



Name	Professor Kathryn Strachan
Educational background	EdD University of Strathclyde UK 2001 MEd University of Glasgow 1991 BSc Professional Studies in Nursing 2018 (CPD) Registered nurse, nurse teacher and clinical nurse teacher
Biography	Professor Kathryn Strachan is the Head of the School of Nursing & Midwifery. Prof Strachan is a highly experienced senior educator and manager in higher education and healthcare management. She is a qualified nurse with several senior clinical roles, specialising in intensive care nursing.
	She is highly experienced in Quality Assurance and Enhancement, having established quality enhancement departments and led national and international institutional and programmatic reviews.
	Professor Strachan graduated with a Doctoral Degree in Education from the University of Strathclyde – United Kingdom. She has held senior positions within numerous universities and represented the United Kingdom nationally and internationally through her role as the Director of the World Health Organisation Collaborating Centre for Nursing & Midwifery Development. She also held the role of the Head of Undergraduate Nursing at Glasgow Caledonian University, United Kingdom. Recently she held the post of Director of Quality and Academic Development at RCSI Bahrain.
Research interests and specialty (List up to 8)	Professor Strachan has published in the field of interprofessional education, and her current research interests include the evaluation of the effectiveness and impact of support for students in clinical practice and student readiness for practice. She also leads institutional research to augment quality enhancement in RCSI Bahrain."
	Al Ansari, A., Strachan, K., Al Balooshi, S. et al. Influence of Student Feedback on the Quality of Teaching among Clinical Teachers in Bahrain. Med.Sci.Educ. 30, 253–262 (2020). <a href="https://doi.org/10.1007/s40670-019-00892-1">https://doi.org/10.1007/s40670-019-00892-1</a>



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Al Ansari, A., **Strachan, K.**, Hashim, S., & Otoom, S. (2017). Analysis of psychometric properties of the modified SETQ tool in undergraduate medical education. *BMC Medical Education*, *17*(1). http://dx.doi.org/10.1186/s12909-017-0893-4

McFadyen, AK, Webster, V, **Strachan, K,** Figgins, E, Brown, H and McKechnie, J (2005). The readiness for Interprofessional learning Scale: A possible more stable sub-scale model for the original version of RIPLS. *Journal of Interprofessional Care Vol* 19 No 6 pp.595-603