



Swansea University Prifysgol Abertawe



GRADUATE ENTRY MEDICINE | CLINICAL PLACEMENT NEWSLETTER

LEWYS BIGGS, NIKOL KRALIMARKOVA, GEORGE NEWTON, KIERON SMITH, DR GERAINT MORRIS AND DR SUJOY BANERJEE

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Welcome to the Clinical Placements Newsletter

Welcome to the fifth issue of the Swansea GEM Clinical Placement Newsletter.

Here you'll find information and updates about CBL and clinical placements from both placement providers and the medical school.

In this issue, we have a special focus on primary care placements, with contributions from the CBL and PCA teams. We also hear from Dr Natalie Harper, a GP academic fellow based in Aberystwyth.

We appreciate your feedback! Please get in touch if you have any feedback or comments, or if you would like to contribute a reflection: Kieron Smith,
509248@swansea.ac.uk



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Updates from the Clinical Placements Team



Swansea University Medical School Clinical Placements Team: Dr Geraint Morris, Lead for Clinical Apprenticeships and Assistantships, Professor Sujoy Banerjee, Lead for Clinical Placements, and Dr Lisa Williams, Lead for Specialty Attachments

1. New Curriculum Planner

Since the last Newsletter in July we have seen the implementation of a new curriculum planner which was finalised after extensive stakeholder consultation. The new map shows the placements, learning weeks, assessments and vacations for the academic year. One of the major advantages of the new planner is that there is less overlap between placements and this will help to reduce any crowding of students in clinical areas. This will also help provide capacity for high quality student placements and accommodate the increased numbers of students we now have on the course. This academic year is a “transitional year”, in that it is a bridge between the old curriculum map and a new, hopefully steady state curriculum planner next year. There may be some areas where student numbers are higher than ideal during this year but we expect the situation to settle next year.

2. Acute Medical Services

As mentioned in the last Newsletter, we were concerned about the impact of the ‘Acute Medical Services Reconfiguration’ in SBUHB on

student experience, as many services were relocated within the Health Board, resulting in changes to patient flow and working patterns for many clinical teachers. This was mitigated through multiple planning meetings between Clinical Placement Team, SBUHB management and HEIW, chaired by the AMD for Medical Education. Enhanced briefing, induction and planned interim feedback monitoring ensured that this transition had minimal impact on student learning, and feedback from students placed on the new Acute Medical Hub at Morriston has been very positive.

3. New Clinical Tutors

We have recently seen the appointment of additional clinical tutors in many specialties and additional sessions in anaesthetics and midwifery. The presence of clinical tutors in clinical placements undoubtedly adds great value to the placement experience, as tutors are able to teach, support and supervise students to a great extent, and this is really appreciated by students.

Updates from the Clinical Placements Team

4. New Simulation Equipment

Equipment for skills labs and state of the art simulation equipment has also been funded from "SIFT" funds, with plans to invest further in this academic year to enhance support for increasing student numbers through additional personnel and equipment.

5. GEM Portal changes

In conjunction with the university digital team, a system whereby students can log their on call activities on the GEM Portal has been set up, which allows students to obtain sign off from the clinician who supervised them during their on call activity

6. New Speciality Attachment sites

Following the successful introduction of year 3 Specialty attachments (SA) within Hywel Dda UHB at Prince Philip Hospital and Glangwili hospital sites, we are hoping to extend this collaboration to host more SA placements in Hywel Dda – watch this space.

7. GEM Handbook

In response to feedback from students that the previous version of the GEM Student Handbook had become too large and unwieldy, with information being hard to find, we undertook a full revision of GEM handbook over the summer. There is now a general Handbook as well as individual handbooks related to each of the placement types. A workplace based assessment handbook is being finalised and should be available on Canvas soon.

8. Covid Vaccinations

Arrangements have been made for students to receive Covid vaccinations with a number of options given to students as part of the 2023 autumn booster campaign.

9. Feedback meetings

There are now regular and comprehensive meetings between members of the Placements teams and the Quality team to assess student feedback from placements: our last meeting included visiting members of the GMC Quality Assurance Review Team, which went very well, with many excellent practice points noted by them.

