

## FaME Awards

### Information about the nominees

Category: Innovation in Medical Education

<b>Gareth May</b>	<p>As part of his vacation studentship and 4th year project, Gareth has developed an online resource (<a href="https://mbchb.dundee.ac.uk/files/students/app_of_science/">https://mbchb.dundee.ac.uk/files/students/app_of_science/</a>) which integrates basic and clinical sciences and offers an excellent opportunity to medical students particularly in the more senior years to refresh and contextualise knowledge. 1. The format of the video is engaging and informative. 2. Gareth developed this resource with minimal technical supervision and without previous experience. 3. He researched areas appropriately to develop questions for formative assessment, an area that we are keen to develop. 4. His motivation levels and drive are exemplary. 5. The quality of the end-product (<a href="https://mbchb.dundee.ac.uk/files/students/app_of_science/">https://mbchb.dundee.ac.uk/files/students/app_of_science/</a>) indicates his effort and commitment. The resource has been sent to students in Years 4 and 5 for feedback and if positive, a case for developing and formalising a larger series of modules will be made.</p>
<b>Lawrence Adams</b>	<p>The communication skills app developed by Lawrence is one of the best learning resources I have used. It's easy to access anytime, anywhere on any mobile platform. It's user friendly and has a very natural/instinctive feel to its interface. I particularly like that the cards can be filtered according to Year and speciality - making it easier to study from. I also found that the app is useful in group study settings which is unique this learning resource.</p> <p>Made learning/revision very easy using flashcards app. Using very new and innovative technology.</p>

## FaME Awards

### Information about the nominees

Category: Excellence in Teaching

<b>Anjali Patil</b>	An extremely well liked doctor by all of her patients. Very keen to teach others and support all students that go to the practice. Extremely kind and will always go the extra mile for staff, students and patients. A real inspirational doctor!
<b>Antony Nicoll</b>	Dr Nicoll broke things down and explained complex concepts to our group that we felt confused about, particularly the recess phenomenon on which we had not previously been taught about in detail. He took us through the pathophysiology. Not many other tutors took the time to do this and many dismiss our questions – you do not need to know this – whereas Dr Nicoll went beyond and connected the clinical aspects to the pathophysiology which I really appreciated and enjoyed.
<b>Audrey Gregory</b>	Audrey has been a member of clinical skills staff since year 1. She teaches in a way that makes even complex concepts accessible and is always supportive of those requiring extra time to master skills. Audrey goes out of her way to offer extra support to those who need it particularly with the Ward Based clinical skills teaching which has improved my confidence in cannulation greatly
<b>Brian Lipworth</b>	Engaging with students concise with info, humour.
<b>Busi Mooka</b>	<p>Dr Mooka is literally amazing. Never before have I found microbiology so interesting, or so easy to understand. Her lectures are engaging, organised and well set out; meaning you have all the information you need when you go to revise. I will never forget that the treatment for staph Aureus is fluclox, fluclox or fluclox.</p> <p>Dr Mooka is a great lecturer, she takes the lectures at our level and makes sure that we understand everything with crystal clear explanations. She has my attention at all times and is a fun lecturer.</p> <p>The best laid out lecture slides. She clearly shows what information is most relevant and reinforces core information in a clear and understandable way. She communicates well and understands how to structure her lectures to make us understand and learn the content as best as possible. Also very approachable.</p>

## FaME Awards

### Information about the nominees

Category: Excellence in Teaching

<b>Cara McDonald</b>	Dr McDonald has taken a lead role in organising and delivering the 3rd year psychiatry block. She dedicated a lot of time and effort to making her teaching sessions interactive and engaging (including using a variety of materials such as PowerPoint, flip-charts, videos; and rewarding students who participated and demonstrated progress in their learning). I saw one session where a student approached her after a tutorial to ask about a personal issue that the material had touched upon and Dr McDonald dealt with the issue in a sensitive and professional manner. Dr McDonald has also been instrumental in encouraging colleagues in Tayside Mental Health Services to support the students' learning and to make the block run as smoothly and enjoyably as possible. Her enthusiasm, knowledge, and teaching skills are obvious I have learned a lot from her approach.
<b>Ceilidh Kennedy</b>	Mrs Kennedy is an excellent clinical teacher. I thoroughly enjoyed every clinic I spent with her! She was very sociable, friendly and made you feel welcome whenever you joined her in clinic. She took every opportunity to teach, whether that be through diagrams, pictures, physical examination or verbally. She also helped me identify weaknesses in my ENT knowledge by asking me questions and allowing me to identify points for improvement. Her knowledge is excellent and her ability to teach complicated topics in a simple manner, is outstanding!
<b>Chris Payne</b>	Supportive, gives good opportunity to students to take part
<b>Craig Cunningham</b>	- willingness to spend extra time teaching students. - friendly - excellent lecture presentation and teaching - Happy to answer questions and reply to emails. - Understanding of student's circumstances and willing/flexible to make things work for students. - good sense of humour
<b>David Connell</b>	Dr Connell as taken the time out of his busy schedule to give us fifth year's amazing teaching on the ward. He took us aside to give us specific teaching on topics in small groups after the ward round. His explanations of difficult physiology were easy to understand with his analogies and he gave us good detailed feedback at the end of the sessions. His ward rounds were great and he makes you really feel like part of the team!

## FaME Awards

### Information about the nominees

Category: Excellence in Teaching

#### David Nicoll

An engaging teacher who was always willing to help and made a huge contribution to CORTEXT

Mr Nicoll is a fantastic lecturer who is extremely involved within the MSK block from lectures, to tutorials to clinical skills. He has a clear passion for teaching and makes it enjoyable for any student. He is very knowledgeable, yet conveys the information he delivers in a concise and manageable format without fail. Furthermore, Mr Nicoll is both personable and approachable which improves his ability to teach and interact with students, especially in the padlet question and answer sessions for example. One thing which truly sets him apart from other lecturers is the massive amount of work he has put into writing CORTEXT, an invaluable teaching and learning resource which is unique to the MSK block. I would say that Mr Nicoll consistently goes above and beyond for students to prepare them in the best ways he can.

Dr Nicoll was a very engaging lecturer and clearly explained information in lectures. The CORTEXT module which he had input to highlighted the important points of the musculoskeletal block and is an excellent revision source. In ward teaching Dr Nicoll structured the session very well, and I felt much more informed after the session. He was also very approachable if anyone had any queries.

Mr Nicoll was an excellent convenor for MSK. This block was really well organised with great lectures and small group sessions. CORTEXT is amazing and extremely helpful for guidance in learning. Mr Nicoll's lectures were always very well prepared with useful content. They were delivered in an engaging and understandable manner meaning we benefited greatly from them. In small group sessions, Mr Nicoll was always happy to ask questions. I never felt anxious asking him a questions as I knew he would always take it seriously. He was very engaging with us and ensured the sessions were beneficial. The padlet sessions that Mr Nicoll ran were also extremely beneficial. It clearly was quite a commitment for him but he ensured he always made it to the sessions at the end of the week. Mr Nicoll is very friendly and funny and ensured that what is a very intense block, musculoskeletal, was ran in the best way that it possibly could. There isn't much more you can ask for.

Organisation of MSK block was the best we've had so far, with lectures and CORTEXT complementing each other to give a block which was interesting and easy to understand. I wish every block could be like that.

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Category: Excellence in Teaching

<b>Debbie Miller</b>	<p>Debbie has been working with Dundee university's longitudinal clerkship for the last two years. She is passionate about the programme and she is an enthusiastic educator. Her teaching style is laid back and she is easy to approach. Debbie encourages students to find their feet early when consulting in gp. This approach is key to developing consulting style. With this approach to teaching Debbie balances the need for education, patient safety and patient satisfaction perfectly. Additionally she has a real skill in identifying talents in others and encouraging to pursue roles well matched to those talents. Together her passion, approach and management makes Debbie one of the best educators I have come across in medicine and an role model for excellence in teaching.</p> <p>I would like to nominate Dr Miller for a Fame award because I believe that she provided me with very high quality teaching throughout all of my 4th year. Not only was Dr Miller one of the first GPs in the UK to take a student as part of the longitudinal clerkship, but she took 2 of us for the whole year, continuously providing us with very enthusiastic and knowledgeable teaching. Being the first year that the DLIC had ran, there were anxieties for both students and staff as to how we as students would perform in 4th year exams. I truly believe that my performance was down to the teaching I received in Nairn. Dr Miller ensured that I understood the underlying biomedical sciences behind every patient I saw throughout the year, along with the more clinical aspects of teaching, such as history taking, examination and creating a differential diagnosis list. She brought out a level of confidence in me that I have not had as a medical student before, something that I believe has shown in 5th year placements. At the beginning of 4th year I was a little anxious about having teaching from one person for such a large proportion of my year, however it very quickly became apparent to me that Dr Miller is a very capable medical educator with a passion for teaching the shines through in her enthusiasm for having us in Nairn.</p>
<b>DECCS</b>	<p>They really helped to confirm my knowledge of the ABCDE routine and give more depth to the understanding I already had for this, especially in how in can be of use in a variety of different but real life scenarios</p>
<b>Ellie Hothersall</b>	<p>Ellie consistently delivers her lectures with enthusiasm and a positive nature. Public health is a topic that is sometimes overlooked because it isn't directly clinical, but Ellie makes these lectures very relevant to healthcare. She cares for her subject and as such I feel like I engage better with the content. She is always available for questions and delivers answers in an informative manner, supporting the student to learn.</p>
<b>Emma Fletcher</b>	<p>Excellent teaching in clinical statistics, with really detailed feedback on progress to individual students which was very appreciated.</p>

