

**A STAFF DEVELOPMENT PROGRAMME FOR
NEWLY APPOINTED ACADEMICS IN THE
FACULTY OF HEALTH SCIENCES,
UNIVERSITY OF THE FREE STATE**

by

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DECLARATION

I hereby declare that the work submitted here is the result of my own independent investigation. Where help was sought, it was acknowledged. I further declare that this work is submitted for the first time at this university/faculty towards a Philosophiae Doctor degree in Health Professions Education and that it has never been submitted to any other university/faculty for the purpose of obtaining a degree.

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DEDICATION

“Aan ons God en Vader:

*al die eer en dank vir Sy groot genade en liefde en dat Hy hierdie besondere
geleentheid vir my moontlik gemaak het en saam geskryf het aan elke bladsy”*

**I would like to dedicate this thesis to
my loving parents, Chris and Christel van Wyk,
my godparents, André and Thomien Brits.**

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LIST OF ACRONYMS

AfriMEDS	African Medical Education Directions for Specialists
AGWO	Afdeling Gesondheidswetenskappe-Onderwys
AMEE	Association for Medical Education in Europe
AoME	Academy of Medical Educators
AoME's	Academy of Medical Educators's
ATLAS.ti	(Qualitative data analysis software)
CanMEDS	Canadian Medical Education Directives for Specialists
CBE	Community-Based Education
CNL	Course for newly appointed lecturers
COREQ	Consolidated criteria for reporting qualitative research criteria
CCFO	Critical Cross Field Outcomes
CTL	Centre for Teaching and Learning
df	Degrees of freedom
DHSE	Division Health Sciences Education
DoE	Department of Education
DoH	Department of Health
ECUFS	Ethics Committee University of the Free State
ERIC	Education Resource Information Center
EvaSys	Electric Paper Evaluation System
FGW	Fakulteit Gesondheidswetenskappe
FoHS	Faculty of Health Sciences
FoHSs	Faculties of Health Sciences
GEMP	Graduate Entry Medical Programme
GMC	General Medical Council
HWSETA	Health and Wellness Skills Education Training Authorities
HEQF	Higher Education Qualifications Framework
HEQSF	Higher Education Qualifications Sub-Framework
HoD	Head of Department
HODs	Heads of Department
HPCSA	Health Professions Council of South Africa

HPE	Health Professions Education
M	Magister
MBChB	Bachelor of Medicine and Bachelor of Surgery
Med	Medicine
MMed	Magister in Medicine
MSc	Magister in Science
NFO	New Faculty Orientation
NHLS	National Health Laboratory Services
NQF	National Qualifications Framework
PhD	Doctor of Philosophy
PhDs	Doctors of Philosophy
PREDAC	Programme for the Development of Academics
RCPSC	Royal College of Physicians and Surgeons of Canada
SA	South Africa
SAAHE	South African Association of Health Educationalists
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authorities
SL	Service Learning
SoAHP	School of Allied Health Professions
SoM	School of Medicine
SoN	School of Nursing
SPSS	Statistical Product and Service Solutions
UFS	University of the Free State
UV	Universiteit van die Vrystaat
VARK	Visual, Auditory and Kinaesthetic (<i>learning styles</i>)
WITS	University of the Witwatersrand
WFME	World Federation of Medical Education
WHO	World Health Organization
χ^2	Chi-square value

SUMMARY

Key terms: health professions education-related teaching-learning; health sciences education; higher education; newly appointed academics; staff development.

In this research project, an in-depth study was conducted with a view to developing a formal, outcomes-based staff development programme aimed at orientating, developing and supporting the newly appointed academic staff member in the Faculty of Health Sciences (FoHS), University of the Free State (UFS).

The training and development of academic staff members have not yet been researched in the FoHS setting and it is believed that by offering newly appointed staff members appropriate, scientifically founded, outcomes-based staff development opportunities, they might be integrated in the educational culture of the faculty with more ease, and become better equipped health sciences educators.

The overall goal of the study was to provide quality training to newly appointed academic staff members in the FoHS, UFS, with a view to improving the overall quality of teaching-learning, educational research and administrative competence; to ensure continued high-level academic activities in departments, schools, the faculty and the university and, most important, to enhance the learning success of the students who ultimately, as health care professionals exiting our institution, will offer a skilful and valuable service to their communities.

The overall research question which was pursued was: **What should an outcomes-based staff development programme, which complies with adult education principles, and is aimed at newly appointed academic staff members in Health Sciences, entail?**

This study included components of both qualitative and quantitative research. The purpose of the literature study was to contextualise and conceptualise staff development for newly appointed academics. A qualitative phenomenological research design, making use of focus group interviews, was used to determine how a cohort of newly appointed academics, who attended the course for newly appointed lecturers in the FoHS, UFS,

during the previous three years (2011-2013), had experienced the course. Findings of the questionnaire survey were used to inform the content of the envisaged staff development programme for newly appointed academic staff in the FoHS, UFS.

In terms of the focus group interview findings, respondents overall expressed positive experiences, but room for improvement in the existing course for newly appointed lecturers was identified. The findings of these interviews were used to make improvements to the 2014 and 2015 courses for newly appointed lecturers offered by the DHSE in the FoHS, UFS.

The results of the questionnaire survey gave an indication when the newly appointed academics should be exposed to certain roles. These results also were used to determine the timeframe and additional topics to be included in the final programme.

Findings from the literature study and the questionnaire survey were used to identify needs of the FoHS, UFS academics and competencies of an academic in health sciences, which in turn were used to develop a three-phase staff development programme. Each phase in the programme consists of several units with unique outcomes and learning activities which consider the adult learner.

A contribution is made and new knowledge is added to both the fields of staff development and health sciences education. By exploring the experiences of newly appointed academics and describing responses of both newly appointed and more experienced academic staff members at the FoHS, UFS, a faculty-specific staff development programme was developed. The research approach followed ensured quality, trustworthiness, reliability and validity in the research. The developed programme ensures a basis for follow-up research in terms of implementation and evaluation of this programme, as well as related future research.

OPSOMMING

Sleuteltermes: gesondheidsberoep-gerigte onderrig en leer; gesondheidswetenskappe-onderwys; hoër onderwys; pas aangestelde akademiese personeelontwikkeling.

In hierdie navorsingsprojek is 'n grondige studie uitgevoer met die oog op die ontwikkeling van 'n formele, uitkomsgebaseerde personeelontwikkelingsprogram met die oog op die oriëntering, ontwikkeling en ondersteuning van die pas aangestelde akademiese personeel in die Fakulteit Gesondheidswetenskappe (FGW), Universiteit van die Vrystaat (UV).

Die opleiding en ontwikkeling van akademiese personeel in die FGW, UV, is nog nie nagevors nie, en daar word geglo dat deur toepaslike, wetenskaplikgegronde, uitkomsgebaseerde personeelontwikkelingsgeleenthede aan pas aangestelde personeellede te bied, hulle vroeër by die opvoedkundige kultuur van die fakulteit geïntegreer kan word en beter toegerus sal wees as gesondheidswetenskapopvoeders.

Die oorkoepelende doel van die studie was om kwaliteit opleiding aan pas aangestelde akademiese personeel in die FGW, UV te bied met die oog daarop om die algehele gehalte van onderrig-leer, onderwysnavorsing en administratiewe bevoegdheid te verbeter; om volgehoue hoëvlak- akademiese aktiwiteite in departemente, skole, die fakulteit en die universiteit te verseker en, die belangrikste, die leersukses van studente, wat as gesondheidswerkers ons instelling verlaat, te verseker sodat hulle 'n vaardige en waardevolle diens aan hul gemeenskappe kan bied.

Die navorsingsvraag wat beantwoord moes word, was: **Wat moet 'n uitkomsgebaseerde personeelontwikkelingsprogram, wat voldoen aan die beginsels van volwassene-onderwys, en wat gemik is op pas aangestelde akademiese personeel in Gesondheidswetenskappe, behels?**

Die studie het komponente van beide kwalitatiewe en kwantitatiewe navorsing ingesluit. Die doel van die literatuurstudie was om personeelontwikkeling vir pas aangestelde

akademici te kontekstualiseer en te konseptualiseer. 'n Kwalitatiewe fenomenologiese navorsingsontwerp met fokusgroeponderhoude as data-insamelingsmetode is gebruik om te bepaal hoe 'n groep pas aangestelde akademici, wat die kursus vir pas aangestelde dosente in die FGW, UV oor 'n tydperk van drie jaar (2011-2013) deurloop het, dit ervaar het. 'n Vraelysopname is gebruik om die inhoud van die beoogde personeelontwikkelingsprogram vir pas aangestelde akademiese personeel in die FGW, UV te bepaal.

Die bevindinge van die fokusgroeponderhoude het op oorwegend positiewe ervarings gedui, maar het ook ruimte vir verbetering in die bestaande kursus vir pas aangestelde dosente gebied. Die bevindinge verkry uit die onderhoude is reeds gebruik om verbeteringe aan te bring aan die 2014- en 2015-kursus vir pas aangestelde dosente, aangebied deur die Afdeling Gesondheidswetenskappe-Onderwys (AGWO) in die FGW, UV.

Die resultate van die vraelysopname het aangedui op watter stadium in hul loopbane pas aangestelde akademici blootgestel behoort te word aan sekere rolle. 'n Moontlike tydraamwerk vir die program en addisionele onderwerpe wat in die finale program ingesluit kon word, is ook op grond van dié bevindinge bepaal.

Bevindinge van die literatuurstudie en die vraelysopname is gebruik om die behoeftes van die akademici aan die FGW, UV te bepaal, asook die bevoegdheidsde waaroor 'n akademiese personeellid in gesondheidswetenskappe moet beskik. Dié bevindinge is gebruik om 'n driefase-personeelontwikkelingsprogram te ontwikkel. Elke fase in die program bestaan uit verskeie eenhede met unieke uitkomst en leeraktiwiteite wat die kenmerke van volwasse leerders in ag neem.

Die studie lewer 'n bydrae en nuwe kennis word toegevoeg tot beide die terreine van personeelontwikkeling en gesondheidsberoepsonderwys. Deur die verkenning van die ervarings van pas aangestelde akademici en die beskrywing van response van beide pas aangestelde en meer ervare akademiese personeel in die FGW, UV is 'n fakulteit-spesifieke personeelontwikkelingsprogram ontwikkel. Die navorsingsbenadering wat gevolg is, verseker die gehalte, geloofwaardigheid, geldigheid en betroubaarheid van die navorsing. Die program wat ontwikkel is, skep 'n basis vir opvolgnavorsing rakende die

implementering en evaluering van die program, en skep ook geleenthede vir ander navorsing op die terrein.

A STAFF DEVELOPMENT PROGRAMME FOR NEWLY APPOINTED ACADEMICS IN THE FACULTY OF HEALTH SCIENCES, UNIVERSITY OF THE FREE STATE

CHAPTER 1

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

The academic staff of an institution is said to be its most valuable asset and resource. Therefore it is natural to expect of institutions to take care of and support these individuals to the best of their abilities and in any way possible. A good start to this is to offer newly appointed staff members development opportunities and to foster their adaptation to the institution.

Academic staff development, according to Steinert (in Dent & Harden 2013:367), is to offer the opportunity for academics to gradually obtain relevant competencies. The focus of staff development mainly is on educational improvement, but according to Steinert (2014:20) this focus now includes all the roles of the academic staff member. As an academic staff member one has an educational role. Transformation (*cf.* 2.5) in higher education, including health sciences education, brought about changes and challenges for academia. Teaching-learning concepts have changed from more traditional ways of teaching to more authentic approaches, which advocate a learner-centred approach, active learning, higher-order thinking and skills and competency-driven educational principles. In the South African context, equal opportunities should be offered to all learners from all ethnic groups and socio-economic backgrounds. In addition the higher education system is challenged to take in a larger student population and produce holistic and competent health sciences professionals in order to meet the population's health needs. In view of this the South African health sciences educators' roles and responsibilities are complex and multidimensional. Harden and Crosby (2000:336) emphasise the roles of medical educators. For example, the medical educator should be an information provider, a role model, a facilitator, an assessor, a planner and a resource developer. Educators in health sciences also should be competent researchers (Harris, Krause, Parish & Smith

2007:343-350). In view of the above, staff development initiatives are required to be updated in accordance to offer the academic staff member the opportunity to gradually obtain up to date competencies to teach in the 21st century.

Considering the newly appointed academic staff member, the first step in staff development is orientation (McLean, Cilliers & Van Wyk 2008:569). Scholars in the field of orientation of new academics, including Boice (1992:220-222), Fink in Sorcinelli and Austin (1992:1-112), Sorcinelli (1994:477) and Menges (1999:109), describe orientation as a process of preparing academics at the start of their teaching career to adapt to their new environment and for what is expected of them. Academic staff members in health sciences faculties are qualified with professional or health sciences degrees from various disciplines. Very few health sciences educators, who are newly appointed, hold a qualification in health sciences education (Wilkerson & Irby 1998:387). However, some, to variable degrees, do have teaching experience, either in health sciences or other types of education, such as clinical education. A staff development programme with the view to orientate, develop and support the newly appointed academic staff member could contribute positively towards their experience entering into higher education (Sorcinelli, Austin, Eddy & Beach 2006:15).

This study was conducted to develop a formal, outcomes-based staff development programme with a view to orientate, develop and support the newly appointed academic staff member in the Faculty of Health Sciences (FoHS), University of the Free State (UFS). The training and development of academic staff members have not yet been researched in the current setting and it is believed that by offering newly appointed staff members appropriate scientifically founded, outcomes-based staff development opportunities, they will become part of the educational culture of the faculty and be well-equipped health sciences educators. Permission to conduct this study and ethics approval were obtained through the relevant authorities at the FoHS, UFS (*cf.* Appendices A1 & A2).

The results of the study reported here will contribute to the body of staff development knowledge in two ways: first, by assessing the current experiences of a selected sample of newly appointed academic staff members after having completed an existing staff development orientation programme (between 2011-2013), referred to as the course for

newly appointed lecturers in the FoHS, and, second, by highlighting aspects of several focus areas in which it is deemed necessary for a newly appointed academic staff member to obtain knowledge and/or skills, and asking inexperienced and more experienced academic staff members to respond from their point of view what newly appointed health sciences educators should know and when they should be offered the knowledge and skills.

It is foreseen that the findings of this study will enable the Division Health Sciences Education (DHSE) to offer orientation, development and continued support to the newly appointed academic staff members in the FoHS, UFS. It is hoped that this programme will:

- Orientate the academic to the culture and structures within the FoHS;
- orientate the academics in terms of their roles and responsibilities;
- support the newly appointed academics in their role as professional practitioner and health sciences educator;
- provide basic knowledge and skills with regard to teaching-learning in health sciences with further development opportunities;
- produce a culture of excellence, professionalism and independence;
- contribute to excellence in education and research, and specifically promote educational research collaboration;
- address adult learning needs;
- strengthen collegial relationships among academics; and
- encourage lifelong learning by creating a culture of support for staff development practices.

Finally, the unique contribution of this study will be the development of a staff development programme for newly appointed academics in the FoHS, UFS. The programme will be founded on adult education principles with a view to orientate, develop and support the newly appointed academics.

1.2 BACKGROUND TO THE STUDY

In this section a brief description will be provided of an evaluation of the available literature concerning staff development with a specific focus on orientating, developing and supporting newly appointed academic staff members. Academics in higher education who undergo training are adult learners and, therefore, adult education principles should be incorporated in staff development activities.

1.2.1 General overview of academic staff development

Literature proclaims that the initial focus of staff development programmes had been to aid academics in the skills of education, which include teaching-learning, as very few health professionals seem to have received formal training in medical education (McLean *et al.* 2008:569; Steinert 2014:20; Wilkerson & Irby 1998:387). In medical education academics (health sciences educators) ideally should be informed of their specific educational roles. For this, the twelve roles of the medical teacher as described by Harden and Crosby (2000:336) may be used. In the late 1980s Bland and Schmitz (1986:22) focused on the importance of staff development in developing educational researchers. In later years, although education and research still are the main roles of the academic, a professional academic ideally also should acquire administrative skills, and, in the field of health sciences, expertise in clinical ‘teaching’ skills are highlighted too.

The role of an academic developer, therefore, is to develop and support academic staff members in all areas of their careers (Steinert 2014:8-11). The role of the academic developer is also challenging, taking into account how broad the field is and that it is evolving continuously (Bovill & Martensson 2014:263). It is strongly suggested that academic staff regularly participates in staff development activities. As technology, knowledge, expectations and requirements change, new skills and up-to-date knowledge will be important to master in order to be successful in the workplace. If opportunities to do so are not available to academics, Sheal (1992:13) foresees that the skills they already have, may become “obsolete”.

In the South African health care context there are many unique challenges to face, which may have an influence on health sciences education and training. At the UFS the student

population is multicultural and between 1994 and 2016 a parallel-medium mode of instruction has been used (from January 2017 a single-medium of instruction, making use of English will be used). Therefore, the outcomes of a staff development programme must be very specific to address the needs of all the role-players involved within an institution.

The focus of this study is on orientating, developing and supporting the newly appointed academic in the FoHS, UFS. The section that follows will briefly describe these concepts.

1.2.2 Staff development for newly appointed academic staff members

Boice (1992:51) describes various challenges that newly appointed academic staff members face when entering higher education (e.g. gaining acceptance of colleagues and developing habits of writing productivity). To address the challenges faced by new academics, it seems important to understand the experiences and specific requirements of newly appointed academic staff members in their unique educational environments. Staff development initiatives addressing the newly appointed academic thus should go beyond merely orientating the academics to their new environment and educational roles and responsibilities, to offering them basic knowledge and skills required to function in these roles and responsibilities. Therefore, development opportunities and continued support will be essential.

Several authors made suggestions with a view to improving academic staff orientation programmes for newly appointed academics (Boice 1992:1-376; Carney, Bacig & Helms 2007:Online; Chauvin, Anderson, Mylona, Greenberg & Yang 2013:189; Steinert, Mann, Centeno, Dolmans, Spencer, Gelula, & Prideaux 2006:522), and these, together with guidelines for staff development programme development (Al-Eraky & McLean 2012:13-16; McLean *et al.* 2008:572-577) were used to develop the proposed staff development programme for newly appointed academics in the FoHS, UFS.

1.2.3 Andragogy

Andragogy is defined by Knowles as the “art and science of helping adults learn” (Gravett 2005:70). Academic staff fits the description of an adult learner and this type of learner

has very specific educational requirements. It is therefore worth considering the various adult learning theories, which have a bearing on knowledge, skills and attitudes. Examples of the theories is the transformative learning theory and reflective models (Taylor & Hamdy 2013:e1561-e1563); these theories are dealt with in more detail in Chapter 2. Knowles (1977:39) describes several principles of andragogy, namely the need to know, self-concept, prior experience, learning willingness, orientation to learning, and motivation to learn. These principles were further explained in detail by Knowles, Holton and Swanson (1998) in their book *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development*. According to these authors, adults are capable of making their own decisions and judgments, and in view of this; they seem driven to identify their own learning needs (Knowles *et al.* 1998:39).

It is imperative that all the adult learning principles and theories should be carefully considered in health professions education when designing educational material and staff development activities (Taylor & Hamdy 2013:157). Therefore, it will be valuable to identify adult education requirements of/for the newly appointed academic staff member in the FoHS, UFS to successfully develop the staff development programme as proposed in this study. Ultimately, academic developers need to build a collegial relationship with all newly appointed academics in order to offer these adult learners continued support for their specific lifelong learning requirements.

1.3 PROBLEM STATEMENT AND RESEARCH QUESTIONS

The problem for which a solution was sought with this study was the lack of a formal, outcomes-based staff development programme based on adult education principles with a view to orientate, develop and support the newly appointed academic in the FoHS, UFS.

To date no formal research had been conducted on this cohort to identify their experiences of the existing course for newly appointed lecturers in the FoHS, UFS. The specific needs of the newly appointed academic for continued educational development and support also have not been identified previously through formal research.

The overall research question was: **What should an outcomes-based staff development programme, which complies with adult education principles, and is aimed at newly appointed academic staff members in Health Sciences, entail?**

The sub-questions pertaining to the problem statement were:

1. *How can staff development programmes for newly appointed academics be contextualised and conceptualised (including current logistics, content, presentation methods and styles, as well as adult education principles and learning requirements)?*
2. *What were the experiences of staff who attended the course for newly appointed lecturers over the past three years (2011-2013)?*
3. *What should the staff development programme aimed at newly appointed academics in the FoHS, UFS entail?*

1.4 OVERALL GOAL, AIM AND OBJECTIVES OF THE STUDY

The overall goal, aim and objectives of the study were the following:

1.4.1 Overall goal of the study

The overall goal of the study was to provide quality training to newly appointed academic staff members in the FoHS, UFS with a view to improving the overall quality of teaching-learning, educational research and administrative competence; to ensure continued high-level academic activities in departments, schools, the faculty and the university, and, most important, to enhance the learning success of their students who ultimately, as health care professionals exiting our institution, will offer a skilful and valuable service to their communities.

1.4.2 Aim of the study

The aim of the study was to develop a staff development programme, based on adult education principles, with a view to orientate, develop and support newly appointed academic staff members in the FoHS, UFS.

1.4.3 Objectives of the study

To achieve the aim of the study the following objectives were pursued:

1. To contextualise and conceptualise staff development programmes for newly appointed academics (including current logistics, content, presentation methods and styles, and adult education principles and learning requirements. (A detailed literature study was completed.)
2. To determine how the newly appointed academic staff, who attended the course for newly appointed lecturers over the past three years (2011-2013), experienced it. (Focus-group interviews were conducted with newly appointed academic staff members who had completed the course from 1 January 2011 to 30 June 2013, to address research question two.)
3. To describe the content that should be included in the staff development programme for newly appointed academic staff. (A questionnaire was designed and distributed for completion to all academic staff members in the FoHS, UFS to address the final research question.)

After having addressed the research question(s) (*cf.* 1.3), a staff development programme for newly appointed academics in the FoHS, UFS was developed (*cf.* Chapter 6).

1.5 DEMARCATION OF THE FIELD AND SCOPE OF THE STUDY

The study was conducted in the field of Health Professions Education (HPE) in the domain of higher education and staff development. The population was limited to academic staff at the FoHS, UFS. The findings, however, may be applicable in other FoHSs in South Africa too.

In order to address the research question focus group interviews (*cf.* 3.3.2 & Appendices B1–B3) and a questionnaire survey (*cf.* 3.3.3 & Appendices C1 – C3) were used as data collection methods. The staff development programme for newly appointed academics in the FoHS, UFS were developed making use of the findings of the focus group interviews, the results from the questionnaire survey and relevant literature.

In a personal context, the researcher in this study is a qualified Genetic Counsellor (Master's in Science (MSc) of Medicine [Med] Genetic Counselling, University of the Witwatersrand [WITS]) and registered with the Health Professions Council of South Africa (HPCSA). The researcher has a background in Genetics and obtained a bachelor's and an honours degree from the UFS. During her initial study years at the UFS the researcher was involved in tutorials for undergraduate students in Genetics. While doing her master's degree, she worked in various Genetics Clinics in several Academic Hospitals in Gauteng as a student and intern genetic counsellor, educating patients about genetic conditions. As an intern and later a qualified genetic counsellor, the researcher was involved in training other genetic counselling students and health care professionals in the field of medical genetics. During this time the researcher was appointed as an honorary associate lecturer at WITS. The researcher was first exposed to staff development activities when attending a teaching course, "The Teaching Role", at the Centre for Learning, Teaching and Development at WITS, and later during a supervision course for the novice supervisor. She worked in the field of genetic counselling for five years after which she accepted a lecturer position in the DHSE at the UFS. Involvement in HPE ensured opportunities for personal growth for the researcher, who currently holds the academic developer portfolio within the Division.

As a newly appointed lecturer at the UFS, the researcher developed a special interest in orientating, developing and supporting newly appointed academic staff members in health sciences. After having completed the existing courses for newly appointed lecturers (in the FoHS and at the Centre for Teaching and Learning [CTL]), and having consulted the literature, the researcher had a clear conceptual framework in mind for the study reported here. The researcher believes that building professional relationships with newly appointed staff members will open up a road of partnership, continued development and on-going support, to create a culture of lifelong learning among staff members who are empowered to expertly and successfully educate students in the FoHS, UFS.

The study proposal was conceptualised from May 2013, after which approval from an Evaluation Committee was obtained in October 2013 and ethics approval was obtained in January 2014 (*cf.* Appendices A1-A2). The study was conducted between January

2014 and January 2016. The empirical research phase took place from February 2014 to August 2015.

1.6 SIGNIFICANCE AND VALUE OF THE STUDY

It is hoped that the findings of the study will assist in identifying the exact adult learning requirements of newly appointed academics and that the staff development programme for newly appointed academics in the FoHS, UFS will be to the benefit not only of those for whom it has been designed, but that it will benefit their students too.

The research will be of value to newly appointed academic staff members for reasons bulleted in 1.1.

It is believed that the implementation of the findings of the study will contribute to improving the professional's knowledge and skills in all the roles of an academic which will enhance the transfer of information about their subject and thus improve student learning success. Successful implementation of the findings might also create a continued supportive learning environment for academic staff members by enabling them to be assimilated in the educational culture of the Faculty and UFS as institution and subsequently become independent earlier.

It is envisaged that the findings will be a useful tool in planning and coordinating the staff development activities for newly appointed academics in the FoHS. Some of the findings may also be generalised and used by other departments and faculties of the UFS to improve their staff development activities.

Although the programme was developed specifically for newly appointed academics in the FoHS, UFS, other health sciences faculties may be able to adapt and use the model.

1.7 RESEARCH DESIGN AND METHODS OF INVESTIGATION

The research design and the methods of investigation are briefly introduced. Full and detailed descriptions can be found in Chapter 3.

1.7.1 Design of the study

This study includes components of both qualitative and quantitative research. It may be argued that a mixed-methodology approach would have been more suitable as research design, but the decision was made to use both types of research independently. The designs were used separately and one did not depend on the other. The results from both were used in the final outcome.

A qualitative phenomenological research design was deemed most suitable for this study. The researcher was a newly appointed lecturer within the FoHS, UFS during the time that this study was conceptualised. It was necessary to step away from her perceptions and own experiences and open up to the lived experiences of others. A deductive strategy as opposed to an inductive strategy was used for the qualitative approach. The phenomenological study design whereby participants were able to express their lived experiences therefore offered the opportunity to successfully answer the second research question. It is important to take note that a lived experience could very well be different for different individuals and their reality is unique but also subjective.

The findings of the qualitative phenomenological research design were presented at the national South African Association of Health Educationalists (SAAHE) conference held in Cape Town during June 2014. The data also were used to make improvements to the 2014 and 2015 courses for newly appointed lecturers in the FoHS. Valuable and positive feedback from course participants had already been received from them on completion of both courses, indicating that the upgrading of the course had already led to improved academic learning and development.

In terms of the quantitative research a descriptive design was selected. This design seemed most suitable, because there was a need to describe the content of the staff development programme for newly appointed academic staff in the FoHS, UFS.

The results gained by means of both data collection methods were applied in designing the tailor-made, outcomes-based staff development programme for newly appointed academics. Specific consideration was given to the learning requirements of the adult learner.

1.7.2 Methods of investigation

To find answers to the specific research questions a theoretical perspective based on the literature findings was formulated. Thereafter, focus group interviews were conducted, and a questionnaire survey was used to obtain another set of relevant data. The sections below offer more information about each method. Detailed descriptions of the methods are provided in Chapter 3.

1.7.2.1 *Theoretical perspective*

Based on the information gained from the available literature the current logistics, content, presentation methods and styles of staff development programmes for newly appointed academics were identified and described. The adult education principles, which should be considered in a staff development programme for newly appointed academic staff, were clearly contextualised and conceptualised in the light of the findings of the literature study.

1.7.2.2 *Focus group interviews*

The focus group interviews provided the opportunity to obtain information about the lived experience of academic staff members who had completed the course for newly appointed lecturers (2011-2013) in the FoHS, UFS. Burns and Grove (2001:425) contend that focus group interviews provide useful information on the insight, attitudes, responses and opinions of participants with regard to a specific, predetermined and limited topic by means of an organised group discussion/interview. The group dynamics created in the interviews offered an ideal opportunity for the participants to express their views honestly and provide detail on what their experiences of the newly appointed lecturers' course were. A detailed description of the findings is given in Chapter 4.

1.7.2.3 *Questionnaire survey*

A questionnaire survey was used to describe the content of the envisaged staff development programme for newly appointed academic staff in the FoHS, UFS. The Electronic Paper Evaluation System (*EvaSys*) which is an automated, web-based survey

system (EvaSys Online, Electic Paper 2013:Online), was used to collect the data; more information about this system is provided in Chapter 3.

