercollegiate Membership of the Royal College of Surgery (MRCS) examination*. Research Paper at the (Virtual) Association for Medical Education Europe (AMEE), 28th-30th August 2021.
- 16) Ellis R, Brennan P, Scrimgeour D, Lee A, **Cleland J**. *The Impact of Disability on Performance in the MRCS: A high-stakes postgraduate Surgical Examination*. Research Paper at the (Virtual) Association for Medical Education Europe (AMEE), 28th-30th August 2021.
- 17) Kumwenda B, Prescott G, Walker K, Johnston PJ, **Cleland J**. *Are there differences between those doctors who apply for a training post in Foundation Year 2 and those who take time out of the training pathway?* (Virtual) Association for Medical Education Europe (AMEE), 7-9th September 2020.
- 18) Gibson-Smith K, Kay CD, Davies S, **Cleland J**. *Widening access to medicine: outcomes of a Gateway Programme*. (Virtual) Association for Medical Education Europe (AMEE), 7-9th September 2020.
- 19) McMillan F, Bond CM, Inch J, **Cleland JA**. *A mixed methods evaluation of the cross-sector Pharmacist Vocational Training Foundation Programme: is the training programme fit for purpose?* Accepted for Life-Long Learning in Pharmacy, 5-6th July 2020, Dublin, Ireland (cancelled due to Covid-19).
- 20) **Cleland J**, Prescott G, Walker K, Johnston P, Kumwenda B. *Are there differences between those doctors who apply for a training post in FY2 and those who take time out of training?* Ottawa Conference on the Assessment of Competence in Medicine and the Healthcare Profession, 1-4th March 2020, Kuala Lumpur (KL), Malaysia.
- 21) Alexander K, Nicholson S, **Cleland J**. *Bridging the cultural divide? Exploring UK school pupils' perceptions of medicine*. Research Paper at the Association for Medical Education Europe (AMEE), 24th - 28th August 2019, Vienna, Austria.
- 22) Hawick, L, Kitto S, **Cleland J**. *"I feel like I sleep here": How space and place influence medical student experiences*. Research Paper at the Association for Medical Education Europe (AMEE), 24th - 28th August 2019, Vienna, Austria.
- 23) Price T, **Cleland J**, Prescott-Clements L, Wanner A, Withers L, Wong G, Archer J, Gale T, Brennan N. *What's working in remediation interventions to keep doctors in practice?* Canadian Conference in Medical Education (CCME), April 18-21, 2020, Vancouver, BC.

- 24) Walker K, Scanlan G, Johnston P, Krucian N, Skatun D, **Cleland J**. *What Factors Are Critical to Attracting NHS Foundation Doctors into Speciality or Core Training: A Discrete Choice Experiment*. Asia Pacific Medical Education Conference (APMEC) 9 - 13 January 2019, Singapore.
- 25) Scanlan G, Johnston PJ, Walker K, **Cleland JA**. *Perceived Organizational Support and Career Intentions: The Stories Shared by Early Career Doctors*. Research Paper at the Association for Medical Education Europe (AMEE), 27-29th August 2018, Basel, Switzerland.
- 26) Kumwenda B, Johnston P, Prescott G, Walker K, **Cleland JA**. *Are efforts to attract graduate applicants to UK medical schools effective in increasing the participation of under-represented socioeconomic groups? A national cohort study*. Association for Medical Education Europe (AMEE), 27-29th August 2018, Basel, Switzerland.
- 27) Scrimgeour DSG, **Cleland JA**, Lee AJ, Griffiths G, McKinley AJ, Marx C, Brennan PA. *Which factors predict success in the mandatory UK postgraduate surgical exam: The Intercollegiate Membership of the Royal College of Surgeons (MRCs)?* Selection for the Healthcare Professions Conference, 11-13th April 2018, Melbourne, Australia.
- 28) Scrimgeour DSG, **Cleland JA**, Lee AJ, Griffiths G, McKinley AJ, Marx C, Brennan PA. *Impact of performance in a mandatory postgraduate surgical examination on selection into specialty training*. Selection for the Healthcare Professions Conference, 11-13th April 2018, Melbourne, Australia.
- 29) Kumwenda B, **Cleland JA**, Prescott G, Walker K. *Selecting applicants to UK postgraduate medical training programmes: a national cohort study*. Selection for the Healthcare Professions Conference, 11-13th April 2018, Melbourne, Australia.
- 30) Scrimgeour DSG, **Cleland JA**, Lee AJ, Brennan PA. *Does the mandatory postgraduate UK surgical exam predict selection into specialty training?* Ottawa-ICME Conference, Abu Dhabi, UAE, 10-14th March 2018.
- 31) Kumwenda B, **Cleland JA**, Prescott G, Walker K. *The relationship between school type and academic performance at medical school: a national, multi-cohort study*. Ottawa-ICME Conference, Abu Dhabi, UAE, 10-14th March 2018.
- 32) Alexander K, Nicholson S, **Cleland J**. "Why not you?" *Discourses of widening access on UK medical school websites*. Research paper at the Association for Medical Education Europe (AMEE), Helsinki, Finland, August 2017.
- 33) **Cleland JA**, Watson V, Krucien, N, Skatun D, Johnston P. *Undergraduate and postgraduate career decision-making in the United Kingdom using discrete choice experiments to explore the relative values of push-pull factors in training posts*. Canadian Conference for Medical Education (CCME), Winnipeg, Canada, 29th April to 2nd May 2017.
- 34) **Cleland JA**, Nicholson S. "It's making contacts": *Notions of social capital and their implications for medical selection and education*. Research paper at the Association for Medical Education Europe (AMEE), Barcelona, Spain, August 2016.
- 35) MacKenzie RK, Nicholson S, Ayasina D, **Cleland JA**. *Does the UKCAT predict performance on exit from medical school? A national cohort study*. Research paper at the Association for Medical Education Europe (AMEE), Barcelona, Spain, August 2016.
- 36) McAllister R, **Cleland JA**, Nicholson S, Fahey-Palma T. *A competitive arms race": A linguistic analysis of medical school Admissions Deans' talk about selection and widening access*. Ottawa Conference, Perth, Australia, March 2016.
- 37) MacKenzie RK, Nicholson S, Dowell J, Wilde KA, Lee AJ, **Cleland JA**. *The relationship between outcomes on a non-academic entrance test and medical degree programme exit outcomes: a prospective UK-wide cohort study*. Research paper at the Association for Medical Education Europe (AMEE), Glasgow, UK, Sept 2015.