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### Information about the nominees

#### Category: Excellence in Teaching

##### **Evridiki Fioratou**

Dr Evie is an excellent teacher who always brings passion into her teaching. She is always happy to guide students with their path if they are looking for guidance. She will go beyond what is expected to deliver the highest quality teaching and provide support.

Dr. Fioratou is set apart from others as a result of her endless enthusiasm and hardworking nature. She takes a genuine interest in each individual student and will always go above and beyond what is expected in order to ensure that every student gets the most out of her teaching and feels supported. Her formal teaching sessions are always well organised and interactive. She has the ability to convey difficult concepts in a way that is easy to understand. My personal experience of her is as a project supervisor, in which context she was exceptional. She always made so much time for me, scheduling weekly 1-2 hours long meetings in which she would give me detailed, instant feedback. She made an effort to get to know me and I always felt fully supported by her. I am continually amazed by the sheer number of student she supervises and supports. However, despite her large workload, she has the ability to ensure that she invests time in every student and makes each individual feels that their project is valued. Dr. Fioratou is a true asset to the medical school and has invested so much energy and time into the project of countless students, as well as delivering high quality lectures and tutorials to all year groups. For these reasons, I felt compelled to nominate her for a FAME award as I feel her hard work should be recognised more publically.

##### **Fiona McFatter**

Dr McFatter has lead and delivered teaching on palliative and end of life care over several years. She has built a programme that used to only provide teaching for a small number of medical students (selected themes) to one that now means all medical students receive both theoretical teaching and clinical experience. She has helped develop a proposal for a Scottish palliative care undergraduate curriculum. She has also lead and developed clinical experience in hospital palliative care - I believe this is unique in its scope in Scotland. She has worked with others to develop communication skills training for undergraduates specific to end of life care. In all this Fiona has ensured that a clear person centred approach is prominent in the content and the styles of teaching threaded throughout the curriculum. I know Fiona has given much of her own person time to do this and beyond this has provided additional mentorship for students and supervision of projects. Many of these projects resultant in nationally presented work. Fiona has also been clear to keep student feedback as a primary driver in ongoing improvement. From a position of good education for a few to one of high quality education for all medical students - Fiona has achieved a great deal in a small number of years.

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Category: Excellence in Teaching

<b>George Hogg</b>	<p>interactive and interesting teaching. approachable, and answers all our questions</p> <p>approachable and interactive. able to teach at a level we understand before complicating makes the teaching fun and is relatable and fun. relates and understands the struggle</p> <p>easy to listen to, approachable, high quality teaching and a really nice guy</p> <p>very engaging, patient and interesting to listen to great ability in teaching Always happy to help students. Extremely good supervisor.</p>
<b>Graham Strang</b>	<p>During my rural GP placement the staff at Bracklinn Practice were excellent. The GPs took every opportunity they could to teach me and the teaching they provided was fantastic. Each GP taught something about every patient, involved me in discussions about patient care and gave very useful feedback that I could immediately learn from and put into practice. All members of staff were happy to involve me and were very supportive and so easy to approach if I ever had any query. They also took time and effort to plan my placement so I was able to spend time with many members of the primary care team and therefore could get a really varied experience of community medicine. It was an all round a very enjoyable month spent with excellent teaching.</p>
<b>Heather Cameron</b>	<p>Dr Cameron has applied immense organizational, management and teaching skills in delivering an extremely important three week teaching block for the semester 1 year 2 medical undergraduates, who are provided with dedicated comprehensive dermatology teaching across diverse components of how dermatology impacts on all aspects of medicine, ranging from basic knowledge base and clinical skills to medical ethics and both medical and surgical dermatology. The block is very highly rated by students and teachers and provides exceptional innovative coverage of dermatology requirements at undergraduate level. Dr Cameron is very understated in her approach to this major undertaking, which is why I wish to raise her exemplary performance in this through nomination for consideration for a FAME award</p>

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### Information about the nominees

Category: Excellence in Teaching

<b>James Chalmers</b>	Professor Chalmers was a brilliant fourth year project. He encouraged me to work autonomously but was also very approachable when I needed help. He encouraged me to submit my work for presentation and publication, neither of which would have been possible without his support and enthusiasm. He has helped me to become significantly more confident in my work and I am very grateful
<b>Jenny Anthony</b>	Having Jenny as my supervisor made my GP block a great experience. From arriving at the practice I was made to feel welcome, and part of the team. When I was seeing patients in GP, she took time to teach me, and didn't seem to be worried about how much time it would take. She explained things well, and I learned so much on my GP block. She made sure that I got what I wanted from it - and allowed me to tailor my experience to my needs - which was much appreciated. As time went on during my placement, I was given more responsibility for seeing patients in minor injuries and the community hospital, and she encouraged me to see my own patients back in GP. She was very supportive, and I have no doubt that one of the reasons I had such a good time on my GP block was because of Jenny.
<b>John Peters</b>	<p>Professor Peters has been fantastic in teaching pharmacology to the MBChB students, and is easily one of our most dedicated lecturers. Despite difficult subject material (and several months of illness), he delivers his lectures to us eloquently and enthusiastically, and is unfailingly patient in suffering our questions after lectures. On several occasions, he has even generously volunteered his time to schedule extra lectures to go over difficult material that students have had trouble with. He is a wonderful teacher, and I feel deserves recognition for his excellence in teaching a very difficult and thankless subject.</p> <p>Prof John Peters is a committed teacher who strives to educate. He has been very involved in our undergraduate teaching and has continuously proved his dedication to provide us with the best education possible. He is very approachable as a lecturer and has shown his willingness to provide extra materials, advice and explanations where necessary.</p>

## FaME Awards

### Information about the nominees

Category: Excellence in Teaching

#### John Peters (continued)

Professor John Peters teaches medical students a mixture of pharmacology and physiology; pharmacology is a notoriously difficult subject. Professor Peters clearly invests a huge amount of time in creating slides that make this difficult subject as clear as possible. They are some of the best lecture slides I have come across in my time at medical school, as there is a lot of effort put into ensuring that they are as accurate as possible, that diagrams are used throughout which clearly illustrate the concepts being explained, and references are used throughout, as well as a range of extended reading options to suit different learning styles. I feel Professor Peters does a fantastic job in explaining difficult concepts and condensing them as much as possible, without leaving out important details or simplifying information to the extent that it is not really true. I feel this is a very difficult balance to achieve, and one which he manages well. He is always more than happy to answer questions, provide extra resources or put on extra revision sessions for the class to try and help everyone understand his subject. In conclusion, he is clearly very passionate about what he does, and puts in a huge amount of effort to help students truly grasp the concepts that he teaches.

Professor Peters consistently delivers some of the highest quality teaching I have experienced thus far in medicine. He makes incredibly complex pharmacology digestible, relevant, interesting and exciting. He goes above and beyond to help us understand these concepts, recording voice overs and scheduling extra lectures to cover material students are struggling with in the lead up to exams in his own time. He consistently updates his material to include the latest research or news headlines and interesting quips to make the material relevant and engaging. I feel very strongly that someone who is so enthusiastic, engaging and devotes so much of his extra time to training future scientists and medics should be recognised for his exceptional teaching.

He does his work with passion and teaches well.

Professor Peters has given us excellent teaching in what most consider a boring and difficult subject. He is patient and friendly and despite being unwell at times he has stood in front of us and gave us excellent lectures. His presentation is exceptional. I wished we had more like him.