10. New Placements Support Lead Role

A new Placements Support Lead post has been successfully funded and we are hoping to appoint to this post soon. The new appointee will be a welcome addition to our team and will assist in providing support for students with additional needs as well as to identify new placement opportunities.

Overall, student experience in clinical placements has been overwhelmingly positive as reflected in positive student feedback in most areas, but we remain vigilant and committed to continually improving the experience of our students on placement. We are also aware that the new medical school at Bangor may also increase demand from clinical partners to provide placement opportunities for students in Wales, so we are not complacent and always on the lookout for new placement opportunities!

Message on Clinical Apprenticeships from Professor Kenny McKeegan

We hope that you are looking forward to the start of clinical apprenticeship 1 (CA1) in January. This is an important milestone for you on the programme, as it marks the point that you go on your first sustained period of clinical placement. We are proud of our regional medical school, and we are delighted that we can use this to offer CA1 placements in almost forty different providers. Our ability to offer such a range of placement types, means that by the end of your clinical apprenticeships in year 2, you will have worked through a fantastic mix of primary and secondary care placements delivered in diverse settings. You will also cover a range of different specialties and sub-specialties. From a medical education perspective, we believe that the range of experiences that we offer on our clinical apprenticeship programme is a real strength of the medical programme at Swansea.

The team behind the clinical apprenticeships have put a huge amount of effort into the management and organisation of CA1. There is a lot of information available to you on CANVAS and so that you can get the most out of CA1 we strongly recommend that you review the Clinical apprenticeship and CBL handbooks that you can find on the Year 1 HUB.

The clinical apprenticeships are led by Dr Geraint Morris and Geraint will be delivering the 'Prep for clinical placements' sessions on the 14/12/2023 – it is critical that you get along to this as you will get important information at this session and will have the opportunity to ask questions. Additional information on the workplace-based assessments that you need to complete during CA1 will be provided.

You will get more placement specific information when you start CA1. However, if you do encounter problems or have any queries you should feel free to contact the team at your placement provider, the university placements team, Year 1 team or your personal tutor.

We are certain that you will have an enjoyable and rewarding experience during CA1. Good luck!

Message from the CBL Team



Dr James Kerrigan and Dr Llinos Roberts

Greetings from the Community Based Learning Team!

We have been involved with your clinical placements since the start of the course, remember that your first ever clinical experience day as a GEM student was on a CBL Tuesday in Year 1. Within just a few years, from initial observations of consultations in a new environment, we enjoy hearing many stories from our fantastic team of GP Tutors all around Wales of how you progress through your placements, develop your clinical skills and start to become the doctor you want to be.

You may remember meeting us from back in your induction days; we are both working GPs locally (Llinos in Tumble/Cross Hands and James in Gorseinon) and many students rotate through our practices each year. Supporting us is Allison Pavey, as our very experienced administrator and general problem solver! We are all passionate about our GEM students having excellent experiences in primary care right from the start of the course and we hope that many of you will come to join us as GPs after your graduate and complete Foundation Jobs. We remember our own placements as students fondly and realising that we enjoyed the variation of patient cases, the ability to shape services for our patients and make a real difference.

Both of us split our time between clinical and university work and we are always very happy to meet with students, to hear of your positive experiences so these can be shared with our teaching community and to listen to your ideas of how we can make your general practice placements the best they can be.

Primary Care Academy: Frequently Asked Questions



What is the PCA?

Students in the third year currently rotate around “blocks” of speciality attachments in a hospital setting, for example – 5 weeks of paediatrics, 5 weeks of surgery, 5 weeks of medicine, etc.

The PCA places a student in a general practice for the entire academic year. During this time the student typically spends 6-7 sessions in general practice and 3-4 sessions in secondary care, accessing hospital learning opportunities based on their own learning needs as well as the learning outcomes all students need to achieve by the end of the year.

Why should I choose the PCA?

Hospitals are under pressure with increasing student numbers competing for learning opportunities. The PCA offers students the opportunity to undertake a large proportion of their learning in a primary care and/or community setting.