The data were analysed by means of statistical analysis and verified by a biostatistician from the FoHS, UFS. The findings are depicted in tables and figures in Chapter 5.

1.8 PRESENTATION OF THE FINDINGS

It is envisaged that the results of the study and the unique contribution, namely a formalised and outcomes-based staff development programme for newly appointed academic staff members will offer valuable opportunities for academic self-improvement. The programme that has been developed may also be used in other health sciences faculties in South Africa, but it will be important to take into account the unique staff needs and contexts, so as to ensure that it will be appropriate for the specific department, school or faculty. The findings will also be presented at appropriate educational research forums, conferences and other appropriate academic gatherings. It is envisaged that the findings of the research will be published in academic journals and thus contribute to the current body of knowledge in the field.

1.9 ARRANGEMENT OF THE REPORT

The following section provides a brief outline of the course of the study and the layout of this report. First, a schematic overview of the study is presented in Figure 1.1.

In this Chapter (Chapter 1), **Orientation to the study**, an outline of the background to the study, the problem statement, research questions, general goal of the research, and the aim and objectives of the study were briefly described. This was followed by a demarcation of the field and scope of the study, a description of the significance and value of the study, the research design and specific methods of investigation, and a section on how the findings will be made known. Finally, an outline of the forthcoming chapters of this report, compiled with a view to a Doctor of Philosophy (PhD) in HPE qualification is provided.

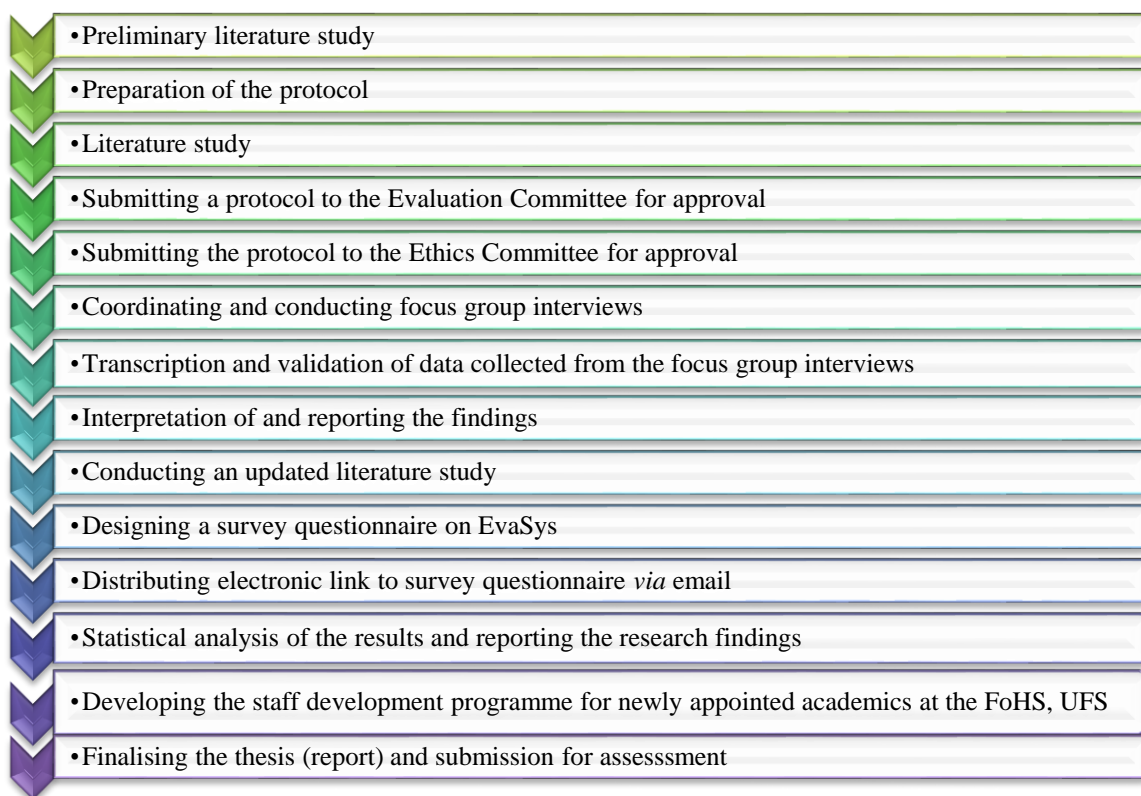


Figure 1.1: Schematic overview of the study

Chapter 2, **Perspectives on staff development for newly appointed academic staff members**, provides a theoretical framework for the study. This chapter includes details about the conceptualisation and contextualisation of the logistics, content, presentation methods and styles of academic staff orientation programmes for newly appointed academic staff members who are adult learners. Staff development activities, internationally, nationally, institutionally and departmentally, for newly appointed academics are discussed and evaluated. Clarification of several terms and concepts is provided to conceptualise academic staff orientation programmes within the South African context, with a particular focus on the FoHS, UFS.

In Chapter 3, **Research design and methodology**, the research design and methods selected for this study, namely a qualitative research design with focus-group interviews and a quantitative design making use of a questionnaire survey, are described and validated. Details of the research process are stipulated, and in Chapter 3 issues of trustworthiness, validity, reliability and ethical considerations (including informed consent) applicable to this study, are addressed.

In Chapter 4, **Findings of the focus group interviews: Analysis and discussions**, the findings of the focus group interviews are presented and discussed.

Chapter 5, **Results of the questionnaire survey: Analysis and discussions**, contains the results of the questionnaire survey as data collecting method, as well as a discussion of the findings.

Chapter 6, **A staff development programme for newly appointed academics in the Faculty of Health Sciences, University of the Free State**, is presented. The outcomes-based programme has been developed specifically to address the needs of the FoHS, UFS. Regular evaluation and improvements (on an annual basis) of the programme are suggested. This programme might prove useful in other health sciences settings within South Africa, but small amendments might be required in order to be suitable for a specific institution/division.

Chapter 7, the final chapter in the thesis, entitled **Conclusions, recommendations and limitations of the study**, summarises and concludes the study. It offers specific recommendations based on the research findings and interpretations. The chapter concludes with details about the limitations of this study.

1.10 CONCLUSION

This chapter served as a brief summary of and orientation to the study. It succinctly offers background information to the study with reference to the scientific manner in which the research was conducted and the report was completed. The next chapter, entitled **Perspectives on staff development for newly appointed academic staff members**, provides a critical discussion of the theoretical background to the study.

CHAPTER 2

PERSPECTIVES ON STAFF DEVELOPMENT FOR NEWLY APPOINTED ACADEMIC STAFF MEMBERS

2.1 INTRODUCTION

This chapter includes an introduction to the field of staff development in which several terms and concepts will be clarified. The chapter further includes a discussion on literature related to staff development for newly appointed academic staff members, with the view to orientate, develop and support. There is a specific focus on academics in health sciences.

Reference is made to the transformation in health sciences education in South Africa and the roles and responsibilities of academics in health sciences.

The chapter concludes with details about essential components of a staff development programme for newly appointed academic staff members. Examples of international programmes and national staff development services offered to newly appointed academics are provided. This is followed by a brief overview of continued development opportunities for further development and to ensure academic staff stays abreast of the latest knowledge and skills in health sciences education.

The information in this chapter contributed a theoretical perspective for the empirical study (focus group interviews) (*cf.* Chapter 4), and was used in the development of the questionnaire survey (*cf.* Chapter 5; Appendix C3).

2.2 AN OVERVIEW OF THE DIFFERENT ASPECTS OF ACADEMIC STAFF DEVELOPMENT THAT WILL BE DISCUSSED IN THIS CHAPTER

In Figure 2.1, an overview of the aspects which will be discussed in the current chapter is displayed. There will be four focus areas, as detailed in the mid-section of the figure, starting from the top left corner to the top right, bottom right and bottom left.

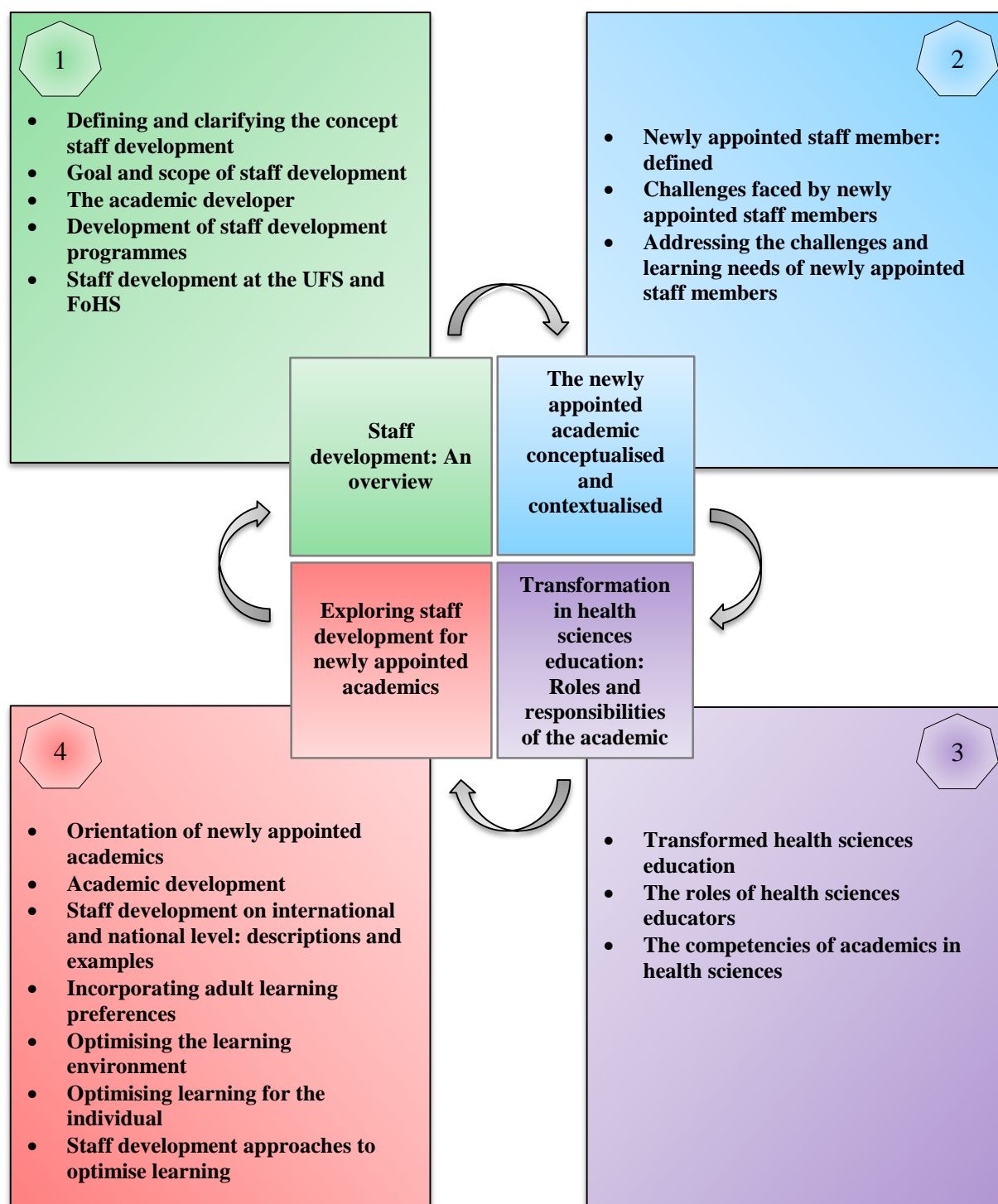


Figure 2.1: A schematic overview of the different aspects of academic staff development addressed in this chapter

2.3 STAFF DEVELOPMENT: AN OVERVIEW

In this section terminology used in the field of staff development is clarified, since there are several recognised terms used to describe the practice and the purpose of staff development, but confusion also sometimes exists as to the meaning of a specific term or phrase in higher education – referred to by academics in other disciplines as ‘educational jargon’.

2.3.1 Defining and clarifying the concept ‘staff development’

The following terms are recognised internationally and nationally: academic staff development, staff development, faculty development, professional development, educational development, instructional development, *docentprofessionalisering* (teaching professionalisation) *formation professorale* (the professional role/s) and *personal-und organisationsentwicklung* (the development of both the individual staff member and the organisation in which the person works). The last three terms commonly are used by the Dutch, French and Germans respectively (Steinert 2014:4-5).

Staff development is a broad concept, and exploring the literature, it seemed complex to find one specific definition. Instead, several scholars within the field, offer descriptions and/or a definition (*cf.* Bland, Schmitz, Stritter, Henry & Aluisse 1990:1-315; Boice 1992:8; Centra 1978:151; Felten, Kalish, Pingree & Plank in Robertson & Nilson 2007:93; Sheets & Schwenk 1990:141–148; Stefani 2003:9-10; Steinert *et al.* 2006:498; Steinert 2014:4; Ullian & Stritter 1997:237). Several key terms and principles in the field were highlighted by these authors (e.g. planned programme with a broad range of activities, to review, or assist staff in their roles, to improve performance in teaching, to improve practice and manage change, to enhance individual strengths and abilities within organisational culture), with the common goal of enhancing teaching-learning. As the field broadened over time, it did not only focus on improving teaching effectiveness, but also considered other focus areas within academia (e.g. research and administration).

At the FoHS, UFS the term staff development is used to refer to the concepts of supporting and developing academic staff members in their scholarly roles and responsibilities within the Faculty. For the purpose of this thesis the term staff development will be used mostly, but reference will be made to the term as used by specific authors in the field when referring to

their work. The following description of staff development is outlined for use by the DHSE in the FoHS, as depicted in the departmental overview booklet: Staff development is aimed at the academic staff member. The aim of the service is embedded in the vision and mission of the UFS – to be innovative, excellent and reasonable in developing staff to reach institutional goals (with a focus on the strategic plan of the institution). The service has the duty to empower staff (individuals, or groups from departments/schools or from the overall faculty) with required knowledge and skills to assist in preparing for, and improving in their day-to-day academic roles and responsibilities, including: scholarly teaching-learning, related academic and administrative services, scholarly research, scholarly service to the University and the community. In addition, it offers staff members up-to-date knowledge and skills within a changing educational environment. Developmental opportunities (to enhance knowledge, skills, and attitudes) are offered in the form of workshops, seminars and other individual activities (such as one-on-one consultations and in mentoring programmes) (Nel, Robberts & Bester 2015:12). A detailed description of these services is provided in 2.3.4.2.

2.3.2 Goal and scope of staff development

The goal of staff development, according to Steinert (in Dent & Harden 2013:367), is to offer academics the opportunity to gradually master relevant competencies. The main focus of staff development is on educational improvement (Steinert 2014:20). Harden and Crosby (2000:334-347) published an article in the journal, *Medical Teacher*, entitled: The good teacher is more than a lecturer – the twelve roles of the teacher (*cf.* 2.6.2) in which the authors offer detailed descriptions of each role. In order to function in these roles the academic requires various competencies (including knowledge, skills and attitudes). The Academy of Medical Educators (AoME) detailed several competencies specific for the academic in the health professions (AoME 2014:Online) (*cf.* 2.6.3). Staff development opportunities, therefore should be developed by considering both the roles of the academic and the required competencies in order to successfully reach the goal of improving teaching effectiveness.

Although staff development focuses on educational improvement, Steinert (2014:20) suggests that there is “a growing consensus that staff development is meant to address *all* academic roles” - which then will include research and administration. This is done, ultimately, to sustain the academic’s vitality (Steinert in Dent & Harden 2013:367; Steinert 2014:21). The broad scope of practice of staff development therefore includes: teaching improvement, leadership

and management improvement, research capacity building, academic career development and organisational change (Steinert 2014:8-11). In order to consider all the above, Steinert (2014:21) suggests that “the breadth of faculty development outside the academic milieu” needs to be conceptualised, and recommends a shift in emphasis from “faculty *development* to faculty *learning*” (faculty in this context refers to academics). What is meant by this is that Steinert (2014:15) observes that, as with teacher professional development, models for faculty development (as described in the literature) seem to have a formal and set approach to training, but Steinert argues that development also occurs in “informal (and unstructured) ways”, and for this reason Webster-Wright in Steinert (2014:15) expresses the need for moving away from learning in “discrete, finite episodes”, to “a focus on continuous and authentic professional learning”.

2.3.3 The academic developer

An ‘academic developer’, a term used by Leibowitz (2014:357), is the professional responsible for planning, coordinating, facilitating and presenting various academic staff development activities in the scope areas as documented by Steinert (2014:8-11). Academic developers therefore have an important role to play, particularly when academics have limited experience in higher education (Matthews, Lodge & Bosanquet 2014:112).

In an editorial written by Bovill and Martensson (2014:263) in the *International Journal of Academic Development*, it is noted that academic development can be challenging. The authors stress that academic developers need “a range of skills and attributes”, and that no “set formula” will ensure successful outcomes for academic practice.

Dawson, Britnell and Hitchcock (2010:9-23) maintain that several competencies are required by academic developers positioned at junior (entry level), senior and director levels, including:

- Junior academic staff developers should be competent in communicating effectively, and planning, implementing and facilitating academic staff development activities;
- senior academic staff developers require competencies in terms of course design, educational instruction, and programme development and evaluation; and
- at the level of director, academic staff developer competencies are required to comply with being expert facilitators, advocates and change managers; they should be able to manage

relationships between colleagues and the institution, assist with the development of policies, build communities and take on a mentoring responsibility.

Kensington-Miller, Brailsford and Gossman (2011:121) share a comment taken from a session presented by Shelda Debowski at the 2007 Conference of the Higher Education Research and Development Society of Australasia, indicating that the scope of practice of staff developers have broadened significantly to activities beyond their practice. This indicates that even the roles of academic developers have become more complex and it can be concluded that continued development of these professionals also is important.

In South Africa legislation, national policies and strategies prioritise education, training and development in the workplace. An example includes the Skills Development Act 97 of 1998 which has as aim to “develop and improve the skills of the South African workforce” (RSA DoL 1998:1). In the Amended Skills Development Act 37 of 2008 (RSA DoL 2008:2) specific attention is given to the function of several authorities directly linked to education, training and development (e.g. National Skills Authority, the Skills Education Training Authorities). In order to comply with these regulations competent education and training development practitioners are required. Formal training, such as completing a National Diploma: Occupationally Directed Education, Training and Development Practices, could be useful. In this diploma programme several competencies required for education, training and development are addressed, including, to:

- “Design and develop learning programmes and processes;
- facilitate and evaluate learning;
- engage in and promote assessment practices;
- provide learning support to learners and organisations;
- conduct skills development facilitation;
- develop standards and qualifications;
- manage and administer education, training and development; and
- engage in general management activities” (South African Qualifications Authority, National Diploma: Occupationally Directed Education, Training and Development Practices 2015:Online).

2.3.4 Development of staff development programmes

Steinert and Mann (2006:320) recommend that in developing a staff development programme, academic developers should take into consideration the following: definite goals, priorities, the needs of both the institution and the individual, motivation to participate, support from stakeholders, contribution to ‘culture change’, and the available resources.

McLean *et al.* (2008:569) warn academic developers about “re-inventing the wheel” in terms of staff development programme design and development. The authors indicate that processes and models in the development of staff development programmes already are in place and may be adapted for use. The first example they provide in this regard is the three-phase approach (planning phase, implementation phase, and evaluation and feedback phase), adapted from Kern, Thomas, Howard and Bass’s curriculum development model for medical education (McLean *et al.* 2008:572). The focus of this model mainly is on the needs of the academic who will be utilising the programme.

The second example, an improved model, is the Compass Four Direction Programme Development approach, described by Al-Eraky and McLean (2012:13-16). This model includes the institution’s (and other stakeholders’) requirements and the individual needs of the academic, similar to the model of McLean *et al.* (2008:572). In addition, the institutional needs are balanced with the available resources, and the individual needs with the core competencies which academics are expected to perform. In this model staff development programme planning can be implemented with input from any of the four directions (institutional needs, available resources, individual needs, core competencies required). The model further provides details of possible outputs, considering two directions closest to each other. This model seems useful in the development of a staff development programme.

Van Vuuren (2003:141; 239) developed a three-phase (planning, operational and evaluation) framework for staff development for the Allied Health Professions in the FoHS, UFS. The research was conducted in a time of political transformation in South Africa when many changes in education and training were instituted (RSA DoE 1997:Online; RSA DoH 1997:Online). As with the aspects considered in the Compass model, Van Vuuren (2003:238) suggested that higher education and skills development legislation, the requirements of the

institution and the specific individual must be considered in staff development programme design.

Nel (2007:186-202) developed a framework specifically aimed at excellence for clinical educators at the FoHS, UFS. In this study various roles of the clinical educator were highlighted and the competencies required to be successful in these roles were detailed. One of the recommendations of this study was that clinical educators should participate in staff development activities specifically designed to address these competencies. The author described an implementation helix where each role of the clinical educator is depicted in a horizontal part of the helix. Nel suggested that groups or individuals should identify the competency required to complete an intervention, and reflect on their learning experience. This should continue until the ‘road to excellence’ as a clinical educator is reached (Nel 2007:200-201) and the prescribed exit-level outcomes are attained (Nel 2007:196-197).

From these four examples it may be inferred that to design a staff development programme would require a systematic process. Important to note is that, the content of the actual programmes developed and the context in which they will be offered will differ among institutions because the content will be based on the specific needs of the institution (*cf.* Bitzer & Kapp 1998:19). Steinert (2014:15) recommends the use of theoretical frameworks in staff development, and that the application of adult learning principles, self-directed learning and reflective practice specifically should be considered in the design and delivery of staff development activities.

Steinert *et al.* (2006:522) offered the following suggestions to improve staff development initiatives:

- Make use of replicable elements from existing programmes;
- consider educational theories and principles in the programme development;
- use practical examples to link the theory to actual practice;
- have a good understanding of lecturers’ educational practices and encountered problems to improve possible interventions;
- always consider the whole context (organisational culture, the curriculum, teachers and students) to contribute effectively to educational change;
- offer prolonged programmes “to allow for cumulative learning, practice and growth”;

- encourage reflection and self-directed learning among participants; and
- reconsider voluntary participation.

Literature shows that training experiences offered over a period of time on an on-going basis, or those with learning opportunities building on one another, are more effective compared to those which are only offered once (Steinert 2014:15).

Finally, the effectiveness of staff development programmes should be evaluated in order to make continued improvements, as well as to offer an opportunity for continued scholarly research (Steinert 2014:342). It is important to note that different types of evaluation exist, for example, implementation evaluation used to assess whether a programme is implemented as planned; progress evaluation used during a programme to evaluate if progress is made towards meeting the pre-set outcomes (both formative evaluations), and summative evaluation conducted on programme completion and at a time when the potential impact can be measured (Alpha Business Solutions 2015:4-5). The key is to decide on the evaluations to be used and to plan and develop the evaluation during the design phase of programme development.

Different models of evaluation are described in literature on staff development; some examples include post-activity self-reported evaluations, feedback from student evaluations, measuring teaching competencies, formal assessments, objective, structured teaching evaluations, achievement tracking tools, curriculum vitae analyses and qualitative analyses, such as interviews or focus groups discussions (Steinert 2014:342). All these measure the potential or perceived impact of the training.

A study conducted in the United States of America investigated evaluation procedures and outcome measures collected after on-line staff development activities over a period of one year (2011-2012). Data collected from 39 higher education institutions revealed that more than 90% of the institutions made use of a form of evaluation in which the participants self-reported on their satisfaction of the programmes and their perceptions of the usefulness, as opposed to how students perform or whether changes were made in the participants' teaching methodology. The authors suggest an increased focus on the latter, using qualitative studies to "produce insightful results" (Meyer & Murrell 2014:14).

Roos, Kadmon, Kirschfink, Koch, Jünger, Strittmatter-Haubold and Steiner (2014:Online) made use of the New World Kirkpatrick model (Kirkpatrick Partners 2015:Online), an adopted framework to assess the effectiveness of their five-day education programme offered to their staff members within their Medical Faculty. The authors used a mixed-method evaluation model to evaluate participants' reactions at professional and emotional levels (whether they accepted the programme content), their learning (what they gained from the programme), their behaviour (self- and other evaluations, including teaching assessments), and, in addition, evaluations from students. This proved to be successful in their programme evaluation process and could be considered in the evaluation of the newly developed staff development programme aimed at newly appointed health sciences educators – as is the topic of this thesis.

2.4 STAFF DEVELOPMENT AT THE UNIVERSITY OF THE FREE STATE (UFS) AND THE FACULTY OF HEALTH SCIENCES (FoHS)

The discussion now will move to information on the staff development services offered at institutional level and at faculty level at the UFS. Although the focus of the study reported here was on staff development for newly appointed academic staff members in health sciences, it is deemed necessary to offer background information about the overall staff development service at the University. Detailed elucidations of the services offered to newly appointed academics at the UFS will also be raised.

2.4.1 Staff development at the Centre for Teaching and Learning (CTL)

The UFS has a CTL which is focused on advancing the scholarship of teaching and learning at this institution. The Centre has five focus areas of which staff development is one. The staff complement of this focus area constitutes a head of staff development, a logistics coordinator, and a researcher. The focus area focuses on offering staff development activities which are generalised to accommodate academic staff members from all the faculties on campus. In order to identify the specific teaching-learning requirements, CTL works closely with each Faculty's teaching-learning manager. Research conducted by means of focus group interviews and online surveys are used to identify the staff development needs on campus. The results are used to develop a detailed and comprehensive strategy for developing academic staff members on the UFS campus (CTL 2013:5).

The staff development focus area of CTL offers a three day academic staff orientation course biannually (in January and July). This is open to all academic staff members who are newly employed in any Faculty at the University. The programme includes a welcome address by the UFS rector (vice-chancellor) or vice-rector: academic. Furthermore it includes a resource fair organised by the Human Resource Department. Topics included in the programme are: knowing your students, student engagement methods, how to teach your first class, and the use of audio-visual tools in the classroom. The participants are exposed to academic support resources offered by the CTL, and spend some time on discussing the way forward for the academics. On completion of this course the academics (participants) are orientated to the University in terms of lay-out, management and administration, and other relevant aspects of the institutional spirit and activities, and receive information on basic and more generalised knowledge and skills in terms of teaching and learning in higher education.

2.4.2 Staff development at the Division Health Sciences Education (DHSE) in the Faculty of Health Sciences (FoHS)

In addition to the staff development services offered by the CTL, Faculty-specific staff development services, focusing on health sciences education, are available within the DHSE, FoHS. The DHSE was established in 1982 in the Office of the Dean of the FoHS. Its mission was approved by the Faculty Board, and aims “to support and develop students and staff at under- and postgraduate levels by coordinating and facilitating education and educational research activities with a view to contribute to the academic success of students and the educational expertise of staff” (UFS, DHSE website 2015:Online). As previously alluded to (*cf.* 2.3.1), the division aims to be innovative, excellent and reasonable to offer academic staff members opportunities to master the necessary skills and knowledge to succeed in their daily activities as health sciences educators.

The FoHS, UFS comprises three Schools: the School of Medicine (SoM), the School of Allied Health Professions (SoAHP) and the School of Nursing (SoN). Staff members are employed according to specific academic status, such as junior lecturer, lecturer, senior lecturer, associate professor, full professor, or researcher. Clinical staff members also have clinical appointment statuses, for example, senior specialist, principal specialist or chief specialist.

The various appointments at the FoHS include:

- Full/part-time or contract positions, academically employed and paid by the UFS;
- employed on a joint staff establishment of the UFS and Department of Health (DoH) with specific hours' teaching responsibility at the UFS; or
- employed by the DoH, with several hours' teaching responsibility at the UFS (as affiliated lecturer, session lecturer or unit lecturer).

For staff members in the last two categories of employment the main focus of their duties is health service delivery to the external institution (DoH). Their academic service to the FoHS, UFS constitutes only a small percentage of their daily activities.

The educational experience and qualifications in education of academic staff members within the three schools of the Faculty are relevant in this discussion, as they represent the areas of interest of academic staff development endeavours. The teaching experience and educational qualification of the three schools entail the following:

- In the SoN, in order to qualify for a permanent position as academic staff member, colleagues have to obtain a qualification in nursing education as per the requirement of the South African Nursing Council (personal communication, Prof M Mulder, 29 October 2013). The SoN offers a post-basic qualification (Advanced Diploma in Nursing, on a National Qualifications Framework [NQF] level 7) specialising in the field of nursing education. In addition the Academy of Continuing Nursing Education offers several short learning programmes, one of these is the training of clinical preceptors (for qualified nurses involved in preceptorships or clinical accompaniment of nurses in clinical practice) (UFS, SoN website 2015:Online).
- Discussions with Dr S van Vuuren, Head of the SoAHP, revealed that within this School academics are required to have experience (preferably two years) in higher education to be eligible for a permanent appointment at the level of lecturer and higher (personal communication, Dr S van Vuuren, 29 October 2013); at the level of junior lecturer staff members may be appointed on the premise that they will in a specified time obtain the relevant experience.
- Although higher education teaching experience and/or a qualification in the field of higher education also is preferred in the SoM, many of the newly appointed medical professionals,

who are discipline experts (specialists in a field of medicine), are appointed, even if they have not obtained a teaching qualification or lack teaching experience.