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### Information about the nominees

Category: Excellence in Teaching

<b>Kerri Baker</b>	<p>Dr. Baker arguably runs one of the best blocks I've experienced in the form of the General Medicine block. The tutorials she runs throughout this block are exceptionally useful and practical such as writing progress notes and written handovers, the former being a skill that is practically untaught in other areas of the course thus far and will be invariably useful during the Foundation Years. Similarly Dr Baker is incredibly supportive and helpful throughout the block and is very happy to help students in any way including recommending and organising certain teaching sessions such as on sepsis, and recommending patient's we should see to help us to improve our clerking and clinical examination skills.</p> <p>Excellent manner, clear and memorable teaching (see the Baker pain scoring system) attentive and appropriate supervision. Moreover, feedback technique is the gold standard in terms of utility and what we need.</p>
<b>Kismet Hossain-Ibrahim</b>	<p>I have been taught by Mr Ibrahim both in a clinic setting and in theatre. In both cases he took time to explain complex pathologies and treatments even in time pressured environments. He gave me the opportunity to speak to and examine patients in clinic and took time to teach suturing in theatre.</p>
<b>Elizabeth (Libby) McKay</b>	<p>Dr McKay was an excellent GP tutor during my time at Townhead Medical Practice. She was extremely supportive and helpful and was always full of advice and tips. She involved me in all management decisions and really valued my opinion as a peer of an equal level, which was very refreshing. She made sure I was learning all the time, by asking questions. She was very happy to answer any questions I had, even if this meant the surgery running over time. She was also clear about how to improve my performance to the next level. She also ensured I had many opportunities to see all sides of GP &amp; community services. Throughout my time, whenever I performed to the required standard or made the correct diagnosis, she was extremely encouraging and positive. Over time, this helped me increase my confidence in consultation, examination and management. It was also pleasing to note that over time, her trust grew in me and she trusted my judgement and assessment of patients. Her positive influence and manner, has now made me consider GP as a career. She was an excellent supervisor and should be recognised for her excellent teaching.</p>
<b>Luke reid</b>	<p>Very patient and enjoyable tutorials. explain things very well and really enjoyed the approach to anatomy</p> <p>Really great reproduction anatomy tutorials which greatly helped my learning.</p>

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### Information about the nominees

Category: Excellence in Teaching

<b>Marc Jacobs</b>	During my rural GP placement Dr. Iterbeke and Dr. Jacobs together were very supportive and welcoming. They were very understanding and flexible around my commitments at a busy time of year and we managed to work together to make the most of the placement, making it a very educational one in a friendly environment. As it is a small practice, I do not expect many students to know these 2 GP's but their contribution to my 5th year certainly deserves some appreciation and credit.
<b>Monica Doyle</b>	Dr Doyle is someone I look forward to seeing on a ward round. She spends a great deal of time teaching medical students and junior doctors over and above what I feel other doctors will dedicate to their ward rounds. She is encouraging to students and juniors, challenging them on their knowledge but also supports learning in a friendly atmosphere. I spent time with Dr Doyle during SSC in critical care areas and during my Acute care block in year 5.
<b>Pauline Smith</b>	Pauline let me sit in on her epilepsy clinic and was really warm and welcoming. She made me feel able to ask questions even if they were a bit daft and went out of her way to explain things to me. She really helped me to appreciate everything a specialist nurse did and gave me so much respect for her and the brilliant service she provides. She was really inspirational.

## FaME Awards

### Information about the nominees

Category: Excellence in Teaching

#### Priya George

Dr George's tutorials are interactive, educational and fun. She creates an environment where it is easy to ask questions and she never makes you feel like an idiot for not knowing. She explains things several times if necessary and somehow makes the complicated information seem easier. I feel I really learn in her tutorial and the information sticks. Basically she's an angel.

She taught a number of tutorials during the endocrine block and I felt that I learned more during those tutorials than the rest of the block combined. She explains things really well and made a comfortable learning environment making the tutorials more interactive

We had an endocrine tutorial in which there were questions provided to prepare before the session. Dr George went over the questions in excellent detail and made the content we have learned over the entire endocrine block significantly easier to understand. Not only this but after finishing the questions early she asked the group questions of her own and went over any gaps in knowledge that we had and also made our learning clinically relevant by going over examination procedures. In most other cases when the material has been finished we are just let out early but Dr George made use of the time wisely and gave us the highest quality teaching of the entire endocrine block.

She managed to cover the majority of the endocrine course within the 2 tutorials that we had with her. She made them interactive and asked us about what we needed to cover. She was extremely helpful and thorough in her teaching. She explained everything in a way that we would understand and made sure that we knew everything at the end of the tutorial. These are the best tutorials I have ever attended.

Tutorials with Dr. George were informative. She took time to explain questions and made learning interactive and actually enjoyable. She explained things in a way which everyone understood and made endocrinology interesting. Really good and detailed tutorials

## FaME Awards

### Information about the nominees

Category: Excellence in Teaching

#### Priya Nair

Year 4 General Medicine block - stroke tutorials (two during block) I'm nominating Dr Nair on the basis of the approach she adopts in delivery of teaching of stroke, in tutorials given during the general medicine block. My understanding (and that of my colleagues on the block) has been transformed - Dr Nair breaks down how anatomy and physiology relates to the clinical presentation of stroke and stroke syndromes, and its management. The main question to oneself is, "is the presentation typical of large vessel or small vessel disease?" We have emerged from these tutorials, not only with better understanding, but with more confidence in correlating presentations with pathophysiology (and thus a better idea about how to manage the presentation). She has a relaxed manner which is engaging and conducive to encouraging student participation. As a tutor myself, I admire her tutoring style and approach to addressing the 'nuts and bolts' of a topic.

#### Richard O'Parka

Lectures were a lot more interactive and informative. Information was delivered in a format that was easy to take in with detail.

He is a very interesting lecturer that captivates the audience for the full hour which is what stands him apart from other lecturers. He is very funny and allows that to be shown in his lectures. His lecture notes are very readable and breaks up lectures frequently with jokes allowing it to go be very interesting.

His lectures are completely different to every other one we have had. His lecturing style get his students engaged and he is always open to questions. I always leave his lectures feeling uplifted as I have understood everything- unlike others where I leave worried about how I'm going to learn so much information. He brings humour into his lectures and ensures his students are supported which is a hard combination to have. I couldn't imagine someone else more worthy. He consistently delivers his teaching to a high standard in an interesting and enjoyable way

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Category: Excellence in Teaching

**Richard Stretton** All lectures given by him were full of information that was both relevant and interesting. His presentations were easy to understand due to his materials and presentation style and were actually enjoyable. He was also the course convener for this current block and I feel it has been the most organised block so far. To be honest there isn't anything that drastically sets him apart from other lecturers apart from the fact that I look forward to his lectures and he is the only lecturer that I would feel comfortable enough with to ask a question. I feel this should be recognised as many other students also feel the same way about him and his lectures. He reminds me why I want to study medicine even though he is very honest about the negative side of the job.

Makes it interesting. Great speaker. Great PowerPoints. Has made resp a joy.

Dr Stretton made learning clear and concise. He took the time to help people when needed and it was clear that you could always go to him for help. He did an amazing job of organising the Respiratory block and making sure everything ran smoothly. Dr Stretton is just an all round great teacher!

Dr Stretton was very clear in his lectures and always clarified matters. He is able to relate his clinical experience and clinical concepts clearly to students like myself during lectures. This was very encouraging and also helpful

very friendly/supportive structured the respiratory course very well

## FaME Awards

### Information about the nominees

Category: Excellence in Teaching

#### Roddy McLeod

A very passionate teacher, always puts 100% in every teaching session, explains everything very well and always welcomes to answer any student question. I think it's important to give an award to Roddy because most of the times it's only doctors who get the awards, and he is doing such a great job, it's always a pleasure to have a teaching session with him.

Very knowledgeable, humorous and approachable - excellent qualities for an educator.

I have had several tutorials on different clinical skills lead by Roddy and found that they really made a difference when it came to moving from simulated practice of clinical skills to using my clinical skills on the wards. During my general surgical block in Perth we had 2 tutorials one on cannulation and one on catheterisation, and both tutorials made me so much more confident in carrying out these procedures on the wards. Straight after my cannulation tutorial, I got asked to insert a cannula on the ward and managed using the one handed technique on the first go, and even managed to correctly take off blood off the end of the cannula – saving me having to stab the patient a second time to take blood. Taking blood off the end of a cannula is something I had never done before, and only knew how to do it and what equipment to use as Roddy had showed us in the tutorial earlier that morning. I now feel confident in inserting cannulas on my own without supervision, and the teaching I received by Roddy definitely played a big part in getting to this stage.

Consistently high level of quality clinical skills teaching.