- 38) Cleland JA, Medhi M. *Optimism and grit: Key to success in the widening access student's journey into medical school*. Research paper at the Association for Medical Education Europe (AMEE), Glasgow, Sept 2015.
- 39) Stubbing E, Cleland JA. *A longitudinal exploratory study of the medical student journey from first to final clinical exposure*. International Conference on Enhancement and Innovation, Crowne Plaza Hotel, 9 – 11 June 2015, Glasgow, UK.
- 40) Brown C, Ross S, Cleland J, Walsh K. *Money makes the (medical assessment) world go round*. 6th International Clinical Skills Conference, Prato, Italy, May, 2015.
- 41) Cleland JA, Moffat M, Massand N, Shiach L, Coyle D. *Exploring and comparing conceptualisations of mentoring across education and medical education*. Research paper at the Association for Medical Education, Europe (AMEE), Milan, Italy, 31st Aug-3rd Sept 2014.
- 42) Zhou S, Nicholson S, Cleland JA. *Widening participation: What works for students, and why?* Association for Medical Education, Europe (AMEE), Milan, Italy, 31<sup>st</sup> Aug-3<sup>rd</sup> Sept 2014.
- 43) Roberts RC, Cleland JA, Flin R. *Staying in the Zone: The Cognitive Components Associated with Offshore Drillers' Situation Awareness*. Human Factors and Ergonomics Society (HFES), 2014 International Annual Meeting, Chicago 27-31 October 2014.
- 44) Watson MC, Holland R, Ferguson J, Porteous T, Sach T, Cleland JA, Bond CM, Wright DA, on behalf of the MINA Study. *Managing Minor Ailments (MAs): Patients' health seeking behaviour and the role of community pharmacy*. International Social Pharmacy Workshop, Boston, Massachusetts, 5-8<sup>th</sup> August 2014.
- 45) Rees CE, Dennis A, Mattick K, Kelly N, Cleland JA, Monrouxe L. *Understanding trainees' and trainers' experiences of supervised learning events in the UK Foundation Programme*. 16th Ottawa Conference, April 25-29, 2014, Ottawa, Canada.
- 46) Rees CE, Dennis A, Leese G, Lough M, Ker J, Cleland JA, Johnston P. *Identifying priorities for medical education research in Scotland: involving stakeholders to set the national research agenda*. 16th Ottawa Conference, April 25-29, 2014, Ottawa, Canada.
- 47) Watson L, Cleland JA, Ajjawi R. *Changing Conceptions of feedback in Clinical Examination Skills teaching*. 2nd International Gulf Clinical Skills & Simulation Conference, Kuwait, 20-21<sup>st</sup> September 2013.
- 48) Roberts R, Flin R and Cleland JA. *Drillers' situational awareness*. SPE Offshore Europe Oil and Gas Conference and Exhibition, 3-6<sup>th</sup> September, Aberdeen 2013.
- 49) Gordon L, Smith JM, Urquhart L, Ajjawi R, Rees CE, Ker JS, Cleland JA, Lough M. *The camera never lies? Using video methodologies to make the invisible visible to learners in the healthcare workplace*. The 8th International Conference: Researching Work and Learning, Stirling Management Centre, University of Stirling, 19th-22nd June 2013.
- 50) Gordon L, Rees CE, Ker JS, Cleland JA. *Medical trainees' experiences of leadership within the interprofessional workplace learning environment*. The 8th International Conference: Researching Work and Learning, Stirling Management Centre, University of Stirling, 19th-22nd June 2013.
- 51) Gordon L, Rees CE, Ker JS, Cleland JA. *Medical trainees' experiences of leadership within the interprofessional workplace learning environment*. The 5th International Clinical Skills Conference, Prato, Tuscany, 19th-22nd May 2013.
- 52) Lefroy J, Jones R, McKinley RK, Cleland J. *Grades or no grades in formative workplace-based assessment*. 5th International Clinical Skills Conference, Prato, May 19-22, 2013.
- 53) Gordon L, Rees CE, Ker J, Cleland JA. *How does Leadership Emerge in the Inter-professional Workplace? A PhD Study Employing Visual Methodologies*. Researching Medical Education Conference, RIBA, London, 21 November 2012.

