

EDITORIAL

Dear readers,

It gives me great pleasure to introduce you to the second issue of the *Journal of Medical Education Research (JMER)* from the University of Buckingham Press. Following the successful launch of the inaugural issue last year by my predecessor, Dr Bharathy Kumaravel, *JMER* continues to grow its readership. I would like to take this opportunity to thank our readers, authors, reviewers and editorial board members for their time and contributions to *JMER*.

The COVID-19 pandemic disrupted medical education and its impact could be felt throughout every aspect of medical education. In the second issue of *JMER*, Baskar and colleagues reported the COVID-19 pandemic has impacted on career choice of Year 10 to Year 13 students in two English independent secondary schools in their questionnaire-based study involving 235 participants. Their findings suggested an increase in student interests in healthcare as a career choice and the post-COVID-era could be an opportunity for medical schools' widening participation initiatives to engage with secondary school students into considering a career in medicine.

Harvey and colleagues reported on the complex relationship between three identity themes that could impact on medical students' professional identity development during the COVID-19 pandemic. While the findings from qualitative studies are situation specific, nevertheless, they could be helpful when we consider other events that could significantly disrupt undergraduate medical education such as war, natural disasters and future pandemics.

It is very encouraging to see medical students' response to the COVID-19 pandemic with Srikumar and colleagues reporting on their medical student-led public health society undertaking education and public health initiatives to support vulnerable groups during the pandemic.

Half of the second issue of *JMER*-published papers are unrelated to the COVID-19 pandemic. As medical professionals, educators, and students, it is important to remind ourselves of our responsibility to the

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environment and I would highly recommend you to read the letter by Nikookam and colleagues on sustainability education in minor surgery. Tebbett and colleagues' thematic analysis study on medical students' understanding of non-technical skills addressed an important aspect of the hidden curriculum that is difficult to teach.

Finally, I would like to draw your attention to the commentary paper by Cooper and colleagues who shared their experience on setting up and expanding primary care training placements for medical students which will be very useful to educators from the recently established medical schools in the United Kingdom and abroad when setting up similar programmes.

I hope you will enjoy reading this issue of *JMER*. Future issues of *JMER* will focus on publishing studies looking at the future of medical education beyond the COVID 19 pandemic.

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