#### Rodney Mountain

Rodney Mountain has organised the year 5 shadowing block in ENT for many years. He offers the students a great deal of supervision and support and they give very good feedback every year. He is named by the 4th and 5th year students in their feedback regularly as a consultant who has given good clinical teaching in out-patients and theatre.

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Category: Excellence in Teaching

#### Shihab Khogali

Dr Khogali provides clear expectations and explanations of what we need to learn. His power points are eye catching, clear and concise aiding understanding. In addition, he is very enthusiastic in his lecturing and this means that everybody looks forward to his lectures.

Interactive teaching sessions. Always identifies problems that students have. Descriptive slides. Enthusiastic personality. Easy to approach. Best lecturer.

Gives very passionate lectures, includes all appropriate materials in his slides with very clear overall learning outcomes and then further detail of the in depth outcomes. He makes all of the topics clear and ensures that we have extra sessions to consolidate our learning. Very warm and makes students feel at ease when asking questions. Great in clinical skills

Always presents the material he is teaching in an interesting, engaging way. His content is always relevant for future practice and for examination purposes. He is very clear and concise. One of the best lecturers in the medical school.

His interactive teaching, along with his man to man management and enthusiastic personality provides the students with a basis for not only learning, but enjoying learning every time they step into his lectures.

#### Shona Ogilvie

Dr Ogilvie showed a very keen interest in teaching during the dermatology block. The teaching I received from her was very helpful and directly corresponded to the course. She also gives the opportunity to consult with patients during the clinic and gives good feedback. Moreover, Dr Ogilvie is also very patient and understanding of us.

Very effective teaching during tutorials and practical sessions - makes things easy to understand and encourages student participation

She's amazing at teaching - gives excellent explanations for things and makes things very easy to understand and interesting! She's always keen to teach and never makes you feel stupid for asking a question!

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Category: Excellence in Teaching

#### Shona Ogilvie (continued)

Dr. Shona is one of the only consultants I met who not only is a very keen teacher, but has her students' best interests at heart. Most teachers are very keen when we were completing our blocks, but once our blocks are completed and the assessment forms turned in, most consultants would move on to the next group of students. Dr. Shona, when seeing the marks of my online assessment being lower than the average score of my group, was concerned about my performance and left a message on my assessment form asking me to contact her for a meeting to discuss the score. I eagerly accepted her offer. In that meeting, Dr. Shona went over a tutorial with me as she was unable to access my online assessment. After the tutorial, she gave further feedback on my performance and a few pointers as to how I can improve further. I am very thankful for Dr. Shona for her time, and should have written to her how much that tutorial has helped me for my finals. This is shown in my feedback graph as I managed to score above average in Dermatology. I strongly believe that this score is due to Dr. Shona's teaching, and I am extremely grateful for her help and time.

Dr. Shona is the only consultant I've met during 4th Year who did give her all when teaching us and tried her best to help the students under her. When I narrowly passed my end-of-block online assessment, she offered to go over my assessment results question by question. However, due to technical difficulties, she was unable to access my assessment. So, she gave me another tutorial on the finer points on Dermatology. After the tutorial, I felt that I have got a better grasp on Dermatology, and that was reflected in my Year 4 online exams, where I scored higher than average for Dermatology. I believe that Dr. Shona played a big part in helping me score highly in Dermatology, and I nominate her for the FaME Award because of her sincere and excellent teaching.

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### Information about the nominees

Category: Excellence in Teaching

#### Shona Ogilvie (continued)

Dr Shona is not only a knowledgeable and patient consultant, but a great person as well. She is the first block coordinator I've met, and probably the only doctor I've ever come across, who would take the time and effort to get to know each individual in my group. She addresses us by our names when she teaches and is genuinely concerned about our lives outside of the medical school. Furthermore, being a transfer student, I did not have any prior teachings in dermatology. As such, I experienced great difficulty in answering questions and describing lesions. However, Dr Shona was superbly understanding and tried her best to explain things as simplistic as possible. It was not just the way she communicated, but her body language as well, which did not make me feel inadequate or insecure. Many consultants I've followed would usually grill and regurgitate knowledge in a bid to help us, students, improve. However, I felt that her method gave me a baseline knowledge and motivated me to return home and learn more by myself at a more comfortable pace. Overall, Dr Shona left a very motherly impression on me, which spurred me to attain the highest level of knowledge in dermatology within that short 2 weeks' span. She is simply a superior whom one does not want to disappoint, as it is evident that she has given her best. Hence, at the very least, she deserves our best.

Dr Ogilvie is the block lead for year 4 dermatology teaching. She really goes above and beyond what is necessary, and it has been one of the stand-out blocks we've had so far, across both SIP and PIP. Across the 2 week block, she had everything meticulously organised. If there was any change to our timetables, she'd email us straight away. It was almost like she was several places at once (!), as she was a firm present across the department. She was very welcoming of students joining her in clinical sessions (clinics/surgery) - and her ad hoc teaching was fantastic. She really let us get involved with patient consultations and due to her being so approachable I felt like I was able to ask any questions, no matter how 'silly' they seemed. One memorable clinic session was her tumour clinic - she took FOUR students at the one time, and at first it seemed a bit crazy having us all sit there in the small clinic room, but it was actually a great teaching opportunity early on in the block. We were able to work together to help take a history from the patients and decide on their management plan, all while Dr Ogilvie involved the patients in our teaching.

## FaME Awards

### Information about the nominees

Category: Excellence in Teaching

<b>Susan Somerville</b>	<p>Interactive sessions with appropriate clinical scenarios relevant to clinical situations which we will find ourselves in. Brilliant atmosphere for learning as a safe space for opening up about limitations but feel that she really pushes us too. Great acting skills during clinical scenarios to make the situation feel less artificial. Overall, brilliant teaching skills and good content.</p> <p>Susan took us for our Acute Care workshops and ALS. She was FANTASTIC! Acute care can be stressful, even in a simulated setting however Susan made the session relaxed and fun. She welcomed questions and was easy to talk to. ALS can be difficult to get your head around when you have only covered it briefly in 3rd year and never really get to practise it. Susan gave excellent feedback after each scenario which helped to make you think about what you could do differently to improve or handle a situation. Overall , I feel Susan makes learning more enjoyable and relaxed which helps you retain the information</p>
<b>Suzy Silburn</b>	<p>They made teaching very engaging and made concepts easy to understand. Her teaching style especially in tutorials was very supportive.</p> <p>Truly excellent teaching that went above and beyond to ensure all explanations were clear and well understood while checking student's understanding throughout. Especially appreciated the use of turning point during the lecture asking questions to check if everyone was understanding the teaching material. Furthermore, Dr Silburn offered additional lectures for material from the block that wasn't well understood.</p> <p>Dr Silburn was committed to our teaching, holding multiple lectures on the most difficult topics and regularly checking our knowledge. She made the subject matter incredibly interesting and easier to understand.</p>
<b>Tine Iterbeke</b>	<p>During my rural GP placement Dr. Iterbeke and Dr. Jacobs together were very supportive and welcoming. They were very understanding and flexible around my commitments at a busy time of year and we managed to work together to make the most of the placement, making it a very educational one in a friendly environment. As it is a small practice, I do not expect many students to know these 2 GP's but their contribution to my 5th year certainly deserves some appreciation and credit.</p>

## FaME Awards

### Information about the nominees

Category: Excellence in Teaching

<b>Tom Fardon</b>	<p>Most interactive lecturer with clear, comprehensive and audible lectures. He gave us a lot of anecdotes from his work experience which helped paint a clearer picture. His slides were informative and lectures engaging. He was the only lecturer in the Respiratory block whose lectures were something a student could immediately learn something from. I didn't have to spend 3 hours going over 30 slides finding information elsewhere as he had explained everything clearly in his lectures. On 131217, 0900 lecture, half of his presentation was wiped out. He took out another presentation impromptu and carried on. He also wrote up the entire presentation again and we had it within the next hour or so.</p> <p>Very captivating lecturer, keeps things interesting. Makes me feel more interested in his speciality due the way he presents himself and his chosen topics.</p> <p>Tom Fardon has an excellent way of engaging with students which really drives motivation, especially as he delivered 4 hours of straight teaching on one occasion. His lecture slides are good and his style is fantastic. He also has a really successful way of generating conversation in tutorials which aids to learning.</p> <p>Dr. Fardon has an interesting way of explaining things. I like his conversational manner and his style of lecturing. The concepts and topics are always well-structured, so his teaching is easy to understand. I, personally, learn better in a clinical context, so the occasional examples and anecdotes help me remember symptoms and presenting complaints better.</p>
<b>Tracey Wilkinson</b>	<p>Tracey is very passionate about anatomy and will always try and motivate you. She always wants the best for you even if it seems like she is "picking on you" but it's honestly for your benefit.</p>
<b>Vanessa Kay</b>	<p>Fantastic tutorial on obs/Gynaecology clinical skills. excellent preparation for once clinical practice. Also very inclusive and theatre given lots of opportunities for students.</p>
<b>Will Fuller</b>	<p>Brilliant lecturer with lots of personal student support.</p>