- 54) Cleland JA and Robert FE. *Assessing underperformance of physiotherapy students on clinical placement: The dilemmas of practice educators*. 3rd European Congress on Physiotherapy Education, Vienna 8-9<sup>th</sup> November 2012.
- 55) Cleland JA and Robert FE. *Assessing underperformance of physiotherapy students on clinical placement: The dilemmas of practice educators*. NET2012. 23<sup>rd</sup> International Networking for Healthcare Education Conference, Cambridge 4-6<sup>th</sup> September 2012.
- 56) Cleland JA, Johnston PW, French F, Needham G. Associations between medical school and career preferences in first year medical students in Scotland. Research paper at the Association for Medical Education in Europe (AMEE), Lyon, France, 27-30<sup>th</sup> August 2012.
- 57) French FH, Cleland JA, Johnston PW, on behalf of the Scottish Medical Careers Cohort Study Group. *What influences medical students' location choice for postgraduate training?* Research Paper at the Association for Medical Education in Europe (AMEE) International Meeting, Glasgow, UK, 4<sup>th</sup> -8<sup>th</sup> September 2010.
- 58) Cleland JA, Gandopadthaya P. *Why do MBChB teachers fail to use the Mini-CEX optimally?* The Association for Medical Education in Europe (AMEE) International Meeting, Glasgow, UK, 4<sup>th</sup> -8<sup>th</sup> September 2010.
- 59) Laing G, Moffat M, Cleland JA, Christie G, Fitch P, Paterson E, Dempsey O. *Scottish pulmonary sarcoidosis - an exploratory analysis of prevalence, presentation and clinical data in nearly 200 patients*. European Respiratory Society, Vienna, Austria, 12-15<sup>th</sup> September 2009.
- 60) Cleland JA, Sinclair HK, Lee AJ, Adhami-AI A, MacKenzie RK. *The effectiveness of remedial interventions for medical students is influenced by the intensity of the intervention*. The Association for Medical Education in Europe (AMEE), Malaga, Spain, 28<sup>th</sup> August – 2<sup>nd</sup> September 2009.
- 61) Moffat M, Cleland J, Cotton P, Bucknall C, Clark N. *An educational intervention for patient-centred asthma care (PACE) modified for training practice nurses (PNs) and general practitioners (GPs) in Scotland: first stage evaluation*. The 4<sup>th</sup> International Primary Care Respiratory Group (IPCRG) Conference, Seville, Spain, 29-31<sup>st</sup> May 2008.
- 62) Rees CE, Knight LV, Cleland JA. *"You should have just hit me with it, you should have smacked me in the face with it": A metaphorical analysis of assessors' talk about assessing medical students*. The 13<sup>th</sup> Ottawa International Conference on Clinical Competence, Melbourne, Australia, 5 – 8 March 2008.
- 63) Cleland JA, Rees CE, Knight LV. *"There's this feeling that you're going to be challenged": Factors influencing medical educators' reluctance to fail underperforming students and give them negative feedback*. The 13<sup>th</sup> Ottawa International Conference on Clinical Competence, Melbourne, Australia, 5 – 8 March 2008.
- 64) Rees CE, Knight LV & Cleland JA. *"Do I want to be the one that fires that bullet and stops them?": A metaphorical analysis of assessors' talk about their assessment relationships with students*. Education in Health Conference, Terrigal, Australia, 15-16<sup>th</sup> November 2007.
- 65) Haughney J, Lee AJ, Cleland JA, Moffat M, Hall S, Ayres, J, Price D. *The development of a questionnaire to measure "patient enablement" in asthma management*. European Respiratory Society, Stockholm, Sweden, 15-19<sup>th</sup> September 2007.
- 66) Chesser AMS, Boursicot KAM, Cameron H, Cleland, JA, Evan P, Mires G. *Shared clinical examinations between medical schools require shared examiner training if comparisons between schools are to be valid*. The Association for Medical Education in Europe (AMEE), Genoa, Italy, 14-19<sup>th</sup> September 2006.
- 67) Walker K, Cleland JA, Ford R, Nabavian S. *Evaluating an e-learning package for UK Foundation Year 1 Trainees*. 12<sup>th</sup> International Ottawa Conference on Clinical Competence, New York, 20-24<sup>th</sup> May 2006.
- 68) Cleland JA, Sinclair H. *Many medical students are disinterested in formative feedback when they pass an assessment*. 12<sup>th</sup> International Ottawa Conference on Clinical Competence, New York, 20-24<sup>th</sup> May 2006.

- 69) Cleland JA, Hamilton NM, Navabian S, Walker K. *Breaking bad news: an e-learning package for UK Foundation Year 1 doctors*. The Association for Medical Education in Europe (AMEE), Amsterdam, 31<sup>st</sup> August-2<sup>nd</sup> September 2005.
- 70) Harris G, Cleland JA, Collie A., Bennell K., McCrory P. *Computerised cognitive assessment is more sensitive than written tests at 5100m altitude above sea level*. 14th International Hypoxia Symposium, Chateau Lake Louise, Alberta, Canada, February 22-27, 2005.
- 71) Ross S, Cleland JA, Macleod M-J. *Does medical student debt affect academic performance?* The Association for Medical Education in Europe (AMEE), Edinburgh, 5<sup>th</sup>-8<sup>th</sup> September 2004.
- 72) Cleland J, Hall S, Price D. *Feasibility of using routine data to identify patients and as outcome for a clinical trial*. The International Primary Care Respiratory Group 2<sup>nd</sup> World Conference, Melbourne, Australia, 19-22<sup>nd</sup> February 2004.
- 73) Kruithof N, Cleland J, Moffat M, Crescenzi K, Price D. *Patient set treatment goals: a tool to measure patients' perceptions of changes in asthma outcomes*. The International Primary Care Respiratory group 2<sup>nd</sup> World Conference, Melbourne, Australia, 19-22<sup>nd</sup> February 2004.
- 74) Thomson, AR, Cleland, JA, Arnold, R. *Communication skills in a multi-professional critical illness course*. The Association for Medical Education in Europe (AMEE), Berne, 30<sup>th</sup> Aug-3<sup>rd</sup> September 2003.
- 75) Cleland JA, Foster K. *Undergraduate medical student's views towards Communication Skills Teaching*. The Association for Medical Education in Europe (AMEE), Berne, 30<sup>th</sup> Aug-3<sup>rd</sup> Sept 2003.
- 76) Chesser AMS, Cleland JA, Miedzybrodzka Z, Laing MR. *Communication skills performance in an OSCE depends on clinical context and cannot be assessed in isolation*. The Association for Medical Education in Europe (AMEE), Berne, 30<sup>th</sup> August-3<sup>rd</sup> September 2003.
- 77) Cleland, JA, Thomas M, Pinnock H. *The views of British GPs and patients towards the provision of smoking cessation advice in primary care*. The 2<sup>nd</sup> International Primary Care Research Group Conference, Amsterdam, June 7-9<sup>th</sup>, 2002.
- 1) nhg
- 2) Blackhall V, Cleland J, Wilson P, Moug S, Walker K. *Simulation in general surgery*. Association for the Study of Medical Education (ASME), 3<sup>rd</sup> –5<sup>th</sup> July 2019, Glasgow, UK.
- 3) Scanlan GM, Cleland J, Johnston PJ, Krucien N, Walker K & Skatun D. *What factors are critical to attracting NHS foundation doctors into specialty or core training?* The Association of Medical Education Conference (ASME), Newcastle, 11-13<sup>th</sup> July 2018.
- 4) Scanlan GM, Cleland J, Walker K & Johnston PJ. *Does perceived organisational support influence career intentions? The qualitative stories shared by early career doctors*. The Association of Medical Education (ASME), Newcastle, 11-13<sup>th</sup> July 2018.
- 5) Kumwenda B, Cleland JA, Greatrix R, Walker K, Prescott G. *Are efforts to attract graduate applicants to UK medical schools effective in increasing the participation of under-represented socioeconomic groups?* The Association of Medical Education (ASME), Newcastle, 11-13<sup>th</sup> July 2018.
- 6) Kumwenda B, Cleland JA, Walker K, Johnston PJ, Prescott G. *The relationship between socio-demographic factors and selection into UK postgraduate medical training programmes*. The Association of Medical Education (ASME), Newcastle, 11-13<sup>th</sup> July 2018.
- 7) Kumwenda B, Cleland JA, Walker K, Prescott D. *Migration patterns of UK trainee doctors, from family home to foundation training posts: a national cohort study*. NHS Education for Scotland 8<sup>th</sup> Medical Education Conference<sup>2</sup>, Edinburgh, Scotland, 26<sup>th</sup> and 27<sup>th</sup> April 2018.
- 8) Scrimgeour DSG, Cleland JA, Lee AJ, Griffiths G, McKinley AJ, Marx C, Brennan PA. *Does the mandatory UK surgical exam predict "on-the-job" performance during higher surgical specialty training?* NHS Education for Scotland 8<sup>th</sup> Medical Education Conference, Edinburgh, Scotland, 26<sup>th</sup> and

