

Lizanne Hamilton-Smith  
Lecturer  
School of Health and Life Sciences



## Overview

I joined the School of Nursing and Midwifery as an Associate Nurse Lecturer in 2016 and my academic roles have grown year on year taking on further accountabilities and responsibilities, for example, Module Co-ordinator, MSc Lead supervisor, Mentor staff, External Examiner, and Lead Project planner. These roles have influenced a wide range of positive opportunities, for example, career fairs, and conferences, which have influenced across departments, income generation, philanthropy, and developed national and international networks.

I joined NHS Greater Glasgow and Clyde Health Board (NHSGCC) in 1990, training and working within a vast range of different areas and hospitals gaining knowledge and experience in each area. I was the first Chairperson for the NHS GCC Nurse Practitioners group and led the educational development and support network for independent nurses. As an autonomous member of an interdependent health care team, working within the multi-professional team, I am competent to perform the necessary technical/invasive/physical/emotional aspects of care to ensure the patient is central to resolving their predicaments effectively and speedily. I maintain my clinical skills with locum work, recent placements involved working in Isle of Raasay and Shetland and highlighted the vulnerability for all working within the community and island settings.

## Qualifications

Master of Science, Glasgow Caledonian University  
Award Date: 30 Nov 2015

Bachelor of Science (Hons.), Glasgow Caledonian University  
Award Date: 30 May 1998

Postgraduate Diploma, Glasgow Caledonian University  
Award Date: 31 May 1995

Postgraduate Certificate, Glasgow Clyde College  
Award Date: 30 May 1994

30 Jul 1990 → 30 Nov 2030 Level 1 Registered Nurse, RN

1 Sep 2016 → 30 Dec 2017 Post graduate Certificate in Teaching , PgCert Teaching

15 Jan 2015 → 30 Mar 2015 NHS Leadership

9 Jan 2007 → 30 Jul 2007 Independent Nurse Prescriber, INP

## Employment

### Lecturer

Lecturer  
School of Health and Life Sciences  
University of the West of Scotland  
4 Apr 2018 → present

### External Examiner

De Montfort University  
Leicester, United Kingdom  
1 Feb 2020 → 31 Dec 2023

### Nurse

Scottish Nursing Guild  
United Kingdom  
1 Dec 2000 → 31 Dec 2023

## Research outputs

**Organising spine chilling examination: virtual OSCEs: can they assess advanced healthcare practitioners**  
Hamilton-Smith, L., 2 Nov 2021.

**Organising spine chilling examinations: can virtual OSCEs assess advanced healthcare practitioners**  
Hamilton-Smith, L., 2 Nov 2021.

**Diagnosis and management of Acute Coronary Syndrome – a case study: UWS assessment decision-making in advanced practice assessment component**  
Hamilton-Smith, L. & Anderson, K., 25 Jun 2021. 1 p.

**Organising spine chilling examinations: can virtual OSCEs assess healthcare practitioners**  
Hamilton-Smith, L., 25 Jun 2021.

**Digital strategies within UWS**  
Hamilton-Smith, L. & Andrade, S., 24 Jun 2020.

**ECG**  
Bateson, M. & Hamilton-Smith, L., 31 May 2019, *Clinical Skills for Nursing Adults: Step By Step*. Wright, W., Newcombe, P. & Everett, F. (eds.). SAGE Publications

**Intravenous fluids**  
Bateson, M. & Hamilton-Smith, L., 31 May 2019, *Clinical Skills for Nursing Adults: Step By Step*. Wright, W., Newcombe, P. & Everett, F. (eds.). SAGE Publications

**Sepsis**  
Hamilton-Smith, L. & Bateson, M., 31 May 2019, *Clinical Skills for Nursing Adults: Step By Step*. Wright, W., Newcombe, P. & Everett, F. (eds.). SAGE Publications

**Case study: a practical guide to e-marking of Objective Structured Clinical Examination (OSCE)**  
Hamilton-Smith, L. & Andrade, S., 11 Feb 2019.

**Measuring the effectiveness and the impact of a nurse-led renal day area within a secondary healthcare setting in NHS Scotland**  
Hamilton-Smith, L., 13 Sep 2018.

**Measuring the effectiveness and the impact of a nurse-led renal day area within a secondary healthcare setting in NHS Scotland**  
Hamilton-Smith, L., 28 Jul 2018.

**Measuring the effectiveness and the impact of a nurse-led renal day area within a secondary healthcare setting in NHS Scotland**  
Hamilton-Smith, L., 15 Jun 2016.