## FaME Awards

### Information about the nominees

Category: Excellence in Teaching

#### Zorica Vujovic

Ms. Vujovic has always been a very supportive staff member. She was my SSC supervisor a few years ago and has really nurtured my interest in surgery. I was on a ward round with her today and she still remembers me very well. During this ward round, she was so lovely and compassionate to all the patients and took the time to teach all 4 students of varying stages. After an interesting patient with mirizzis syndrome, she took us to a whiteboard and depicted exactly what happens during this condition. After this, she then continued with the ward round. It really emphasised that she was not only interested in completing her ward round on time, but that the teaching of the students was also a high priority. Ms. Vujovic was very enthusiastic when asked questions. It was her friendly and engaging demeanour that allowed the students to feel comfortable and empowered to ask questions. I cannot thank Ms. Vujovic enough for all her guidance and teaching over the years. I believe that she would feel honoured to receive a FAME award.

## FaME Awards

### Information about the nominees

Category: Excellence in teaching by a medical student

<b>Ahmed Elsayed</b>	Ahmed helped support me with my learning all through 1st year. He was the re-sit of the group and we bombarded him with a million and a half questions but he would still be relaxed and answer us to the best of his abilities. He provided us with fantastic revision material and would even host study session where he would explain and go over answers to questions or go over clinical skills material. Another thing Ahmed did was help me with my appeal for re-sitting first year, he also has supported me through the hard times regarding re-sitting.
<b>Alice Willison</b>	<p>Alice is such a driven and intelligent individual. The YearClub2020 were looking for a 4th or 5th year student to present a revision night dedicated to Neurology teaching, and Alice's name popped up. We heard excellent reviews about her teaching for the Peer Tutoring scheme and so we asked her. She leapt at the opportunity! She was super keen to teach, she even wanted to write all of the questions herself and present them to us. I understand she also volunteered to teach at the DUMES neurology event which focused on neuro clinical skills. Alice is an absolute star and she deserves some sort of recognition for her efforts!</p> <p>Alice volunteered to create and present a presentation about neurology for the current 3rd years. We created this as a fundraising event for the Halfway Ball and Alice refused to take any payment and insisted on doing in voluntarily. Whilst I wasn't able to make the event due to another commitment, I had very good feedback about her teaching. Members of the year group said she was engaging, encouraging and creative in her way of teaching, that she taught at an appropriate level, and that she was very keen to answer any questions and help explain things further. She wrote formative questions in a quiz style for us and also gave some clinical demonstrations, asking questions about what she was doing and talking through the theory behind it. She was very keen to help and did a great job at the event. She clearly has a passion for neurology and for helping and teaching others and as the Year club committee; we felt that this should be rewarded.</p>

## FaME Awards

### Information about the nominees

Category: Excellence in teaching by a medical student

#### Alistair Cowie

I am nominating Alistair as he is a genuine "teacher" who is willing to go for the extra miles to share his knowledge with his fellow friends. As the president of Dundee Wilderness and Expedition Medical Society (WEMS), he conducts teaching sessions on prehospital medicine based on his prior knowledge in the field from his involvements in WEMS from his previous degree in Aberdeen University, various other involvements in prehospital or wilderness medicine conferences such as the BASICS conference and the UK National Students Wilderness Medicine Conference, as well as having previous experience as an assistant tutor in Wilderness Medicine SSC under the supervision of Dr Penny Lockwood last year. Being one of the committee members myself, I see his passion in teaching and his sincerity in imparting his knowledge rather than doing it for his CV, which unfortunately is what some medical students primarily aim to achieve from their teaching experiences. What is amazing about him is that these teaching sessions are open for medical students, non-medical students and even staff members as he acknowledges that the skills are important and relevant for everyone in any prehospital and wilderness settings to save lives that could have been saved if we have done more in those settings. As a 4th year medical student with hectic (to say the least) timetable, he tirelessly spends the extra time to ensure that his teaching contents are up-to-date and can be referenced to reliable sources, such as through emailing the Faculty of Prehospital Care and calling BASICS Scotland to clarify the most effective ways of roles delegation in a team to facilitate the primary assessment of a casualty in a prehospital setting. Despite his packed schedule, he pushes himself to prepare and deliver the teaching sessions and insists on having to train the committee members on the relevant skills first before conducting the session itself so that the committee members will be more equipped to facilitate the actual sessions with the participants. His zeal in wilderness and prehospital medicine and his genuine enthusiasm in teaching, in my opinion, make him an epitome of the fundamental spirit in education.

#### Callum Livingstone

Callum volunteered to help myself and a couple of my peers with Principles work before our formative. He had spent the whole day revisiting the work he had done over 2 years ago to give him a heads up on what we had covered. He then made exemplar questions based on lectures and constructed a PowerPoint of over 100 slides with useful facts, tips and tricks to help with the formative a few days later. With this being our very first medical 'exam' we were obviously extremely nervous. Callum put our nerves at rest and told us not to worry. His reassurance was vital in my performance in the formative. I was happy with my result in the formative and I know that this was down to Callum and the effort he had put into seeing me succeed. Thank you Callum!

## FaME Awards

### Information about the nominees

Category: Excellence in teaching by a medical student

#### Calum Sreenan

Callum has put in a lot of work putting together teaching sessions for the boys in younger years at DUMS Rugby. It's clear the amount of time he's put towards preparing these sessions as a lot of content is covered while still maintaining the quality of teaching. I benefit greatly from these teaching sessions and look forward to attending those held by Callum in the future.

Took time out of his own schedule to help second year students in the dums rugby team with MSK revision. Provided a very informative breakdown of the block. He delivered the content as a lecture/q&a session which was very helpful indeed, especially regarding advice for preparation toward exams

For a couple years Calum has arranged various teaching sessions for the Dundee Medical Students Rugby team. These sessions have been taught by Calum to some of the younger years about the various topics in SiP have been very beneficial in helping consolidate teaching from the lectures and improving understanding of the various blocks. Calum has been very responsive with questions after sessions and allowed the attendees to bring up specific topics that we struggled with and so allowed the time spent to be very beneficial. Calum has taken feedback from each of his sessions as to help improve them in the future and I am sure the future sessions from now will be just as beneficial to myself and all others who have attended.

Calum has taken over co-ordination of the DUMS rugby revision sessions which now FY1 Alistair Doak won a FAME award for last year. Calum has increased the number of sessions for years 1-3 by making his own teaching sessions for MSK, Respiratory and Endocrine, updating some of Alastair Doak's power points and also getting other 4/5th year team members to take sessions on Dermatology, Psychiatry and Principles. He's also working on adding Haematology to the already running Child Health, GI, Renal and Cardiology sessions which take place after Christmas in semester 2

Calum has stepped up to co-lead the peer tutoring that has been going on in DUMS Rugby for some time. He always takes time to organise the teaching around when we can make it and makes the slides available to us before and after. There's always time for questions and he explains things in a clear and concise manner. It is extremely useful to have guys who have been through our exams before as they know what level to teach at as well as share past OSCE experiences/tips.

In my 2 and a half years at Dundee these two guys have worked tirelessly to teach and support the younger years. For every block in SiP they have delivered a teaching session complete with a presentation. They have made what I previously thought of as hard topics seem easy and straightforward. I speak for all the boys that attend these sessions that the two of them definitely deserve recognition for their hard work. They go out of their way to help others and we all appreciate it greatly. Outside of these sessions I know that I can approach them about any questions I may have as well.