27<sup>th</sup> April 2018.

- 9) Roberts R, Cleland JA, Strand P, Kitto S, Johnston PJ. *Identifying the interpersonal and organizational factors that can impact on the clinical learning environment*. NHS Education for Scotland 7th Medical Education Conference, Edinburgh, Scotland, 4th-5th May 2017<sup>2</sup>.

---

<sup>1</sup> This presentation, an outcome from a small grant with local clinicians, won the Conference Silver Award and a cash prize.

<sup>2</sup> This conference has an interesting format. There is no oral presentation submission stream. Rather 3-5 oral presentations are invited from the 150 or so abstracts presented, with the remainder assigned as posters. Work from my team has been selected to present orally at each meeting since 2015.



- 10) Scrimgeour DSG, **Cleland JA**, Lee AP, Brennan P. *Does MRCS predict performance in the general and vascular higher surgical training selection process?* NHS Education for Scotland 7<sup>th</sup> Medical Education Conference, Edinburgh, Scotland, 4th-5th May 2017<sup>2</sup>.
- 11) Scrimgeour DSG, **Cleland JA**, Lee AP, Brennan P. *Which factors predict performance in the Intercollegiate Membership of the Royal College of Surgeons (MRCS) examination?* NHS Education for Scotland 7th Medical Education Conference, Edinburgh, Scotland, 4th-5th May 2017.
- 12) **Cleland JA**, Nicholson S. *"It's making contacts": Notions of social capital and their implications for medical selection and education.* Association for the Study of Medical Education (ASME), Belfast, UK, 6-8th July 2016.
- 13) Bond CM, Notman F, Inch J. on behalf of the Telepharmacy Study. *Addressing inequalities in the provision of pharmaceutical services in Scotland: a proof-of-concept study of telepharmacy in rural Scotland.* Royal Pharmaceutical Society of Great Britain (RPSGB) Annual Conference, Birmingham, UK, 13-14th Sept 2015.
- 14) MacKenzie RK, Wilde K, Lee AJ, **Cleland JA**. *The relationship between performance on the UKCAT cognitive tests and medical degree programme exit outcomes: a prospective UK-wide cohort study.* Association for the Study of Medical Education (ASME), Edinburgh, UK, 7-9th July 2015.
- 15) **Cleland JA**, Medhi M. *Optimism and grit: Key to success in the widening access student's journey into medical school.* Association for the Study of Medical Education (ASME), Edinburgh, UK, 7-9th July 2015.
- 16) Moore JN, McDiarmid AJ, Johnston PW, **Cleland JA**. *Factors influencing career choice, recruitment and retention of UK Anaesthesia trainees.* Association for the Study of Medical Education (ASME), Edinburgh, UK, 7-9th July 2015.
- 17) **Cleland JA**, MacKenzie RK. *Medical students from lower socio-economic backgrounds do less well on the Foundation Programme selection process.* NHS Education for Scotland 5<sup>th</sup> Medical Education Conference, Edinburgh, Scotland, 27-28<sup>th</sup> April 2015.
- 18) Nicholson S, Zhou S, **Cleland JA**. *Widening participation: What works for students, and why?* Association for the Study of Medical Education (ASME), Brighton, UK, 16-18th July 2014.
- 19) Nicholson S, **Cleland JA**, Kelly N, Moffat M. *Celebrating and harnessing difference and disagreement: using critical pedagogy to inform change in medical undergraduate widening access.* Association for the Study of Medical Education (ASME), Brighton, UK, 16-18th July 2014.
- 20) **Cleland JA**, Johnston P, Skatun D, Watson V, Krucien N. *Understanding push-pull factors in medical careers decision making: a discreet choice experiment.* Association for the Study of Medical Education (ASME), Brighton, UK, 16-18th July 2014.
- 21) Leaman J, **Cleland JA**, Billett S, Johnston P. *Developing medical capacities and dispositions through practice-based experiences.* Association for the Study of Medical Education (ASME), Brighton, UK, 16-18th July 2014.
- 22) **Cleland JA**, Moffat M, Massand N, Shaich L, Coyle D. *Exploring and comparing conceptualisations of mentoring across education and medical education.* General Practice and Primary Care NADEGS National Conference (NADEGS), Carnoustie, Scotland, January 23-24th, 2014.
- 23) **Cleland JA**, Johnston PW, Skatun D, Watson V, Krucien N. *Novel use of a Discreet Choice Experiment (DCE) in medical education.* General Practice and Primary Care National Conference (NADEGS), Carnoustie, Scotland, January 23-24<sup>th</sup>, 2014.
- 24) Inch J, Watson MC, **Cleland JA**, Fielding S, Burr J, Barton G, Bond CM, Blyth A, Ferguson J, Holland R, Maskrey V, Paudyal V, Porteous TH, Sach T, and Wright D. *How are common minor ailments managed*