**Measuring the effectiveness and the impact of a nurse-led renal day area within a secondary healthcare setting in NHS Scotland**  
Hamilton-Smith, L., 15 Sep 2015.

## Activities

**Scottish Vascular Intravenous Access Network**  
Lizanne Hamilton-Smith (Organiser), Linda Kelly (Member of programme committee), Mark Chance (Member of programme committee), Victoria McFarlane (Member of programme committee), Emily Ridley (Member of programme committee), Nicola Wyllie (Member of programme committee) & Jason Ram (Chair)

26 Nov 2019

**University West of the Scotland (UWS) (2019) Digital Health and Care Network**

Lizanne Hamilton-Smith (Organiser), Audrey Cund (Participant), Susan Rae (Participant), Wendy Wright (Participant), Caroline MacCallum (Participant), Lee Ballantyne (Participant), Stephen Andrade (Participant), Anna Buckby (Participant) & Alison Toner (Participant)

4 Oct 2019

**University West of the Scotland (UWS) (2019) School of Health, Nursing and Midwifery Career Fair**

Lizanne Hamilton-Smith (Organiser)

19 May 2019

**University West of the Scotland (UWS) (2018) School of Health, Nursing & Midwifery Careers Fair.**

Lizanne Hamilton-Smith (Organiser)

12 Jun 2018

**University West of the Scotland (UWS) (2018) UWS School of HNM offer life guidance at local Careers Fair.**

Lizanne Hamilton-Smith (Invited speaker)

3 Apr 2018

**University West of the Scotland (UWS) (2017) Health and Life Sciences Careers Fair**

Lizanne Hamilton-Smith (Organiser)

30 May 2017

**University West of the Scotland (UWS) (2017) More Children Share the "Class in a Bag" Experience**

Lizanne Hamilton-Smith (Invited speaker)

1 Mar 2017

**University West of the Scotland (UWS) (2016) School of Health, Nursing and Midwifery Career Fair**

Lizanne Hamilton-Smith (Organiser)

13 Jun 2016

## Prizes

**Advanced Higher Education Academy**

Hamilton-Smith, Lizanne (Recipient), 11 Mar 2021

**Higher Education Academy Fellow**

Hamilton-Smith, Lizanne (Recipient), 29 Sep 2017

**University West of the Scotland (UWS) (2017) STARS (Staff Appreciation & Recognition) Awards 2017**

Hamilton-Smith, Lizanne (Recipient), 30 Jul 2017

**University West of the Scotland (UWS) (2020) Vice-Chancellors' Innovation Fund 2020.**

Hamilton-Smith, Lizanne (Recipient), Cund, Audrey (Recipient), Rae, Susan (Recipient) & Andrade, S. (Recipient), 30 Mar 2020

**UWS Vice Chancellor Innovation Fund 2021**

Hamilton-Smith, Lizanne (Recipient) & Andrade, S. (Recipient), 17 Jun 2021

## Professional Memberships

Nursing and Midwifery Council

- Professional Registration No: 90G0088S
- Level: a) Registered Nurse Level 1 (1993)  
b) Independent Non-Medical Prescriber (2010)  
c) NMC Teacher (2017)
- Expiry date: 11/21
- Revalidation due: 11/23
- Studied: Eastern College of Nursing and Midwifery, Glasgow

#### Persons Vulnerable Groups (PVG) Scheme

- Updated February 2019
- Disclosure Number: 200000004478405
- PVG Membership No: 14090492 8287 0386

