Welcome to the 2022 Winter Issue of The British Student Doctor Journal!

This year has proven extremely busy and quite the challenge for us all at the journal. As life in the UK shifts toward a new normal of living with covid, and the pandemic rages on across the globe, we have begun to reflect on all that has changed since 2020.

We find ourselves dealing with new challenges in delivering healthcare and healthcare education. This topic is at the centre of our current issue, focusing on medical education in 2022. In line with our aim to publish high-quality student research, which is typically underrepresented in medical journals, our current issue features five original research articles. This Winter Issue starts with an important study investigating the student experience and possible benefits of the online mock OSCE by Calvin Coe and Pauline Bryant. We are also pleased to share an important study by Melissa Anane and Professor Sally Curtis, which addresses the question Is earning detrimental to learning? Further, Alice Tamar Barber and colleagues present a review of the current state of LGBTQ+ teaching in the UK medical curriculum. We are excited to introduce a study by Victoria Alice Reid and Nina Muirhead on student reports regarding teaching of chronic fatigue syndrome or myalgic encephalitis in the UK curriculum. The final article in the original research section is a case series by Muhammad Tayyab Bhatti on the impact of macular hole repair surgery on vision related quality of life.

COVID-19 has dominated headlines in the past couple of years and the education article by Omar Elhelw and colleagues teaches us about the importance of immunosenescence and COVID-19 severity. A less often discussed topic but important one is dealt with by Tungki Pratama Umar, who informs us about the use of the intravaginal ring for human immunodeficiency virus prevention.

As doctors we are expected to teach our juniors, yet we are often not taught how to teach. This tension is analysed by Charles Frederick Collins Taylor and Scott Border in their discussion piece. The authors also reflect on microteaching and reflective practice in a second article as part of our reflection series. In the final reflection piece by Dr Richard Martin Jones, the importance of student selected components in applied forensic medicine and pathology is addressed.

In our correspondence section we have two articles responding to Ross et al. 2020. Nowshin Sultana and colleagues share their own experiences on conducting an audit during the pandemic. Isabelle Dudley and Ella Windle offer an alternative view and discuss the positive aspects of teaching during the pandemic and how this has changed as we come to terms with education delivery.

As always, we extend our gratitude to our hard-working and dedicated editorial team, peer reviewers, faculty advisory board and our publisher, Cardiff University Press. We look forward to continuing our mission for medical student publishing throughout the coming years and are excited for what the future holds.

We hope you enjoy the Winter 2022 Issue of The British Student Doctor Journal!