in community pharmacies? *The MINA Study*. Royal Pharmaceutical Society Annual Conference, 8-9<sup>th</sup> September, Birmingham 2013.

- 25) Burr J, Watson MC, Fielding S, Inch J, Barton G, Bond C, Blyth A, **Cleland JA**, Ferguson J, Holland R, Maskrey V, Paudyal V, Porteous TH, Sach T, and Wright D. *A cohort study to explore the use of different health care settings for managing symptoms suggestive of minor ailment*. Royal Pharmaceutical Society Annual Conference, 8-9<sup>th</sup> September, Birmingham 2013.
- 26) Paudyal V, Watson MC, Sach T, Bond C, Wright D, **Cleland JA**, Holland R, Porteous T. *Health and Cost-related outcomes of pharmacy-based minor ailments schemes*. Royal Pharmaceutical Society Annual Conference, 8-9<sup>th</sup> September, Birmingham 2013.
- 27) Johnston PW, Strand P, Edgren G, **Cleland JA**. *Exploring perceptions of education in a group of UK Foundation Year One doctors*. Association for the Study of Medical Education (ASME), Edinburgh, UK, 11-13<sup>th</sup> July 2013.
- 28) Gordon L, Rees C, Ker J, **Cleland JA**. *Medical Trainees' lived experience of leadership and followership in the interprofessional workplace learning environment*. Association for the Study of Medical Education (ASME), Edinburgh, UK, 11-13<sup>th</sup> July 2013.
- 29) Dennis A, Kelly N, **Cleland JA**, Mattick K, Monrouxe L, Rees C. *Understanding foundation trainees' experiences of the new supervised learning events*. Association for the Study of Medical Education (ASME), Edinburgh, UK, 11-13<sup>th</sup> July 2013.
- 30) Gordon L, Rees C, Ker J, **Cleland JA**. *"If it was monkeys in the zoo, there's one person who's very much...the alpha male": A metaphorical analysis of medical trainees' talk about leadership and followership*. Association for the Study of Medical Education (ASME), Edinburgh, UK, 11-13<sup>th</sup> July 2013.
- 31) Dennis A, Lough M, Ker J, **Cleland JA**, Johnston PW, Leese G, Rees C. *Priorities for Medical Education Research across Scotland*. Association for the Study of Medical Education (ASME), Edinburgh, UK, 11-13<sup>th</sup> July 2013.
- 32) Alexander C, Millar J, Szmidi N, Hanlon K, **Cleland JA**. *A review of the factors influencing the transition from student to junior doctor*. Association for the Study of Medical Education (ASME), Edinburgh, UK, 11-13<sup>th</sup> July 2013.
- 33) Hanlon K, Ross S, **Cleland JA**. *Medical students' attitudes to seeking healthcare*. Association for the Study of Medical Education (ASME), Edinburgh, UK, 11-13<sup>th</sup> July 2013.
- 34) **Cleland JA**, Johnston PW, Anthony M, Khan N, Scott N. *Factors influencing career preference in new-entrant and exiting Scottish medical students*. Association for the Study of Medical Education (ASME), Edinburgh, UK, 11-13<sup>th</sup> July 2013.
- 35) Gordon L, Rees C, Ker JS, **Cleland JA**. *How does Leadership Emerge in the Interprofessional Workplace? A PhD Study Employing Visual Methodologies*. Researching Medical Education Conference, RIBA, London, 21<sup>st</sup> November 2012.
- 36) **Cleland JA**, Roberts FE. *"I don't want them working alongside me": assessing under performance of physiotherapy students on clinical placement*. Higher Education Academy Annual Conference, Manchester, 3-4<sup>th</sup> July 2012.
- 37) **Cleland JA**, Roberts FE. *"I don't want them working alongside me": assessing underperformance of physiotherapy students on clinical placement*. Association for the Study of Medical Education (ASME), Brighton, UK, July 2012.
- 38) Johnston P, Gibson K, Needham G, **Cleland JA**. *Are medical career preferences now about life and living rather than specialty and location?* Association for the Study of Medical Education, (ASME) Brighton, UK, July 2012.