#### HEA Fellow

- September 2017, application for Senior Fellow Dec 2020- outcome pending

## Previous Employment

Position Regional Services Renal Unit Nurse Practitioner•Period: Jan 2003 – 03.04.16 •Employer: Queen Elizabeth University Hospital, 1345 Govan Rd, Glasgow, G51 4TF•Role: Advanced practice and deliver a high standard of care in health promotion and treat medical, surgical and chronic conditions in various settings and educate healthcare professionals. •Reason for leaving: Education Position: Sessional Lecturer•Employer: School of Health, Nursing & Midwifery School, UWS Hamilton and Paisley•Period: 19.02.15 – 31.03.16•Role: Teaching Academia and Clinical skills to pre and post registration students•Reasons for leaving: Temporary postPosition: Senior Staff nurse: Nephrology Nursing (Acute & Chronic)•Period: June 1999 – Jan 2003•Employer: GRI University NHS Trust•Reasons for leaving: Promotion to 'G' grade and development of new nursing rolePosition: Staff nurse: Intensive Care Nursing (Cardiac & Respiratory)•Employer: GRI University NHS Trust•Period: Oct 1996 – June 1999•Reasons for leaving: Promotion in renal unit to 'E' gradePosition: Staff nurse: Nephrology Nursing (Acute & Chronic)•Employer: Oct 1994 –1996•Period: GRI University NHS Trust•Reasons for leaving: Gain acute nursing experiencePosition: Staff nurse (Bank): Theatre Nursing (all specialities)•Employer: GRI University NHS Trust•Period: Feb 1994 -Oct 1994 •Reasons for leaving: Gained permanent employmentPosition: Staff nurse: Elderly Nursing•Location: Duchess Nina Nursing home, Quarter•Period: Dec 1993 –Feb 1994•Reason for leaving: Gain Secondary care experience

## Further Education

French, Scotvec Level 3 May 1994 Glasgow College of Commerce, Glasgow  
Diploma in Human Physiology May 1995 Caledonian University, Glasgow  
BSc Hons in Health Studies May 1998 Caledonian University, Glasgow  
Certificate Advanced Nursing Practice March 2004 Caledonian University, Glasgow  
Certificate in Clinical Assessment April 2005 Caledonian University, Glasgow  
Certificate in Renal Resuscitation May 2006 Scottish Renal Association, GRI, Glasgow  
MSc in Non-medical Prescribing Aug 2010 Caledonian University, Glasgow  
MSc Advanced Leadership Aug 2013 Caledonian University, Glasgow  
MSc Evaluating Evidence to Develop Research and Inform Practice Jan 2014 Caledonian University, Glasgow  
Research and Inform Practice  
MSc in Advanced Nursing Dissertation Sept 2014 Caledonian University, Glasgow  
NHS Leadership Academy Licence March 2015 NHSGGC Regional Services, Western  
Infirmary, Glasgow  
Postgraduate Certificate Teaching Learning and Higher Education Sept 2017 UWS, Paisley  
Learning and Higher Education  
Higher Education Academy Fellowship Sept 2017 UWS, Paisley  
NMC teacher Sept 2017 UWS, Paisley

## Education in Progress

PhD: ANP Assessing the perceptions and values of Advanced Nursing Services within NHS Scotland. Commenced Sept 2020 School of Health, Nursing and Midwifery, UWS, Hamilton  
Higher Education Senior Fellow December 2020 UWS, Lanarkshire- outcome pending

## Training & Development

- 1994 - Present date
- Annual Computer training, ERCD & IT skills
- Annual Fire Evacuation and General Health & Safety
- 2003-2005: Advanced Practice Clinical Skills e.g. Venepuncture & Cannulation skills, IV drug administration, Male Catherisation, Suturing, Arterial blood gases, ECG interpretation, Radiological interpretation

- 2003: Stress and Conflict Resolutions
- 2003 and 2019: Child and Vulnerable person awareness
- 2003: Pre-operative and post-operative care
- 2004: Management & Leadership courses
- 2000- present date: Scottish Nursing Guild Annual Competency workbook
- 2003-2007: NHS GGC Advanced Nurse Practitioner Chairperson
- 2005 & 2016: Scottish Renal Association Conferences presentations
- 2003 & 2004: Renal Society Conference presentations
- 2004: British Anaemia Masterclass member.
- 2004: Scottish Anaemia Management Group member and presentation
- 2003- 2016: Scottish Nurse Practitioner Group member, annual presentations
- 2003-2016: Scottish Renal Vascular Access Group, annual presentations
- 2016: UWS Festival of Learning presentation
- 2016: Journal of Renal: three articles published
- 2017: Moving and Handling Trainer training
- 2017: Personal Safety Trainer training
- 2018: Scottish Vascular Access Network Presentation
- 2018-20: RCPN monthly workshops
- 2018: Global Nursing and Primary Care Conference: presentations, Italy
- 2018: Step by Step Writing: published three chapters as part on SAGE publishing
- 2018: NES GPN Fellowship workshops
- 2019: Higher Education and Academy Learning and Teaching Bridging Boundaries Annual Conference: Interactive workshop demonstrating digital assessment and feedback
- 2019: Digital Scotland Conference
- 2019: Scottish Vascular Access Network (SIVAN) conference
- 2016- to present date: Continuous CPD events and presentations (BiNE, UWS and RCPE workshops, Scottish Vascular Access, Resus ILS updates,
- Moving and Handling, Personal Safety Awareness, Research Seminars and Educational Conferences)
- 2016- present date: Annual Nursing and Midwifery Careers Fair
- 2019: Certificate Mental Health Awareness
- 2020: Completed NES Redeployment Modules
- 2020: Completed UWS Online Digital, Teaching and Learning Modules
- 2020: Higher Education and Academy Learning and Teaching Bridging Boundaries Annual Conference: Interactive workshop demonstrating digital strategies within UWS
- 2020: Scottish Intravenous Access Network webinar presentation