## FaME Awards

### Information about the nominees

Category: Excellence in teaching by a medical student

<b>Laura Barry</b>	Laura regularly teaches at DECCS events and is always very keen to teach both junior students, and help to advise other people who are teaching when they feel out of their own depth. She is very happy to teach anyone that asks her and never shies away from anything, and is always very clear when explaining whatever was asked.
<b>Lawrence Adams</b>	Lawrence spent his summer making an excellent app for androids and iPhones. It contains useful osce stations which are great to help revise and practice osce scenarios. I think it is a must have for a medical student!
<b>Mark Smith</b>	In my 2 and a half years at Dundee these two guys have worked tirelessly to teach and support the younger years. For every block in SiP they have delivered a teaching session complete with a presentation. They have made what I previously thought of as hard topics seem easy and straightforward. I speak for all the boys that attend these sessions that the two of them definitely deserve recognition for their hard work. They go out of their way to help others and we all appreciate it greatly. Outside of these sessions I know that I can approach them about any questions I may have as well.
<b>Natasha Hadfield</b>	Was really helpful and patient and happy to answer any questions we had. Made the session really open and informative.
<b>Rachel Lawrie</b>	In February 2017, Rachel delivered a lecture to the whole year group during the second year ophthalmology teaching. The lecture was based on immunology which I understand was Rachel's undergraduate degree and was delivered to an incredibly high standard. What I think made Rachel's teaching excellent was her ability to explain the different aspects of immunology in a way that really made sense to those of us that don't have a background of any immunology knowledge. As she has experienced the same medical school teaching as us she knew what teaching we had been given already and knew what aspects students generally struggled with. She used her initiative to improve on our previous teaching and she really took us back to the basics but in such an effective way. Her presentation was very well thought-out and well structured so that it flowed easily and made sense. The way she set out her lecture slides and explained the different hypersensitivity reactions in simple terms was really refreshing and I felt like I came out of the lecture really understanding the fundamental principles rather than just having remembered the necessary facts. All of the information was so well explained and relevant. It was obvious that she had put an incredible amount of time into her presentation and her lecture slides have become a really valuable resource for us for studying both immunology of the eye specifically but also immunology in general. Rachel was an excellent speaker, which really was incredible considering she was teaching an entire lecture theatre of her peers. She delivered the presentation with confidence and professionalism and was really engaging and easy to listen to. I really can't thank her enough for taking the time to prepare and deliver such an interesting and informative lecture and for providing us with such a

## FaME Awards Information about the nominees

Category: Excellence in teaching by a medical student

	valuable learning resource.
<b>Rafi Ahmed</b>	Brainscape flash cards too good  rafi flashcards are very good
<b>Ryan Teo</b>	He's very enthusiastic and easy to approach. Open to any question and gives his best to teach other medical students.  I believe that when Ryan is teaching he tends likes to think of the students point of view and thinks about what it is like for him to learn it for the first time. He is especially good in teaching communication skills as he tells us about the structure we should follow so that we do not miss out on anything which most tutors rarely do. He has also helped out the international students in many ways especially the IMU transfer students making sure that they settle in well and also bridge their knowledge gaps so that they can better adapt to the medical curriculum in Dundee.  Ryan recently conducted an excellent session in teaching Sensitive Topics in Patient Communication and an Approach to Review Consultations to the Year 3 transfer students, mostly from IMU. He is an outstanding teacher and the session was honestly the best session I have ever had from a senior medical student. Ryan has a natural presence and charisma about him, which drew our attention from the start, where he spoke about the different systematic

## FaME Awards

### Information about the nominees

Category: Excellence in teaching by a medical student

approaches in broaching sensitive topics to patients. He spoke about his 1 year experience being an international medical student in Scotland and gave us wonderful advice in developing a better approach when interacting with patients in Scotland, as opposed to back home in Asia. He discussed shaping nuances in our tone and the linguistic idiosyncrasies and most importantly, this was all very relatable to the challenges the Year 3 transfer students like myself are facing at present here in Dundee. He also shared numerous personal anecdotes to make the session more interactive and interesting. It was really great to have such a friendly and knowledgeable tutor like Ryan conduct the session. I felt it was even more impactful as he had gone through this same adaptation phase himself and it was admirable that he crafted the session specifically to address these patient communication challenges he identified and that he had encountered himself. This was very thoughtful of him and I feel it sets him apart from other peer tutors. He then taught us his very own acronym which he came up with to approach a review consultation. It is an immensely helpful acronym and Ryan made it clear that he wanted us to know the structure to ensure that the later OSCE simulation session would be even more beneficial for us. He was a very understanding and effective teacher in that regard. I have attended many teaching session before where my absorption and take-away has been minimal but by emphasizing the use of a medical acronym, it was a unique approach and a highly impactful one. I can remember his acronym even right now. Subsequently, he conducted a patient communication OSCE simulation exercise with each of us to allow us to put what we learnt into practice. Acting as the simulated patient, he took it really seriously and played the role to reflect what we would encounter in real life. While one student was doing the simulation exercise, he ensured the rest of us were scoring our peer based on the ASSESS Domains, which was a new concept to us too. The session was highly interactive and engaging. After

**Ryan Teo**  
**(continued)**

each student completed their turn, he then involved everyone in the feedback session. He reviewed each student and was very attentive and devoted in analyzing our performance and gave us great pointers in how we could improve. It was all very specific advice catered to each of us, which showed how much thought he put into it. I could really feel that he was genuine about wanting to help us improve. Even though the session had gone past the scheduled end time, he then stayed back to carry out a Question and Answer session with us to field any queries we had. I feel that it showed how passionate he was about teaching us and it was really nice and generous of him to do so. He also gave us his email address, in case we needed to ask him any further questions we had. I came away from the session feeling much more equipped and confident in my ability to discuss sensitive topics with patients and also carry out a review consultation when the occasion does arise. On the whole, I would like to nominate Ryan for the teaching award as it was the best teaching session I have had from a medical student thus far. It was an excellent session, which showed how much effort he put into preparing it for us and I feel he would be deserving of this award.

## FaME Awards

### Information about the nominees

Category: Excellence in teaching by a medical student

**Sophie  
Thompson**

I'm nominating Sophie because she has such an immense passion for acute care and passing it on to other students, namely through being a vital member in DECCS. She's had all manner of roles in the society including President, and has showed in all of them her keenness and self-admitted love for DECCS. She taught at the first event I attended of theirs in first year, and since then has done everything she can to motivate students to perform well and not feel anxious about anything ABCDE. She saw that I had an interest in acute care at the event and encouraged this, culminating in me joining the society in the following year. As well as being a good teacher to students who come to the events, she's been an immense help to new members of the committee as they come in each year. Between her experience as a student and as a member of DECCS she provides advice and feedback on how to teach well and what works best for the range of events we run. In her year as President, DECCS first won Society of the Year in the FaME Awards. This year and that award set a benchmark that we have tried to maintain and improve since then. Through a continued effort to emulate what we did during Sophie's time we won it the following year also, and aim to do the same again with Sophie still involved as one of our Events Coordinators. Whether she's organising an event or teaching students at it, she puts in her all and really makes everyone feel part of the team regardless of how big or small their role is.

**Subbramanian  
Sp Palaniappan**

Subbra was very helpful helping me to identify structures in the dissection room. He was very patient and answered any questions I had with a lot of detail and helped me to remember these concepts. Subbra was a very good teacher and helped me to understand areas I found difficult.

Excellence in teaching during anatomy dissections, peer-tutoring. Very interactive, good communication skills, re-assuring and an overall good tutor.

## FaME Awards

### Information about the nominees

Category: Excellence in teaching by a medical student

#### Tara McClay

Having always been interested in teaching, Tara embarked on a BMSc in 'Teaching in Medicine' which has only fuelled her interest further. Her year in medical education also allowed her to create a teaching event aimed at new 3rd year students joining Dundee Medical School from abroad via the IMU University. From speaking to her peers from IMU, they voiced concerns at their lack of confidence in communication skills, and would have valued additional teaching in topics such as breaking bad news and breaching sensitive topics with patients. Therefore the event mainly covered these communication skills, which allowed the new students to practice and to gain an insight in to how Dundee students have been taught to deliver this. She has brought this forward with her to the Dundee University Medical Education Society (DUMES) to expand the event and open it up to other students interested in teaching and helping new medical students. She progressed from events coordinator to co-president of the DUMES committee, helping to run and organise many of their successful events such as revision sessions and MOSCE's. In addition to her involvement in the committee, she also has contributed to peer tutoring, and helped to deliver teaching sessions to school students, SSC's in medical education, and IPE professionalism events.