- 39) Cleland J, Johnston PW, Walker L, Needham G. *Attracting healthcare professionals to remote and rural medicine: learning from doctors in training in the north of Scotland*. Association for the Study of Medical Education (ASME), Brighton, UK, July 2012.
- 40) Gordon L, Rees CE, Ker J, Cleland JA. *How does Leadership Emerge in the Interprofessional Workplace? A PhD Study Employing Video Reflexivity*. Presented at "Using visual methodologies to research medical education", Cardiff University, Cardiff, UK, 9 May 2012.
- 41) Gordon L, Rees CE, Ker JS, Cleland JA. *How does leadership emerge in the interprofessional workplace?* NES 2<sup>nd</sup> Scottish Annual Medical Education Conference, Edinburgh, 1<sup>st</sup> May 2012.
- 42) Paudyal V, Watson MC, Bond CM, Wright D, Cleland J, Holland R, Porteous T, Sach T. *How effective and cost effective are pharmacy-based minor ailments schemes? A systematic review*. ADEGS Annual Conference, Dundee, January 2012.
- 43) Cruickshank M, Francis J, Powell R, Ross S, Cleland J. *Using the Theory of Planned Behaviour to evaluate an educational intervention: A before-after study of final year medical students*. The Division of Health Psychology of the British Psychological Society Annual Conference, Queens University, Belfast, 15-17 September 2010.
- 44) Cleland JA, on behalf of the Scottish Medical Careers Cohort Study Group. *The Scottish Medical Careers Cohort Study. The influences on career aspirations and choices of medical students and trainee doctors in Scotland*. The Association for the Study of Medical Education (ASME), Cambridge, UK, 21-23<sup>rd</sup> July 2010.
- 45) Cleland JA, Ross S, von Fragstein M. *"Don't do this, it's frowned upon" – but they did it anyway". Medical students' responses to illness and disability in themselves, peers and doctors*. The Association for the Study of Medical Education (ASME), Cambridge, UK, 21-23<sup>rd</sup> July 2010.
- 46) Cleland JA, Walker L, Denison A, Vanes H, Moffat M. *Providing healthcare to A&E migrant patients: perspectives from primary and secondary healthcare providers*. Scottish School of Primary Care, Crieff, Perthshire, 27-28<sup>th</sup> April 2010.
- 47) Cleland JA, Engel N, Dunlop RA, Kay CD. *Innovation in medical education: implementing and evaluating a programme of Summer Studentships in Medical Education*. 2<sup>nd</sup> Annual Meeting of the Academy of Medical Educators, London, 27<sup>th</sup>-28<sup>th</sup> January 2010.
- 48) Abe K, Fujisaki K, Barton P, Evans P, Cleland JA, Sazuki Y. *Feelings of difficulty in standardised patients when giving feedback to learners: Preliminary comparative data from Scotland, the US and Japan*. Scottish Clinical Skills Conference, Glasgow, 8-10<sup>th</sup> September 2009.
- 49) La Croix A, Cleland J, Cotton PB, Coull S, Skelton JA. *"Say 99": What medical students say to patients during physical examination*. The Association for the Study of Medical Education (ASME), Edinburgh, 15<sup>th</sup> – 17<sup>th</sup> July, 2009.
- 50) Laing G, Moffat M, Cleland J, Christie G, Fitch P, Paterson E, Dempsey O. *Scottish pulmonary sarcoidosis: an exploratory analysis of prevalence, presentation and clinical data in 200 patients*. Scottish Thoracic Society Spring Meeting, Perth, 23<sup>rd</sup> -24<sup>th</sup> April 2009.
- 51) Peach C, Hansen R, Cleland JA, Booth P, Turner S. *Do we believe our ears....? Inter-observer interpretation of paediatric stethoscope sounds*. Scottish Paediatric Society, Royal Aberdeen Children's Hospital, 22<sup>nd</sup> May 2009.
- 52) Lynch B, MacKenzie R, Cleland J, Dowell J, Prescott G. *Does the UKCAT predict performance in first year of medical school?* ADEGS, Stirling, Scotland, January 21<sup>st</sup>-23<sup>rd</sup> 2009.
- 53) Moffat M, Cleland J, Clark N, Cotton P, Bucknall C, Griffiths C., Thomas, M. *A cluster randomised trial of patient-centred asthma education: initial findings from patient outcomes*. Scottish Departments of General Practice and Primary Care (ADEGS) National Conference, Stirling, Scotland, January 21<sup>st</sup>-23<sup>rd</sup> 2009.