## Current Role

### Summary of responsibilities

- Lead, plan, develop, and evaluate course modules, the position usually includes being a personal tutor and liaison to students and colleagues.
- Demonstrate a problem-solving approach using critical thinking and diagnostic reasoning skills in clinical decision-making to assess, diagnose, and manage the clinical needs of patients in a variety of settings.
- Innovate, develop and lead evidence-based service initiatives to develop complex support networks to allow the student improved access to education.
- Regularly deal with distressing and emotional situations involving highly sensitive, complex, and contentious information.
- Implement clinical governance, quality improvements, and risk management issues.
- Act as an effective change agent audit/research current practice and negotiate appropriate changes to practice as per policy drivers and external agencies' service needs.
- Network with external agencies from various healthcare sectors to develop an effective future workforce.
- Utilise PDR/NMC Revalidation for professional development and proven track record of staff management, leadership, teaching, and motivation through cohesive and effective team working.

## Statement of Support

### Nursing Expertise

During my years in nursing, I joined Greater Glasgow and Clyde Health Board as a student in July 1990, training and working in Glasgow Royal Infirmary. Since then I worked within a vast range of different areas and hospitals gaining knowledge and experience in each area. I have been able to develop advanced nursing skills and enjoy being part of an integrated multi-disciplinary team. I have been a senior nurse practitioner for fourteen years and although it was a steep learning curve at first; I have been able to benefit myself the patient, and NHS GGC Regional Renal Services with my advanced clinical skills, expert knowledge, and managerial services. I can make complex clinical decisions using specialised clinical judgments to provide a high standard of care to the patient. As an autonomous member of an interdependent health care team, working within the multi-professional team, I am competent to perform the necessary technical/invasive/physical/emotional aspects of care to ensure the patient is central to resolving their predicaments

effectively and speedily.

### Clinical Experience

During my service, I have proven to be a team player who is highly motivated and hard-working. I am always fully committed to the job at hand and can multitask. I was the first Chairperson for the NHSGCC Nurse Practitioners, which I led the educational development and support network for independent nurses. I can guide, advise, teach, and mentor colleagues, in order to ensure the patient is receiving the best care while developing an effective and independent workforce, for example, Nurse Practitioner, Nurse Practitioner Assistant, and Phlebotomy education packages. I have been able to reduce harmful variations and costs within the healthcare service by implementing project management skills and utilising transformational communication skills to modernise and implement change, for example, Renal Outpatient Consultation clinics, Iron Deficiency Anaemia clinics, Renal Vascular Access services including reducing infection rates, Renal pre-operative protocols, Renal Daycare and Patient Educational programs. I believe that this reflects my confidence in my operational and dynamic transformational leadership capabilities to have good rapport and links to other areas of healthcare. I maintain my clinical skills with locum work, recent placements involved working in Isle of Raasay and Shetland and highlighted the vulnerability for all working within the community and island settings.