In the light of the information on the experience and qualifications of the academic staff, both informal and formal staff and/or professional development opportunities are available to cater for academic staff members from all three Schools, regardless of their type of appointment, qualifications or educational experience. For the newly appointed academic staff members a course for newly appointed lecturers is available (*cf.* 2.4.2.1). The newly appointed and more experienced academic staff members are offered various staff development opportunities for continued educational development purposes. In terms of formal professional development, a diploma and degrees are available in the HPE programme of the DHSE (*cf.* Figure 2.2).

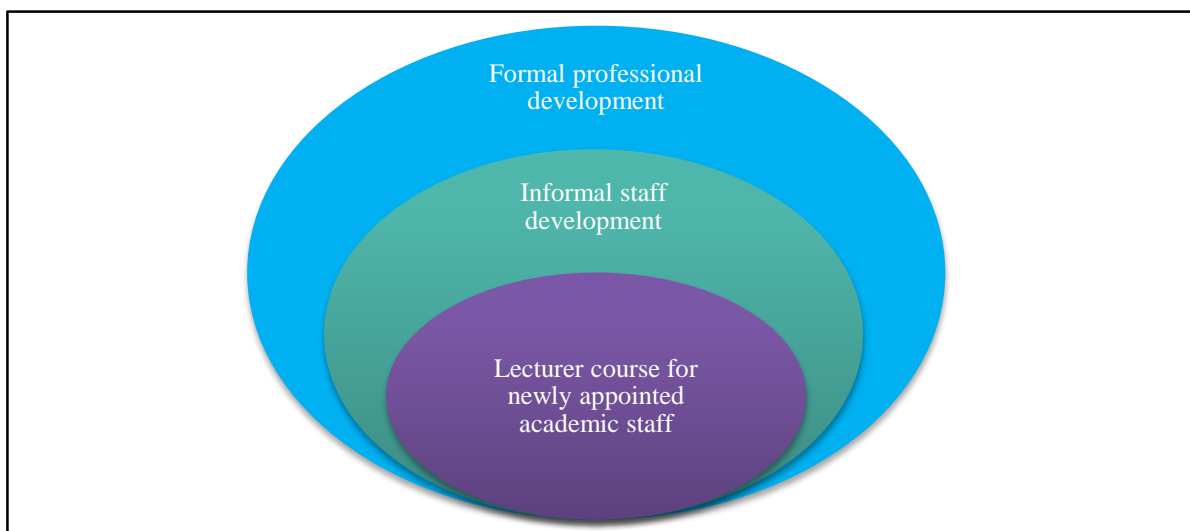


Figure 2.2: A schematic overview of the different staff (professional) development opportunities offered in the DHSE

In the DHSE the staff development programme has been developed based on the findings of a needs analysis. The programme is revised annually and participation is voluntary. Within the programme several courses, lunch hour sessions, and formal seminars and/or workshops with both national and international presenters are offered. Common topics that are discussed to support the development of individual staff members within the context of administration (database use, processing of marks on databases), research in HPE (research techniques, research supervision), teaching and learning, including clinical teaching (course for newly appointed lecturers, assessment of student learning, teaching portfolios, undergraduate and postgraduate training, clinical education and assessment, module in health care practice, simulation as teaching method, communication skills, student support), professionalism (time

management, conflict management) and leadership (Nel *et al.* 2015:6). Teaching strategies play an important role in keeping academic staff informed and supporting them in selecting and applying appropriate strategies, and educational development sessions are offered to inform and support academics in applying specific strategies and how these might be used in the educational environment. The same applies for educational research techniques and tools, new technology and other expectations in the job description of an academic.

The formal professional development programmes offered by the Division since 2001 are aimed at qualifications in HPE for all health care professionals. These are a PhD (HPE), a Magister in HPE done either by means of a research dissertation or by means of structured modules and a mini dissertation, as well as a postgraduate diploma in HPE. Within the HPE programme several modules are offered which address detailed aspects of HPE (e.g. Introduction to health professions education and training, and Health professions education and training: teaching, training, learning and assessment in the pre-clinical, clinical and internship years). The modules and qualifications offered are comprehensive in offering educational development and academic support.

It is important to point out that academic staff within the FoHS is offered the opportunity to complete one of the credit-bearing modules for non-degree staff development purposes (one per year, a maximum of two modules). This may ensue in enrolment for an HPE degree. Up to the end of 2015, 50 academics (36 from the FoHS, UFS) completed a degree programme in HPE in the DHSE, FoHS, UFS.

Academic staff members at the FoHS, UFS therefore are offered opportunities for development by means of participating in a variety of developmental activities. It is important to note, as pointed out previously, that the responsibility of participating in staff development lies with the academic. At present, participation in these activities is not mandatory and also is not linked to staff members' performance management or promotion criteria in the Faculty, although record is kept of all staff members who attend the sessions and they are provided with a formal certificate of attendance at the end of each year. This currently is being reviewed at the UFS by various university structures in order to align staff development with a staff members' performance management and the UFS promotion criteria.

2.4.2.1 *Staff development for the newly appointed academics in the Faculty of Health Sciences (FoHS), University of the Free State (UFS)*

Staff development for newly appointed academic staff members has been offered in the FoHS since 1992. This had always been referred to as the course for new lecturers, and recently it mostly is referred to as the course for newly appointed lecturers. The foundation of this course had always been soundly grounded in offering the staff member basic knowledge and skills they require to teach and assess student learning in health professions (personal communication, Prof MM Nel, 1 September 2013).

Over the years, the course ran intermittently, mainly twice a year and extended over a period of between two to three days covering 20 hours of training. Since the lecturers' course has been offered the duration and content of the programme ranged due to various factors that influenced the process (e.g. staff availability, the content choices being based on specific needs arising at the time of the course).

The purpose of the course has been to orientate newly appointed academic staff members to the FoHS and to introduce them to several basic teaching-learning skills specifically used in health sciences education. The course content is decided by skilful and experienced educationalists within the DHSE and is based on the requirements established by the FoHS, UFS. Educational strategies and methods as described in *A Practical Guide for Medical Teachers* by Dent and Harden (2013:1-436) serves as a valuable source in the field.

Academic staff members who successfully completed the course for newly appointed lecturers between 2011 and 2013 were approached to participate in this study. Therefore, the focus of the study was on the topics covered in the course from 2011 to 2013. Educational development topics in the 2011 and 2012 programmes included: the roles of the lecturer, introduction to teaching-learning with a focus on specific educational methods (e.g. lecturing, group work, community-based education and service learning, and also included e-learning and the use of technology), assessment, student support and, to a limited extent, personal and professional development topics (e.g. time management, self-knowledge and performance management). A word of welcome by the Dean of the FoHS and information about the Faculty and University structures, simulation as training method, performance management and an evaluated micro-teaching activity with feedback were added in the 2013 course programme. A resource file

which contained copies of all the presenters' PowerPoint presentations, additional notes, articles or other interesting sources, and information about the DHSE and CTL also was given to each participant.

In terms of the logistics of the 2011 – 2013 courses, the courses ran once a year and extended over a period of between one to three days (two days in 2011, one day in 2012 and three days in 2013). Both of the 2011 and 2013 courses took place in a venue in the Faculty buildings, while the 2011 course was offered at an off-campus venue. The course was funded by the DHSE (with funding obtained from the FoHS). For these three years the planning, coordination and facilitation of the course were managed by an academic staff member in the DHSE with the assistance of a support staff member. The individual sessions in the course were presented by experts in the field; this contributed to the high quality and standard of the course.

A standard evaluation form as used in the DHSE for all staff development activities was used to evaluate the course. Like other studies (*cf.* 2.3.4), only participant satisfaction with the programme and their perception of the usefulness were evaluated. The evaluations generally were used to make small improvements to the course. To consider the specific learning requirements of newly appointed academic staff members, formal research was deemed necessary. As new and improved educational methods become available, these topics are included in the course programme. As previously mentioned, the training and development of academic staff members have not yet been formally researched in the current setting (*cf.* 1.1), highlighting a need for research in this regard.

2.5 THE NEWLY APPOINTED ACADEMIC STAFF MEMBER CONCEPTUALISED AND CONTEXTUALISED

This section will clarify the term newly appointed academic staff member, explore some challenges faced by newly appointed academics, as well as their orientation and development needs, and reference will be made to how these challenges and needs could be addressed.

2.5.1 Newly appointed staff member: Defined

A newly appointed academic staff member in health sciences in this report is considered to be any academic member of staff who has been newly employed in the FoHS, UFS.

It is important to reiterate that the academic staff member in health sciences holds professional and/or health sciences qualifications, usually are discipline experts, and some, to variable degrees, have teaching experience (in health sciences or other types of education, such as clinical education) (*cf.* 1.1). As McLean *et al.* (2008:559) and Wilkerson & Irby (1998:387) indicate: Very few health sciences educators, who are newly appointed, hold a qualification in health sciences education, but these professionals all have experience in higher education, having completed a higher education degree. The academic could even have been involved in teaching in a tutor programme (during their undergraduate or postgraduate studies), or as a registrar could have been involved in clinical teaching. Therefore, the newly appointed academic in health sciences may have a preconceived idea of what is expected of the academic (the roles and responsibilities) in the higher education environment, as well as of various teaching-learning strategies and methods that they were exposed to as students.

On appointment the newly appointed academic in health sciences could be a novice educator or it could be someone newly appointed to the institution, who may have previous teaching experience (e.g. an academic who transferred from another institution). Menges (1999:3) maintains that “previous professional positions inevitably shape other views of the academic life”.

Another aspect to consider is the perception that the existing staff complement has of the newly appointed academic and what the newly appointed academics themselves perceive. Menges (1999:3) describes a perception of a newly appointed academic who has transferred from another institution. This academic held the perception that his/her colleagues expected that he/she would know how things worked, but the reality is that in the new institution things might be approached completely differently. This could result in the academic following a specific procedure (e.g. writing research proposals), or teaching in a specific way (as he/she went about it at the previous institution), and the specific procedure or teaching philosophy of the new institution could be different. This in itself may be challenging for the newly appointed academic.

Similarly, in the case where the academic is a novice educator, he/she might draw from past experiences in order to do what they are required to do, but their past experiences of teaching-learning might be out-dated, or, even worse, it might be based on the poor examples from lecturers he/she was exposed to while still a student. In some cases the novice educator is given the relevant course material (content, presentations, etc.) with a recommendation to teach the course as it has been taught before (this is commonly done with the idea that it would assist the novice educator to ease into his/her new teaching role), and over time the educator may make the work their own. In an article on “Beginning to lecture at university: A complex web of socialisation patterns”, Barkhuizen (2002:101), reports on an investigation of a single participant’s process of becoming and being a first-year junior lecturer at a South African university. It was documented that the recommendation to teach the course as it previously had been done was not favourably received by the novice educator for the reason that the educator had his own ideas for the course (e.g. making the teaching materials relevant, interesting, authentic and meaningful).

Starting in a new job, regardless of previous experience, new academics would need to learn their way around, and learn about the organisation at which they are employed (Menges 1999:1). In the words of Lucas and Murry (2011:3), “Every college and university exhibits its own distinctive organizational culture”. The authors indicate that the newly appointed academic staff member enters the institution with two distinct questions: “What is important?” and “How are things done around here?”. “... [E]ach person’s initial experience within the academy is to some extent unique” (Lucas & Murry 2011:4).

In view of the above descriptions of perceptions, expectations and findings of and about newly appointed academics, it might be concluded that newly appointed academics should also be seen as individuals, each with unique staff development requirements when first entering higher education, and in this case health sciences education. In order to develop a staff development programme for newly appointed academics aimed at the orientation, development and support of the staff member, consideration should be given to general challenges faced by this cohort and their specific learning requirements. The challenges faced by newly appointed academics are numerous and deserve attention in a discussion such as this as do the ways in which they might cope with these challenges.

2.5.2 Challenges faced by newly appointed academics

In a longitudinal study, Boice (1992:21) conducted interviews with new staff members (called ‘new faculty members’) to capture their experiences over a period of several semesters. In the report on this study the author describes three main obstacles faced by most newly appointed academics, namely “gaining the acceptance of colleagues, establishing teaching styles and skills, and developing habits of writing productivity” (Boice 1992:17). This list of obstacles can be expanded by the findings of research completed by Menges (1999:30), who purports that new academics commonly are anxious about their new positions and they feel pressured to perform.

2.5.2.1 *Gaining the acceptance of colleagues and collegiality*

The first obstacle, “gaining the acceptance of colleagues”, specifically focuses on collegiality (Boice 1992:19). Donald Jarvis (1991:40-41), in the book “Junior faculty development: A handbook”, indicates that collegiality is one of the most important aspects of staff development, and refers to it as “participation in a supportive community of scholars”. In terms of newly appointed academics collegial relationships with their colleagues probably are something that will develop over time. This seems true, since participants in Boice’s research responded that as the semesters passed the cohort’s experiences were more positive (Boice 1992:22-39). They initially felt loneliness (isolated) and without the much required support and stimulation that they expected from their colleagues, but over time this improved as they became a more integral part of the institution (Boice 1992:22; 39). Boice (1992:26) attributes prolonged feelings of loneliness and isolation to new faculty members being “remarkably passive about seeking collegial support; they generally expected others to come to them”.

In a qualitative study conducted by Boyd (2014:159), the focus on newly appointed lecturers also identified the theme of ‘feeling new’ and the participants elaborated in their discussion by referring to the cohort as “feeling like a small fish in a big pond”, possibly indicating that the person felt lost and in isolation. Boice (1992:42) reminds us that newly appointed academics “cannot flourish in isolation”, that social support and intellectual stimulation can develop a sense of comfort and efficiency. In view of this, staff development initiatives aimed at assisting the newly appointed academic in their role as professional practitioner and health sciences educator (*cf.* 1.1) could contribute to earlier acceptance of colleagues and initiate the building

of collegial relationships (among peers, other colleagues within the immediate workplace, and even further). This was confirmed in an informal evaluation of a course for newly appointed lecturers offered at the FoHS, UFS, in which the course participants reported that the course did not only offer them the opportunity to meet other colleagues, but also offered a chance to learn from more experienced colleagues (Van Wyk 2015a:3).

2.5.2.2 *Challenges with regard to teaching-learning*

The second obstacle as described by Boice (1992:51) is “establishing teaching styles and skills”. After having studied the experiences of new staff members, Boice (1992:130) reported that in the beginning newly appointed staff members eagerly accepted more commitments and seemed to over-prepare their lectures by spending so much time on this activity to the point that it affected their time for socialisation and other scholarly duties. The author adds that the new appointees rarely have clear goals and plans; they seem to give too much information at one period of time, and teach in a defensive manner, having no plan to improve their teaching skills (Boice 1992:55-56; 130).

The key here is to offer the newly appointed academic the opportunity to establish basic teaching skills (Boice 1992:130). A characteristic of an adult learner is the individual’s tendency to draw on past work and life experience (Noe 2008:133). In education this also would include prior experiences of teaching-learning, that is, how they were taught as students. The question remains: Is their experience of teaching-learning enough to walk into the classroom and start teaching? Some newly appointed academics commonly fall into the trap of teaching as they were taught - even though this is not necessarily wrong, it may be argued that higher education in the 21st century is different from that of the past; new and innovative teaching methods and technologies to aid teaching have become available. The academic should be made aware of up to date knowledge and skills in various educational concepts and encouraged to use and develop these skills. It will later be seen that higher education has gone through major transformation (*cf.* 2.6), presenting unique requirements from students, government and the communities in which the graduates one day will find themselves.

Menges (1999:3) suggests that although newly appointed academics are graduates and experts in their fields who should be able to transfer their discipline-specific knowledge to their students, being new in the academic realm, the newly appointed academic still is ranked

“amateur”. This in itself may be a challenge for newly appointed academics appointed at various post levels. Any new position carries uncertainties and at first the academic may wonder when or even if they will ever feel prepared and accomplished. This in turn could lead to academic anxiety (*cf.* 2.5.2.4).

2.5.2.3 Challenges in coping with the demand of research

Scholarly teaching-learning is not the only focus of academics; they also should be involved in continued scholarly research (specifically research on education, e.g. classroom research, clinical research, and postgraduate supervision).

The challenge of “developing habits of writing productivity” (Boice 1992:56) ensues from new academics initially being so engaged in the most pressing tasks that they spend less time on other tasks that also deserve attention, for example, scholarly writing. New academics spend most of their time on teaching responsibilities, and very little on writing. Boice (1992:67) reports that as the semesters passed, the academics’ writing habits and productivity improved. A suggestion was made that academic developers should get to know new academic researchers, and learn about their specific requirements in order to accurately address the obstacles they face in research and writing (Boice 1992:103).

Nicholls (2005:620) acknowledges that recently higher priority is given to research and academic scholarship as opposed to teaching-learning. In a recent Australian study across three institutions of higher education, Matthews *et al.* (2014:112-124) focused on early-career academia (including a wide range of academics who had recently been introduced to teaching), they were asked how they perceived their roles and how they engaged in activities to develop their scholarship of teaching as compared to their scholarship of research. The results from the responses to this question are summarised in Table 2.1. It is clear that the early career academics participating in the study by Matthews *et al.* (2014:116) spend more time on research as opposed to teaching-learning. The author, conclude that research seem to be the “perceived means of achieving academic success” (Matthews *et al.* 2014:116). With this in mind professional development (referred to as staff development in the current thesis) for teaching-learning seem to be favoured over research.

Table 2.1: How early career academics perceived their roles and how they engaged in activities to develop their scholarship
(Matthews *et al.* 2014:116)

Statement	Research %	Teaching %	Difference %
“In order to be successful in academia, I need to focus on my ...”	94.6	47.7	46.9
“My first priority is ...”	62.5	25.7	36.8
“I am active in (the scholarship of) ...”	81.6	42.7	38.9
“I have participated in professional development in ...”	50.8	57.7	-6.9

In line with other South African universities, for example, the University of Stellenbosch (Bitzer 2006:372), the UFS has declared a new focus, namely to be a research-driven university (UFS Strategic Plan 2015-2020:Online). The focus on research outputs has even been included in the performance management criteria of the UFS. Graham (2015:668) indicates that performance management criteria for academics focus on four broad domains including teaching, research, and scholarly activity (other than research) and conclude that “the expectation is that such an academic will produce outputs in all four domains that can be measured in some way”. Should the focus shift from teaching-learning to research, newly appointed academic staff members also might be of the opinion that their main focus or first priority should be research development as opposed to teaching-learning development. This will in turn impact negatively on their performance in other key areas of work. Matthews *et al.* (2014:122) proclaim that professional learning opportunities are crucial, and the challenge for academic developers is to gain an understanding of the demands on the early-career academic, “in such a manner that research is not pitted against teaching”. Therefore, staff development services offered should be balanced and enable the newly appointed academic the opportunity to develop and eventually perform in all key areas of work.

2.5.2.4 Academic anxiety and pressure to perform

Higher education has changed in major ways over the past decade or two, and the demands made on academics are increasing every day (Altbach, Reisberg & Rumbley 2009:Online; Pienaar 2009:251). Mass education, calls for access for all, technological advances, demands for accountability from a variety of stakeholders and more make high demands on academic staff, who, apart from being experts in their disciplines, have to be managers, excellent communicators, teachers, researchers and public relations practitioners. Knowledge is expanding at a breath-taking rate, and it is a common adage that what one learns in one’s first year of higher education, may be outdated by the time the course is completed. Thus, the quest to satisfy all expectations and to keep abreast of new developments may cause new entrants to

the academe to become anxiety-ridden and to be seriously affected by pressures to perform (Pienaar 2009:251).

Almost two decades ago already, Menges (1999) pointed out that new entrants to the academic profession perceived great pressure to perform in their own academic careers, as well as in the positions to which they were appointed. This resulted in experiencing anxiety. Even before that, Sorcinelli (1994:474) detailed five stress triggers of the new academic, namely too little time to balance all their activities (e.g. balancing teaching and research); lack of collegial relationships; inadequate feedback and recognition from colleagues; high and unrealistic self-set expectations and goals in terms of performance, as well as the difficulty to maintain a work-life balance.

Boice (1992:130) also reported on new academics struggling to balance their time between academic duties. The key to address this stressor, according to Moody (1997:Online) was for the new academics to have discussions about effective and efficient teaching with more experienced colleagues and to obtain skills in task- and time-management. In terms of reducing stress caused by lack of collegiality both Boice (1992:134) and Moody (1997:Online) proposed taking action and reaching out to colleagues. Boice (1992:107) strongly advocated mentoring programmes to build and strengthen collegial relationships. Effective career planning and mentoring with feedback could address the third stressor reported in Sorcinelli's research; and for the fourth, realistic expectations should be set, making use of positive reflective practices (Moody 2007:Online). Finally planning ahead and following a routine were proposed to encourage a healthy work-life balance.

More recently, other factors causing stress among new academics have been reported. Saito (2014:190-200) reports three factors causing distress, namely "the difficulty in changing their identities, adjusting to the new work environment and the fear of research". To address the first factor the author suggests that novice educators should be equipped with knowledge and skills to become reflective practitioners, because "through reflection, novice teacher educators can form new identities". Support programmes in the form of mentoring might address the second and third factors. In addition, providing this cohort with knowledge and skills in terms of research (Chetty & Lubben 2010:819), and by encouraging self-directed study the final factor could be addressed (Saito 2014:194).

Balancing workloads, especially in health sciences, can be rather demanding. Many academic staff members still are involved in service delivery which takes up much of their time; this on top of all their scholarly duties, including teaching-learning and research (academic workload) may contribute to academic anxiety felt by the newly appointed academic. Balancing all these aspects may cause anxiety for a new academic. Goal setting and time management thus ideally also should be included in staff development for newly appointed academics (Harris *et al.* 2007:343-350; Rice, Sorcinelli & Austin 2000:27-38).

Bitzer (2007:23-37), in an article on “Attempting a fair and equitable academic workload distribution in a Faculty of Education” suggests a workload distribution instrument which accurately depicts time spent on scholarly activities. Capturing time spent on various duties could be a valuable way for the newly appointed academics to determine their time distribution in an attempt to balance it out more evenly and in line with what their faculty expects of them.

2.5.3 Addressing the challenges and learning needs of newly appointed academics

If challenges experienced by newly appointed academics within a specific academic setting can be identified early, the majority of obstacles faced may be addressed offering the academics that head start required to become successful educators and researchers. Boice (1992:103) suggests that “the vital act in setting up new support programs is paying attention to the most basic of skills and attitudes that new faculty must master”. Carney *et al.* (2007:Online) propose “introducing faculty to key information critical for their early success, helping lay the groundwork for faculty socialization to the University culture, and building important faculty networks across and within disciplines”.

A successful and well-planned staff development programme ultimately will enable newly appointed academics to develop a sense of belonging and offer the necessary knowledge and skills to become efficient sooner. In turn, this may lead to the staff member becoming more confident (Garrison n.d.:Online), and as Sheal (1992:36) suggests, it will lead to the inexperienced academic staff members contributing independently to their department, faculty and university earlier. Job security and satisfaction ultimately could contribute to increased productivity. Institutions invest financially in all employees and when newly appointed employees become efficient in their duties sooner, and their productivity increases, this will ensue in a return on investment. The question to consider at this point is how to do this.

Experts in the field of orientation or induction of new academics, including: Boice (1992:220-222), Fink in Sorcinelli and Austin (1992:1-112), Sorcinelli (1994:477) and Menges (1999:109), describe orientation as a process of preparing academics at the start of their teaching career for their new environment. Authors such as Sorcinelli *et al.* (2006:15), indicate that orientation programmes may contribute positively towards a newly appointed academic staff member's experience when entering higher education. Matthews *et al.* (2014:122) confirm this opinion by stating that without doubt, "the early stages of an academic career are vital for continued success in the competitive environment of academia". Studies conducted on newly appointed academics are diverse, and address matters such as:

- Preparing (including orientating) the new staff member to get off to a good start (Austin 2002:94-122; Benor 2000:503-512; Boice 1992:1-376; Brent & Felder n.d.:Online; Chauvin *et al.* 2013:185-190);
- supporting the new staff member (Sorcinelli 2000:Online), with a specific focus on their experience of stress (Moody 1997:11-21; Sorcinelli & Austin 1992:1-112), mentoring (Cox 1997:225-268), socialisation in academia (Austin 2002:94-122; Dunn, Rouse & Seff 1994:374-416; Lin n.d.:Online);
- reflections on, perceptions of, and attitudes towards orientation, as well as development activities (Garrison n.d.:Online; Matthews *et al.* 2014:112-124; Scott 1995:163-172);
- improvement of orientation or development opportunities for new staff members (Carney *et al.* 2007:Online).

According to *Webster's New Explorer Dictionary and Thesaurus*, to orientate means "to acquaint with an existing situation or environment", and/or "to direct towards the interests of a particular group"; the last being referred to as orientation (Meriam-Webster 2006:369). It seems that some orientation programmes for newly appointed academics do not only introduce the academics to their new environment and what is expected of them, but often include an introduction to knowledge and skills required to be an educator (Steinert & Mann 2006:318). The nature and extent of these preparatory activities, aimed at orientating newly appointed academics described in literature, vary to a great extent, as related in the findings of studies to determine what should be included in orientation programmes for newly appointed academics. Boice (1992:98), in his study of new academics identified that up to 13% of them were 'quick starters'. By this was meant that there was a group of academics that got off to a good start and did not necessarily experience the same challenges as their peers (*cf.* 2.5.2). In terms of

collegiality the ‘quick starters’ socialised quickly and established relationships with their colleagues early. They had clear goals and had ample time to network because this group planned their time accordingly (e.g. teaching preparation time was planned by spending only two hours preparing for every one hour lecture). Planning ahead thus offered more time to schedule daily scholarly writing sessions and participating in networking activities (Boice 1992:45-46; 98).

Boice (1992:46-49) suggests that the lessons learned from ‘quick starters’ could be translated into four components (with key activities in each). It may be essential to equip newly appointed academics with these on arrival so that they too can be off to a quick start. The components (with examples of activities) include:

- 1) Involvement (including the opportunity to become part of the campus community, asking for help, collaborating with others and having their teaching evaluated);
- 2) regimen (scheduling ample time for scholarly teaching-learning, research, socialising and networking);
- 3) self-management (balancing between time spent on various academic roles, networking with others, and improving academic self-esteem); and
- 4) social networks (becoming interdependent by working with others and sharing responsibilities).

Seidel, Benassi, Richards and Lee (2006:230) suggest that “being teaching-ready upon appointment [as faculty member] ... should decrease the likelihood that new faculty members will defer their scholarly growth until they have achieved an advanced level of teaching competence”. Brent and Felder (2012:Online) propose that it may take between four and five years for an academic to reach full effectiveness (they specifically referred to professors at Purdue University). This group probably excludes the 9-13% of “quick starters” as described by Boice (1992:98), who reach full effectiveness in one to two years’ time.

For newly appointed academic staff members to become effective scholars, they need to be prepared and an effective staff development programme may do so. Austin (in Gillespie & Robertson 2010:363) and Austin and Sorcinelli (2013:92) state that clear and consistent expectations (resources about responsibilities), encouragement and support for the building of collegial relationships, opportunities for mentoring, and strategies to balance workloads and

maintain a balanced lifestyle outside of the workplace are key aspects to include in staff development programmes aimed at the newly appointed academic.

2.6 TRANSFORMATION IN HEALTH SCIENCES EDUCATION: ROLES AND RESPONSIBILITIES OF THE ACADEMIC

This section highlights the transformation which took place in health professions (sciences) education. In order for academics to reform their teaching practices to conform to the specific requirements of education in health sciences in the 21st century, attention should be given to their roles and to the specific competencies required to effectively function in all of these roles.

2.6.1 Transformed health sciences education

The history of medical education and in turn health professions education developed over time. The Flexner Report as a whole, published in 1910, consisted of commentary on the condition of medical education in the early 1900s (Flexner 1910:Online). The report focused on medical schools in the United States of America and Canada specifically. The findings triggered various reforms in the standards, organisations and curriculums of medical schools across America (Kenneth & Ludmerer 2010:193).