The bespoke nature of the track means that students can revisit areas of the curriculum they feel they need more exposure to, and its longitudinal nature means that you can follow up on patients and conditions you find interesting.

How does it work?

Students who sign up to the PCA still need to achieve the same learning outcomes as their hospital-based peers, but can achieve them in a more flexible way, depending on availability of placements.

The benefits of this model of learning are that students can also identify their own learning needs following seeing patients in primary care as well as pursue their own interests, leading to more meaningful learning.

We will help you identify learning opportunities in primary, community and secondary care. Some will be suitable for a half-day or full day placement; others will need to be of longer duration (eg labour ward).



Where can I do PCA placements?

Current locations are listed below but we are adding to our list of practices:

- Aberystwyth
- South Powys
- Pembrokeshire
- Carmarthenshire
- Monmouthshire
- Rhondda Cynon Taf





What is the application process for the PCA?

It is important to make an expression of interest early as it allows the team to organise placements properly to maximise the learning opportunities and chance for you to get your preferred place. If there are more students than places available, then we will tend to operate on a first come first served basis although factors such as previous academic performance and evidence of self-directedness will also be considered. We are also more likely to be able to accommodate you if you are flexible with your choice of placement. The deadline for your decision is early April, although we may have to bring this forward if interest exceeds available placements.

Is it possible to do the PCA if you do not drive?

As this is a rural placement, it is expected that students can attend house-calls, community clinics, hospitals etc and return to Swansea for certain exams. As such, most placements are not possible without access to a car. There are limited places available in Aberystwyth, where most placements are within walking distance. However, you are expected to return to Swansea throughout the year for mandatory training/assessments so access to a car is recommended.

Is it possible to apply to the PCA and express location preferences in First Year?

Interest can be expressed early by emailing the team who will try to answer any specific questions that you may have and will do their best to organise placements in line with your preferences. However, these placements are unlikely to be in practices with admitting rights to hospitals local to Swansea or Cardiff as these are already at capacity with healthcare students.

Do PCA students return to Swansea for year 4?

Fourth Year placements can be anywhere in Wales. You may be invited to express location/placement preferences for these placements, but they are not guaranteed.

Do PCA students miss out on certain procedures such as ABGs, catheter insertions, venepuncture, cannulations etc?

This has not been reported by any students who have undertaken the PCA. It is possible to do many procedures in GP as well as undertake specific placements in secondary care to get experience with these e.g., MAU.

"I have had ample opportunities to practise my clinical skills. I have been able to do lots of practical skills too! Such as suturing, joint injections and coil insertions". PCA student 2022-23

"I am so grateful the staff give me the opportunity to get involved with the practical side of their surgeries and they help reassure me. Silly things just like getting used to holding a needle and applying iodine to the skin have been great" PCA student 2021-22



How many of the current and past PCA students actively want to be GPs?

The PCA is not aimed at students who wish to become a GP. Most students do not know what they want to do at this stage. The PCA is aimed at those students who prefer to be more self-directed in their approach to learning. Feedback from students is that they chose the PCA for the learning experience. GPs have been described as "expert generalists"; as a medical student, your aim should be to acquire generalist rather than specialist knowledge.

"There are many things I will take away from this placement: the skills, both soft and clinical, that I have witnessed in the practice, knowledge that I didn't have before, confidence to push myself into doing things that I wouldn't usually do, and so much more. I think also, regardless of which specialty I end up doing, the knowledge I have gained about the role and running of GP surgeries will serve me well in the future." PCA student 2020-21



"I have seen a vast variety of patients and I think my communications skills have benefitted by this variety. I had some very talkative patients, some very quiet patients, some demanding patients, some not great historians and one unhappy patient.