- 54) **Cleland JA**, Milne A, Sinclair HK, Lee AJ. *An intercalated BSc degree is associated with higher marks on subsequent undergraduate medical degree exams*. The Association for the Study of Medical Education (ASME), Leicester, 11-13<sup>th</sup> September 2008.
- 55) Wilson M, **Cleland JA**. *Evidence for the acceptability and academic success of an innovative remote and rural extended placement*. The Association for the Study of Medical Education (ASME), Leicester, 11-13<sup>th</sup> September 2008.
- 56) Stewart D, George J, Harkness S, Bond C, Diack L, Cunningham S, **Cleland J**, McCaig D. *Development and validation of a tool for evaluating consultation skills of non-medical prescribers*. The British Pharmaceutical Society Conference (BPS), Manchester, 10-12<sup>th</sup> September 2007.
- 57) **Cleland JA**, Rees C, Knight L, Tracey S, Bond C & Laing M. *Factors affecting GP tutors' reluctance to give negative feedback and fail low-achieving medical students*. The Association for Academic Primary Care (SAPC), London, 25-27<sup>th</sup> July 2007.
- 58) **Cleland JA**, Ross S, Miller S, Patey R. *Junior doctors' and registrars' experiences of handover: a qualitative study to inform the content and design of teaching on effective handover*. The Association for the Study of Medical Education (ASME), Keele, 11-13<sup>th</sup> July 2007.
- 59) Fernando N, McAdam T, Youngson G, McKenzie H, **Cleland JA**. *How can we best prepare our medical students for theatre-based learning?* The Association for the Study of Medical Education (ASME), Aberdeen, UK, 6-8<sup>th</sup> September 2006.
- 60) Boyd K, Warren P, Cameron H, **Cleland JA**, Coull S, Robertson R. *Clinical Communication assessment: a Year 3 Scottish OSCE*. The Association for the Study of Medical Education (ASME), Aberdeen, UK, 6-8<sup>th</sup> September 2006.
- 61) Ross S, **Cleland JA**. *Can personality factors help us predict which medical undergraduate students are most likely to require support?* The Association for the Study of Medical Education (ASME), Aberdeen, UK, 6-8<sup>th</sup> September 2006.
- 62) Watson MC, **Cleland J**, Francis J, Inch J, Bond CM. *Addressing sub-optimal communication underpinning inappropriate supply of non-prescription medicines (NPMS); communication skills training for medicine counter assistants*. The Association for the Study of Medical Education (ASME), Aberdeen, UK, 6-8<sup>th</sup> September 2006.
- 63) **Cleland JA**, Moffat M, Clark N, Cotton P, Bucknall C, Griffiths C, Thomas M. *Using a theory-based tool to assess the impact of training on GP and practice nurse asthma consultation behaviours*. General Practitioners in Airways Group (GPIAG) Annual Conference, Keele University, 22-23<sup>rd</sup> June 2007.
- 64) McCaig DJ, Johnston G, Bond CM, **Cleland JA**, Cunningham ITS, Diack HS, Stewart DC. *Views of pharmacist prescribing trainees and their designated medical practitioners on the period in practice*. Health Services Research and Pharmacy Practice Conference, Keele University, 2-3<sup>rd</sup> April, 2007.
- 65) Watson MC, Inch J, **Cleland J**, Francis J, Bond CM. *The effect of communication skills training on consultations for non-prescription medicines*. Health Services Research and Pharmacy Practice Conference, Bath, April 3-4<sup>th</sup> 2006.
- 66) Fernando N, McAdam T, Youngson G, McKenzie H, **Cleland J**. *What is the quality of teaching and learning in theatre for medical undergraduates?* Annual Audit Symposium, The Royal College of Surgeons, Edinburgh 10<sup>th</sup> March 2006.
- 67) **Cleland JA**, Ryan D, Thomas M, Price D, Caldow J. *Patient and clinician views of using an electronic monitoring device to monitor symptoms in an asthma management trial*. General Practitioners in Airways Group (GPIAG) National Conference, Crewe, 8-9 July 2005.

- 68) **Cleland JA, Moffat M, Price D.** *Exploring the needs and views of healthcare professionals towards the provision of smoking cessation support for pregnant women.* General Practitioners in Airways Group (GPIAG) National Conference, Crewe, 8-9 July 2005.
- 69) **Cleland JA, Boyd K, Coull S, Robertson R.** *The Scottish Doctor Standard Setting Group: Communication Skills Assessment Group.* Association for the Study of Medical Education (ASME), Newcastle, 11-13 July 2005.
- 70) **Cleland JA, Hall S.** *Living with COPD in the community: a qualitative study of patients' psychological, educational and support needs.* Scottish School of Primary Care (SSPC), Glasgow, 28-29 April 2005.
- 71) **Cleland JA, Lee AJ, Hall S.** *Relationship between patient characteristics, psychological health and health status in COPD.* Scottish School of Primary Care (SSPC), Glasgow, 28-29 April 2005.
- 72) **Cleland JA, Price DB, Hall S.** *Implementing asthma action plans: practice nurse training in patient-centred communication skills has no impact on patient outcomes.* British Thoracic Society Winter Meeting, London, 1-3 December 2004.
- 73) **Cleland J, Price BD, Sharma A, Gerard S.** *Evaluating spiritual healing: a pragmatic single-blind, 3-arm RCT study of complementary medicine in patients with asthma.* British Thoracic Society Winter Meeting, London, 1-3 December 2004.
- 74) **Edwards RM, Stewart DC, Cleland J, Cunningham ITS, Munro K, McCaig DJ, Pfleger DE, Healey TM.** *The first wave of supplementary pharmacist prescribers: reflecting on the period of learning in practice.* British Pharmaceutical Conference, Manchester, 27-29<sup>th</sup> September 2004.
- 75) **Cleland JA, Denison A, Watson WA, Hunter M, Chesser A, Arnold R.** *Struggling students or failing Faculty? The Association for the Study of Medical Education (ASME), Liverpool, 1<sup>st</sup>-3<sup>rd</sup> September 2004.*
- 76) **Cleland J, Hall S, Price D.** *Feasibility of using routine data to identify patients and as outcome data.* ADEG, Stirling, January 28-29<sup>th</sup> 2004.
- 77) **Cleland J, Coull S, Boyd K., Robertson R.** *The Scottish Doctor Standard Setting Project: Communication Skills Assessment Group.* ADEG, Stirling, January 28-29<sup>th</sup> 2004.
- 78) **Cleland JA, Chesser A, Arnold R.** *Students with academic difficulties: identification and support.* ADEG (Scottish Departments of General Practice and Primary Care Annual Meeting), Stirling, January 23-25<sup>th</sup> 2003.
- 79) **Cleland, JA, Thomas M, Pinnock H.** *Provision of smoking cessation advice: the views of GPs and patients.* British Thoracic Society Winter Meeting, London, December 4-5<sup>th</sup> 2002.
- 80) **Cleland JA, Thomas M, Pinnock H.** *GP and patient attitudes towards the provision of opportunistic smoking cessation advice. "Raising the Standard" – Clinical Effectiveness in Grampian Conference, Aberdeen, 2<sup>nd</sup> October, 2002.*

**Peer-reviewed seminars and workshops (international and national meetings)**

- 1) **Cleland JA, Gibb T, Balasooriya C, Wilkinson T.** *Educational scholarship: Advocating for recognition for healthcare professions educators.* (Virtual) Association for Medical Education Europe (AMEE), 28<sup>th</sup> – 30<sup>th</sup> August, 2021.
- 2) **Price T, Cleland J, Archer J.** *Remediating struggling doctors: what works?* Ottawa Conference on the Assessment of Competence in Medicine and the Healthcare Profession, 1-4<sup>th</sup> March 2020, Kuala Lumpur (KL), Malaysia.