Since the Flexner Report on medical education, it has been recorded that the human lifespan doubled during the twentieth century. The demographics and socio-economic status of populations, epidemiology of diseases and technological development of medications changed with new demands being placed on the health care system (Frenk, Chen, Bhutta, Cohen, Crisp, Evans, Fineberg, Garcia, Ke, Kelley, Kistnasamy, Meleis, Naylor, Pablos-Mendez, Reddy, Scrimshaw, Sepulveda, Serwadda and Zurayk 2010:Online).

In the mid-1900s the World Health Organization (WHO) and the World Federation of Medical Education (WFME) were established to further drive the reform of HPE. Several declarations were established to guide HPE including:

- The Alma-Ata declaration of 1978 which highlighted a focus on primary health care;
- the Yaounde declaration of 1994 which concentrated on curricula reviews, ensuring that changes were incorporated and initiated various innovations in HPE;

- in 1993 the Edinburgh declaration set out several reforms which focussed on relevant educational settings (e.g. community-based education), a curriculum that is based on addressing national health needs, a focus on disease prevention and health promotion, encouraged active learning, lifelong-learning and competency-based learning. In addition attention was also drawn to training educators in HPE; and
- the Cape Town declaration of 1995 focussed on innovative educational strategies (e.g. problem-based learning, student-centred teaching, a more patient-orientated approach, community-based education, integrated curriculums and a reaction to societal and global demands), and demanded accountability.

In 1993 the first publication of *Tomorrow's Doctor* was published by the General Medical Council (GMC) in the United Kingdom (GMC, *Tomorrow's Doctor* 2003:Online). This document defines the desired outcomes of undergraduate medical programmes considering the demanded reforms in medical education (Roberts 2004:467). The latest copy was published in September 2009 (GMC, *Tomorrow's Doctor* 2009:Online).

A century after the Flexner Report, Frenk *et al.* (2010:Online) allege that HPE has not kept pace with global health needs, that current curricula are out-dated, and that graduates are “ill equipped to act as leaders, agents of change or to work in teams”. In view of this, consideration must be given to the role of medical educators in the mentioned issues, particularly in the South African context. According to van Heerden (2013:Online) health sciences training institutions focused primarily on informative learning, including the learning of facts and skills, thereby producing a technical expert. Emphasis was also placed on formative learning, where students were exposed to professional elements such as ethical norms and professional behaviour. An additional focus on transformative learning is now proposed which facilitates the development of professionals as “agents for change”. This in turn will ensure that “the population’s health needs are met, that inequities are minimised, and that health system deficiencies are addressed in co-operation with the relevant stakeholders” (Van Heerden 2013:Online).

According to Nel (2007:29) medical schools in South Africa are confronted with changes, and “an increased need to make curricula more relevant to the needs of the communities which institutions serve”. Changes in the health and higher education Acts (RSA DoE 1997 & RSA DoH 1997) not only influenced the role of medical educator, but also required new approaches to medical education. Nel (2007:30) proclaims that the educator should be developed and

empowered with a number of competencies. Irby (1994:334) identifies domains of knowledge (knowledge of subject matter, knowledge of learners, and awareness of general principles of teaching and learning, and content-specific teaching) for teaching excellence, and indicates that when these domains of knowledge are combined, this will “allow attending physicians to engage in clinical reasoning and to adapt their teaching to the specific needs of their learners”. Knowledge of the patients and their social context in case-based teaching also involves instructional methods which help health sciences students learn to interpret and reflect on clinical cases.

Van Heerden (2013:Online) purports that “to be socially accountable we must ensure that the education and training of health professionals continues to be aligned with the population’s health needs”. According to van Heerden, in 2012 the South African Medical and Dental Professions Board agreed to institute and encourage a competency-driven instructional design in training facilities. The competency-driven design would necessitate the ability of graduates to work in inter-professional teams, the ability of graduates from various professions to share tasks where appropriate, as well as the willingness of institutions to share educational resources where appropriate. An example of a competency based framework include the Canadian Medical Education Directives for Specialists (CanMEDS) Framework which is based on research completed by the Royal College of Physicians and Surgeons of Canada (RCPSC). This framework includes knowledge, skills and attributes in six areas (as a professional, communicator, collaborator, manager, health advocate and scholar) that specialists require to ensure optimal care and outcomes to their participants (RCPSC 2014:Online). In the South African context the CanMEDS Framework was adapted to develop the African Medical Education Directions for Specialists (AfriMEDS) Framework which were titled: *Core competencies for undergraduate students in clinical associate, dentistry and medical teaching and learning programmes in South Africa* (HPCSA 2014:Online). The AfriMEDS document incorporates a South African perspective of health care and is developed to guide undergraduate and postgraduate medical education.

A theme of the 9th Annual Teaching and Learning Education Conference held at the University of KwaZulu Natal was a focus on new directions and advances in health sciences education (9th Annual Teaching and Learning Education Conference handbook. 2015:Online). To align health professions education with health systems, the health professional involved in education in the 21st century should be “socially accountable, competent” and “relevant health care

professionals [should be] equipped with discipline knowledge, teaching skills, profession specific and generic higher education competencies, values and attitudes” (Botha, Essack, Flack, Gaede, Mathews, Moshabela & Naidoo 2015:Online).

Changes in higher education and universities interact with staff development objectives to shape the programme’s planning and purpose (Austin & Sorcinelli 2013:86; Conrad 1998:Online).

2.6.2 The roles of health sciences educators

Medical professionals (e.g. general practitioners, medical physicists, and internal medicine specialists), allied health professionals (e.g. dieticians, physiotherapists, optometrists) and nurses are some examples of the health sciences professionals who are appointed as academic staff members in health sciences faculties. As alluded to by McLean *et al.* (2008:559), these professionals generally are selected and employed based on their qualifications and field of expertise and not necessarily based on their educational experience or abilities. Staff development opportunities aimed at assisting the newly appointed academics as professional practitioners and academics therefore are important. These opportunities should be focused on providing the staff members with the necessary knowledge and skills to enable them to function and eventually become effective in all of their academic roles (*cf.* 2.3.5).

According to Harden and Crosby (2000:336), there are twelve areas of activity of the teacher in medical education (*cf.* Table 2.2); this could be expanded to teachers in health sciences education. Depending on the position that the educator is employed on, and the specific job description, the person may be required to comply with only some or all twelve of the areas of activity (Harden & Crosby 2000:336). Considering the six main areas of these twelve roles (*cf.* Table 2.2), content knowledge will be sufficient in the activities of information provider, role model and facilitator. But, in order to be a course or recourse planner and assessor or evaluator more educational expertise is required. This is where staff development comes into play.

As previously indicated the traditional role of lecturer was that of a knowledgeable person in a specific field, who communicates information to a group of students, often using interactive means, in an academic setting. In view of this the lecturer should have the necessary educational knowledge and skills to make use of a variety of educational methods (e.g. the

lecture as a teaching method, small-group teaching) in order to convey the information successfully to learners with different learning preferences, backgrounds and experience.

Table 2.2: The roles of a medical educator: Considering content and educational expertise and student contact within each role.
(Summarised from Harden & Crosby 2000:336).

Six main areas of activity	Sub-areas of activity in each main area	Content expertise/knowledge	Educational expertise	Increased Student contact	Less student contact
Information provider	lecturer	Yes		Yes	
	clinical or practical teacher				
Role model	role model in the workplace	Yes		Yes	
	teaching role model				
Facilitator	learning facilitator	Yes		Yes	
	mentor				
Assessor	assessor of student learning		Yes		Yes
	evaluator of the curriculum				
Planner	curriculum planner		Yes		Yes
	course planner				
Resource developer	study guide developer		Yes		Yes
	creator of resource material				

The lecturer ideally should make use of various aids to enhance their lectures. Examples could include PowerPoint, Prezi, videos, simulators, and more. As a clinical educator, the lecturer shares information with students as a “reflective practitioner” (Harden & Crosby 2000:337), so that students can benefit from the lecturer’s clinical experience and expertise. The clinical educator should be able to utilise innovative teaching-learning methods to teach in various educational settings such as in the clinic or hospitals, at the patient’s bedside, and in theatres. Clinical skills and simulation laboratories also are used to effectively teach clinical skills. Another common practice is community-based education, where students obtain the required knowledge and skills in the community. Newly appointed lecturers might be new to the various teaching-learning strategies and resources available to them. By providing educational expertise, these lecturers will be able to transfer their knowledge and skills more successfully.

The educator as a role model, as lecturer, and in clinical practice, plays a very important role in the education of health sciences students (Harden & Crosby 2000:338). By observation of good

examples of professional behaviour, as well as clinical competence, students have the opportunity to learn skills, attitudes and values.

The role of teacher has also shifted with the introduction of problem-based learning, to facilitate the process of learning and clinical decision making for students, rather than only to provide information. The teacher as facilitator also supervises the integration of resource materials in the curriculum (Harden & Crosby 2000:339). Bitzer (in Gravett & Geyser 2004:183) describes a trend towards cooperative learning, where the utilisation of smaller learning groups allows students to maximise their learning, encourages deep learning rather than surface learning, and a learner-centred approach, so that learners might see the “sense” in what they are learning, and ensuring that students are empowered with skills for lifelong learning.

Harden and Crosby’s description of some of the twelve roles of medical teachers requires to be put in context. The authors describe that the additional role of mentor could also form part of the responsibilities of a teacher (Harden & Crosby 2000:339). Mentorship roles are defined in a variety of ways, and in the context of staff development, might include guiding and supporting a newly appointed staff member.

Student assessment is a crucial role for the medical teacher, where a health sciences student’s knowledge, as well as clinical and practical competence must be clearly established to ensure that the student has achieved the required exit-level outcomes. In the context of the newly appointed or inexperienced academic lecturers, the importance of the use of appropriate assessment tools and clearly defined rules of assessment cannot be understated. The range of assessment tools available to lecturers in the health sciences should be clearly indicated to newly appointed staff members, particularly due to the practical component and requirements of clinical competencies. Assessment in higher education in South Africa has been widely described and regulated.

A further role of the educator is evaluator of the course, programme and curriculum (Harden & Crosby 2000:340). There are a number of ways in which this evaluation can be undertaken, including peer evaluation, student feedback and reflection on the course content. This research was undertaken to review the current course for newly appointed lectures, and aims to make suggestions with a view to improving the envisaged outcomes. Both student feedback (by using focus groups of lecturers who have attended the current programme in past years), as well as

peer reviews (by using a questionnaire aimed at gaining information to optimise an orientation and development programme for health sciences educators) were used to collect information.

The educator has a role as planner, which includes both curriculum and course planning. Apart from decisions made regarding educational strategies, teaching and assessment methods, and the educational environment, planning a course which includes integrated learning strategies can be time-consuming and complex (Harden & Crosby 2000:341).

The teacher or educator needs to develop resources which will aid the student to achieve the course outcomes. Newly appointed or inexperienced educators will need guidance in and exposure to the latest technologies, to assist them in learning skills which will make it possible for them to use technological resources. Study guides are a resource which educators will have to produce, which are designed to indicate to students their learning outcomes, and how to use other resources to achieve the required competencies (Harden & Crosby 2000:341).

Using the above roles of the medical teacher in a staff development programme may help to equip educators with the competencies they need to fulfil the roles expected of them (Harden & Crosby 2000:343). The authors stress the need to tailor staff development to meet the needs of the individual teacher. In the case of an orientation programme aimed to inform newly appointed lecturers and of the educator roles expected of them, identification of their specific needs would ensure optimal training strategies to be undertaken by the staff development team.

In a South African study conducted in the SoM at the FoHS, UFS, clinician educators were asked to rate the importance of their roles (Nel 2007:99). The three top roles they perceived as most important were being a role-model, being an assessor of student learning, and being a clinician-teacher in the clinical setting. The three lowest scored roles were found to be a facilitator of learning, a planner of student learning, and being a resource developer.

Important to here, albeit not stated as a role of a medical educator (health sciences educator), is the role of being an educational researcher; a role which also deserves attention in all training and development endeavours of academic staff members.

2.6.2.1 *Different roles for different types of educators*

Harden and Crosby (2000:336) indicate that an academic's specific position or appointment (with reference to their job description) will indicate in which of the twelve areas of activity (roles) he or she will have to play a role. With this in mind, not all newly appointed academics will need academic development in all areas of activity. Benor (2000:503-512) published an article on "Faculty development, teacher training and teacher accreditation in medical education: Twenty years from now". In this article the author reports on a four-phase model of comprehensive faculty development (*cf.* Figure 2.3) which had been used in the Ben-Gurion University in Israel for many years (sixteen years at the time of the article).

Their model starts with an orientation phase which includes a two-day workshop with inter-professional small group activities (e.g. discussions about the curriculum in relation to health needs). The main focus of the workshop is discovery of change. The orientation then is followed up with a three-day modular workshop focusing on specific educational concepts (e.g. defining and formulating educational objectives, selecting an appropriate teaching method from a wide-ranging menu, preparing teaching materials and, finally, evaluating attainment of objectives). The third phase then is addressed at more experienced educators. This phase includes workshops of between one to three days which are focused on specific educational aspects (e.g. improving lecturing skills, writing test items, and more), and what is significant here is that the workshops are followed by on-the-job coaching to continue practising their newly acquired knowledge and skills. The final phase is concerned with educational leadership, and offers training and development through formal educational courses (e.g. evaluation in education, and educational research design). This model is depicted in Figure 2.3.

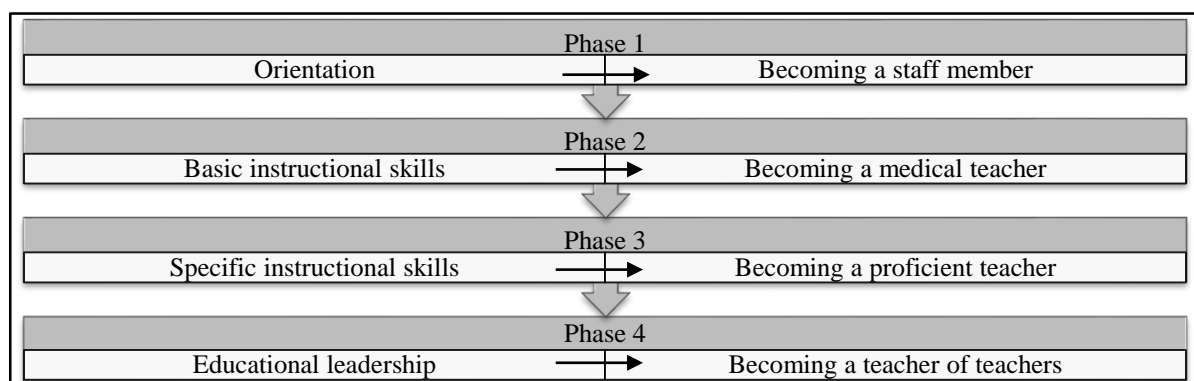


Figure 2.3: Four-phase model of comprehensive faculty development at the Ben-Gurion University in Israel
(Derived and summarised from Benor 2000:507)

What is significant about this programme is that it offers “a time-wise hierarchical structure that enables a gradual acquisition of instructional skills, progressing from generic to specific and from curricular generalities to particular” (Benor 2000:508). A benefit of such a programme is that all newly appointed academics could be included in the more generic section of the programme (e.g. the orientation and the basic instructional skills), but then they may select from a list of specific instructional skills which might be required in their specific job-description. Not all academics in health sciences will be required to take part in formal educational evaluation or educational research and, therefore, this then may be optional. In the FoHS, UFS the academic members of staff who are employed as session or unit presenters (*cf.* 2.4.2) could potentially benefit from participating in the first two phases and some modules (as per their job description) from phase 3 in the model described by Benor (2000:507-508).

The following section considers various competencies of the academic staff member in health sciences. The same argument will be valid, namely that not all academics need to be competent in all the areas, since they might not be required to function in a specific role.

2.6.3 The competencies of academics in health sciences education

In order for the health sciences educator to be effective in the previously described roles they have to acquire and continue to develop several competencies. The Academy of Medical Educators (AoME) in the United Kingdom published a set of professional standards (“clarify[ing] the professional characteristics and capabilities that must be demonstrated and maintained by medical educators), including core values and competency domains which may be used in the development of educators in the field of health professions (AoME 2014:Online; Steinert 2014:33). Educators in health professions include both the clinical educator and educational educator. Sherbino, Frank and Snell (2014:783) make use of the terms clinical educator and educational educator in the health professions education field. The authors offer a description of a clinician educator as a health professional who is in practice but also involved in teaching, while the educational educator is a more full-time teacher who is also a professional, but who is no longer in practice. The competency domains identified by the AoME include designing and planning of learning activities, teaching and supporting learners, assessment and providing feedback to learners, educational research and evidence-based practice, as well as educational management and leadership (AoME 2014:Online). Within each competency domain specific elements with related outcomes are documented (*cf.* Table 2.3).

Table 2.3: The AoME's professional standard framework: First three domains with their elements and outcomes indicated at three standard levels
(Summarised from AoME 2014:Online)
(Table continues on the next two pages)

Domain 1: Design and planning learning activities			
Element	Standard level 1	Standard level 2	Standard level 3
Learning and teaching principles	<ul style="list-style-type: none"> Shows how the principles of learning and teaching are incorporated into educational developments Is aware of different ways of learning and teaching 	<ul style="list-style-type: none"> Applies learning and teaching principles in the design of a course, unit, module or subject area Matches course design to support different ways of learning and teaching 	<ul style="list-style-type: none"> Applies learning and teaching principles in the design of a curriculum for a whole course or degree programme
Learning needs	<ul style="list-style-type: none"> Shows how the needs of learners are considered 	<ul style="list-style-type: none"> Gathers and interprets basic information on the needs of learners 	<ul style="list-style-type: none"> Conducts complex learning needs analyses including those of learners, groups, professions or healthcare systems
Learning outcomes	<ul style="list-style-type: none"> Is aware of the need to define what is to be learned 	<ul style="list-style-type: none"> Constructs appropriate learning outcomes that can be measured or judged Matches learning methods, experiences and resources to intended outcomes 	<ul style="list-style-type: none"> Defines learning outcomes within theoretical frameworks
Learning and teaching methods and resources	<ul style="list-style-type: none"> Is aware of a range of learning methods, experiences and resources and how they may be used effectively 	<ul style="list-style-type: none"> Develops learning resources for planned courses 	<ul style="list-style-type: none"> Is adaptive and effective in securing resources and dealing with constraints
Evaluation of educational interventions	<ul style="list-style-type: none"> Responds appropriately to feedback and evaluation of educational interventions 	<ul style="list-style-type: none"> Evaluates and improves educational interventions 	<ul style="list-style-type: none"> Conducts, interprets, acts on and disseminates evaluations of learning programmes
Domain 2: Teaching and supporting learners			
Element	Standard level 1	Standard level 2	Standard level 3
Delivering teaching	<ul style="list-style-type: none"> Appropriately uses a basic range of educational methods and technologies to achieve intended learning outcomes 	<ul style="list-style-type: none"> Appropriately uses a broad range of educational methods and technologies to achieve intended learning outcomes 	<ul style="list-style-type: none"> Is adaptive and innovative in using and developing educational methods and technologies to achieve intended learning outcomes Supports others to innovate
Maintaining an effective learning environment	<ul style="list-style-type: none"> Is aware of the importance of establishing a safe and effective learning environment 	<ul style="list-style-type: none"> Establishes a safe and effective learning environment Provides educational, personal and professional support in relevant contexts 	<ul style="list-style-type: none"> Monitors and manages the safety and effectiveness of complex learning environments Proactively seeks to improve the learning environment
Learning and teaching methods and resources	<ul style="list-style-type: none"> Is aware of a range of learning methods that may be used in learning and teaching activities 	<ul style="list-style-type: none"> Applies learning and teaching methods that are relevant to intended learning outcomes and programme content Uses learning resources appropriately 	<ul style="list-style-type: none"> Adapts learning and teaching methods to unexpected, dynamic or evolving circumstances Develops innovative learning resources
Ensures active participation and learner engagement	<ul style="list-style-type: none"> Describes ways of involving learners in actual clinical practice, e.g. experiential learning opportunities 	<ul style="list-style-type: none"> Engages learners in reflective practice 	<ul style="list-style-type: none"> Actively seeks to incorporate learners into a community of practice
Reflection	<ul style="list-style-type: none"> Is aware of the importance of reflection on practice 	<ul style="list-style-type: none"> Uses systems of teaching and training that incorporate reflective practice in self and others 	<ul style="list-style-type: none"> Demonstrates a commitment to reflective practice in self, learners, faculty and colleagues

Domain 3: Assessment and feedback to learners			
Element	Standard level 1	Standard level 2	Standard level 3
The purpose of the assessment	<ul style="list-style-type: none"> Is aware of the general purpose of assessment 	<ul style="list-style-type: none"> Relates assessments to the educational outcomes of the course or programme 	<ul style="list-style-type: none"> Designs complex assessment strategies and blueprints
The content of the assessment	<ul style="list-style-type: none"> Is aware that assessment should align with learning outcomes 	<ul style="list-style-type: none"> Demonstrates that the contribution of any assessment addresses the learning outcomes and the assessment blueprint 	<ul style="list-style-type: none"> Maintains and manages assessment blueprints for one or more courses and/or levels
The development of assessment	<ul style="list-style-type: none"> Is aware that robust assessment practices are integral to course development and effective educational practice 	<ul style="list-style-type: none"> Contributes to the construction of assessment items 	<ul style="list-style-type: none"> Leads design and development of assessments utilising accepted good practice such as in the determination of reliability, validity, acceptability, cost effectiveness, feasibility and educational impact
Selecting appropriate assessment methods	<ul style="list-style-type: none"> Is aware that assessment methods are chosen on the basis of the purpose, content and level of the assessment Uses a basic range of methods to assess learners 	<ul style="list-style-type: none"> Selects assessment methods that match the purpose, content and level of the learner Uses a broad range of methods to assess learners 	<ul style="list-style-type: none"> Integrates assessment methods into a coherent assessment strategy Makes high stakes professional judgements
Maintaining the quality of assessment	<ul style="list-style-type: none"> Is aware that assessment practices require continuous monitoring and improvement 	<ul style="list-style-type: none"> Maintains assessment quality by accurately interpreting assessment reports Contributes under guidance to standard setting processes 	<ul style="list-style-type: none"> Applies standard setting procedures most relevant to particular methods and format Interprets technical data about effectiveness of assessment practices Prepares assessment reports for learners, examination boards and external stakeholders
Domain 4: Educational research and scholarship			
Element	Standard level 1	Standard level 2	Standard level 3
Theoretical and evidence base of medical education	<ul style="list-style-type: none"> Is aware of basic educational theories and principles Is aware of literature relevant to current developments in medical education Is aware of the principles of critical appraisal 	<ul style="list-style-type: none"> Understands and applies a range of educational theories and principles Critically evaluates the educational literature and applies this learning to his or her educational practice Participates in the design and development of educational programmes, projects or research 	<ul style="list-style-type: none"> Demonstrates advanced understanding of a wide range of educational theories and principles Critically evaluates the literature at an advanced level and applies this to his or her educational practice Develops new educational insights, theories and practices, through scholarly endeavours
Domain 4: Educational research and scholarship (continue)			
Element	Standard level 1	Standard level 2	Standard level 3
Theoretical and evidence base of medical education (continued)	<ul style="list-style-type: none"> Is aware of the major issues and challenges facing medical educational research 	<ul style="list-style-type: none"> Interprets and applies the results of educational research to his or her educational practice 	<ul style="list-style-type: none"> Designs, supervises, manages and evaluates research strategies or projects Contributes to educational research or projects applying appropriate research methods Mentors and supports the professional development of educational researchers or educational project leads

Domain 5: Educational management and leadership			
Element	Standard level 1	Standard level 2	Standard level 3
Education management	<ul style="list-style-type: none"> • Manages personal educational time and resources effectively • Understands and delivers intended educational outcomes 	<ul style="list-style-type: none"> • Manages educational programmes and resources, including individuals and/or financial resources at a local level 	<ul style="list-style-type: none"> • Manages educational programmes and resources, including individuals and/or financial resources beyond the local level
Educational leadership	<ul style="list-style-type: none"> • Understands and takes professional responsibility for own role in local education 	<ul style="list-style-type: none"> • Leads educational projects or programmes locally • Supports the educational development of others within a local team, faculty or department 	<ul style="list-style-type: none"> • Demonstrates advanced ability to communicate, lead, develop, integrate and formulate a wide range of educational interventions and programmes • Has an impact on medical education beyond immediate geographical locus • Contributes to educational policy and development at a national or international level • Successfully discharges senior roles in medical education
Educational governance	<ul style="list-style-type: none"> • Understands the roles and responsibilities of statutory and other regulatory bodies in the provision and quality assurance of medical education 	<ul style="list-style-type: none"> • Is involved in the provision and quality assurance of medical education 	<ul style="list-style-type: none"> • Is involved in the development of effective educational standards or governance frameworks

These competency domains and outcomes were determined to set a specific standard against which the medical educator could be evaluated. For this reason the AoME suggests that an academic can use the AoME's professional standard framework to "identify their development needs and so support and guide their own professional development as medical educators" and academic developers may use it to support the development of medical educators (AoME 2014:Online). The first three domains could potentially be used in the design of a staff development programme for newly appointed academics.

In a mixed-method study conducted by Sherbino *et al.* (2014:783-789) health professions educators identified the domain of communication in addition to the above-mentioned domains. The authors indicate that the most important domain for clinical educators is to "employ effective communication strategies accurately to convey ideas to learners and colleagues" (Sherbino *et al.* 2014:783-789). In terms of clinical educators' perceived roles the following should be done: They should be active in clinical practice, be able to apply educational theory, be educational scholars and be educational consultants.

It also is important to take note of studies in specific disciplines in medical education which report specific competencies for the educator in that specific discipline. An example of this is

research conducted by Harris *et al.* (2007:343-350), describing several skills that teacher administrators, teacher educators, teacher researchers and teacher clinicians in family medicine require for their specific roles. In addition to the domains of teaching, research and leadership the following core (necessary) competencies for educators in family medicine were identified: administration (e.g. time management); medical informatics (e.g. ability to access appropriate health sciences literature); care management (e.g. depicting the barriers of health care access); and multi-culturalism (e.g. discussing the effects of cultural perspectives on health care). These are most likely to be used in staff development programmes tailored to one specific discipline. Taking into account that the focus of the current study is on developing a staff development programme for newly appointed academics (in health sciences) with a view to orientate, develop and support the academics, attention should be drawn to the basic competencies that new academics will require to start teaching and to function in their new setting in all the required roles. Again, attention should be drawn to the fact that at first not all newly appointed academics may need to be orientated and developed to function in all twelve roles as described previously (*cf.* 2.6.2). Therefore, the staff development programme ideally should offer different academic development pathways to follow.

2.7 EXPLORING STAFF DEVELOPMENT FOR NEWLY APPOINTED ACADEMICS

In an endeavour to determine the content that will be required for an effective and efficient development programme for newly appointed academic staff, an extensive literature study was done, concentrating on aspects such as orientation, academic development and staff development opportunities offered at institutions, nationally and internationally. Further aspects of staff development investigated were adult learning principles, the optimisation of learning and approaches to staff development.

2.7.1 Orientation of newly appointed academics

As previously indicated (*cf.* 2.5.3), research in the field of the orientation of new staff members is not new. In a study undertaken by Chauvin *et al.* (2013:189), examining the orientation of new faculty in North American medical schools, the authors concluded that there were no conclusive “best practices”. However, factors which appeared to support orientation of new staff in a satisfactory manner across the medical schools in the study included: Explicit learning

outcomes; easily accessed information resources; multiple sessions distributed over time; opportunities to build collegial relationships; programme evaluation with a focus on processes and overall impact; and explicit faculty commitment and support.

Carney *et al.* (2007:n.p.) indicated that university policies and procedures, as well as other important resources, could be provided in a binder or at a resource fair held during the orientation period. Similarly, Persyn (2008:117) recommended an easily accessed online resource directory for new staff members containing relevant information. This even could be extended to the actual orientation and development material being available online (in addition to face-to-face) to reach the majority of academic staff members. This approach will take into consideration the academic staff members that do not reside or teach on campus (e.g. they might teach in hospitals or in the communities). A study conducted at the FoHS, UFS considered the use of video as primary content delivery method in staff development and deemed it a “viable alternative” at this university (Baird 2012:121).

To assist staff members in the transition from graduate school, industry or perhaps professional practice, Garrison (n.d.:Online) explored new faculty (new academic staff) orientation opportunities and published the results in an article on “Exploring new faculty orientation: The good, the bad, and making it better”. The author reported on new staff members’ opinions in terms of the strengths and weaknesses of university and departmental orientation programmes. Some areas of the programmes that were perceived to be lacking included: “(effective) teacher training, research tips, technology training, tenure and promotion guidelines, advising and departmental functionality, actionable tools, information on common tasks such as benefits, parking, and telephones” (Garrison n.d.:Online). The authors suggested eight areas which should be focused on in the successful assistance of new staff members (detailed requests of the cohort in each area are summarised in Table 2.4).