Overall, I feel happy with how I reacted to all of them. I think this year in the PCA has given me more confidence in dealing with people and skills to find out their agenda." PCA student 2021-22

"It has made me reflecting on how much more confident I feel compared to the start of this year. My history taking has become more concise, I've gained explaining skills and I feel like my presenting has really improved. After my most recent set of OSCEs I realised how examining patients every day in GP clinics has come to feel so much more relaxed and how much more confident I've become at examining each system or combining examinations." PCA student 2021-22

Comments from previous PCA students

"PCA allowed me to build longer term relationships with the clinical team I was with, which allowed me to slowly become more and more independent in my clinical practice, which I found helped me learn so much more and was much more enjoyable." PCA student 2020-21

"Essentially it really gave me a more nuanced appreciation of the social and economic factors at play when managing someone's health. I don't think I would have managed to truly appreciate or learn about this from anything other than experiencing it first-hand. I think it's going to be a useful skill, regardless of where I work in the future and I'm really glad to have had that experience.... I'm glad to have done this and feel that for some people, PCA would be really valuable to help them become the doctors that they would like to be." PCA student 2020-21

"I have had fantastic patient contact this year. The GPs always have time for me to go through things and ask questions even if they are silly!" PCA student 2021-22

"I have seen a wide range of patients and had 30 mins to chat to and examine each of them. I was able to practice a wide range of examinations and take a massive variety of histories- I didn't expect to see such a range in primary care but I have seen all sorts. I've also gotten to know people's backgrounds and really explore how their ill health affects their lives. I've never felt rushed but also felt like I've seen and had more hands-on experience than I ever would've gotten in secondary care. I've practiced being able to deal with anything that may walk through the door- for example performing an abdominal exam one minute to having an in-depth mental health consultation the next. This really helped me in my OSCEs I think. After every case, I was able to discuss with the GPs different aspects of the case and have occasionally had some in depth chats about topics like religion, ethics and professionalism. I was able to book patients in for follow ups in my own clinics and the GPs encouraged this wherever appropriate. I was also often called into other clinics to show me clinical signs for my learning".

"The practice was more welcoming than I could ever have expected. All members of the team made me feel welcome and a part of the team from the start. It really helped being here for an extended period of time as I got to know everyone. I will really miss the overall environment and the supportive nature of the practice".

Meet the PCA Team



I'm Heidi. I lead the PCA, and I am really proud of what we have achieved over the last few years of running this track. We are a close-knit team, and our ethos is about student support – we want to make sure you have a great experience during your year with us and that the skills you learn will benefit you for your future career as doctors – whatever field of medicine you decide to pursue.

When I'm not working, either in the university or clinically as a Neurodevelopmental Specialist GP, I am mum to 4 children, run a small holding and enjoy upcycling furniture!



Hello, I'm Priti. I work as GP Educator in the PCA, where I support the students and work closely with primary care, secondary care and the university. I am a GP partner and tutor in Padarn surgery in Aberystwyth, supervising both CBL and PCA students. Over the years we have achieved great outcomes for the students and it's a pleasure to see you grow, personally and clinically, which helps you in your future career whichever speciality you choose. The best way to describe me is "full-time mum and part-time doctor". When I'm not in work, I am running around my 2 children's activities. I am part of the school PTA, kids' badminton club and safeguarding officer for the cricket club, where I enjoy watching and playing cricket. I enjoy family holidays and am always looking forward to the next one 😊



My name is Gemma and I work as a GP educator in the PCA. It is great being part of the PCA team as I get to support students and recruit practices for PCA. The variety in the post and getting to meet new people is fantastic. I am a fluent Welsh speaker; I grew up in the Brecon Beacons national park and love being outdoors. When I am not working for the University, I am a GP in the Dulais Valley where I have been a partner for the past ten years. Professionally I have many passions including medical education, health equality and women's health.

When not working I enjoy spending time with my family and when possible either away in our camper van or travelling abroad. I love running and completed my first two marathons this year – Manchester and Eryri. My photo (apologies for the hat) was taken on holiday with my family touring Iceland in February 2023.



Hello, I'm Wendy! I joined the PCA in July 2023 after being lucky enough to work with the team and teach students during my Academic Fellowship with Swansea University. I'm very lucky to be able to combine my passions of primary care and medical education and I feel that introducing students to the strengths of the primary care setting including increased and varied patient exposure, continuity of management and seeing the patient holistically in their own environment sets them up for any career that you eventually choose. When I'm not working with the PCA, I am a salaried GP in Carmarthenshire and also have a role as the Multi-professional educational lead for the Primary and Community Care Academy in Powys Health Board.