## FaME Awards

### Information about the nominees

Category: Excellence in teaching by a junior doctor

<b>Ibrahim Ibrahim</b>	<p>Medical research is rapidly evolving, and as much as we get taught as medical students on the importance of research, there was one person, in particular, whom I proudly call my teacher that has made me understand the ethics and process of conducting a high-quality research. Dr. Ibrahim's aptitude for excellence, coupled with his dedication is inspiring and makes him not only a valuable doctor but also a teacher for upcoming generations of doctors. Ibrahim's words: "Research is one of the main pillars of your medical education, and it is the key to the future" made a big difference in my career as a medical student. His words made me appreciate the value of medical research and the potential it carries for the future. Ibrahim taught me the principles of an audit cycle from identifying a problem, collecting data, implement changes and re-audit. The thing that I admired about his teaching was his coherence and patience as a supervisor. He made me push my own boundaries and helped me build my confidence by making me present the loop audit he supervised me on, before of a panel of consultants and specialist registrars. On top of that, his ambition was not just limited to his local unit, as he was a very effective leader of the national collaborative research StarSurg, in which he supervised multiple medical students and FY doctors, helping, guiding and delegating tasks among all of his team. Ibrahim's diligence, passion and desire to help in any way he can, make him extremely approachable and well-respected as a young professional and as a teacher. Ibrahim utilized his skills to help others and guide them through their education path. He is indeed a good communicator and an amicable person who is loved by all of his peers. These qualities combined make him an invaluable teacher and a leader doctor.</p>
<b>Laing Croll</b>	<p>Laing was very keen to teach at any opportunity he could. He was very knowledgeable, but also willing to take the time to cover topics we wanted to go over as students or were not sure of. Really took the time to make us feel part of the team. Also took it upon himself to teach in the Foundation Prescribing tutorials, which were very informative.</p>
<b>Rory Chan</b>	<p>During my Medical Assistantship block on Ward 3, Dr Chan was an invaluable aid for teaching. He was very keen to set some time aside everyday to cover important core respiratory topics such as asthma, pleural effusions etc. We would find time during the day where he would hold impromptu tutorials. We has also very willing to teach and supervise practical procedures, such as ABGs. Having spent a considerable time on the wards, this was one of the few times where I felt a member of staff really went above and beyond to provide us teaching, especially as it was not required of him, and he offered it to us of his volition. All to often I have been on the wards, only to be ignored or made to feel like a spare part, which was not the case with Dr Chan.</p>

## FaME Awards Information about the nominees

Category: Excellence in teaching by a junior doctor

<b>Valerie Kim</b>	Valerie has helped me a lot, especially regarding my poster presentation. She helped me create a poster which I presented at a national conference just last month and without her help I couldn't have done it. She sent me helpful documents, guided me through my poster and what to read and write
<b>Vidhya Chauhan</b>	During my 4th year placement on the general medical ward, Vidhya stood out from the other junior doctors in terms of making an effort to involve the students and teach whenever it was possible. During the ward round one patient needed their fluid status assessed and fluids prescribed. Although it was a very busy morning, Vidhya took the time to come see the patient with me. Her teaching style is very helpful as well, as instead of spoon feeding me information, she would ask me questions and let me figure out the answer myself. She supervised me whilst I assessed the patient's fluid status, then talked me through how to prescribe fluids, and let me fill in the fluid prescription form. From speaking to other students, I know that they also had a very positive experience shadowing her on the ward. In fact, prior to starting my placement on Ward 4, several students on my block specifically told me to try and shadow Vidhya as she was a very good teacher. It is clear that Vidhya has an interest in teaching students and is always looking for ways to improve. After our placement, she asked us to fill in anonymous feedback forms about her teaching on the wards.

## FaME Awards

### Information about the nominees

#### Category: Supporting teaching

<b>Alison Gray</b>	It is vastly under recognised and under appreciated just how much this individual contributes to the day to day running of the course. This individual is always professional in the extreme and goes far above and beyond what is expected to ensure that students have as good a learning experience as possible
<b>Audrey Gregory</b>	I'm nominating Audrey as I find she is excellent at taking the clinical skills sessions she covers. She finds a great balance between the knowledge we need for 'real life' but also for passing OSCEs as she sets out the points very clearly. She's always very cheerful and shows a real passion about what she is teaching which makes the sessions much more enjoyable.
<b>Claire Petrie</b>	Claire Petrie is in my opinion the most organised person within the medical school office. Not only is she organised but if you have a query you know that Claire will be able to help you and if not she will go and find out for you. Claire recently stepped in when her colleague was ill to make sure that the students on general surgery in Ninewells were given the right information and kept up to date with the teaching. She even answered our questions about the assessment criteria for the foundation assistantship even though this is not in her job criteria anymore. No question is too menial or stupid for Claire and if you're struggling she is one person who will put you at ease. She is always cheery and doesn't mind you popping in to have a chat even when it is to complain about something. I believe Claire plays a key part in the running of the medical school and she deserves this award more than anyone else.

## FaME Awards

### Information about the nominees

#### Category: Supporting teaching

##### Clinical Skills Technicians Team

Clinical Skills technical staff ensure all resources are set up for the teaching sessions in Clinical Skills, and at times elsewhere within the Medical School. They also for set up of IT resources and video equipment for the Communication Skills sessions within the undergraduate medical curriculum. Amongst one of their many tasks apart from the timetabled teaching programme is the set up of the FYWSE. Without their input in the setting up of the OSCEs and managing of the running of the OSCEs (time keeping, logistics of where examiner briefings are held, etc.): the OSCEs would not be able to happen! The technicians also help with the set up of Postgraduate courses within the NHS. Not only are they involved with set up (and ordering) of equipment for teaching within the Medical School and the NHS but also the Schools of Nursing and Dentistry. As a group they are always helpful, and will endeavour to obtain resources no matter how difficult. Without their help none of the teaching or assessment would happen. Their contribution is invaluable not only the School of Medicine but is more far-reaching!

The technicians in clinical skills are the unsung heroes of delivery of clinical skills teaching. They work behind the scenes to make sure the facilities are maintained, equipment is maintained and always in the right place at the right time. Much of the equipment is heavily used and subject to wear and tear, and needs creative and practical maintenance. Often they need to make last minute changes to rearrange rooms and equipment. Some of the technical staff have also developed new models and materials to enable teaching. During OSCE set up and delivery the exams wouldn't happen without them.

The technicians team in clinical skills work tirelessly behind the scenes to ensure all equipment is working, set up and cleared away for every teaching session in the centre. They are in early and away late. They are always helping students with rooms and equipment outside of normal teaching. When it comes to 'OSCE season' they are the glue and the oil for the entire process and we simply could not do it without them!

The technicians in the Dundee institute for healthcare simulation, clinical skills department are invaluable to all of our teaching and assessment sessions. They are approachable, accommodating, organised and friendly. Without their reliable, essential hard work we would be lost as a department!

## FaME Awards

### Information about the nominees

#### Category: Supporting teaching

<b>DECCS</b>	<p>The learning opportunities that were available were very useful like the ABCDE night where we could put into practise what we have learnt and find out what to improve on with feedback given at each station.</p> <p>The ABCDE night was very informative and enjoyable- was well structured and organised.</p> <p>They offered teaching events which are created to a very high standard and very helpful.</p>
<b>Dundee LGBT</b>	<p>Change in diversity in the population is an important consideration in how we practice medicine, train healthcare professionals, and ensure equality and the rights of those around us. The LGBT committee group work to increase visibility of LGBT issues; support student, staff and patients who either identify as LGBT, or are interested in the area; ensure the curriculum reflects an increasingly LGBT rich population. The local LGBT committee has also put in a large amount of work on the Youth Scotland Charter, an important document for the whole country. These guys deserve recognition for the work they do, much of which is behind the scenes, but critically important for an increasing minority of our patients, staff and students.</p>
<b>Evridiki Fioratou</b>	<p>She is so supportive of all the medical students who come her way. She takes time to meet you, even out with the university working hours. She puts a lot of work in, and will support fourth year projects and BMSc, even though she has her own workload. Very friendly and welcoming too, which is really nice.</p>

## FaME Awards

### Information about the nominees

#### Category: Supporting teaching

<b>Heather Kennedy</b>	<p>Heather has given me unparalleled support during my preliminary project as part of the Healthcare Improvement BMSc. Her friendly nature and welcoming approach to research have allowed me to progress in my project in a confident and supported manner I did not previously anticipate. Throughout the project she has been an endless source of motivation and ideas as well as being as available as possible to review any of my work so far. The part that made Heather stand out was her ability to ensure that you felt as though you had all her time and were a priority for her, rather than some on the side research. It is safe to say my project would not have progressed in the fashion it did and have the same levels of success, without her. I owe her a great deal and she is more than deserving of a FaME award.</p>
<b>Ian Christie</b>	<p>I'm doing a BMSc in Applied Orthopaedic Technology. Mr Christie's official role is Postgraduate Skills Tutor / Research, Media &amp; Communications Co-ordinator. He has gone above and beyond in helping with my university ethics (UREC) application- a process containing a somewhat daunting amount of paperwork. He used his skills in graphic design to make a fantastic poster to recruit volunteers for my project. All it took was a quick email and within a day he had it designed and sent back to me. In addition and without me asking he proof read my entire application document. He walked me through how to use 'Track changes' in word which I hadn't used before. He'd obviously spent a considerable amount of time writing detailed feedback in order for the ethics application to have the highest chance of success. In summary he went above and beyond in helping with my ethics submission and I am very grateful for that. He is very efficient and is always swift to get back to any enquiries. I know he's been a huge help for many others on the BMSc as well.</p>
<b>Johnny Graham</b>	<p>This consultant has sacrificed his personal time to develop the child and adolescent psychiatry curriculum. He has worked hard to ensure that a small speciality which is easily overlooked has a good representation in the undergraduate curriculum. He has ensured that there are links to child and adolescent psychiatry within the 3rd year psychiatry teaching block to enable students to make connections between child psychiatry and adult psychiatry and also to appreciate the differences in specialties. Dr Graham works in a department with significant staff shortages but continues to support teaching despite this causing an increase in his workload. He is always enthusiastic and inspires students to become interested in what is a poorly recruited area of medicine.</p>

## FaME Awards

### Information about the nominees

#### Category: Supporting teaching

##### Margot Robinson

Margot makes outblocks at Forth Valley Royal so much easier. I've been here a few times, and every time they have been well organised. If any issues arise, then Margot is always on hand to sort them out quickly. All too often, we experience poor admin and we know how difficult it can make things, so it is nice to have a good experience and have things work smoothly.