These focus areas, as well as the comments made by the participants in the study, show strong similarities with orientation programmes described in the literature (Carney *et al.* 2007:n.p.; Chauvin *et al.* 2013:189). It seems that the topics to be covered – that what the newly appointed academic needs – mostly have to do with mentoring, guidance, teaching and research training, and timelines.

Table 2.4: Focus areas with comments on what institutions can do to help academics who are transitioning from industry to academia.

(Derived and summarised from Garrison n.d.:Online)

Focus area to consider	Comments on what institutions can do to help academics who are transitioning from industry to academia
1. The availability of a mentoring programme	<ul style="list-style-type: none"> including peer mentoring and mentoring by more experienced colleagues (within the department/faculty as well as in the university); and guidance in what is expected of them (in this study the focus was on how to obtain tenure), guidance in classroom preparation, and how to integrate into academic life.
2. Insight into research	<ul style="list-style-type: none"> assistance with various research techniques; orientation to publication (including publication requirements and examples of articles written by seniors); and collaboration opportunities.
3. Assistance with teaching	<ul style="list-style-type: none"> offer enough time for training; provide resources on effective teaching skills with opportunities for evaluation and feedback; provide assistance with classroom management (especially with regard to student engagement); have resources and tips available; and provide opportunities to evaluate teaching effectiveness.
4. Finances for personal training and development	<ul style="list-style-type: none"> make funding available for professional development; and inform new academics of training opportunities.
5. Interaction and networking opportunities	<ul style="list-style-type: none"> offer opportunities for academics to meet with peers, and seniors; provide information about how the university operates, available resources and development opportunities; include new academics in several committees (have them actively participate in responsibilities or activities); foster social congeniality among colleagues; and create networking opportunities by encouraging conference attendance.
6. Clarified expectations and feedback	<ul style="list-style-type: none"> be transparent about what is expected of the academic in terms of their teaching and research roles; define effective teaching and research; communicate clear timeline of expectations and how tasks will be evaluated; have annual follow up on the performance of the academic; assist the academics with the conceptualisation of the student population that they will be teaching; and make available information about how the university operates.
7. Time considerations (offer an initial less heavily loaded schedule)	<ul style="list-style-type: none"> limit the number of classes that the new academic should teach (this should take into consideration preparation for new classes); and reduce the service demand on the new academic for the first few years.
8. A formal longitudinal programme for further development	<ul style="list-style-type: none"> include in further development opportunities: opportunities to interact with colleagues (including seniors), information about how the university functions (with important procedures), a mentor programme, advisor training, effective teacher training, a website with information addressed at the new academic, and information about research training opportunities; and include other colleagues (not only new academics) in these training opportunities.

Rice *et al.* (2000:27-38) describe ten principles of good practice for supporting early-career faculty (academic) who are pre-tenure (*cf.* Table 2.5). Tenure is “guaranteed permanent employment, especially as a teacher or professor, after a probationary period” (Oxford dictionaries 2015:Online).

Table 2.5: Ten principles of good practice for supporting the early-career academic in their development as an academic

(Derived and summarised from Rice *et al.* 2000:27-38)

(Table continues on next page)

Good principle	Descriptions
1. Good practice - communicate expectations for performance	<ul style="list-style-type: none"> On appointment offer the new academics, in writing, details of what is expected of them; assist the academic to set realistic goals with reference to their educational development that are in line with the expectations of their individual department and institution; request academics to keep record of their scholarly activities; and inform the academic of reward opportunities in the scholarship of teaching.
2. Good practice - offer feedback on progress	<ul style="list-style-type: none"> provide clear, honest, and constructive feedback to early-career academics; provide feedback opportunities regarding evaluation of students, peers and individual academics; and a teaching portfolio may be useful.
3. Good practice - enhance collegial review process	<ul style="list-style-type: none"> encourage on-going discussions on the development process; introduce the academic to all support structures available; and introduce them to peers.
4. Good practice - create flexible timelines for development	<ul style="list-style-type: none"> offer development opportunities over a period of time to suit individual circumstances of academics.
5. Good practice - encourage mentoring by seniors	<ul style="list-style-type: none"> support and encourage mentoring programmes that offer a nurturing environment; encourage interaction between senior colleagues and new academics (through formal and informal gatherings) including collaborative opportunities; support proactive behaviour of new staff members to approach more experienced colleagues from whom they may learn; and recognise and reward staff members involved in the mentoring process.
6. Good practice - include mentoring and feedback to aspiring academics (e.g. graduates)	<ul style="list-style-type: none"> include graduates with potential in the academic world in support and development opportunities including informal and formal gatherings; and inform potential candidates of available resources especially with the focus on academic career planning.
7. Good practice - recognise the department chair as career sponsor	<ul style="list-style-type: none"> assist in the transition from elsewhere to the institution by ensuring that adequate resources are in place; encourage collegiality; make available the following resources: departmental expectations and policies, as well as important details of colleagues; assign senior mentors; assign limited committee work; encourage collaborative and interdisciplinary opportunities for scholarship and teaching development; encourage participation in orientation initiatives, especially expanded orientation (which should include building relationships between new and established academics, provide information about teaching, scholarship, and key campus resources); and support academics beyond their first year.

Good principle	Descriptions
8. Good practice - support teaching	<ul style="list-style-type: none"> • offer opportunities for new faculty to get a good start in teaching; • create opportunities where the academic could learn from others, e.g., observe senior colleagues teach; • offer educational resources or teaching guides and all other relevant information about teaching (e.g. the programme they will be teaching in, the student profiles); • assign new academics to applicable courses; • offer fewer courses, or ones which require less preparation, during their first year or two; • encourage continued learning through staff development and other platforms that will enhance their teaching practices; • provide timely and constructive feedback in terms of the new academic's teaching; • provide support opportunities around issues of teaching and learning between colleagues; and • advise academics to seek formal support through structured teaching development programmes.
9. Good practice - support scholarly development	<ul style="list-style-type: none"> • offer ample scholarly support; • guidance towards securing basic resources such as access cards, office equipment, etc.; • guidance in staff support such as administrative support or research assistants; • encourage networking within the department and beyond; • inform the academic about institutional resources available; and • encourage development in all areas of scholarship, e.g. teaching-learning, research, service to the institution.
10. Good practice - fosters a balance between personal and professional life	<ul style="list-style-type: none"> • provide academics with skills to prioritise and manage time.

Even though the principles presented in Table 2.5 are written with a view to supporting the academic to get tenure, some of these support principles may be valuable to newly appointed academics too. For example it is good practice to inform the newly appointed academic about what is expected of them from early on so that he/she could prepare accordingly for their new position and identify areas where they may require further development and support. Another example of good practice as recommended by Rice *et al.* (2000:27-38) includes the availability of a mentoring programme to the newly appointed academic to ensure a continued learning opportunity and support in their role as educator and scholar.

2.7.2 Academic development

Considering the development of teaching practice there are several guidebooks for new teachers. Examples include *McKeachie's Teaching Tips* (McKeachie & Svinicki 2013:1-416), *The Joy of Teaching: A Practical Guide for New College Instructors* (Filene & Bain 2005:1-176) and *Tools for Teaching* (Davis 2009:1-608). In the field of health professions education,

nursing education seems to be at the forefront. Some examples of publications in the field include: *Teaching Strategies for Nurse Educators* (De Young 2014:1-288), *Clinical Teaching Strategies in Nursing* (Gaberson, Oermann, Shellenbarger 2014:1-400), *Teaching Technologies in Nursing and the Health Professions: Beyond Simulation and Online Courses* (Bonnell & Smith 2010:1-280). In the field of medical education *A Practical Guide for Medical Teachers* is recognised (Dent & Harden 2013:1-436).

Steinert *et al.* (2006:497-526) wrote a review of various initiatives academic developers might draw on to address teaching effectiveness. The authors suggested that developmental interventions should be well designed in order to address principles of teaching-learning, and different methods of teaching. They proposed that experiential learning activities with feedback could be an effective initiative in staff development to increase teaching effectiveness (Steinert *et al.* 2006:497). In health sciences the incorporation of the CanMEDS (and in South Africa the AfriMEDS) concepts also should drive effective teaching-learning to produce holistic health care workers. Therefore, new academics should be trained in the skills of teaching-learning which are up to date and appropriate in their specific educational setting.

In order to support newly appointed lecturers, Boyd (2014:164) suggests that more experienced educators should role model the way in which lecturers should behave and conduct their teaching and training, so that new lecturers may develop a sense of what type of educator they would like to be. Interactions between newly appointed and more senior staff members therefore should be encouraged. Apart from role-modelling, Jarvis (1991:42) and Boice (1992:40,121-122) suggest incorporating a mentoring and networking system through which newly appointed colleagues may have the opportunity to learn more from others' experiences. A mentor-mentee relationship could strengthen collegial relationships addressing the first challenge identified by Boice's research, and ensure skills transfer and continued support in teaching-learning (Boice 1992:40,121-122). Ample literature is available on mentoring programmes specifically for new and/or junior academics (Palepu, Friedman, Barnett, Carr, Ash, Szalacha & Moskowitz 1998:318-323; Thomas 2005:Online).

For continued development and support with specific reference to teaching-learning, the Carnegie Foundation for the Advancement of Teaching established a network referred to as "The Building a Teaching Effectiveness Network" (Carnegie Foundation for the Advancement of Teaching website 2016:Online). This network includes leaders in educational practice,

policy and research improvement. The significance is that of experts are grouped to address teacher development early in their careers (Carnegie Foundation for the Advancement of Teaching website 2016:Online). From this it may be inferred that the effective orientation, development and support of the newly appointed academic in health sciences should be a team effort with input from stakeholders and various experts in the field.

2.7.3 Staff development at international and national level: Descriptions and examples

This section includes descriptions and examples of staff development programmes and activities offered in higher education institutions internationally and locally. Since the focus of the current research is on staff development with a view to orientate, develop and support the newly appointed academic in health sciences, only related and relevant literature was consulted.

2.7.3.1 Staff development at international level

Many universities offer staff development programmes aimed at the newly appointed staff member. Fink wrote a chapter in the book, *Developing New and Junior Faculty* (Sorcinelli & Austin 1992:n.p.), in which he compared orientation programmes of five American universities, namely the University of Texas in Austin, the Southeast Missouri State University, the University of Illinois, the University of Oklahoma and the University of Maryland during the 1980s. A summary of the orientation programmes concluded that: (1) the target population for the orientation courses was mostly academics; (2) the courses were mostly generalised, available to academics from all faculties and departments on the campus (apart from one decentralised course offered in departments at the University of Illinois); (3) the timeframes of the course duration varied considerably among universities (90-minute weekly sessions for the whole first semester, single session of 180 minutes on one evening, a full day followed by four morning sessions, one full day, or three full days); and, (4) the course content varied considerably too. In the courses, the topics overlapping most were those of an overview of the specific institution and on the resources available to the academics (Sorcinelli and Austin 1992:n.p.). There also seemed to have been a focus on various teaching-learning strategies, career development and social networking. The content selected within the courses seems specific to the requirements of the institutions. In terms of the presentation formats large-group lectures, seminars, small-group discussions, activities and network opportunities were used. One of the universities also provided a resource toolkit.

A follow-up review of these orientation courses was conducted in 2014 on information from the University of Texas at Austin website (2014:Online); University of Illinois website (2014:Online); Southeast Missouri State University website (2014:Online); The University of Oklahoma website (2014:Online); and University of Maryland website (2014:Online). It was found that the course duration had been reduced to mostly one-day events, the course content still focused on an introduction to the university and career development, but topics on more innovative teaching-learning concepts had been introduced.

In the literature study a more specific focus on the orientation of newly appointed academics in medical schools (health sciences) rendered the work of Chauvin *et al.* (2013:185-190). At the time of their research the authors indicated that “little is known about common elements or ‘best practices’ of New Faculty Orientation (NFO) programmes in medical schools”. When they compared new faculty orientation programmes in five American medical schools, they found no specific best practices but reported that the following aspects were noted in all five NFOs studied: (1) there were short- and long-term learning outcomes; (2) information sources were made available in multiple formats to ensure accessibility and timely use; (3) sessions were distributed over time, and repeated; (4) affiliation with and collegiality within the institution were supported; (5) programme evaluations focused on the process and the impact; and (6) the programmes were supported by a committed institution (Chauvin *et al.* 2013:189).

With a view to envisaged academic development in medical education in the future (in 2020), Benor (2000:503-512) published an article in *Medical Teacher* in which he suggested a model for faculty development to accommodate the development of the academic from becoming a staff member (orientation) to becoming a medical teacher (learning basic instructional skills) and then a proficient teacher (learning specific instructional skills), all the way through to becoming a teacher of teachers (developing educational leadership at the level of obtaining a medical education degree) (*cf.* 2.6.2.1). In the orientation phase the author recommends the academic being introduced to the institution and to senior colleagues, and suggests the inclusion of interactive activities which encourage involvement and inspire the academic to feel part of the institution. Workshops are proposed, covering the educational concepts of defining and formulating educational objectives, selecting appropriate teaching methods, preparing teaching materials, and evaluating attainment of the objectives.

2.7.3.2 *Staff development for newly appointed academics at national level*

At Stellenbosch University staff development is embedded in their institutional policy on staff development, teaching, research and community service. Continued personal and professional development opportunities are offered to train and retain their academic staff (Kapp & Cilliers 1998:117). In 1998, Kapp and Cilliers (1998:117) reported on development opportunities for new staff members which started with a week-long induction and included involvement in a mentoring programme which extended over 18 months. In 2015 a revised programme referred to as the Programme for the Educational Development of Academics (PREDAC) programme was established for the newly appointed academic staff members at Stellenbosch University. This programme runs over a year, is divided into five phases and is presented annually. The phases include: (1) an introductory session at the start of the academic year (January/February); completion of a specific task: “*Reflecting on teaching practice*” (between February and June); a two-day immersion programme for all new staff across all faculties (July); completion of a second task: “*Design for learning*” (between August and October) and concludes with a mini-conference (November). Staff members from all the faculties on campus may participate (Stellenbosch University website 2015:Online).

The University of Cape Town’s Centre for Innovation in Learning and Teaching offers a new academic practitioner programme for all academic staff members on campus. This programme includes a two and a half day residential retreat. The focus of the programme is on the staff member’s role as researcher, educator and member of the University of Cape Town academic community (Cape Town University website 2015:Online).

A general one-day academic staff induction seminar is offered by the Walter Sisulu University’s Centre for Learning and Teaching Development and Continuous Professional Development Unit. This seminar focuses on ensuring effective integration of lecturers to their university by offering a welcoming, caring and supportive environment to all new employees of the various faculties. The seminar is aimed at assisting the staff with teaching, professional conduct, interpersonal relationships and research. The seminar further informs new staff of the available academic and support services and the professional excellence programme available to them (Walter Sisulu University website 2010:Online).

At Rhodes University the Centre for Higher Education, Research, Learning and Teaching offers an academic orientation to all new faculty members across campus, early on in the year before their classes start. The focus of this orientation is: Being an academic at Rhodes University, and it covers the following topics: (1) scholarly engagement with the roles of an academic (teaching, research and community engagement; (2) ‘the nuts and bolts of teaching’; and (3) using information and communication technologies for teaching-learning. An orientation to the library, staff union and a walk around the campus also form part of the orientation programme. The orientation may be followed up by additional teaching development courses (e.g. conversations about teaching, assessment and learning), or by completing a diploma in higher education studies (Rhodes University website 2015:Online).

The University of the Witwatersrand offers a two-day course, called “The Teaching Role”. This is an introductory course on teaching skills for academic staff offered by the university’s Centre for Learning, Teaching and Development. The course topics include setting course outcomes, teaching students with disabilities, using information technology in teaching, copyright and plagiarism, and making assessment work (Centre for Learning, Teaching and Development The Teaching Role course file 2010:unpublished). This is offered to all newly appointed academic staff members of all faculties on campus.

The University of Pretoria offers support services to their academic staff members (in terms of teaching, student engagement and assessment) by means of education consultants within every faculty. This is run by the Department for Education Innovation. Workshops offered throughout the year may be utilised for skills update (University of Pretoria website 2015a:Online). In addition, specific training services are offered to staff members in the Faculty of Health Sciences (University of Pretoria website 2015b:Online).

Having described various academic staff initiatives discussed in literature and described on South African universities’ websites, it is now deemed necessary to take a look at the people who attend these courses and programmes. Naturally they mostly are well-qualified academic staff who has reached high levels of academic training, and therefore designing and preparing programmes and courses to comply with their needs will differ from what is required for other ‘learners’. Information about the learning preferences of adult learners and learning activities (in staff development) which seem most appropriate for this cohort requires attention.

2.7.4 Incorporating adult learning preferences into a staff development programme

Academic staff can be categorised as adult learners. Adult education has been widely described and a number of adult learning theories exist explaining ways in which adults learn. Taylor and Hamdy (2013:Online) hold a broadly constructivist view on this according to which learning takes place when new knowledge is added to the base of existing knowledge. This view can be used as a theoretical basis upon which curriculum and programme development, and teaching and learning strategies may be grounded. These researchers prefer to think “in terms of a learning continuum which stretches through life”, rather than in terms of andragogy as differentiated from pedagogy. The theories of adult learning ideally include acquisition of knowledge, skills and attitudes, bearing in mind that learning will be maximised if the individuality of learning styles is also taken into consideration.

Taylor and Hamdy (2013:Online) reviewed the implications for learning and teaching in medical education with a focus on adult learning theories, and summarise six categories of adult learning theories. The authors proclaim that these theories of learning were drawn from psychology theories and pragmatic observation. The six categories, which overlap are:

- Instrumental learning theories, e.g. behavioural theories, cognitive learning theories, and experiential learning theories;
- Humanistic theories, which focus attention on the individual learner, include the Malcolm Knowles’ theory of andragogy, and the concept of self-directed learning;
- Transformative learning theory, which uses critical reflection to transform the beliefs and assumptions a learner has;
- Social theories of learning, which consider “communities of practice” as means to encourage learning;
- Motivational models; and
- Reflection models (Taylor & Hamdy 2013:Online).

Next, is presented brief details of two learning theories, namely, Knowles’ theory of andragogy and Mezirow’s transformational learning theory.

Andragogy is the theory and practice of education of adults, specifically developed by Malcolm Knowles. Knowles (1970:39-49) explains that andragogy is premised on four crucial

assumptions. These are based on several characteristics of the maturing adult learner, and include:

1. Adults' self-concept is self-directing, considering the self as a producer or doer, with a sense of learning willingness (they seem driven to identify their own learning needs);
2. adults place a deep investment and value on their past experiences which they can bring to the learning environment;
3. adults display a readiness to learn, especially if the learning has relevance to their current situation; and
4. instead of learning something to eventually apply, the adult learner has a need of immediate application of knowledge - in view of this, their learning moves from subject-centredness to problem-centredness (Knowles 1970:39-49).

Over the years much research has been conducted in the field of adult education and several scholars drew from Knowles's work to build on and refine the principles of adult learning. One example includes work done by Bryan, Kreuter and Brownson (2009:559), who propose the following five principles: "adults need to know why they are learning; adults are motivated to learn by the need to solve problems; adults' previous experience must be respected and built upon; adults need learning approaches that match their background and diversity; and adults need to be actively involved in the learning process".

In Mezirow's transformational learning theory, "learning is understood as the process of using a prior interpretation to construe a new or revised interpretation of the meaning of one's experience in order to guide future action" (Mezirow 1996:162). This form of adult learning considers both instrumental learning, which refers to cause and effect, and communicative learning, which refers to meaning made of experiences (n.a. 2016:online). This theory can be used in practice by following three steps: (1) providing a "catalyst/trigger to review own views/perspectives"; (2) offering personal, professional as well as social context; and (3) using various forms of critical reflection to "challenge the learner's beliefs and assumptions" (Kitchenham 2008:Online; Taylor & Hamdy 2013:Online).

Reflection is an important building block in learning, especially in adult learning (*cf.* the principle according to which adults value their prior experience and wish to build on it). *Reflection in action* (Schon 1983) in Taylor and Hamdy (2013:Online) describes the process of

reflection which a learner undertakes when reflecting upon something new, such as a lecture, and comparing this with prior experience or knowledge on the subject. An additional key element, according to Taylor and Hamdy (2013:Online) would be *reflection on action*, where the learner also considers the processes they have used, and whether the materials used have been optimal and appropriate choices. In the context of the development of the newly appointed lecturer *reflection on action* should become a crucial learning tool, in order that the newly appointed academics consciously may self-reflect on the lecturing processes they propose to use, consider the suitability of the material provided to guide their students, and consider whether the new knowledge provided to their students will be integrated successfully with the students' existing knowledge.

Newly appointed lecturers in a FoHS, UFS already have obtained tertiary qualifications, and may be considered experts in their field, and they may have the ability to reflect on what they consider to be an “effective lecture”. As an expert in their field, they also may have a good idea of the study material they consider important for their students. Consideration of the curriculum, programme level organisers, administrative tasks and assessment of students may prove to be more daunting for the newly appointed academic. The term ‘scaffolding’ refers to the “structural things that teachers do to guide learners through the teaching and learning material” Taylor and Hamdy (2013:Online). Careful consideration of the ‘scaffolding’ required will assist the newly appointed and inexperienced lecturers to develop an understanding of how to address the needs of their students in the acquisition of new knowledge. First, a list of learning outcomes should provide the initial scaffolding framework. When refining the learning outcomes for health sciences education, Miller’s pyramid of competence is frequently used as a guide for planning and assessment (Miller 1990). Miller’s pyramid describes the competences identified for health care education specifically. Figure 2.4 present five levels of performance in the Miller’s pyramid model. The lowest level include gaining knowledge through exposure, for a newly appointed academic it could mean gaining knowledge through exposure to teaching-learning concepts in HPE. On the highest level the requirements for practical competence is an important outcome for graduates in any of the health professions including the academic staff member on completion of academic staff development or HPE degrees. The assessment on this highest level will be for the academic to fully identify with their roles in health professions education (Cruess, Cruess & Steinert 2015:Online).

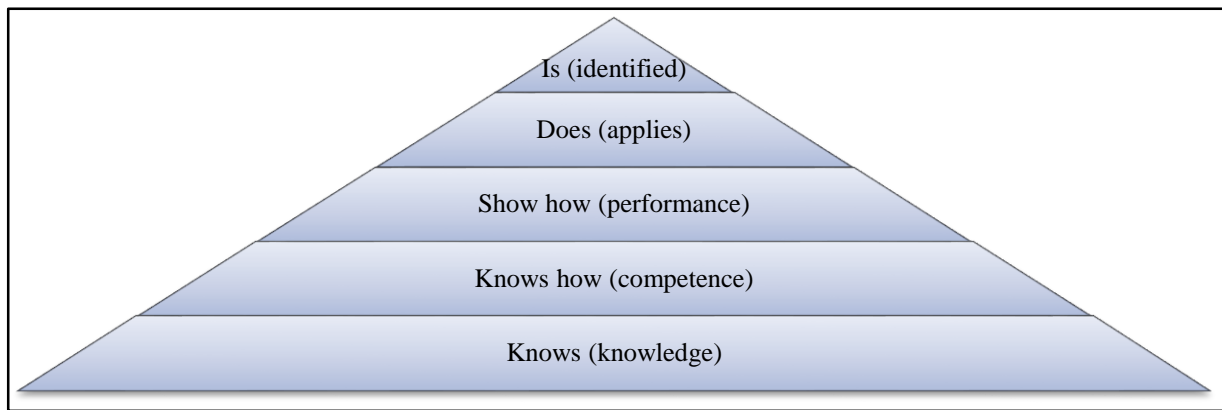


Figure 2.4: A schematic overview of the amended version of Miller's pyramid of competence
(Derived from Cruess *et al.* 2015:Online as adapted from Miller 1990)

A “multi-theories model” of how adults learn, according to Taylor and Hamdy (2013:Online), assumes that the adult learner already has some existing knowledge, but that a *dissonance* phase has occurred where the learner's existing knowledge has been found to be incomplete. In the case of the newly appointed or inexperienced lecturer, the process may be considered to be an external process, where a new academic appointment has precipitated the need for new skills and capabilities in the teaching environment. Through a transformative learning approach, termed *elaboration*, as described by Norman and Schmidt in Taylor and Hamdy (2013:Online), the solution to the problem would be to link new knowledge to previously assimilated knowledge. The adult learner would gain new information through the completion of tasks, research, reflection and discussions undertaken during a *refinement* phase. The staff development programme can be considered to be part of the above *refinement* phase. An *organisation* phase follows, where the learners restructure their ideas, including newly acquired information. Included in this phase are elements of reflection in action and organisation of information. The newly appointed or inexperienced academic staff member would reflect and structure the lectures, according to the skills gained during the staff development programme.

The *feedback* phase gives the new academic lecturer, as adult learner, an opportunity to articulate, apply and test his/her new knowledge. Mentoring and peer feedback would be beneficial for the newly appointed or inexperienced lecturer in this regard. Consideration of the learning process during a *consolidation* phase includes reflection on action, identifying shortcomings and possible adjustments to the teaching-learning strategies which need to be made.

“Applying adult learning principles in medical education will probably necessitate changing educators’ and learners’ perceptions of their roles. Adult educators may consider adopting a view of themselves as both learners and educators” Taylor and Hamdy (2013:Online). The authors further advocate institutional culture changes, active staff development, increased learner autonomy, including self-directed and experiential learning to support the programme. In the case of health professions education, institutional change specifically may be required with regard to the learning (including clinical) environment; therefore optimising the learning environment requires attention in a programme to support and develop newly appointed academic staff.

2.7.5 Optimising learning

Dwyer (2002:256) indicates that emotional, physical and social comfort plays a role in the learning process, and that learning only takes place when all three these aspects are optimal for the individual learner. Dwyer (2002:266-269) proposes the following as qualities of an effective learning environment:

- An emotionally safe learning environment which is intimidation and rejection free and encourages active participation as well as relaxed alertness;
- a learning climate which ensures a respectful attitude where contributions of knowledge are respected;
- careful consideration to the physical learning environment, for example, adequate nourishment, acceptable temperature in the training facility; and
- in terms of the social environment, it is important to develop a sense of community and belonging.

As the novice academic may experience academic anxiety, in addition to other challenges (*cf.* 2.5.2), it could take time to reach a space of comfort – emotionally, physically and socially. In view of this, if learning opportunities are offered prematurely after employment, will optimal learning and retention of the information be possible? Staff development addressing the newly appointed academic therefore should be planned in such a way that it addresses the most immediate needs of the academic first, after which additional development and further support opportunities may be offered. In doing this it hopefully will ensure that optimal learning and retention of important concepts in health sciences education take place.

2.7.6 Optimising learning for the individual

Having ensured an optimised learning environment, however, will not suffice to ensure optimal learning – other principles and theories also have an important role to play. Among these, theories of learning preferences require to be discussed here. Various theories of learning preferences exist, also sometimes referred to as learning styles, for example, personality learning theories, information processing theories, social learning theories, and multidimensional, as well as instructional theories (Riding & Rayner 2012:1-191). Examples of some of the more common learning style theories are:

- Kolb's model of experiential learning, developed by David Kolb in the 1970s. This model incorporates the processing of information. Updated research reports the following eight learning styles in this model: initiating, experiencing, imagining, reflecting, analysing, thinking, deciding, acting and balancing (Kolb 2015:1-416). A learning style inventory is used to identify an individual's specific learning style and may be used to understand how the learning style impacts learning.
- The Grasha-Reichmann Learning Style Scale was developed in 1974 (Reichmann & Grasha 1974:213–223). This is considered a social learning theory. The scale considers the learners' attitudes in approaching learning. The learning styles on this scale include: avoidant, participative, competitive, collaborative, dependent and independent.
- The visual, auditory, reading-writing and kinesthetic (VARK) learning preferences developed in 1987 by Neil Fleming (Fleming & Baume 2006:4-7). The VARK model is one of the most frequently used methods to describe and categorise different learning styles. According to the VARK learning styles, learners are identified by whether they have a preference for visual learning (pictures, movies, diagrammes), auditory learning (music, discussion, lectures), reading and writing (making lists, reading textbooks, taking notes), or kinaesthetic learning (movement, experiments, hands-on activities).
- The multiple intelligences theory described by Howard Gardner's model (described in 1983) considers multidimensional and instructional theories and refers to the learners' environment preference. This theory describes several ways (intelligences) in which individuals understand and perceive the world, namely linguistic intelligence, musical intelligence, logic-mathematical intelligence, spatial intelligence, bodily-kinaesthetic intelligence, personal intelligence, including inter- and intrapersonal (Dwyer 2002:269;

Gardner 1983:77-217), naturalist intelligence, spiritual intelligence and existential intelligence (Gardner 1999:47).