### Academia

I have continuously studied since leaving school gaining academia to promote my evidence-based care. As an NHSGCC Regional Renal Nurse Practitioner, was able to advance and adapt my practice by identifying the impact of global and national policies at the local level, developing policies and protocols to create a day area accessible treatment area for all patients. The renal day area had been operational for two years and won an NHSGCC Regional Services Innovation Award (2013) for its impact on the NHS services but there had not been any studies conducted to assess the effectiveness of the renal day area. Therefore, as the final part of my MSc in Advanced Nursing, I conducted an extensive retrospective audit, evaluating the outcome of 4,750 patients who had accessed nurse-led renal care to assess the impact of changing the delivery of renal healthcare within NHS. This successful study demonstrated that this was an extremely effective nurse-led facility, despite the increased throughput and workforce hours, the nurse-led area saved a phenomenal amount of patient time and costs (£350,000) to the NHS and the model is now being developed throughout NHS Scotland. I have led, developed and project managed the annual nursing and midwifery career fair and student showcase, where approximately 500 students and 40 exhibitors attend including NHS Scotland, nursing agencies, national and local government agencies, and private healthcare providers. Feedback on the events is always extremely positive, with most students securing employment and promoting the profile of creating universal, work-ready, and successful students plus always been financially profitable. I have completed a Postgraduate Certificate in Teaching and Learning in Higher Education, achieving NMC teacher and HEA Fellowship status and NES Digital Health and Care Leadership Programme. I have been continuously active within the various categories of scholarship activities, for example, learning and reading literature, improving educational resources, conducting satisfaction surveys. I have been able to disseminate findings at conferences, developed national strategies for various health and social care settings, published three chapters in nursing, and these numerous activities have influenced either own and institutional prestige, income and been able to disseminate action research that has made a real difference in the real world. I have recently completed my application for a senior fellowship providing evidence mapped to the Higher Education Academy and recently commenced my Ph.D. studies reviewing the living experiences of advanced nurse practitioners in NHS Scotland while recognising there may be more challenges, look forward to creating more opportunities while enjoying this prosperous and fruitful vocation.

### Leadership

I am part of the MSc Advanced Clinical Pathway, Module Co-ordinator for Assessment Decision Making in Advanced Practice, and continuously developing this blended learning module to be an effective, efficient learning and teaching strategy. This module is accessed by postgraduate students with a wide range of expertise and learning requirements, in which we adapt to fit the needs of the student to provide a positive learning experience. I have first and second supervisor experience of successful MSc students since commencing supervision in January 2018. In 2018, streamlined operations by pioneering workbooks and electronic digital assessment which reduced assessment hours increased reliability and validity of quality of marking while providing extra support for students and mentors in clinical and academic practice. This innovation has been quoted as "gold and a very high standard" which has been endorsed by internal and external academics.

### Teaching

In support of my application, I became a Nurse Lecturer for University West of Scotland in 2016, completing my Postgraduate Certificate in Teaching Learning and Higher Education and HEA Fellow membership. I utilise my teaching and learning skills, mentorship, and nursing experience to guide, support, and teach pre and post-registration nursing students, external partners including primary schools, community groups, and external agencies. I am dynamic and forward-thinking while linking the theory to practice, inspiring students to develop relevant skills within the evolving practice, and create quality and sustainable resources within the healthcare and academic professional settings. Collaboration with colleagues and students to develop independent skills, promoting active learning, and creating innovative, stimulating, supportive, and reflective environments to allow the development of cognitive, associative, and autonomous acquisitions are fundamental to develop authentic skills that are transferable in the real world.

I have successfully led and transformed the student learning experience with the introduction of innovative, creative content linking scholarship activities and underpinning pedagogies with the full range of methodological perspectives to meet the evolving changing education environment. I actively encourage a learning culture, comply with educational

governance, empower students by providing a voice, and continue and grow confidence in supporting students during their academic journey. I appreciate the students' evaluations are integral to shaping the transformative learning experience and own pedagogical development. This philosophy has been captured via various feedforward discussions and surveys as evidence to all stakeholders demonstrates the impact of teaching, learning and assessment strategies, they provide an opportunity to critically reflect on my own academic practice and rectify the variety of epistemic, sociocultural, or psychic distorted expectations. Undertake pastoral role with students experiencing unwarranted, unexpected, or require additional support while coping with physical, psychological, academic, or financial challenges. Implementing an empathetic approach to ensure all students can build their confidence, self-esteem and encourage access to the various resources and adapt to fit the needs of the student to generate a positive learning experience.

As an effective educator design, plan and critical review of programmes of study and/or schemes of teaching, learning, and assessment activities prompted by factors such as subject discipline, student surveys, sector best practice, and scholarship (SOTL) and contributed to numerous and various developments and evaluation of innovative approaches, for example filming clinical skills videos, creation of advanced skills workbooks and contributed and wrote three chapters with fellow colleagues to develop the first clinical skills steps within nursing, which has been recently published. As part of the UWS BiNE and Simulation working groups, utilise various resources to ensure pre and post-registration is a spiral curriculum and arranged training days for staff to participate with updating skills and knowledge to utilise various pedagogies within teaching environment.