Message from Dr Natalie Harper, GP Academic Fellow



Dr Natalie Harper and Dr Megan Thomas

How do you get the best from your placement?

Short answer: the key word is 'YOU'. Success in your placements comes from YOU.

Long answer... In June-July 2023 I created and delivered five two-hour sessions to the CA3 2nd year students, focused on junior doctor skills: surviving the ward round; documentation and scribing, prescribing, 'the bleep test' and discharge summaries and TTOs. One of the key learning points expressed by the students after each of the sessions, was the importance of getting 'stuck in' on their placements. When asked what they would change as a result of the teaching, they said "feeling like I can be useful when on placement", "be more proactive asking for opportunities" and "asking to help out rather than waiting to be given something". It can be easy to be passive on a clinical placement, so I would encourage you to remember that you will get out of the placement what YOU put in. Introduce yourself, express your learning needs and ask to get involved – this will help busy clinicians to prioritise and support your learning.

Whilst you're reading this... ever been to Aberystwyth? Did you know we have purpose-built teaching and learning facilities attached to Padarn Surgery? Aberystwyth now also has a Clinical Teaching Fellow, Dr Megan Thomas, who is developing lots of exciting training to help you be ready to be a junior doctor. We're looking forward to welcoming our first group of RRHiME students on the 'Aberystwyth Experience' in January 2024. Many GEM students will come on placement to this thriving University town at some time during their studies. As well as there being a rich learning environment with many educators based locally, it's also a fantastic place to live. We hope to see you here soon!

Using Cymraeg on Placement

Whether you're a fluent Welsh speaker or just learning, there are now a range of Welsh language resources available on Canvas to help you develop your Welsh language skills while studying medicine. Included are a range of videos, posters and activities that you can work through in your own time.

You can access these resources through Canvas>HUB: Graduate Entry Medicine year 1/2/3/4>Modules>The Welsh Language for Medicine and Science.

If you have any questions about these resources or if there's anything you'd like to see added please contact Dr Lauren Blake - L.V.Blake@swansea.ac.uk

▼ The Welsh Language for Medicine and Science
▫ Video: Importance of the Welsh Language in Healthcare/Pwysigrwydd yr iaith Gymraeg yn y maes Gofal Iechyd (turn on captions for English translation)
▫ Welsh for Medicine
▫ The Welsh Language for Medicine course
▫ More than just words: Communication in Health and Social Care
▫ Welsh for Science
▫ Group Discussion: Your use of the Welsh language whilst studying medicine/Eich defnydd o'r iaith Gymraeg wrth astudio meddygaeth
▫ Croeso i Gymru/Welcome to Wales

Gruff a Steffan: Cymraeg in the Healthcare Setting

Dr Cerys Edwards

Throughout your time on the GEM course we often talk about the importance of Welsh language skills. We hope that many of you will choose to use your existing skills or to expand upon them, making the most of the opportunities and resources that are available to you during this time.

I wanted to take some time to reflect on a personal experience of my friends Lowri and Steven Cope who unfortunately lost their most precious son Gruffydd Elis shortly after birth in September 2022. Lowri and Steve are both fluent Welsh speakers, it is the language of their Home and the language which they choose to share with baby Gruff. Simple things such as the Dr's and Nurses involved in his care speaking to him in Welsh bought them great comfort. This does not need to be a fluent Welsh, small words or phrases such as 'mae'n iawn' (it's ok), a 'ni ma' (we're here) can be equally as powerful.

During their time at NICU they were gifted resources to support them through their grief and to help create special memories. However grateful they were for these resources they were in English. Reading a book in English to Gruff at this age was un-natural; as it would be for any family who do not use English as a first language. This was also the experience of Bethan and Rhodri ab Owen who lost their son Steffan shortly after birth in August 2021. As a result of their experiences, they have worked with the charity 4Louis to facilitate these boxes to be available in Welsh for families. You can read more about their experience here - [Welsh memory boxes for people who have lost a baby - BBC News](#).