Considering these theories, it is clear that in developing a developmental programme for adult learners (academic staff), it would prove worthwhile to determine the participants' learning preferences by using one or more of the available models. Designing activities that suit the participants' preferences will not only support learning, but also enhance motivation and enthusiasm and the level of active participation.

A common phenomenon among academics is to teach their students the way in which they were taught. In addition to this, it seems that educators also are more inclined to teach in the way that they themselves learn best (their dominant learning style). In view of this, the newly appointed academics should be made aware of their own learning styles and that different learning styles should be taken cognisance of in order to design learning properly. Academics should therefore be designing educational material with learning in mind, and the educational techniques and methods used should be designed and delivered in such a way that they will be beneficial to every type of learner. Lecturers should not only be made aware of this and the importance of applying the principles in their teaching, the principles also should be applied in designing the developmental or orientation course or programme for the lecturers.

2.7.7 Staff development approaches to optimise learning

As is the case with other types of learning, academic staff development may be approached according to a variety of models. Steinert (2014:12) presents a schematic presentation, explaining that different staff development approaches contribute to either individual or group learning. Examples mentioned to enhance individual learning are reflections, observations, and learning by doing (informal learning approaches), and more formal learning approaches for individuals include online learning, peer coaching and feedback with mentoring. Group learning also may be offered by means of the same informal learning approaches, and through formal learning offered by means of workshops, seminars and fellowship programmes.

In designing learning activities the Critical Cross Field Outcomes (CCFOs) as proposed by the South African Qualification Authority (Nkomo 2000:Online) should be considered. The

critical cross-field outcomes are statements of what learners should know and how they integrate generic abilities, and read as follows:

- i. “Identify and solve problems in which responses demonstrate that responsible decisions using critical and creative thinking have been made;
- ii. work effectively with others as a member of a team, group, organisation, community;
- iii. organise and manage oneself and one's activities responsibly and effectively;
- iv. collect, analyse, organise and critically evaluate information;
- v. communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation;
- vi. use science and technology effectively and critically, showing responsibility towards the environment and health of others; and
- vii. demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.”

In addition to the above, individuals completing a programme should be made aware of the following:

- i. “Reflecting on and exploring a variety of strategies to learn more effectively;
- ii. participating as responsible citizens in the life of local, national and global communities;
- iii. being culturally and aesthetically sensitive across a range of social contexts;
- iv. exploring education and career opportunities; and
- v. developing entrepreneurial opportunities” (Nkomo 2000:18).

Regardless of the subject matter available to study in South African education and training the CCFOs, that is, the critical cross-field outcomes as identified by SAQA and underpinning all learning, always need to be achieved. These outcomes have to be identified as such and their testing must be evident in assessment instruments. The CCFOs are fundamental skills. No matter what the subject is that a learner or student may be studying, if the CCFOs are not present, the subject matter remains isolated and unconnected with the rest of the student's experience. Therefore, in an academic development programme for lecturers these outcomes should be attended to too.

Consideration should also be given to the cognitive level at which learning activities are designed. According to the Higher Education Qualifications Sub-Framework (HEQSF) of South Africa a magister degree is pitched at level 9 – and this is the level at which the programme at which this study is aimed will be developed. In essence the level descriptors of level 9 entail the following:

The learner

- has specialist knowledge to enable engagement with and critique of current research or practice;
- can evaluate current processes of knowledge production;
- has a command of and the ability to design, select and apply appropriate and creative methods, techniques, processes or technologies;
- can use a wide range of specialised skills in identifying, conceptualising, designing and implementing methods of enquiry to address complex and challenging problems within a field, discipline or practice;
- can make autonomous ethical decisions which affect knowledge production, or complex organisational or professional issues;
- can design and implement a strategy for processing and managing information;
- can use the resources of academic and professional/occupational discourse to communicate and defend substantial ideas that are the products of research or development in an area of specialisation; and can use a range of advanced and specialised skills and discourses appropriate to a field/discipline/practice to communicate information to a range of audiences with different levels of knowledge or expertise;
- can make interventions at an appropriate level within a system, based on an understanding of hierarchical relations within the system, and can address the intended and unintended consequences;
- can develop his/her own learning strategies which sustain independent learning and academic or professional development, and can interact effectively within a learning or professional group as a means of enhancing learning; and
- can operate independently and take full responsibility for his/her own work and, where appropriate, accountability for leading and initiating processes and implementing systems (Bezuidenhout 2012:1).

It thus is important that cognisance be taken of these level descriptors to ensure that the programme that is designed for the academic development of staff will qualify for registration with SAQA, and that those lecturers who complete the programme will comply with the criteria set out in the level descriptors.

Some examples of staff development approaches by means of which to address individual and group learning will be discussed briefly. A staff development programme (including the orientation and academic development of newly appointed academics) ideally should include a combination of different educational approaches to ensure success.

2.7.7.1 *Formal presentations*

Considering that the target audience is a group of newly appointed academics, there will be place for formal presentations such as seminars or lectures. Dwyer (2002:268) indicates that presentations allow learners to hear information, add new information, or correct information before memorising it. However a few important principles should be considered in terms of presentations:

- Learning must be focused, should not be too explicit and should include appropriate challenges (Dwyer 2002:267).
- Presentations should be stimulating. Dwyer (2002:268) proposes the inclusion of visual stimulation such as diagrammes and pictures, as this will assist the learner to “construct mental images, making connections between various topics”, and it will also increase the learners’ analytical ability.
- The adult learner wants to be involved in the learning, and this is where engagement becomes important. There are many tips and strategies which could be used to engage learners and in the end to encourage learning (e.g. promote student autonomy, craft engaging learning tasks, activate prior learning) (Barkley 2010:85; 89; 98), and also to role model the concept for the newly appointed academics to use it in their future presentations.
- The timing of the presentation should be considered; later in the afternoon it could be more difficult to concentrate for a long period of time. Dwyer (2002:267) proposes including energisers during the presentation or considering breaks every 20 minutes. The author suggests providing information for the first 20 minutes, then allowing a 10-minute period for the learner to process the information (this could be done through an activity where the

learner may use the information), and follow this up with another 10 minutes during which the information is reflected on and summarised. This should be done before moving on to adding additional new information. The presentation should be interesting and presenters should demonstrate best practices in presenting, incorporating and role-modelling important educational concepts. In this way the adult learners are provided with skills which they can immediately make use of and implement in their classes or learning environments.

Another way in which learning could be enhanced for the adult learner is to ask the learner to prepare and present a presentation (*cf.* an example of such an activity in 2.7.6.5). Dwyer (2002:268) suggests that by preparing the presentation the learners visualise the material and by presenting it and hearing themselves speak the information is cemented into their memories.

It had already been established that reflection activities can be powerful in the acquisition of learning (*cf.* 2.7.4) and this could be used in formal presentations. Taylor and Hamdy (2013:Online) suggest that learners could be asked to reflect on an “effective lecture”. This activity addresses *reflection in action*. With a view to orientating and training the newly appointed academic this could also be extended to reflection on their understanding of academia, the roles of the academic, effective teaching in health sciences, and so forth, encouraging the academics to draw from their prior experiences and understandings to initiate discussions (in a large group scenario) and identify their own learning needs. Information then might be provided to the newly appointed academics to fill existing knowledge gaps and add to their existing knowledge (*scaffolding* as suggested by Taylor & Hamdy 2013:Online). Therefore, the presenter should be able to have interactive discussions and be flexible enough to add information as necessary.

2.7.7.2 *Using a flipped-classroom approach to teaching*

A flipped-classroom approach to teaching suggests that all the class material which would have been provided during a lecture, for instance, is given to the learners to prepare before the teaching session. During the teaching session the focus will be on discussing the learning material and completing learning activities together. This proved to work well as a staff development initiative (See & Conry 2014:585-588). The authors described a model which could be used for staff development with the view to exposing staff members to alternative teaching techniques (See & Conry 2014:585). This also will be a useful approach to use in staff

development, since one will be involving the adult learner from the beginning and make use of their contributions to knowledge building during the contact sessions.

2.7.7.3 Workshops with small-group work activities

In groups learners can “pool together resources and learn from each other”; each member of the group therefore is considered a resource of learning (Gravett 2005:15;43). Group work commonly is used in health professions education and therefore it is important to expose the newly appointed academic to the principles and practices of group work. In addition, group work enforces facilitative teaching approaches and by participating in a group work activity the newly appointed educator has first-hand experience of the facilitation process. As adult learners are motivated by the need to solve problems (Bryan *et al.* 2009:559), group work activities offer exactly that.

2.7.7.4 Debates and panel discussion activities

Debates and panel discussions entail group activities whereby the members will be learning by participating in discussions. Dwyer (2002:267) suggests that these activities “require rapid analysis of information, and the need to hold key issues in memory”; therefore, they develop the working memory of an individual. Considering that the adult learner comes to the learning environment with prior experience and knowledge (*cf.* 2.7.4), this type of activity will unlock prior knowledge in discussions (and makes the learner feel valued and confident as contributor), and then will add new knowledge. Such activities will be particularly valuable when the topics discussed are relevant and meaningful to the academic’s current situation. Having a discussion about the roles of the academic, or how to plan for and present one’s first lecture, or what educational strategies or methods are available for use in health sciences education and how these may be used in teaching are examples of topics for debates and panel discussions.

2.7.7.5 Online learning activities

With the increased focus on the online learning environment and the use of various technologies to aid teaching practices, attention should be given to this platform. Comparing online learning to face-to-face instruction rendered no significant difference to indicate the one is better than the other (Cook, Levinson, Garside, Dupras, Ervin & Montori 2008:1181-1196). The focus

rather is on combining the two approaches which is referred to as blended learning. Steinert (2014:225) proposes considering using the following for online learning: online tutorials, online collaborations (using blogs, wikis and discussion boards), online simulations, performance support (just-in-time learning), emerging technologies (online games, immersive environments, social networks and mobile devices). Very specific technologies and skills are required to design learning for the online platform and the newly appointed academic should probably first be informed about it and possibly even shown how it works. They could then be referred to specific academic developments in the field and support structures in place for further assistance.

2.7.7.6 *Microteaching activities*

Microteaching is organised practice teaching. The goal is to give participants confidence, support, and feedback by letting them try out among friends and colleagues a short slice of what they plan to do with their students. Microteaching sessions take place before the class session, and are videotaped for review, either individually with an experienced teaching consultant, or the videos are played in class for the class group to view and discuss. Microteaching is a quick, efficient, proven, and fun way to help lecturers observe their own performance, to improve on it and to learn from others' feedback. Reflections, observations and learning by doing are all incorporated in microteaching activities. A microteaching activity offers a valuable learning opportunity for both the individual and for a group and with this the participants could be asked to reflect on their action.

Health professions educators indicated that they gained self-awareness and became more reflective after participation in a microteaching activity. This has led to increased confidence in their lecturing ability (Donnelly & Fitzmaurice 2011:1). In a study done at the FoHS, UFS, eleven newly appointed health professions educators were asked to reflect on a microteaching experience which formed part of an activity on the final day of the newly appointed lecturers' course. The texts of these reflections were analysed qualitatively. In addition the microteaching sessions were expertly evaluated by four educationalists. The evaluation instrument, a standard rubric, used in the DHSE was used in the evaluation (Bezuidenhout, Nel & Nel 2013:4). Two open-ended sections on the rubric: (i) I liked your lecture because ...; and (ii) you can improve your lecture by ... , were qualitatively analysed. Similarly to what Donnelly and Fitzmaurice (2011:1) reported the UFS's newly appointed academic staff members also reported that being

evaluated in a microteaching activity added value as they felt more confident and competent after the activity. Feedback from expert evaluators was mostly positive with a few comments on how the newly appointed academic could improve their lecturing technique. Microteaching experiences are regarded as enjoyable and offer definite benefits for newly appointed academics (Van Wyk & Kridiotis 2015:Online), and such learning activities possibly should be used more often in staff development.

2.7.7.7 *Peer coaching*

Peer coaching is not a new concept in the field of staff development. Peer coaching is defined by Dalton and Moir (in Galbraith & Anstrom 1995:Online) as a process through which teachers share their experiences and educational expertise with each other. In the process support, feedback and assistance in teaching is offered. In the field of staff development academics, for example, may attend one another's classes where they might learn from the session and offer feedback to their colleagues. Coaching therefore offers the opportunity to build and strengthen collegial relationships. Coaching thus also may be used when a new colleague enters the faculty as it will enable the academic to learn while doing (on-the-job training) and offers instant feedback in addition to having the support of a colleague.

2.7.7.8 *Mentoring*

Aspfors and Fransson (2015:75-86) performed a qualitative meta-analysis investigating research completed on mentor education for newly qualified teachers. Mentoring was described as "an activity, a process and a long-term relationship between an experienced teacher (mentor) and a less experienced newly qualified teacher that is primarily designed to support the newly qualified teacher's learning, professional development and well-being and to facilitate their induction into the culture of teaching" (Aspfors & Fransson 2015:76 citing Hobson, Ashby, Malderez & Tomlinson). In this report mentoring has been identified as an important concept for the orientation and development of new staff members (*cf.* 2.5.2.4; 2.7.1). In supporting the newly appointed academic staff member in health sciences this has been shown to be a very valuable process to incorporate in any orientation or development plan for the academic. In view of the academics working in different disciplines, a mentor in their discipline or a similar discipline would be most helpful to offer learning opportunities specifically suitable for the learner.

2.7.7.9 Portfolio of evidence

Reflections, self-observations and learning from doing may be reported on in a portfolio of evidence. In due time the newly appointed academics will be teaching and functioning in their academic duties and to ensure lifelong-learning practice and the continued use of the skill of reflection, it needs to be encouraged. The goal is to develop reflective practitioners (Saito 2014:190-200). One way to ensure continued use of reflective skills whereby the academics have the opportunity to reflect on their teaching (goals, content, methods, and outcome/s), further educational development and support requirements with a view to incorporating improvements could be done through the development of a course or teaching portfolio (Cerbin 1994:95-105; Seldin, Miller & Seldin 2010:8). Seldin *et al.* (2010:8) reported that a teaching portfolio offered “reflection on teaching in an insightful, focused way”, and “it is grounded in discipline-based pedagogy”. It is commonly used for promotion purposes (Seldin *et al.* 2010:4), and at the UFS academic staff members who wish to take part in the Teaching and Learning Excellence Awards must submit an abridged version of a teaching portfolio for review purposes. An academic may apply to be evaluated in various categories, for example, information pertaining to teaching-learning in the specific category is included as opposed to a comprehensive teaching portfolio. This abridged teaching portfolio includes a statement of their teaching philosophy and reflections on their course objectives, teaching method/s used, assessment of student learning, evaluations and overall reflections.

2.8 SUMMARY OF THE CHAPTER

The literature study was conducted to address the conceptualisation and contextualisation of staff development programmes for newly appointed academics; in order to investigate current logistics, content, presentation methods and styles, as well as adult education principles and learning requirements.

The main findings of this study can be summarised as follows: (1) The purpose of staff development is to assist staff to improve their educational performance, with the overall goal of enhancing teaching-learning; (2) A good basis for both institutional and faculty-specific staff development is available at the UFS, but formal research into the orientation, development and support of the newly appointed academics had not yet been done; (3) Very few health sciences educators hold qualifications in health sciences education, and when they start new jobs,

regardless of their previous experience, these new academics should learn about the organisation in which they are employed (*cf.* 2.5) (literature revealed several challenges facing new academics (*cf.* 2.5.2) and it can be concluded that a successful and well-planned staff development programme will ultimately enable newly appointed academics to develop a sense of belonging and offer them the necessary knowledge and skills to become efficient sooner); (4) As a result of transformation in higher education, and the roles and responsibilities of academics expanding to accommodate several new and innovative teaching-learning strategies and the unique requirements of the current student population and South African healthcare system (*cf.* 2.6), a context specific staff development programme is deemed necessary; (5) The endeavour to determine the content required for an effective and efficient development programme for newly appointed academic staff revealed principles that can be used as points of departure for the orientation, development and support of the newly appointed academic (*cf.* 2.7); and (6) Suggestions for optimal learning situations were summarised for the adult learner.

2.9 CONCLUSION

The final outcome of this thesis is a formal outcomes-based staff development programme for all newly appointed academic staff in the FoHS, UFS. This chapter offered a theoretical overview of literature findings which served as foundation for the empirical research. The following chapter (Chapter 3) is devoted to the research methodology used in the study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In this chapter an overview of the methodology, research design and details of the methods used is provided. Each section will offer a theoretical perspective followed by detailed information related to the current study.

This will be done under the following headings: Theoretical perspectives on the research design, research methods and data analysis, ensuring the quality of the study, ethical considerations and formulating the educational approach. The quality of this study is outlined under the headings trustworthiness, validity and reliability, also presented in this chapter.

3.2 THEORETICAL PERSPECTIVES ON THE RESEARCH DESIGN

Creswell and Plano Clark (2007:58) refer to the research design as the strategy used to collect, analyse, interpret and report research data. Sim and Wright (2000:7) refer to the research design as the “overall plan and structure of a piece of research”, and the term ‘research blueprint’ is used by Mouton (2001:55). Essentially the research design offers strategy regarding how the study will be conducted.

3.2.1 The research design

Trafford and Leshem (2011:91) highlight six questions which researchers should consider in designing their research; these questions are about the what, why, when, how, where and who (*cf.* Table 3.1). The table details the questions and provides a short description of the planned research design for this study.

In this section the rationale for selecting both a qualitative and a quantitative research design for the study will be described.

Table 3.1: Questions used in planning and describing the research design
(Derived from Trafford & Leshem 2011:91)

Explanation of the six questions used in planning the research design.	Question cue	Details of this study
What would you like to discover?	What?	Explore and report on the lived experience of participants about a specific phenomenon and to describe responses in terms of a pre-determined hypothesis
Why do this investigation?	Why?	To develop a new outcomes-based staff development programme for newly appointed academics who are adult learners
When should the study be conducted?	When?	During 2013 up to 2015, for implementation of the programme in 2016/2017
How will the investigation be done?	How?	Focus-group interviews and a questionnaire survey
Where will the study be done?	Where?	In the field of Health Sciences, specifically the Faculty of Health Sciences, University of the Free State
Who will be recruited as study participants?	Who?	Academic staff members

3.2.1.1 *The qualitative research design*

To address the second research sub-question (*cf.* 1.3) a qualitative research method was employed. The research design included phenomenology.

Qualitative research, as opposed to quantitative research, does not favour numerical data; instead it is defined by Strauss and Corbin (1990:17) as “any kind of research that produces findings not arrived at by means of statistical procedures or any other means of quantification”. No theory or hypothesis is set to be tested, but rather, according to Maree (2010:51), the aim of qualitative research is to develop, describe and/or give meaning to a phenomenon. This could include specific views, meanings, perspectives or attitudes of a specific, pre-determined population group (commonly a small sample) in a natural setting (Maree 2010:51; 55). The data obtained usually are word-based, which is coded and from which theory is extrapolated, interpreted and discussed.

The purpose of phenomenology is to describe experiences of a specific phenomenon as it has been lived by participants. According to Wisker (2010:238), this method of study includes assessing people’s experiences, conceptualisation, perceptions and understandings of something, and offers the opportunity to “focus our feelings, interactions and experiences of our subjects in context”. Here the concept of meaning-making comes into play. People who have their own reality, subjective to their lived

experience, offer an opportunity to view them as integral to their specific environment or situation.

Focus group interviews were used as the research method in this qualitative, phenomenological study. The lived experiences of the academic staff members participating in the focus group interviews were used to arrive at a better understanding of their experience of the course for newly appointed lecturers offered at that time in the FoHS, UFS. The results from these interviews were used to implement a first round of improvements in the 2014 and 2015 orientation course (*cf.* 4.7).

3.2.1.2 *The quantitative research design*

The third research sub-question (*cf.* 1.3) was addressed by making use of descriptive research which was quantitative in nature.

In quantitative research one or several specific pre-planned theories/hypotheses are identified which require to be tested and/or validated using numerical data which are analysed with statistical procedures such as frequencies and percentages, and trends, comparisons of groups and linking of specified variables (if more than one variable) (Ivankova, Creswell & Plano-Clark in Maree 2010:257). Interpretations are then made by cross-referencing the results obtained with those of previous research results and literature (Creswell 2012:13).

Quantitative research methods are best used when studying a large cohort, and when used correctly the conclusions reached could be generalised. As with qualitative research, there also are several research designs in quantitative research (De Vos, Strydom, Fouché & Delport 2005:133-142), but for the purposes of this study only the descriptive research design will be explained. Descriptive research is used to describe something, for example, if a questionnaire is used to gather data the responses will be described. This type of design is not used to make exact predictions and/or to determine cause and effect (The Association for Educational Communications and Technology 2013: Online).

In this study a questionnaire was completed by academic staff members at the FoHS, UFS.

3.3 METHODS OF INVESTIGATION

The methods that were used in this study comprised a literature study, focus group interviews and a questionnaire survey.

3.3.1 Literature study

Hart (1998:1-2, as cited by Cronin, Ryan and Coughlan 2008:38) defines a literature study as “an objective, thorough summary and critical analysis of the relevant available research and non-research literature on the topic being studied”. It therefore may be described as an overview of scholarly work done in a specific field of study, and the information can be obtained from a wealth of credible sources (e.g. scientific books, scientific journal articles, research reports and dissertations, conference presentations, credible websites available on the World Wide Web, and many more).

Executing a literature search, according to Trafford and Leshem (2011:67), is an “integral” part of what they refer to as “serious research”. A well-planned and thoroughly executed literature study is important as it offers an opportunity to the researcher to engage extensively with the body of knowledge within a specific field. The goals of a literature study are to become familiar with the body of knowledge and the experts in the field, to conceptualise the research methodologies used in prior studies, to integrate and summarise what is already known, identify the gaps in the specific corpus to develop research concepts to address these gaps in the knowledge and, finally, to develop a conceptual framework to conduct further research to contribute to the existing knowledge (Neuman 2011:124; Trafford & Leshem 2011:68; 70).

In this study, a literature study was done to develop the data collection instrument for the questionnaire survey to address the third research sub-question, and to conceptualise and contextualise the development of an outcomes-based staff development programme which complies with adult education principles and is aimed at newly appointed academic staff members within the FoHS, UFS.

The following scholarly resources were consulted: the UFS-SASOL Library, several electronic databases, including Academic Search Complete, Education Resource

Information Center (ERIC), Pubmed/Medline Resources guide, Teacher Reference Centre (through EBSCO host Online Resource Databases), the Nexus Database System, and the Cocraine Library. The following keywords were used in the search: “adult education/adult education principles”; “new/junior/inexperienced academic staff/faculty”, “staff development/professional development/faculty development” and “orientation/induction courses for academic staff”. Additionally, several academic journals were consulted, including: *Medical Teacher*, *Education for Health* and *African Journal of Health Professions Education*, *International Journal of Academic Development*, and *The Journal of Faculty Development*. None of the mentioned sources contained an evaluation of adult education principles in the field of staff development with specific reference to the development of an outcomes-based staff development programme tailored specifically for newly appointed academic staff in health sciences.

3.3.2 Focus group interview

The qualitative method that was used for data collection entailed focus group interviews. Information collected by means of these interviews was used to address research sub-question two: *What were the experiences of staff who attended the course for newly appointed lecturers over the past three years (2011-2013)?*

3.3.2.1 Theoretical background of focus group interviews

A focus group interview is also referred to as a “focused interview” (Merton & Kendall 1946:541). This method is qualitative in nature and is defined by Wilkinson (2004:177) as “a way of collecting qualitative data, which - essentially - involves engaging a small number of people in an informal discussion (or discussions), ‘focused’ around a particular topic or set of issues”. By means of such an interview the insights, responses, perspectives and opinions of a group of participants can be obtained.

The evolution, nature of and practical steps in using focus group interviews in medical education research are described by Stalmeijer, Mcnaughton and Van Mook (2014:923) in *The Association for Medical Education in Europe (AMEE) Guide* titled “Using focus groups in medical education research”.

According to literature in the field, focus group research is characterised by the following: key role players, a comfortable and private interview setting, group interactions, a distinctive sample size and number of focus groups, the use of an interview guide to collect the data, shortened timeframe in collecting data, and systematic analysis and reporting of data.

Key role players

Key role players in focus group research are the participants, a group facilitator and an independent observer.

According to Krueger and Casey (2000:70), research participants selected to take part in a focus group interview commonly share specific characteristics, backgrounds and/or experiences or feelings regarding a phenomenon. This commonality shared among group members may offer them a sense of belonging and create a space for them to share their perceptions freely.

The facilitator has several key responsibilities; to name but a few: she/he is responsible for posing the predetermined question/s, to facilitate the communication process in such a way that participants keep discussing the topic at hand, and to create the opportunity for all participants to contribute (Kress & Shoffner 2007:190). In view of these responsibilities, it is crucial that the focus group facilitator should master basic interviewing skills, and have knowledge of and/or experience in people management and group facilitation skills (Van Der Merwe 2011:92). They thus should have prior experience and some expertise in conducting focus group interviews and the research methodology, and preferably should have appropriate knowledge about the study involved (Greeff in De Vos *et al.* 2005:306-307).

The independent observer in some cases could be the researcher (when not taking the role of the facilitator), and, according to Greeff in De Vos *et al.* (2005:307), the observer is in an ideal position to assist with the focus group interview process, that is, to make sure it runs smoothly by coordinating and managing the recording of the session, the process itself, and the participants, and in addition, by taking field notes which may be used in the analysis.

A comfortable and private interview setting

Kitzinger (1995:301) advised that a focus group interview should be well planned and scheduled to take place at a convenient time in a private, comfortable and a non-threatening environment. The interviews thus should be held in a familiar, but neutral setting to ensure the comfort of the participants. The ideal is to arrange the seating in a circle or semi-circle with no or limited obstacles (e.g. a desk/table around which the participants can sit) so that all participants can interact freely with one another.

Group interactions

As stipulated by the definition (*cf.* 3.3.3.1), focus group research involves the opportunity for interacting with other participants, providing the researcher an opportunity to obtain rich data and insight from various perspectives as the discussions are progressing in a facilitated group. Onwuegbuzie, Dickinson, Leech and Zoran (2009:2) suggest that a group context offers a less threatening environment as opposed to individual interviews.

A distinctive sample size and number of focus group groups

Multiple opinions seem to exist among authors about the most appropriate sample size for focus groups, as well as the number of required focus groups for a study, especially in health sciences. This observation is confirmed by Carlsen and Glenton (2011:7). Any combination of sample sizes between a minimum of four and a maximum of twelve participants is suggested (Kitzinger 1995:301; Krueger & Casey 2009:66-68). Greenbaum (1998:3) proposed the terms ‘mini-group’ and ‘full group’; respectively consisting of a sample size of between four and six, and eight and ten. The sample size, therefore, should be small enough to offer a safe space for participants to be willing to discuss their feelings and interpretations, but should also be large enough to offer a sufficiently broad variety of responses (Onwuegbuzie *et al.* 2009:3). Fern (1982:9-10) found in a study that significantly more ideas were obtained from groups in which there were eight participants compared to smaller groups of only four.

As with sample size, little consensus is reached about the number of groups that should be interviewed. Krueger and Casey (2009:66) and Morgan (1997:43) respectively

suggest that about three to six focus groups should be considered within a research project to obtain a sufficient number of responses from research participants. A way in which to assess how many focus groups are required is to simply determine when sufficient data have been collected during the time of conducting the focus groups interviews. The researcher ideally should analyse the data after each focus group interview and assess at which point the collected data reach ‘data saturation’. ‘Data saturation’ refers to the point in analysing the data when no new themes are discovered and when recurrent themes are observed commonly (Rabiee 2004:656). Carlsen and Glenton (2011:3), however, warn researchers that the above concept, based on literature dealing with qualitative research, often seems to be ‘misused’. This, therefore, should be clarified, and it seems essential for a researcher to fully understand and justify the concept when and/or if it will be used. In cases where data saturation has not been reached by the proposed number of focus group interviews, further focus group interviews should be arranged. It must be mentioned here too that a focus group could be met once only or multiple times, keeping in mind that the need for multiple sessions will be determined by the research question and the results from the first focus group interview.

The use of an interview guide

One or several questions, predetermined by the researcher and made available in the form of an interview guide, are posed to the group by the focus group facilitator. The interview guide may be used to stimulate “natural features of conversation as well as focused discussion” (Morgan & Krueger 1998:107). The question/s on a focus group schedule could either be structured (stimulating a very specific or guided response), semi-structured (relatively guided but offering free answering scope related to the specific subject or aspect under investigation), or unstructured (broad and not necessarily detailed to a specific aspect; the participants then have the freedom to answer the question focusing on any specific aspect) (Krueger & Casey 2009:35; Krueger, Casey, Donner, Kirsch & Maack 2001:7-10). Once again the type of question/s used will depend on the research question posed.