- 3) McIlhenny C, **Cleland JA**. “Of course I can teach ...” – using *Entrustable Professional Activities* to develop and assess surgical educators. Association for Medical Education Europe, 27-29th August 2018, Basel, Switzerland.
- 4) Petty-Saphon K, Smith D, **Cleland JA**, Hay M, Wilkinson T. *Longitudinal datasets in medical education: delivering evidence-based policy through tracking the educational continuum*. Association for Medical Education Europe, 27-29th August 2018, Basel, Switzerland.
- 5) Scrimgeour DSG, **Cleland JA**. *Knowledge Related Research and Surgical Training in the UK*. Royal Australasian College of Surgeons. Melbourne, Australia, 14th April 2018.
- 6) **Cleland JA**, Patterson F, Hanson M. *The wicked problem of selection*. Ottawa-ICME Conference, Abu Dhabi, UAE, 10-14th March 2018.
- 7) **Cleland JA**, Dowell J, White K, Johnson P. “Thinking big”: the value of UKMED to medical education. NHS Education for Scotland (NES) 6th Medical Education Conference, Edinburgh, Scotland, 5<sup>th</sup> and 6<sup>th</sup> May 2016.
- 8) Hawick L, Stubbing E, **Cleland JA**. *What shapes the curriculum and student development in healthcare education?* Scottish Clinical Skills Network Conference, Aberdeen, Scotland, 21<sup>st</sup> and 22<sup>nd</sup> April, 2016.
- 9) Powis D, Kelly B, Elay D, **Cleland JA**, Munro D. *Non-cognitive qualities assessment for selecting students for healthcare professions*. 17th Ottawa Conference, Perth, Australia, April 19-23th 2016.
- 10) **Cleland JA**. The use of contextual data in medical admissions: thinking differently. International Researchers in Selection for Healthcare Conference, Perth Australia, April 18th 2016.
- 11) Johnston PJ, **Cleland JA**. *Developing the educational culture of a healthcare organisation*. NHS Education for Scotland (NES) 5th Medical Education Conference, Edinburgh, Scotland, 27-28th April 2015.
- 12) Johnston PJ, **Cleland JA**. *Developing the educational culture of a healthcare organisation*. Association for Medical Education, Europe (AMEE), Milan, Italy, 31st Aug-3rd Sept 2014.
- 13) **Cleland JA**, Costa M, Patel R, Winston K. *Underperformance in medical students: the role of the teacher in effective remediation*. ASME Annual Scientific Meeting, Edinburgh, UK, 11-13<sup>th</sup> July 2013.
- 14) **Cleland JA**, Costa M, Patel R, Winston K. *Underperformance in students: towards more effective approaches to identification and remediation*. A workshop at the ASME Annual Scientific Meeting, Brighton, UK, 14-17<sup>th</sup> July 2012.
- 15) **Cleland JA**, Costa M, Patel R. *Underperformance in medical students: different problems, different solutions?* ASME Annual Scientific Meeting, Edinburgh, UK, 13-15<sup>th</sup> July 2011.
- 16) Evans P, Suzuki Y, Abe K, Wakabayashi H, **Cleland JA**. *What are the benefits of inter-institutional partnerships?* Association for Medical Education in Europe (AMEE) International Meeting, Glasgow, UK, 4<sup>th</sup> -8<sup>th</sup> September 2010.
- 17) **Cleland JA**, Watson MC. *Communication and pharmacy practice: adopting a systematic approach to developing and evaluating interventions to improve communication behaviour*. 16<sup>th</sup> International Social Pharmacy Workshop, Lisbon, Portugal, 23-26<sup>th</sup> August 2010.
- 18) **Cleland JA**, Dornan T, Wass V, Ringsted C. *Using a health services research model to help medical education research programme planning*. ASME Annual Scientific Meeting, Cambridge, 23-26<sup>th</sup> July 2010.
- 19) **Cleland JA**. *Barriers to “failing to fail” poorly performing students: what are these and how can they be addressed?* ADEGS, Stirling, 22-23<sup>rd</sup> January 2009.

- 20) Price D, Haughney J, Moffat M, **Cleland JA**. *Self-Management – different strategies for different triggers*. The 4<sup>th</sup> International Primary Care Respiratory Group (IPCRG) Conference, Seville, Spain, 29-31<sup>st</sup> May 2008.
- 21) **Cleland JA**, Watson MC, Bond C. *Extending roles, extending skills; developing the consultation within pharmacy settings*. 7<sup>th</sup> European Society for Clinical Pharmacy (ESCP) Conference, Edinburgh, UK, 17-19<sup>th</sup> May 2007.
- 22) Patey R, Flin R, MacDonald L, **Cleland JA**, Cuthbertson B, Mearns K, Williams D. *Teaching undergraduate about error in healthcare*. Scottish Clinical Skills Network Conference, Edinburgh, 21-22 September 2006.
- 23) Patey R, Flin R, **Cleland JA**, Cuthbertson BH. *Patient Safety- dealing with medical error*. The Association for the Study of Medical Education (ASME) Annual Scientific Meeting, Aberdeen, 6-8<sup>th</sup> September 2006.
- 24) Kidd J, Nestel DA, Hall A, **Cleland JA**, Gill E, O'Neill B. *Communication curricula in medical education: sharing ideas*. International Conference on Communication in Healthcare (EACH), Bruges, Belgium, 14-17<sup>th</sup> September 2004.

#### **Peer reviewed presentations (posters)**

I have co-authored more than 100 posters at international and national meetings since 2000 (e.g., ASME, AMEE). These are mostly associated with the work of my PhD students or Fellows I supervise. For example, I was co-author on eight posters at the 2019 Scottish Medical Education Conference.