##### Nancy Llewellyn

Nancy is one of the administrators for fourth and fifth year blocks. I have found her to be exceptionally approachable and as flexible as her role allows. Nancy will go out of her way to help accommodate students needs and she is never too busy to answer an email straight away or make time if you attend at her office. While all the administrators for clinical blocks clearly have a difficult job I believe Nancy has repeatedly gone above and beyond and is deserving of this FaME award.

Since taking on the Acute Care Block Teaching lead role from Dr Steele in June, Nancy has been an absolute wonder! In one of her many roles, she has been absolutely integral to the organisation of the block, not least keeping me right. She is the first point of call for the 5th year students and goes out of her way to accommodate them and their requests when organising individual rotas and placements. When a student has missed components of the teaching due to absence, once again, she goes out of her way to rearrange things and do the best for that student so that their learning needs are met. When a tutor doesn't turn up for teaching, or there are other issues, Nancy will take it upon herself to sort it! This year with the Acute Care Block she has taken on the additional organisation of the students Out of Hours and Ambulance Shifts, always taking into account prior commitments and the often complex social lives of the students. As someone new to this role, I could not have done it without the guiding and reassuring hand of Nancy who always goes above and beyond. Without her, the Acute Care Block would not run nearly as smoothly and efficiently, or be the enjoyable, structured block that it is.

## FaME Awards

### Information about the nominees

#### Category: Supporting teaching

<b>Peer mentors</b>	Peer mentors is a relatively new society, and have quickly become heavily used in the medical school. Peer mentors consist of a group of volunteers from throughout the medical school helping those in younger years, by supporting them with mental health, portfolio pieces and as well as supporting with knowledge. Peer mentors volunteer to mentor a small group in the year below, and act as a point of call, both informally when needed, as well as organising meetings through the year during times we have found to be most stressful. Peer mentors fill a relative gap in the medical school, between student support, peer tutoring, and peers. For the past few years, this has been a very well used society, with great feedback from younger students, particularly surrounding well-being, as well as academic support.
<b>Rafi Ahmed</b>	Flashcards- Succinct informative flashcards which were available for anyone who wished to use them. The flashcards were very methodical as they covered every lecture delivered in a specific block. Very well thought out and straightforward content.
<b>Rob Jarvis</b>	<p>Stefan and Rob are the driving force behind the new personal tutor system which has been set up for first year. Rob wanted to make it happen, but without Stefan's passionate talks to medical school staff, it would never have managed to get off the ground. I firmly believe many first year students this year will get a direct benefit from the extra support the personal tutors can offer.</p> <p>Throughout my time of the student I have encountered various problems, however Rob was incredibly supportive and kind and encourage me to seek support. So far this year has been much easier!</p> <p>Rob Jarvis is an amazing person. He has helped support me in so many ways. Through my illness and resitting he has been giving me support that allowed me to regain my confidence and allow me to talk to someone about any issues or worries I had. If was unable to help he was great and finding someone that could. He deserves so much more than a Fame Award for all the support and help he gives.</p>
<b>Stefan Tucker</b>	Stefan and Rob are the driving force behind the new personal tutor system which has been set up for first year. Rob wanted to make it happen, but without Stefan's passionate talks to medical school staff, it would never have managed to get off the ground. I firmly believe many first year students this year will get a direct benefit from the extra support the personal tutors can offer.

## FaME Awards

### Information about the nominees

#### Category: Supporting teaching

##### Susan Lawson

Susan is an individual who always goes the extra mile and thinks of everything. Her support for the University's Global Health Challenge which has run the past two year's has been exceptional. She has co-ordinated meetings and the engagement of external agencies across Tayside in the Global Health Challenge which has seen students across the whole University come together to tackle local health challenges relating to issues such as hearing impairment, mental health, primary care, Parkinson's UK, health and exercise, individuals with profound multiple disabilities. Her attention to detail, ability to organise and anticipate what needs to be done has ensured that the Global Health Challenge has developed into a fantastic interdisciplinary learning experience for students across the University. Her support for the academics involved and the external agencies has been first rate and it would be great for Susan's efforts to be recognised through a FAME award. Susan has also demonstrated a similar commitment and enthusiasm in her support for the BMSc in Teaching in medicine Programme over the years.

Susan has done a fantastic job in supporting the Global Health Challenge which has run across the University for the last two years. <https://sites.dundee.ac.uk/dundeeghc/> She has been an invaluable member of the team which has developed this. Her roles have involved coordinating the whole event from the steering group meetings leading up to the challenge to the logistics behind the event itself. She is passionate about the ethos behind the challenge and has assisted in her own time on many occasions.

Fantastic, personalised support and communication with a wide range of people involved in complex interactions between the NHS and UOD.

Susan has supported the organisation of the Global Health Challenge for the last 2 years with great enthusiasm and motivation. This is a challenge run over 5 weeks with all schools in the university invited to participate. She organises all of the staff meetings, the recruitment process for students, liaises with all of the outside organisations and ensures everyone knows what they are doing. She is passionate about this piece of work, driven and cannot help everyone involved enough. She always goes above and beyond what is expected and nothing is too much trouble. I think Susan should get the recognition for all of the hard work she has put into this project over the last 2 years

## FaME Awards

### Information about the nominees

#### Category: Supporting teaching

<b>TILT</b>	<p>I'd like to nominate the TILT Team for a Fame award. TILT do so much to support the delivery of teaching every year and are often invisible to students but the students who get to know the team receive support of all kinds and gain an appreciation for what they do. Most recently TILT have redeveloped MedBlogs based on student feedback and developed a curriculum mapping tool to support searching for curriculum content. They achieved this at a time when the team halved in size and whilst ensuring the day to day support for the curriculum was maintained whilst also developing new teaching content across all 5 years of the MBChB programme. The MedBlogs redevelopment has been a hit with students as evidenced by comments such as 'New Medblogs UI looks fab 🎉 big up to @Dundee TILT team!' tweeted by our students. The team provides support to so many teaching staff across the Medical School and NHS Tayside. No problem is ever too large and they always adopt a can do attitude. They also support students with SSC projects and 4th Year projects and summer vocational projects and help them learn how to use new tools, get to grips with filming and creating video content and developing digital learning resources. They also support student societies. It would be great to see TILT's work in supporting teaching recognised with a Fame award.</p>
<b>uTCGP Administrative Staff</b>	<p>uTCGP administrative staff are friendly, supportive and committed colleagues who are involved in a range of educational activities. Alongside their administrative duties within the undergraduate medical degree programme they offer a variety of support to the medical school and students. The team are actively involved in a range of teaching, learning and assessment activities including new and current curriculum developments throughout years one to five. Support roles include Student Selected Components, uTCGP/GP tutor staff development, online portfolio etc. providing staff and student support where and when it is required often accommodating late staff requests. The BMSc Intercalated programmes are worthy of a special mention whereby the team meet &amp; greet students and follow through staff requests for three programmes including International Health, Clinical Research / Quality Improvement &amp; Teaching in Medicine. Tirelessly they collaborate and support academic staff in preparing for, and during, the yearly uTCGP conference and at staff development sessions. Their support has at times gone above and beyond their duties ensuring colleagues and visitors are well looked after and catered for. Staff enthusiasm is foremost, ensuring timely implementation of their workload, despite some recent challenges. On behalf of the academic staff we wish to nominate uTCGP admin staff for the FAME award who we believe deservedly merit such recognition.</p>