Shortened timeframe in collecting data

The recommended time per interview seems to be about 90-120 minutes (Powell & Single 1996:501), and each session should preferably be recorded (audio-taped or video-taped). This research method includes the benefit that a large amount of data can be collected in a short period of time (time per interview, continuing until data saturation is reached), making the process less time consuming, but efficient and economical (Krueger & Casey 2000 as cited by Onwuegbuzie *et al.* 2009).

Onwuegbuzie *et al.* (2009:4) acknowledge that multiple types of data may be collected from a focus group interview. The most commonly used is the transcribed conversations which are also audio-taped or video-taped merely to verify the quotations to be used for transcript-based analysis (Onwuegbuzie *et al.* 2009:4-5). The data collected by the interviews commonly are transcribed by the researcher, and Krueger and Casey (2009:117) indicate that each session will produce a document of transcribed conversation of about 50-70 pages.

The transcribed data should always be verified. One way to ensure the authenticity of the data is for the researcher or an independent person appointed to recheck the data by reading the written transcripts and listening to the recordings or video-taped interviews. Onwuegbuzie *et al.* (2009:4) also report on a tape-based analysis method of focus group interviews in which the researcher, instead of transcribing the recorded session, actively listens to the recording and selects only sections of the interview, developing a summarised transcript, which is specifically focused on the research question to use for analysis.

Field notes also are a valuable source of data in focus group research. Participants' body language (non-verbal), the atmosphere or environment in which the focus group interview takes place, the group dynamics and/or personal interpretations of the conversation as it takes place are recorded and included in the final analysis and interpretation of the research. This type of information contributes richly to study findings.

Systematic analysis and reporting of data

Qualitative research, and specifically focus group interviews, may be analysed in several ways, but the analysis process is always systematic. Codes are identified and data grouped accordingly. Three forms of coding generally are used, namely open coding, axial coding and selective coding. In open coding data are broken down into parts by highlighting meaningful words and phrases and the sections are examined and compared. Axial coding refers to the codes being grouped into categories; here data previously highlighted are grouped together as they make sense. With selective coding, themes, patterns, ideas, concepts, terminology or phrases are identified and organised in coherent categories bringing meaning to the text and for interpretation purposes. From the codes a thematic framework is derived and the data are broken down into smaller sections; only the key focus areas, themes and categories then are reported with supportive quotes as evidence. In terms of reporting qualitative data, the 32-item checklist, containing consolidated criteria for reporting qualitative research (COREQ), as made available by Tong, Sainsbury and Craig (2007:349-357) provides a step-by-step approach. A detailed breakdown of the steps can be viewed in Figure 3.1.

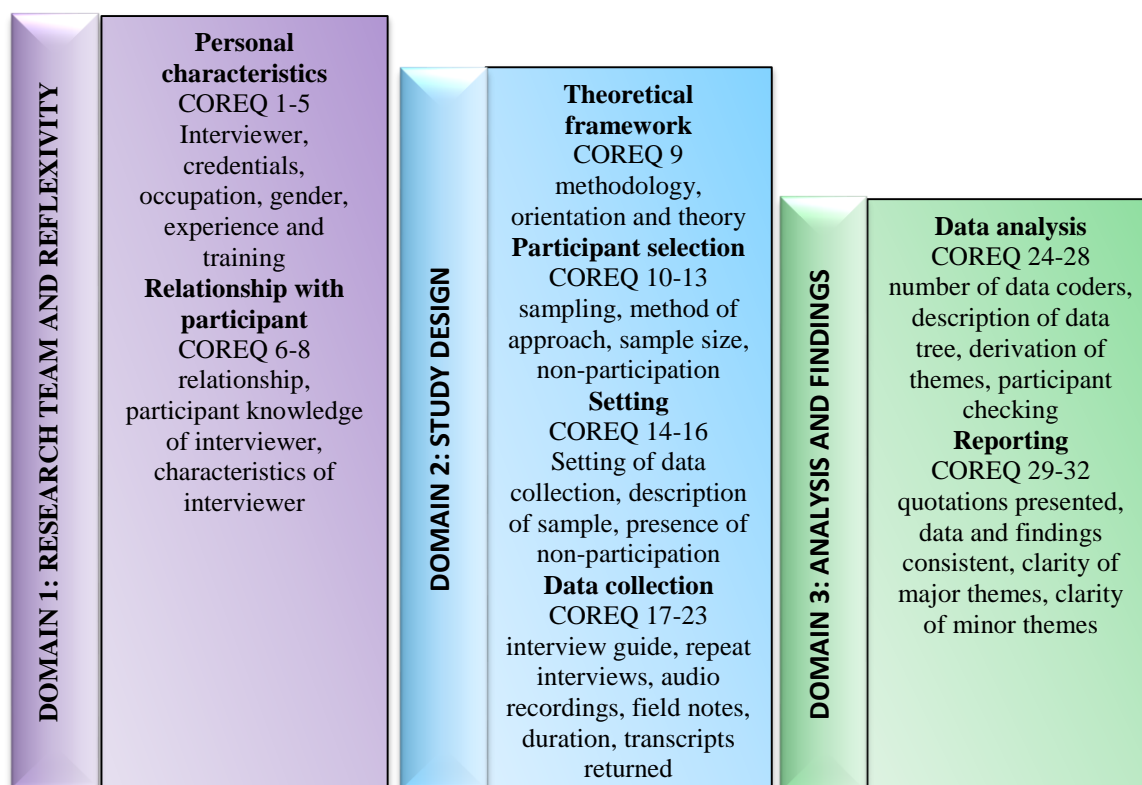


Figure 3.1: Checklist for reporting focus groups by using consolidated criteria for reporting qualitative research criteria (COREQ)

[Summarised and compiled by Labuschagne 2011:151; Tong *et al.* 2007:352]

3.3.2.2 *Target population*

The target population for the focus group interviews was a homogeneous group, in the sense that all participants had completed a course for newly appointed lecturers within the FoHS, UFS. Records indicated that there were 45 academic staff members who had completed the course for newly appointed lecturers between 2011 and 2013.

Figure 3.2 displays more details about the number of academic staff members who completed the course per year and per school.

Candidates who did not comply with the inclusion criteria as stipulated below were excluded from the target population. The sample was constituted as follows: A participant:

- had to be a relatively newly appointed academic staff member in one of the three Schools of the FoHS, UFS;
- had to be employed as a newly appointed academic staff member on any of the following post levels: junior lecturer, lecturer, senior lecturer, associate professor or full professor;
- had to be working in the FoHS;
- had to be employed permanently and/or on a contract basis;
- had to be employed fully as university employee or on the shared employment (joint) establishment; and
- should have completed the course for newly appointed lecturers offered by the DHSE during the previous three years (eligible candidates should have completed 80% of the course; those who had completed less than 80% of the course were not eligible).

The newly appointed academics in the DHSE were excluded from the final sample; one was the researcher and the remaining two participants were used for the exploratory interview.

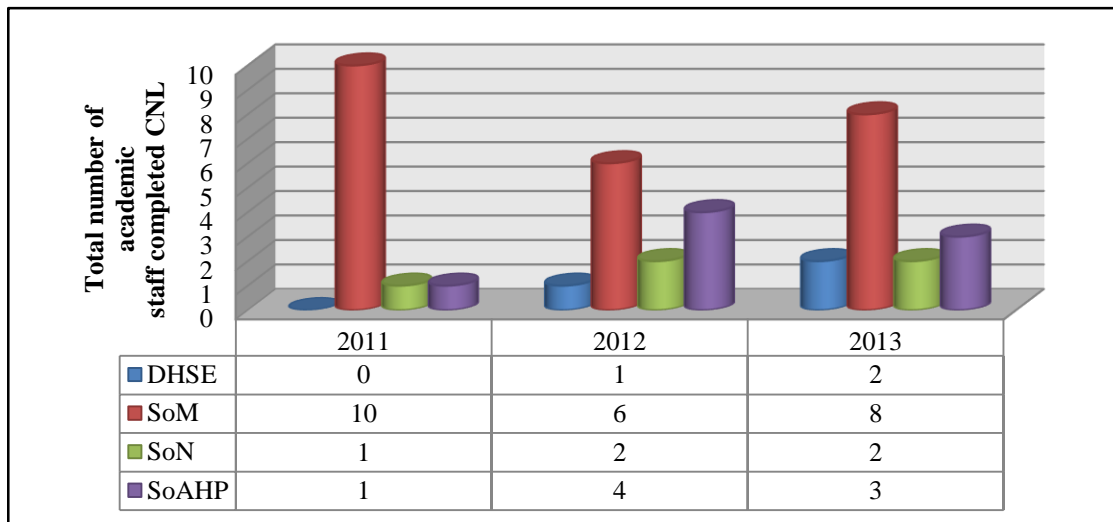


Figure 3.2: The number of academic staff who completed the course for newly appointed lecturers, per school and between 2011-2013

CNL – Course for newly appointed lecturers; DHSE – Division Health Sciences Education; SoM – School of Medicine; SoN – School of Nursing; SoAHP – School of Allied Health Professions.

3.3.2.3 *Survey population*

The survey population consisted of all eligible academics that completed the existing course for newly appointed lecturers within the FoHS during 2011, 2012 or 2013. Purposive sampling was used to select the sample for the study. The criteria for eligibility are found in 3.3.3.2.

Candidates were approached about two weeks prior to the interview and personally invited to take part in the study. Those who were not available were contacted telephonically and follow-up e-mails also were sent. Of the initial 45 potential candidates (target population), 42 still were employed in the FoHS at the time of this study. The survey population ultimately constituted of those academics who agreed to take part in the focus group interviews and who arrived for the appointments.

3.3.2.4 *Sample size*

The proposed sample size for each focus group interview was between four to six participants per group and up to four or five groups (dependent on when data saturation is reached) (*cf.* 3.3.2.1).

3.3.2.5 Focus group interview guide

The data collection tool usually used in focus group interviews is a pre-determined question/s schedule or guide which the facilitator works from during the interview.

In this study the interview guide contained the following two semi-structured questions:

1. *What were your experiences of the course for newly appointed lecturers which you attended in the Faculty of Health Sciences?*
2. *As newly appointed lecturer within the past three years, what are your needs that should be addressed in a course for newly appointed lecturers?*

The letter of invitation to participate in the focus group interviews, consent to participate in the focus group interview and interview schedule for the focus group interviews can be viewed in Appendices B1 – B3.

3.3.2.6 Explorative interview

The proposed questions for the interview guide were piloted by the appointed facilitator and independent observer by means of an exploratory interview. Morgan and Krueger (1998:58) suggest using co-workers for a practice focus group. Two colleagues from the DHSE who had completed the course for newly appointed lecturers in 2011 and 2013 respectively were approached and invited to the exploratory interview which took place on 25 February 2014. It was a sample of convenience since both participants were easily available. The participants both have ample background knowledge of the services offered by the DHSE and were able to contribute valuably to the exploratory focus group interview. The interview took place in the Debriefing room in the Clinical Skills and Simulation Unit of the SoM in the FoHS, UFS. This venue was chosen as there are fitted cameras installed and video recording starts once a person enters the venue. Voice recordings were also made. This was the venue and recording process to be used for all focus group interviews.

After informed consent had been obtained, the interviews were conducted. The interview lasted 42 minutes, but since there were only two participants, it was expected that the

timeframe would increase with more participants. No changes were made to the questions on the interview guide, but participants suggested that the facilitator probed more about both positive and negative experiences of the participants. The interview was transcribed and themes and categories were identified.

3.3.2.7 *Focus group interviews data collection*

The focus groups were facilitated by an expert in the field of qualitative research and focus group interviews whom was a staff member of the SoN, FoHS, UFS. The credentials and further details of the facilitator are detailed in Chapter 4 (*cf.* 4.2.1.3).

All the participants were invited (personally or by e-mail communication) to take part in the focus group interview and were sent an information letter with details about the research, electronically or in hard copy. Appointments were set up and a reminder e-mail was sent before the interview. This e-mail included a copy of the consent form. Some participants read and signed the form and brought it to the session; others read it again entering the room and signed it there.

The following format was used during the data collection process for all four focus group interviews conducted (*cf.* Krueger 2002:Online):

- *Step one: An informal welcoming and introductions:* The researcher welcomed the participants, gave a short summary of the intended research and thanked them in advance for their time and inputs in each interview. The independent observer collected the signed consent forms. Each participant in each focus group was given an alphabet letter between A to R displayed on a card in front of them (the transcription and applicable field notes were documented, using the letter assigned to the specific participant – no names were used).
- *Step two: Introduction of the research topic:* Details as on the information letter (given to each participant before the interview) were briefly discussed.
- *Step three: Setting of the ground rules:* Before the interviews started ground rules were set by the group facilitator and the process was explained. Participants were invited to respond in either English or in Afrikaans (to express themselves in the

language with which they felt most comfortable). They were also requested to use the numbers on the cards instead of their colleagues' names.

- *Step four: Asking the opening question:* The first question was posed to initiate discussions; thereafter the facilitator prompted for further responses and to clarify some responses where necessary. Once the discussions on the first question had come to an end, the second interview question was posed.
- *Step five: Closure:* Once discussions came to an end and there were no further responses from any of the group participants, the facilitator closed the interview by thanking the participants on behalf of the researcher.

The interview guide was given to the facilitator beforehand. Each participant was also given a copy of the interview guide on the day of the interview in order to read the questions posed. The participants were also able to look at the course programmes of 2011, 2012 and 2013 to remind them about the logistics and contents of the course they had attended. About 30 - 50 minutes were scheduled to discuss each question and the facilitator guided the interview in such a way that both positive and negative experiences could be addressed in response to the first question. The interview room offered a comfortable space (for more information about the research environment *cf.* 3.3.2.1, 4.3).

The researcher was not present during the sessions as it might have caused biased responses. The reason for this being that the researcher assisted in coordinating and had also completed the course for newly appointed lecturers offered in the FoHS during 2013. With this in mind the researcher viewed (on a computer live streaming the interview) and listened to the interview from a private room where field notes were made. This enabled the researcher to develop a feeling for the group atmosphere and participants' emotions during the interviews.

The interviews were both audio and video recorded with the consent of all participants and other parties involved. Two voice recorders were used in each session. After each session the video and voice recordings were downloaded, clearly marked and backed up. These were used for transcription purposes and to re-visit in order to gain a better understanding of the group interactions and non-verbal communication.

Field notes were made on the day of the interview by the researcher watching and listening to the session on live video streaming. The sessions were all watched again to check the authenticity of the transcripts and filed notes.

The researcher listened to the recordings while reading the transcripts in order to increase the trustworthiness of the data, and corrections were made accordingly. She also did the transcriptions of each session immediately after the session. Notes about the observations made during the discussions and on the group dynamics were analysed with the participants' responses. The recordings and transcripts were also checked by the independent observer, promoters of this study and a participant from focus group 2. All the transcripts were used for analysis and interpretation. A schematic representation of the data collection pathway is provided in Figure 3.3.

Quality principles (*cf.* 3.4) and ethical considerations (*cf.* 3.5) were adhered to throughout the process in order to provide good quality and ethically sound research.

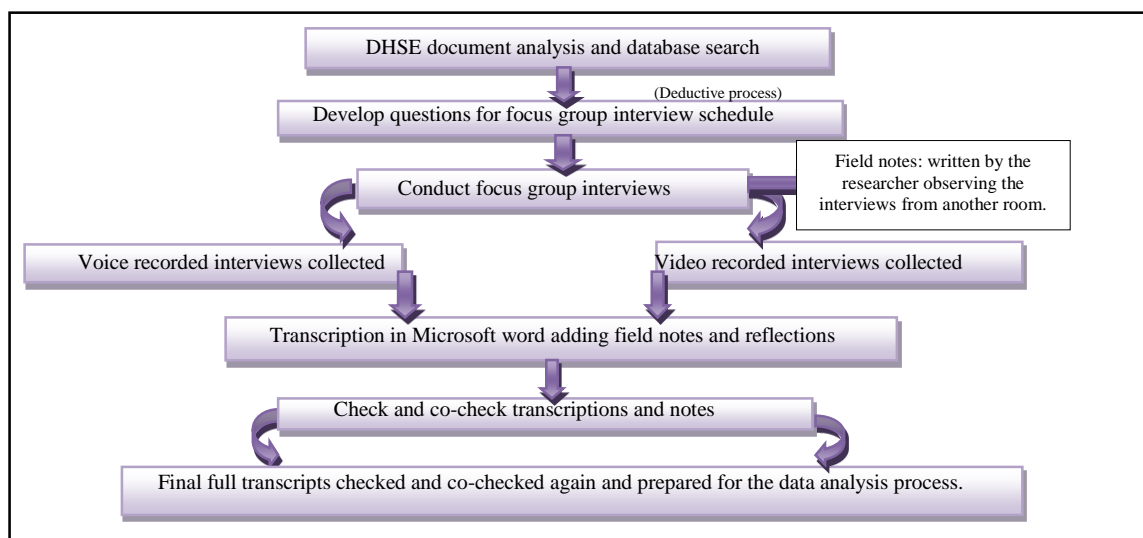


Figure 3.3: Data collection pathway

3.3.2.8 Focus group interview data analysis

Krueger and Casey (2009:113, citing Patton 2001:434) point out that when analysing focus group data, the analyst ideally should represent the data fairly and intellectually. The findings then should be communicated in such a way as to address the research question. Before initiating the analysis process the researcher once again read through all the final transcripts which included details of the field notes and reflections of the

researcher and the independent observer. The data analysis of the focus group interviews was done in a systematic and sequential manner (Krueger & Casey 2009:115).

The researcher had a choice between making use of a classical analysis strategy or using a computerised analysis programme like ATLAS.ti. The first option was chosen as this strategy is not only recommended to novice qualitative researchers, but is described by Krueger and Casey (2009:118) as a low-technology option, which the researcher preferred.

The original transcripts were tabled in a Microsoft Word document. The researcher sorted and analysed the data independently. A continuum of analysis, as described by Rabiee (2004:657) and a classic analysis strategy as suggested by Krueger and Casey (2009:118-122), was decided on and used. A schematic representation of the process followed is provided in Figure 3.4. The continuum of analysis follows five phases in the data management and analysis process (Rabiee 2004:657):

- *Phase one:* Becoming *familiar* with the raw data by re-reading the transcripts.
- *Phase two:* Identifying a draft *thematic framework*, by focusing on what people have said and the topics discussed in each group and deriving a theoretical concept from this.
- *Phase three:* Refer back to the raw data and highlight all quotes and make notes indicating in which sections it will fit in the thematic framework. This step is referred to as *indexing* by reducing the data to more manageable smaller sections with which to work.
- *Phase four:* The highlighted sections are then *charted* which means lifted out and moved into a single Microsoft Word document and mapped for the final stage.
- *Phase five:* *Mapping* the data indicates that the text has been ordered and placed under the specific focus areas, themes and categories as identified.

During the *indexing phase* Microsoft Word tables were drafted for each focus group. The tables had the following headings: Focus area, themes and categories under the first column; in column two the participant letter, focus group number and the transcript paragraph (each paragraph in the whole transcript was numbered), followed by the text from the transcript in a third column, and finally, space for field notes and additional

analysis notes. It was decided to analyse each group's data separately at first. During this stage the classic analysis strategy (Krueger & Casey 2009:118-122) was used to reduce the data. In this process four questions were considered to reduce the data (*cf.* Figure 3.4).

Another Microsoft Word table was then drafted with the headings: Focus area, theme, categories and sub-categories, participant letter with focus group number and paragraph, text from the transcripts and field notes with additional comments. The researcher made sure that the same steps and phases were followed during the analysis of each separate focus group interview. One of the focus group interview participants from the second focus group was consulted to read through the original transcript and to look at the analysed data for this group. This participant was familiar with the focus group research method.

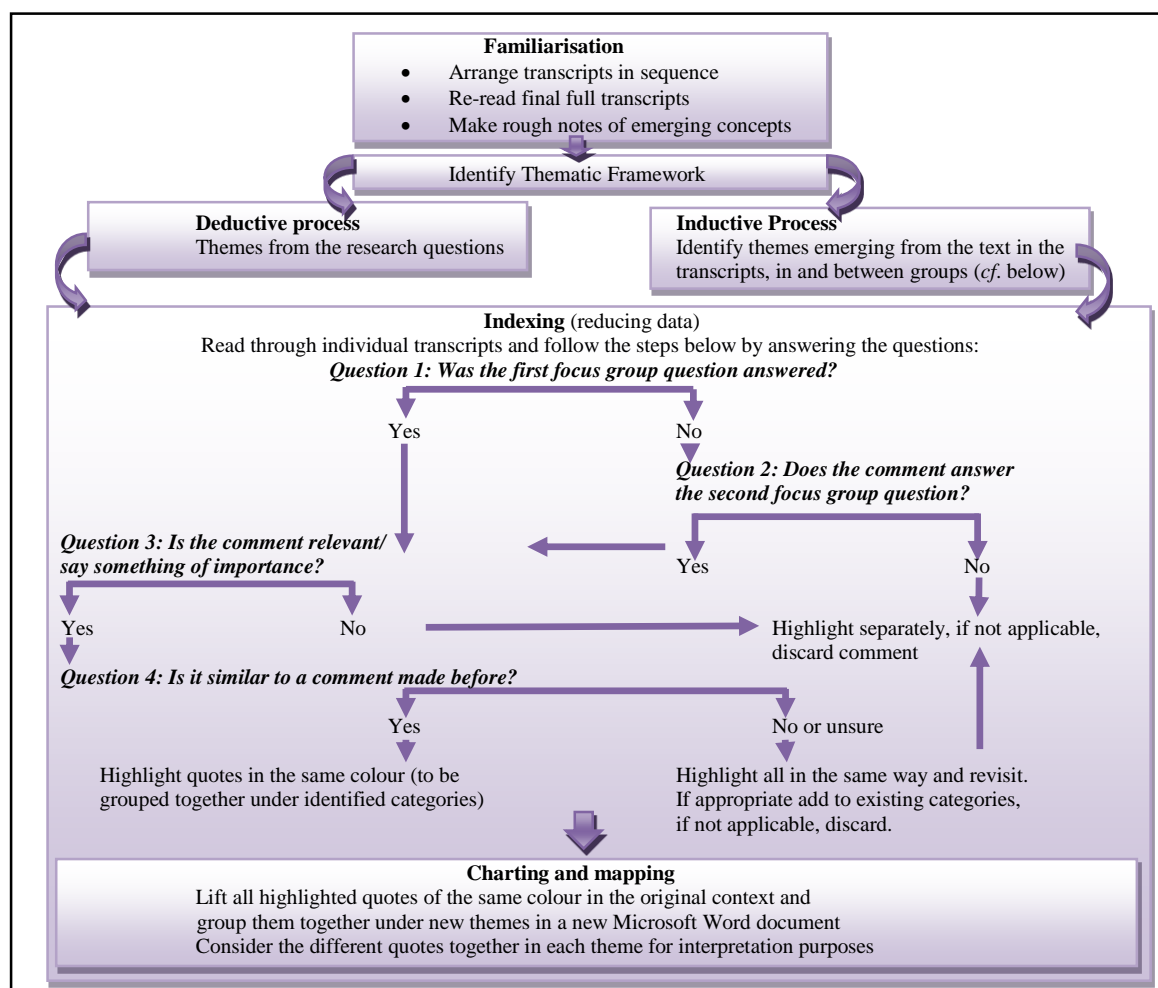


Figure 3.4: Data analysis pathway

[Adapted from Krueger and Casey (2009:118-122) and Rabiee (2004:657)]

All documents were printed out in hard copy and given to a co-coder (who also was the expert facilitator of the focus group interviews) to verify the authenticity of the analysis process and the results. Both the above-mentioned checking processes led to the increased trustworthiness of and quality assurance in the current study. The final process included the closure process. In this process the final product of data which had been analysed was ready for interpretation and reporting.

3.3.2.9 *Focus group interview data interpretation and reporting*

Each theme and category (including the sub-categories) were entered under the four focus areas and supporting quotes were added in each section. By interpreting quotes one can consider quotes separately or some sections can be viewed and interpreted together by considering the relationship between them (*cf.* Rabiee 2004:658); therefore, considering commonalities and differences in the quotes in various sections. The important aspect when analysing and interpreting the data remains always to be aware of your initial research question posed and to analyse and interpret the data accordingly.

During the data analysis process the following aspects were identified and highlighted: Specific words used by participants, the context in which a response was made, the internal consistency of participant views, the frequency of the response/s, agreement and disagreements on topics, the respondents' feeling and the intensity thereof, and how specific they reported on the topic, and, finally, any big ideas that emerged. These are described in various focus group analysis and interpretation resources (Grudens-Schuck, Allen, Larson 2004:Online; Krueger & Casey 2001:15-16; Rabiee 2004:658-660; Reed & Payton 1997:765-771). The 32-item checklist, COREQ (Tong *et al.* 2007:349-357), was used to report the focus group research. A detailed description of this is provided in Figure 3.1. The second domain (study design) in this checklist had been detailed in the current chapter (*cf.* 3.3.2.1 – 3.3.2.4; 3.3.2.7). The first and third domains (research team and reflexivity, and analysis and findings) will be detailed in the following chapter (*cf.* 4.2; 4.4).

3.3.3 Questionnaire survey research

This part of the report describes the theoretical background and research process followed for the questionnaire survey.

3.3.3.1 *Theoretical background*

Survey research is a systematic approach to collecting subjective information (responses) by means of utilising a predetermined set of questions (questionnaire) and statistically analysing the responses (data) before deriving conclusions (Groves, Fowler, Couper, Lepkowski, Singer, & Tourangeau 2013:2; Lategan & Lues 2005:19; Thayer-Hart, Dykema, Elver, Schaeffer & Stevenson 2010:4). Information about demographics, facts, attitudes, behaviours, activities and/or responses to something specific can be collected through a questionnaire. The responses then are analysed statistically and the results obtained usually may be generalised to the population studied.

Survey research is characterised by the following: *questionnaire development, data collection and the statistical analysis of the data.*

Questionnaire development

The most common instrument used in survey research is a questionnaire. Groves *et al.* (2013:41; 83) offer resources which describe and guide the development of a questionnaire.

Eiselen, Uys and Potgieter (2005 cited by Van der Merwe 2011) recommend six steps for the development of a questionnaire survey:

- *Step one: Research question and objectives formulation.*
- *Step two: Defining the target population.*
- *Step three: Formulate questions which will address the research question.*
- *Step four: Organise the questions into categories.*
- *Step five: Consult with experts.*
- *Step six: Consider ethical standards.*

Different types of questions and styles of response choices may be used in a questionnaire. Items in questionnaire may be closed (also called close-ended) or open (open-ended). Closed questions are more commonly used for the purpose of quantitative research, as these questions are designed to give the respondents a predetermined choice of possible

responses of which they commonly only should choose one answer in order to simplify the analysis. Selecting more than one response to a single question is possible and accepted by some researchers; however, this could lead to more complex analysis of the responses and ambiguity. In contrast, open-ended questions give the respondents the freedom to answer the question freely. Sinkowitz-Cochran (2013:1161) proposed that open-ended questions could be used in research when information and understanding about a specific topic is not well known as it will create the opportunity to explore, which may lead to a better understanding and availability of knowledge.

Questions (items) used in a research instrument should be carefully selected, unambiguous, without double negatives and should not be leading (De Vos *et al.* 2005:171). The researcher should consider and accommodate all possible answers to include all possibilities for each question posed. If there is a possibility of any alternative response/s there should be an option added to address this, for example, by using the prompt 'other', and/or considering adding a space for the respondents to complete and specify their answers. Such items should be accompanied by exact instructions. Items also may be included which will not be applicable to all participants and the option 'not applicable' could be added as a response choice. When knowledge questions are asked it is common to add an option 'unknown' or 'don't know'; however, this also should be used cautiously, as neutral and don't know answers could potentially lead to avoidance of answering the question.

Close attention should be paid to the format and the length of the questionnaire since this could affect the response rate, especially if the questionnaire is too long and will take up much of the respondent's time. A questionnaire should be accompanied by an information sheet which briefly should explain the research, motivate the participant to take part in the study, and provide sufficient instructions for answering the questionnaire adequately (De Vos *et al.* 2005:170-171).