It is vastly important that as clinicians whether we are Welsh speakers or not, that we recognise the impact of language on patients and their families. This may include signposting and providing relevant support and guidance in Welsh, or recognising that the patient would be better served by a clinician who shares their native language if this is an option. During your placements I would encourage you to learn about the labyrinth of resources available and should you be involved in the care of child lost too soon, remember that these boxes are there.

Should you need any assistance in locating specific Welsh Language resources please do not hesitate to contact me as I will be happy to assist you.- Dr Cerys Edwards,
c.a.edwards@swansea.ac.uk



SINGLETON EDUCATION CENTRE

DECEMBER
2023

Based just across the road from Swansea University campus by the bus entrance, you will find Singleton Teaching Unit.

Also referred to as Singleton Education Centre.

We are a glass-fronted building and our office is located on the ground floor just behind the main reception desk. We have an open door policy so please come in for a chat; you are very welcome!

Based within the same office you will see colleagues from our wider team, Clinical Educators, SIFT Finance Project Officer and Postgraduate colleagues.

Within this dynamic office we organise clinical placements for medical students, including Specialty Attachments, Clinical Apprenticeship, Junior Assistantships, LOCS, Electives, and Clinical Work Observations.

Working staggered lunch hours, there is always a member of staff on hand to provide advice and support. And if we don't know the answer, we will find out and get back to you.

Facilities for Students



We have 5 seminar rooms from which we organize teaching and training events



Clinical Skills Room

To be booked via the [signup.com](#) link



Student Common Room



Get to Know Our Team

Please meet our Administrative Team at Singleton Education Centre (Teaching Unit). Our office door is always open! Please come in and see us; it is lovely getting to know you.



Andrea Daniel
Undergraduate Manager

Andrea is the Undergrad Manager at Singleton, and has worked for the department of Medical Education for 18 years, starting as an administration assistant, then supervisor and promotion to manager.

She has a family and is quite often referred to as 'Andrea's Cabs' by her son and his many friends. She is always on the side-lines of the football pitch (even in the freezing cold weather, carrying a hot water bottle under her coat), cheering on her son's football team or selling teas and coffees.

London is one of the family's favourite places to visit; always somewhere new to explore.



Giorgia is our Undergraduate Supervisor, and has been part of the Medical School for 4 years. She has worked in the NHS for 6 years, starting out as an Apprentice within the Apprentice Academy Team. Within that role she was able to travel around the South East region going to schools for talks and attending Careers Fairs. Her career path is quite different to what she initially planned (Primary Teaching), but is still able to bring a little bit of that into her work with her love of colours



Giorgia loves to be as creative as possible, whether it is photography when travelling, constant humming or singing (that her colleagues love pointing out when done absent-mindedly), to her recent venture of attending some paint-along sessions. She has also been spotted in a couple of rugby games



Giorgia-May Towns
Undergraduate Supervisor



Chloe Smale
*Undergraduate
Administrative Assistant*

My NHS career began when I worked for the School Nursing Department, and then I joined the Undergraduate Department in June 2023. I have also worked in various jobs ranging from Hospitality to Customer Service.

In my spare time, I volunteer for my local Brownie Unit every Wednesday during term time. I will also go to the gym and attend Parkrun on a Saturday. The weekend is most definitely spent with dogs, Boss and Vinnie. I enjoy taking them for a walk and watching them play.



Jake's NHS career started back in September 2021. Before joining he was working as a teaching assistant in a local comprehensive school.

He has a very healthy and active lifestyle through running, cycling and swimming. Jake completed his first triathlon in May 2023 and is hoping to complete the Swansea half Ironman in July 2024.



Jake also loves the outdoors, going on walks around Mumbles and the surrounding areas. His favourite beach on the Gower is Langland Bay.



Jake Osborne
*Undergraduate
Administrative Assistant*



Ruth Wolfe
*Undergraduate
Administrative Assistant*

I have worked for the undergraduate team for 7 months, and prior to joining the team I worked in a variety of roles within the private sector.

