

JEREMY BROWN
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Biography

Jeremy is Professor of Clinical Education in the Faculty of Health, Social Care & Medicine at Edge Hill University. He is Research Lead for the Medical School and member of the Health Research Institute Management Group, reporting directly to the Associate Dean for Research and Innovation. His main interests are in transitions in medical careers (editorial published in the BMJ) and evaluative methodologies. He is Edge Hill University's Medical School Career Development Lead. Jeremy has a PhD in medical education and has worked in postgraduate clinical education since 1999. He worked for Mersey Deanery as a Research Fellow in Medical Education before joining Edge Hill in 2002 as a Senior Research Fellow. Since then he has continued to collaborate and work in partnership with Health Education England North West. He has published over 65 peer reviewed papers and presented (or co-authored) over 60 papers nationally and internationally. In 2015 Jeremy was awarded the 'Excellent Medical Education' prize in the Postgraduate Category awarded by the Association for the Study of Medical Education (ASME) and the General Medical Council. He was Deputy Chair of the Association for the Study of Medical Education Research Group in 2016 and 2017. Jeremy co leads the Faculty's research theme 'Improving professional practice'. He is Principal Investigator on a number of funded projects including work with Health Education England and NHS England. He is currently supervising 6 PhD students and has supervised 4 PhD completions (2 as Director of Studies). Jeremy is a Fellow of the Higher Education Academy.

Qualifications

Medical Education, PhD, Lancaster University
Award Date: 31 Aug 2005

Teaching, PGCert, Lancaster University
Award Date: 1 Aug 1997

English & Modern European Studies, BA, Lancaster University
Award Date: 1 Jul 1996

Research outputs

The use of LEGO® SERIOUS PLAY® within nurse education: A scoping review

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Performance of emergency surgical front of neck airway access by head and neck surgeons, general surgeons, or anaesthetists: an in situ simulation study

Groom, P., Schofield, L., Hettiarachchi, N., Pickard, S., BROWN, JEREMY., SANDARS, JOHN. & Morton, B., Nov 2019, In: British Journal of Anaesthesia. 123, 5, p. 696-703 8 p.

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Jones, H., Dowling, M., Remington, S. & BROWN, JEREMY., 15 Oct 2019, In: Journal of Contemporary Medical Education.

The United Kingdom Field Epidemiology Training Programme: meeting programme objectives

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Moving from patches to quilts: developing self aware, reflective leaders through curriculum innovation based on a Patchwork Text approach

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Do trainees value feedback in case-based discussion assessments?

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Triggers for reflection: exploring the act of written reflection and the hidden art of reflective practice in postgraduate medicine

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The durability of early career choices

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Working as a newly appointed consultant: a study into the transition from specialist registrar

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Modernising the NHS school workforce using a rapid rollout approach, nurses perceptions of being part of the programme

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