#### Research and Enterprise

My academic roles have grown year on year taking on further accountabilities and responsibilities, for example, Module Co-ordinator, MSc Lead supervisor, Mentor staff, External Examiner, and Lead Project planner. These roles have influenced a wide range of positive opportunities, for example, career fairs, and conferences, which have influenced across departments, income generation, philanthropy, and developed national and international networks. In 2019, a current test of change includes a partnership with the Scottish Government, NHS Scotland, and various health boards to link academia with clinical practice, digital assessments, video consultations, and electronic record keeping. Successfully obtained licence authorised for NHSS National Video and funding from the Vice-Chancellor Funding and in progress implementing video consultation within academia for the first time in Scotland, plus abstract accepted for UWS Learning, Teaching and Research Conference 2020 to discuss digital strategies including video consultation and electronic record keeping. In 2020, innovated the assessment strategy with transfiguring the face to face to online Objective Structured Observed Examinations (OSCEs) underpinned with evidence-based training for staff and students. In 2016, created the annual UWS Health and Life Science Careers Fair, leading an extremely successful enterprise event raising the profile of students with external agencies, generating income, and providing excellent opportunities for the students using team and risk assessment strategies. I have continued to evolve this project by introducing the Student Showcase into the career fairs which promoted how students have benefitted from studying within academia in which the feedforward was extremely positive from all stakeholders. I have maintained abreast of teaching and learning by attending in-house CPD, online and external workshops and conferences to ensure my evidence-based practice is current, inventive, and effective to enhance practice by leading on cross-departmental/ cross-institutional activities and events that promote inclusive and accessible practices and widening participation and increased global engagement with various events, for example; •Lt Kuracloud (2019) Conference developing blended learning in digital teaching and learning strategies. •National Digital Health and Social Care Practice for NMAHP Educators (2019) Digital Leadership programme for educators. •Royal College of Physicians Edinburgh (2019) workshops on various topics •Scottish Government Technology Enabled care Divisions Digital Health and Care Learning (2019) conference and networking with local, national and international stakeholders •Scottish Intravenous Venous Access Network (2019) Conference to discuss new policies and standards for vascular access to update UWS CPD VAD workshops including supporting three UWS students with presentations •UWS Learning and Teaching Conference (2019) presented Case Study: A practical guide to e-marking of OSCE •UWS Nursing and Midwifery Careers Fair (2019) lead and developed a working group for the School of Health & Life Sciences •Digital Health and Care Leadership Programme for NMAHP Educators (2019) •Blantyre Care Hub TEC Zone (2020) which will provide 24 hours of community care underpinned with digital technology, this is the current proposal is an opportunity for UWS to create a real difference within the community

#### Synopsis

My interests are promoting the highest standard of healthcare from all members of the multi-disciplinary and academic team. I have developed over 30 years of advanced clinical skills, academic and managerial skills, and eager to involve myself in many facets of student and patient-centred care to promote realistic medicine.

I have a successful history of modernising, implementing, and promoting changes within academic, healthcare, and philanthropic projects; and while challenging, I remain proactive, ambitious, and entrepreneurial to create efficient and sustainable systems, as to date, all my projects remain in progress

- Led an extremely effective nurse-led facility, despite the increased throughput and workforce hours, demonstrating that the nurse-led area saved the NHS a phenomenal amount of patient time and costs (£350,000 per annum and increasing), the model is now being replicated throughout NHS Scotland.
- Managed a community art guild and increased accessibility and turned the finances from a £9k deficient to £5k profit via various innovations to ensure this 30-year-old community group continues to develop innovative, and creative skills that can be transferred to many different walks of life.
- Within two weeks of commencing employment within academia, led the successful enterprise of creating the annual UWS Nursing and Midwifery Careers Fair (2019) raising the profile of students and providing excellent opportunities for all stakeholders. This has been well attended and has evolved to involve a short-term working group, student showcase, and

generating an income approx. £7,500 per annum and this year, the model had been bought by an external company but interrupted due to COVID-19.

- When transferred into the new team, noted the detrimental impact of the Objective Structured Clinical Examinations (OSCEs) assessment components, including time, poor errors with calculations, and feedforward paper sheets, therefore introduced the electronic rubrics for the OSCEs. While this was an exhaustive and rigorous process to create descriptive marking criteria, the constructive input improved the reliability and validity of the assessment. The results reduced workload by 30mins, no duplications, increased accurate calculations to 100%, reduced carbon emissions to 0%. Typical savings per 80 students; hours, 2,400; staff costs: £960 and printing: £70, average £1,730.

I believe that I have the required skill sets coupled with a desire to develop my career into the proactive side of academia and healthcare while being open to a new set of learning skills and challenges to become an effective member.