When I'm not supporting the medical students on their placement, I enjoy the outdoors. Fortunately we have the beautiful Gower Peninsula on our doorstep, so I regularly enjoy walks along the coastal path with my family.

Like many others within the team I'm also a foodie and love to eat out, as well as trying out new recipes at home. I also enjoy the theatre and try to see a show in the West End at least once a year!





Rachel Jones
Clinical Educator



Rachel is a Clinical Educator in the skills lab at Singleton, three days a week (usually Monday, Tuesday and Wednesday). She trained as a nurse at the University Hospital of Wales, Cardiff, then returned home to work in the operating theatres as a scrub nurse.

After nearly 30 years, mostly working in the dark, Rachel hung up her theatre clogs, left her Sister post, and switched to her other passion – teaching. She has never looked back and loves working with young, enthusiastic medical and PA students in the skills labs, also occasionally involved with ICM and OSCEs.

Living on the Gower coast, Rachel's hobbies include coastal walking and driftwood art, to name a few. She also has an AirBnB attached to her house and enjoys meeting people from around the UK and beyond, often taking them on guided walks around Gower.

With both children now in University, Rachel has more time to socialise, bake, sew...and spend with her best friend, a spaniel called Lizzy, well known locally as 'Smiler'.



My role as clinical educator is to nurture, guide and support Medical and Physician Associate students, to allow them to grow in confidence to become clinicians working to a high standard of expertise.

I am a general registered nurse with a wealth of nursing, education and patients safety experience. I have a keen interest in Pain Management and worked for several years as an Acute and Chronic Pain Specialist Nurse at Swansea Bay University Health Board.

I also have a background in critical care working as part of a multidisciplinary team while caring for both adult and paediatric critically ill patients. I have experience of education and training and have worked as both a Resuscitation Training officer based at West Wales General Hospital, Glangwilli and a Nurse Lecturer at Swansea University.

2023 has been a very special year as I've welcomed my three grandchildren into the world. I have a beautiful granddaughter and handsome twin grandsons. I have a little spare time although I am in my third year of learning Welsh through Swansea University 'Dysgu Cymraeg' online course. I would highly recommend it.

I have a beautiful cat called Daisy and often known as 'The Cat Lady of Sketty' 😊 I look forward to meeting you all very soon.



Geraldine Craven
Clinical Educator





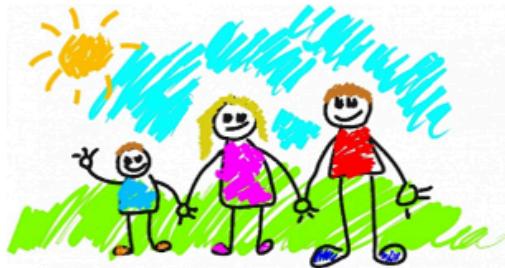
Paul Evans
SIFT Finance Project Support Officer

Paul joined the Medical Education team in March 2023 as the SIFT Finance Project Support Officer. Paul supports all aspects of the day-to-day running, and future planning of the SIFT finance group. Before joining the NHS, Paul spent over 15 years in Welsh politics – acting as the head of office to members of the Welsh Parliament.

Outside of work, Paul enjoys travelling – particularly in the USA where he is gradually ticking off the States. Paul is a keen trail runner, and has completed a number of marathons, ultra-marathons, and other multi-day endurance challenges.

Sarah has been in post for over 10 years. The Postgraduate office staff joined the Undergraduate staff towards the beginning of 2023 as we all come under the umbrella of Medical Education ‘One Team’.

She loves doing yoga to help relax, and her number one priority is family, especially her little boy Ethan.



Sarah Morris
Postgraduate Manager

Contacts:

Below are the names of your clinical placement student representatives. Please do not hesitate to contact us with any questions or queries.



Year 1:

TBC

Year 2

Katie Arnold

Year 3:

Kieron Smith

Megan Johnston

Year 4:

Tamsin Nicholson

Ruchika Nongrum