McColl, Jacoby, Thomas, Soutter, Bamford, Steen, Thomas, Harvey, Garratt & Bond (2001:1-18; 43-60) and Groves *et al.* (2013:242; 268-269; 274) were consulted for information on compiling a valid and reliable questionnaire, but researchers might also consult with experts in the field of questionnaire design for assistance. At the UFS this expert service is available from the Directorate for Institutional Research and Academic

Planning. The questionnaire also might be designed on an electronic systems platform which will be discussed below.

Data collection

A questionnaire survey may be deployed in hard copy or electronically. For the purpose of this study both self-administered electronic and hard copy surveys, making use of the *Evasys* system will be discussed. This system is useful as it offers the opportunity both to create and distribute online questionnaires via electronic mail. Single-choice, multiple-choice, open-ended as well as scale-based (e.g. Likert scale) questions may be set. In the multiple-choice option the researcher can even set the system so that only a maximum of two options may be chosen from. The system was created for educational institutions, with the main focus being used to assess and/or evaluate academic programmes (e.g. course and curriculum evaluations). However, its user-friendliness, flexibility in developing surveys and strong function of reporting and analysing the data electronically prove it very useful for research purposes (EvaSys Online, Electric Paper n.d.:Online) for both quantitative and mixed-method research. A self-administered electronic questionnaire survey offers flexibility, and a benefit of this type of tool is that a respondent can complete the questionnaire in his/her own time. The University of Wisconsin-Madison Hosting Survey (2010:Online) indicates a response rate of between 30% and 40% for online questionnaires. It is worth mentioning that the current online tools available have the ability to increase response rates by continuously sending reminder e-mails to research participants.

Another advantage is that the electronically developed questionnaires can be printed out in hard copy and distributed to research participants for completion. Each questionnaire carries a unique bar code which links the questionnaire to the specific study. Completed questionnaires are then scanned into the *EvaSys* system and the data are captured electronically on an Excel spread sheet.

When both the electronically distributed and the hard copy questionnaires of the *EvaSys* system are used, this is referred to as the hybrid method. This was the option selected for and used in this study. This method was used as it promised to have the potential to

increase the response rate, and for the respondents it held the advantage of choosing the questionnaire (electronically or hard copy) which suited them best to complete.

Data analysis

When the *EvaSys* system is used data are captured electronically into an Excel spread sheet or into the statistical package for the social sciences (SPSS) software, which simplifies the analysis. Data from electronic questionnaires and the hard copy questionnaires are collated into one single data set when the hybrid method is used. In addition, *EvaSys* creates a report summarising the analysed data which could be used in the study.

3.3.3.2 Target population

The target population for the questionnaire survey section of the study comprised all academic staff members within the FoHS, UFS, regardless of when and at what post level or according to which criteria (e.g. joint establishment) they were employed. This excluded health professionals employed as affiliated lecturers or session and unit presenters, but included the newly appointed staff members who participated in the focus group interviews.

A list of names of all academic staff members in the FoHS, UFS was obtained from the Faculty Administration in April 2015. This list included the names of academics from all three schools and from all departments in the faculty. To confirm the accuracy of the list, the researcher visited each department. The total number of academic staff members available as potential research participants was 288.

3.3.3.3 Survey population

The survey population was the academics who accessed the survey and continued to answer and complete either the electronic or hard copy questionnaire.

3.3.3.4 *Data collection tool – the development of the questionnaire survey*

The research question and objectives had been discussed in detail in Chapter 1, and the target population was described in 3.3.4.2. A questionnaire survey was developed to address the third research sub-question: *What should the staff development programme aimed at newly appointed academics in the FoHS, UFS entail?*

The questionnaire was developed making use of various sources in the scholarly field of staff development, with a specific focus on work completed on the orientation and development of the newly appointed academic staff member (*cf.* 2.5; 2.6; 2.7).

An advertisement of the questionnaire survey, letter of invitation to participate in the questionnaire survey and the questionnaire survey can be seen in Appendices C1-C3. The questionnaire consisted of four sections (A-D), which will be briefly described:

Section A was geared to collecting demographic data. This section consisted of fourteen questions. The last four questions focused on whether the participant ever before had completed an orientation programme or a programme specifically for newly appointed academic staff members – at the FoHS, UFS, or any other university.

Section B covered aspects in several focus areas in which it was deemed necessary for a newly appointed academic staff member to obtain knowledge and/or skills. As one of the aims of staff development for newly appointed academics is to orientate the academic to the culture of the faculty, sub-section B1 consisted of several statements about the FoHS, asking the respondents to indicate which of these should be addressed in the programme. In each statement the respondent had one of three options to select from, namely it should be addressed in the first year of employment, after the first year of employment, or not at all. These options applied to all the items in section B.

A study conducted by Nel (2007:186-202) describes domains of knowledge for teaching excellence for clinical educators in the FoHS, UFS. In Nel's study the focus on the twelve roles of a medical teacher (health sciences educator), based on the work of Harden and Crosby (2000:336) (*cf.* 2.4) was used to identify and report on the domains of knowledge. Since the target population in the study reported here included health sciences educators,

it was deemed necessary to include the twelve roles in the questionnaire survey. Therefore, the focus areas consisted of the twelve roles added to sections B2 to B15. Attention also was paid to the key areas in which the performance of academic staff members at the UFS is assessed, including the role of being an administrator (section B16), research (section B17), and academic career development (section B18).

Section C also contained items about the newly appointed educator's roles. In this section the roles which were listed in the previous section were listed once more, but this time the participants were asked to indicate the importance of each role, selecting a response from the following options: very important; somewhat important; not important at all, and unsure. In terms of developing and supporting newly appointed academic staff members, several statements were listed and the respondents were asked to agree or disagree with the statement. In this question an unsure option was also included. Finally, two questions were posed to ask the respondents' opinions on teaching in a multicultural environment and in an institution with a parallel-medium mode of instruction - two very important matters at this university.

The final section (**Section D**) included a section with some general questions aimed at solving issues regarding logistics, presentation methods and styles, additional topics to be covered, and finally, whether the orientation programme should be voluntary or mandatory for all newly appointed academic staff members at the FoHS, UFS.

The wording of the items was carefully considered and both open-ended and closed questions were used in the various sections. Experts in the field of questionnaire design were consulted and the study promoters evaluated the questions. Finally, an expert at the Department of Biostatistics in the FoHS was consulted. The questionnaire was sent to a language editor before finally entered online on *EvaSys*. The final questionnaire was then made available online and in hard copy. The hard copy questionnaire had a unique barcode which linked it to this study and which was used to scan responses into the *EvaSys* system for data capturing. Further details about the data collection process are provided in 3.3.4.6.

3.3.3.5 Pilot study

Five academic staff members from the target population were selected to participate in the pilot study. These five participants were selected purposefully because of their expertise and knowledge in the field and their ability to offer valuable insights and feedback.

Three participants were sent an e-mail each which included the information sheet and electronic link to the questionnaire. The remaining two pilot study participants received an information sheet and hard copy of the questionnaire, which was delivered by the researcher.

On completion of the pilot study the responses and comments from these candidates had been carefully considered. Some technical and spacing errors were pointed out and the last two questions in Section C were reworded. Participants completing the online questionnaire reported that it took about 30-60 minutes to complete and the hard copies reportedly took up to 90 minutes. Improvements were made to the information sheet and questionnaire before final use.

The hard copy questionnaires were scanned into the *EvaSys* system and a final report of the completed questionnaires was generated. The responses in the pilot study were kept separately and were not included in the final data analysis.

3.3.3.6 Data collection

As previously indicated, both electronic and hard copy questionnaires were used in the study. The questionnaire was designed on the *EvaSys* system (*cf.* 3.3.4.1). Posters were designed and printed to advertise the study (*cf.* Appendix C1). The researcher personally addressed the HoDs and Heads of Schools in the FoHS to request their participation and support in the study. With the permission of the HoDs the posters were put up in every department in the FoHS for all academic staff members to see, in order to encourage participation.

Several heads of departments and academic colleagues indicated that they would not be able to take part in this study. Reasons included:

- Departments not situated in the FoHS buildings experienced internet connectivity problems and seemed to have limited access to their UFS e-mails, and the private or DoH e-mail addresses were not available to the researcher. Their respective servers are housed by the DoH, and this platform is not always stable or user-friendly. This had an effect on the possibility to complete the online questionnaire.
- During the time of this study there were several resignations in various departments in the Faculty, especially in the SoM. This added immense pressure to the remaining clinical staff members, by added workloads leading to minimal time available for extra-curricular activities.

In the light of the above the researcher decided to exclude seven small departments in the SoM from this study. The total number of academic staff members in the seven departments constituted 32.

A list of 256 UFS e-mail addresses was provided to the EvaSys operator. The information letter (*cf.* Appendix C2) together with the electronic link to the online questionnaire was sent out to the 256 staff members in May 2015. The information sheet included information of the option of a hard-copy questionnaire and colleagues had the opportunity to collect the questionnaire form the DHSE or to have a copy sent to them via the internal faculty mailing system. They were asked to contact the researcher should they choose the latter option.

The *EvaSys* system kept record of participants who completed the questionnaire and the non-responders. This was made available only to the researcher and the lists were kept confidential. For a period of two months weekly reminder e-mails were sent to the non-responders reminding them to participate in the research. This was done automatically by the *EvaSys* system as it was set up in such a way to the benefit of this study.

Data were collected over a period of three months. Within the first month (May 2015) 54 electronic questionnaires were completed and returned. At this time the researcher went to all the departments to follow up and to once again encourage participation. Hard-

copy questionnaires were left at each department with a request that they be given to staff who still might have wanted to participate, but did not have a questionnaire for some reason or other. After a second month (June 2015) eight electronic questionnaires and 21 hard copies were returned.

The study was made known in every academic staff development session announcement which was sent on the internal mailing system. The advert included the electronic link to the online questionnaire with a short message. At the end of the fourth month (August 2015) 130 questionnaires were completed. One questionnaire was partially completed and discarded from the data set leaving 129 completed questionnaires.

The hard-copy questionnaires were entered on the electronic link by the researcher. Once all the questionnaires had been captured, the *EvaSys* system collated the data into a single Excel spread sheet and made it available to the researcher for analysis. A report summarising the collected data was generated by the *EvaSys* system.

3.3.3.7 Data analysis

Descriptive statistics such as frequencies and percentages were calculated by the researcher, making use of the software programme into which the data were exported. A statistician in the Department of Biostatistics at the UFS was consulted to assist with comparative analysis. Comparative analysis is a comparison of the responses of two or more comparable alternatives.

Comparative studies were conducted on the participants' responses in the following two groups: (i) participants who completed an orientation course vs those who indicated they had not, and (ii) participants' indicated years of experience in health sciences education in the FoHS, UFS in three groups of 0-5 years, 6-14 years and 15-20+ years.

Chi-square analyses were done. This statistical tests are used for determining the existence of a relationship between variables (Garczynski n.d.:Online). If there is a definite trend in the percentages of the compared variables (e.g. one variable trending one way and the other in an opposite direction) in the Chi-square test, the difference may be significant. If the value indicated in the Pearson Chi-square row of the test is less than

0.05 (referred to as the p value) it is considered statistically significant. According to Garczynski (n.d.:Online), if a p value of less than 0.05, is present the researcher can be 95% confident that the relationship between the two variables is not due to chance. The author suggests that the Chi-square test be reported on by including the Chi-square value (χ^2), the degrees of freedom (df) and the p value.

In datasets where the sample size is small the Chi-square analysis is followed up by a Fischer Exact test which is used to determine if there are any non-random associations between variables (personal communication, Prof. G. Joubert, 30 September 2015). The p value as determined by this test was used in the current study.

3.4 ENSURING THE QUALITY OF THE STUDY

The following principles were considered in ensuring the quality of the current study: Trustworthiness, reliability and validity. Each principle will be elucidated in the context of the research method which was used.

3.4.1 Trustworthiness, uniformity (reliability) and validity of the focus group interviews

In the qualitative study (focus group interviews) the following principles were adhered to with a view to ensuring the quality of the information collected.

3.4.1.1 *Trustworthiness*

Focus group interviews are considered one of the most used ways to collect data in qualitative research. Trustworthiness is a term used in literature on qualitative studies, and refers to the credibility, transferability, dependability and conformability of the research (De Vos *et al.* 2005:346; Shenton 2004:63-75).

According to Merriam (1998:1-304, as cited by Shenton 2004:64), **credibility** in qualitative research deals with the question, “How congruent are the findings with reality?” Shenton (2004:64-69) further refers to the following questions and concepts which should be considered when confirming the credibility of a qualitative study:

- Is “the adoption of research methods well established?”
- Is it possible to develop an early familiarity with the participants?
- Are tactics considered which will help ensure honesty of participants when contributing to the focus group discussions?
- Are there adequate “opportunities for scrutiny of the project by colleagues, peers and academics”?
- Is there an opportunity for member checks in terms of the transcripts and analysis of the results?
- What are the “background, qualifications and experience” of the focus group facilitator?

In view of these questions, the credibility of the study reported here was ensured by:

- Careful selection of the focus group interview participants (*cf.* 3.3.3.2) who all shared their lived experiences of having completed the newly appointed lecturer course;
- the researcher having first-hand experience in completing the newly appointed lecturer course;
- the researcher being known to the participants, as they were all colleagues in the FoHS;
- careful consideration being given to all of the important characteristics of focus group interviews when coordinating and implementing the focus group interviews, with a specific focus on consistency;
- selecting an experienced and qualified focus group facilitator who was a careful listener;
- both video and voice recording the interviews, which were then transcribed and confirmed;
- confirming the accuracy of the transcripts (by the researcher, the independent observer and research promoters);
- making use of a research participant to check the transcripts and interpretations of the focus group interviews made by the researcher; and
- submitting the report to experts for examination.

Transferability “is concerned with the extent to which the findings of one study can be applied to other situations” (Merriam 1998:1-304). Shenton (2004:70) indicates that clear

descriptions of the following should be made available in order to ensure the transferability of the research: The number of organisations or participants taking part in the study and where they are based; any restrictions in the target population; the number of participants involved; the data collection methods employed; the number and length of the data collection sessions; and the time period over which the data were collected.

The research process is outlined clearly in this chapter. Details include a clearly defined target population (*cf.* 3.3.3.2), the survey population and sample size (*cf.* Figure 3.3), unit of analysis (*cf.* 3.3.3.5), data collection tool used (*cf.* 3.3.3.6), exploratory interview process (*cf.* 3.3.3.7), data collection process (*cf.* 3.3.3.8), steps taken to analyse the data (*cf.* 3.3.3.9), data interpretation and reporting process (*cf.* 3.3.3.10). These details ensure possible transferability as well as **dependability**.

Lastly, **confirmability** is described as the researcher's "comparable concern to objectivity" (Shenton 2004:72). To ensure confirmability the researcher, who also was considered a newly appointed academic staff member complying with the criteria for such a staff member at the FoHS, UFS, acted in good faith and without personal bias.

3.4.1.2 Uniformity (Reliability)

Reliability is not necessarily a common concept used in qualitative research, although with some methods a survey (either structured or semi-structured) is employed. If using the same survey in repeated studies, it is highly unlikely that the same results will be produced every time, due to the nature of qualitative research. Kidd and Parshall (2000:Online) used the term 'ensuring uniformity' in the context of analysing focus group interviews. They suggest that researchers should limit using multiple group facilitators and data coders.

The following measures were used to ensure reliability and increase internal consistency in this study:

- A single, experienced focus group facilitator and independent observer were used;
- the groups were all interviewed in the same venue and the seating arrangements and environment were prepared to offer the same secure and comfortable atmosphere;

- the researcher observed all the sessions from a live stream video in a separate room;
- the researcher took full responsibility for transcribing the interviews, and for coding and analysing the data; and
- the facilitator also was used as co-coder in analysing the data.

3.4.1.3 *Validity*

Like reliability, **validity** is not commonly described in qualitative research, as qualitative research does not necessarily measure a specific phenomenon, but rather “seeks for a certain quality that is typical for a phenomenon or that makes the phenomenon different from others” (Stenbacka 2001:551). Validity in this qualitative study was ensured by making use of the study participants to verify the collected text and the interpretations made by the researcher. Merriam (1998:1-17) suggests the following three strategies to ensure validity: (i) clarifying and clearing any research bias, (ii) involving research participants to authenticate transcripts and analysis, and (iii) making use of potential participants who comply with the inclusion criteria, but who are unable to participate in the study to verify the researcher’s interpretations.

Validity of the focus group interviews was ensured by presenting the experience of the participants as the participants described it, which limited research bias. Transcripts and the researcher’s interpretations were authenticated by some research participants.

3.4.2 **Reliability and validity of the questionnaire survey**

De Vos *et al.* (2005:160) suggest that measurement procedures be carefully outlined with regard to the reliability and validity of the instrument to be used, before conducting quantitative research. Terms in this regard warrant clarification, and the reliability and validity of the questionnaire survey as used will be elucidated.

3.4.2.1 *Reliability*

Reliability refers to the “repeated consistency, stability and uniformity” of results obtained by using the same measurement instrument (De Vos *et al.* 2005:162; Goodwin

1995:96). Neuman and Krueger (2003:179-180) suggest using four measures to increase a research instrument's reliability:

- All constructs in the instrument should be unambiguous, clear and definitive;
- multiple questions should be used to measure aspects of a variable;
- measurements should be at an appropriate level; and
- the instrument should be piloted.

The reliability of this study was ensured through the development of a well-constructed questionnaire which consisted of several sections with different question formats. The questionnaire was piloted before final use.

3.4.2.2 Validity

Validity in terms of quantitative research is the extent to which an instrument measures what it is supposed to measure (De Vos *et al.* 2005:160; Leedy & Ormrod 2005:31). In the case of developing an instrument such as a questionnaire for a survey, it is important to describe the development (steps) of the measuring tool in detail (De Vos *et al.* 2005:118) very clearly. The following aspects of the research tool should be considered with validity in mind (De Vos *et al.* 2005:160-161):

- Content validity questions whether the research instrument is representative of the topic content;
- face validity is concerned with whether the measurement technique has been chosen with adequate care to measure the proposed variable correctly;
- with criterion validity external or independent criteria are placed in the research instrument and are used to compare scores on the instrument; and
- construct validity deals with when and how it measures what it should.

De Vos *et al.* (2011:153) describe external validity as the degree to which the results obtained by a research method can be made applicable to the larger population (generalisation). Therefore, the higher the degree of external validity, the more appropriate it becomes to generalise the information to the whole population and not only to the participants who took part in the research. As an opposite, internal validity looks

at the conclusions reached on the results obtained to assess whether there could be alternative causes for the observations.

The validity of a questionnaire survey is sometimes low, as variables are fixed, predetermined by the researcher. In this case, there is little exploration as to why the respondent chose the response, especially in the case of using closed questions when there is little or even no scope to clarify or justify meaning. It may be easy to miss important information, either because the question has not been asked correctly or has not been asked at all. But, even if the question has been posed, some responses may be left out. It is therefore important to consult with experts in the field of questionnaire design and also to be informed about the topic being studied and the proposed sample.

Validity of this study was ensured by obtaining expert input from the literature, supervisors and a statistician from the Department of Biostatistics at the UFS.

3.5 ETHICAL CONSIDERATIONS

Ethical considerations which were relevant in this study will be discussed under the headings of issues of approval to complete the study, the process of obtaining informed consent, the rights to privacy of all participants, and the data provided.

3.5.1 Approval

In order to ensure the quality of the overall study and the specific research design chosen, the study proposal was presented to an expert panel during September 2013. Input from several experts in the field of research and the research methods chosen for this study (including an international guest with expertise in the field of staff development), offered valuable insights and suggestions regarding the study. This was followed by successfully defending the study in an evaluation committee meeting, obtaining permission from the Faculty Management Committee and informing the Vice-Rector: Academic of the proposed study.

A formal application, with details of the research to be conducted, was sent to the Ethics Committee of the FoHS, UFS. An Ethics Committee of the UFS (ECUFS) number was

allocated (ECUFS Nr 213/2013) as final permission to conduct this research aimed at obtaining a PhD (HPE) degree.

3.5.2 Informed consent

The informed consent processes as used in this study warrant being explicated in detail.

3.5.2.1 *Informed consent in terms of the focus group interviews*

After having invited (either in person, telephonically or by e-mail communication) potential participants to be part of a focus group interview, a letter of invitation to participate in the focus group interviews (*cf.* Appendix B1) was attached to an e-mail and sent to each individual prospective participant. Once an invited staff member had agreed to participate in the focus group interview, an appointment to meet for the interview was made, either by e-mail or telephonically. A week to two days before each scheduled focus group interview, the participants were sent a reminder e-mail. At this stage the consent form was attached to the e-mail and participants were requested to read through the consent form before they turned up for the appointment (*cf.* Appendix B2). Hard copies of the consent form were available in the venue where the interviews took place and each participant, once again, had to read the consent form and sign the document. The researcher was available to answer any questions and an independent observer collected the signed consent forms before the session commenced.

During the introduction of each focus group the independent facilitator reiterated that participation was voluntary and if anyone should feel the need to withdraw from the interview, they could do so by signing a revocation of the consent form and leave the room. This form was made available to serve as a formal indication that a participant withdrew completely from the research and that if he/she had indicated withdrawal, his/her comments might not be used in the study. On the form the participants were ensured that their withdrawal would not jeopardise their relationship with the researcher or with the DHSE or FoHS in any way. None of the participants withdrew from the study.

3.5.2.2 *Informed consent in terms of the questionnaire survey*

By means of the *EvaSys* system an e-mail was sent to the target population. The e-mail contained an information letter which explicated the purpose of the research, gave an indication of who should complete the questionnaire and how long it would take to do so, provided reassurance that all answers would be kept confidential, and gave details of the researcher's intentions with the data that were to be collected (*cf.* Appendix C2). An information letter also was attached to the front of the hard copy questionnaire (*cf.* Appendix C2). The information letter clearly indicated that participants might withdraw from the study at any stage. Again participants were reassured that they would not be disadvantaged in any way should they wish to discontinue their participation or decided not to take part at all. In this study informed consent was assumed when the participant voluntarily completed the online or hard copy questionnaire survey.

3.5.3 Right to privacy

Confidentiality of the participants' personal information and the information they provided was ensured through various measures that are detailed below (*cf.* 3.5.3.1 and 3.5.3.2). The researcher's name and contact details were available to all participants at all times. All participants had access to the final findings of the study and they were informed before their participation in the study that the results would be published in peer-reviewed and accredited journals, as well as used for poster or oral presentations at appropriate conferences.

3.5.3.1 *Right to privacy in terms of the focus group interviews*

Information collection during the focus group interviews was strictly confidential. One way of ensuring that a participant remains anonymous during a focus group interview is to allocate a number to each participant; this number is placed in front of each participant, and the facilitator and other interviewees then call upon the number instead of using the individual's name (Kruger 2014a:PowerPoint). The independent facilitator, in setting the ground rules for the interview, indicated that no names should be used during the interview. In the event of a participant mentioning another's name, the researcher removed the name from the transcript and replaced it with the number. In the event of

identifiable information being used during the interview the information was used only with the permission of the participant.

All consent forms were filed, and the researcher was the only person with access to the forms. The voice and video recordings were marked exploratory interview, focus group 1-4. The original recordings were stored on the researcher's computer and backup electronic files were filed away on a flash drive with the consent forms. The transcripts were treated strictly confidentially. The researcher, independent observer, study promoters, a study participant and a co-coder were allowed to view the transcripts. The group pledged to keep the information confidential.

3.5.3.2 *Right to privacy in terms of the questionnaire survey*

The information collected during the questionnaire survey was kept confidential. The *EvaSys* system captured the responses of each participant who completed the online survey, but attached no names to the information. When an academic completed and submitted the online questionnaire, his/her name was automatically removed from the e-mail system. The researcher could view the details of the academics who had not yet participated in the study at any time. Apart from this, the information was handled with utmost discretion and professionalism, and no names were made known to any third parties. The candidates who did not participate in the research were under no circumstances discriminated against.

In cases where participants completed hard-copy questionnaires, each questionnaire had a unique barcode and no names or other personal information was requested. Participants were requested to put the completed questionnaires in a box which was available in the DHSE.

3.6 CONCLUSION

In this Chapter, **Research Design and Methodology**, the methodology, research design and methods used to address the three research questions raised in the current study were explicated and elucidated.

In Chapter 4, **Findings of the focus group interviews: Analysis and discussions**, the findings and discussions of the focus group interviews which were completed to address the second research sub-question in the current study will be discussed.

CHAPTER 4

FINDINGS OF THE FOCUS GROUP INTERVIEWS: ANALYSIS AND DISCUSSIONS

4.1 INTRODUCTION

The course for newly appointed lecturers which was offered in 2011, 2012 and 2013 was outlined in Chapter 2 (*cf.* 2.4.2.1). In order to best orientate, develop and support the newly appointed academic staff member continued improvements should be made to the staff development activities offered. In addition, careful consideration should be given to the specific educational requirements of the newly appointed staff members considering their multidimensional and complex roles in a transformed higher education setting (*cf.* 1.1; 2.6).

This chapter presents the results of the focus group interviews which were conducted to address the second research sub-question, namely: *What were the experiences of staff who attended the course for newly appointed lecturers over the past three years (2011-2013)?* (*cf.* 1.3). In this chapter the research team and reflexivity, interview environment and the findings of the focus group interviews are documented and discussed.

4.2 RESEARCH TEAM AND REFLEXIVITY

Tong *et al.* (2007:351) indicated that the close engagement of all of the parties involved in the qualitative research process is important to be described as it may have a direct effect on the way the data are collected, analysed, interpreted and finally presented. The authors suggested including information about gender, credentials, occupation and experience, and training. With this in mind, in section 4.2 characteristics of the researcher, promoters, focus group facilitator and independent observer, as well as their relationship with the participants will be discussed under two sub-headings, namely personal characteristics (*cf.* 4.2.1) and relationship with the participants (*cf.* 4.2.2).

4.2.1 Personal characteristics

The personal characteristics of the researcher, research prompters, focus group interview facilitator and the independent observer will be provided in detail.

4.2.1.1 *Personal characteristics of the researcher*

The qualifications, work experience and research interests of the researcher were clearly provided in Chapter 1 (*cf.* 1.5). The researcher was appointed in the portfolio of academic developer (*cf.* characteristics of the academic developer in 2.3.3) in 2013 and has been managing all staff development activities in the FoHS from this time.

In view of the researcher having completed the course for newly appointed lecturers in 2013, was involved in coordinating this specific course, and presented one of the sessions, it was deemed best to make use of an experienced focus group interviewer who had not been involved in the course at all, to conduct the interviews.

4.2.1.2 *Personal characteristics of the research promoters*

The promoters of the current study were involved in offering guidance and research expertise, checking the authenticity of the transcripts, field note interpretations and final analysis and interpretation of the focus group interviews. They are experienced promoters in qualitative research processes, which contributed to the validation of the data and research findings, reinforcing the credibility, uniformity and validity of the study.

Both promoters are well-known health sciences educationalists in the field of HPE. Both have been involved in on-going research projects in the field and are well published. At the time of this study both promoters were supervising students within the HPE Programme.

4.2.1.3 *Personal characteristics of the focus group interview facilitator*

The interview facilitator in the study was a senior lecturer within the SoN, FoHS, UFS, where she has been employed from 1980. She is involved in both undergraduate and postgraduate training, has experience of qualitative research, and is experienced in the facilitation and analysis of focus group interviews. Furthermore, she is involved in training academic staff members on the principles and processes of qualitative research methodology. As to her personal attributes, the facilitator is a careful listener, non-judgemental and unbiased, has the ability to create a comfortable environment and special skills in probing for more information when relevant - all invaluable characteristics of a good focus group facilitator (*cf.* 3.3.2.1). This facilitator conducted the exploratory focus group interview and the four final interviews for the study. She has ample knowledge of the FoHS, the UFS and what is expected of an academic staff member. Background information about the current study was provided by means of the research protocol and several detailed discussions during face-to-face appointments before the interviews commenced.

4.2.1.4 *Personal characteristics of the independent observer*

The independent observer selected for the study was a non-academic staff member from the DHSE. She was available to assist with the session logistics. The observer also made notes about the discussions during each focus group interview and commented on the participants' tone of voice and body language from her experience in observing the sessions. After each interview the independent observer listened to the recordings and read through the transcripts which were transcribed by the researcher; this was done as the first confirmation that the transcriptions were correct.

4.2.2 *Relationship with the participants*

The researcher, both promoters, and the independent observer were familiar with the focus group participants since the participants were all academic staff members who at the time of the study were employed within the FoHS, UFS. The researcher was more familiar with some colleagues who had completed the 2013 course for newly appointed lecturers as the researcher was involved in the course as a co-coordinator and attendee.

The participants were reassured that their identities would remain anonymous. Informed consent was obtained and all participants were informed about the audio and video recordings (*cf.* 3.3.2.7; 3.5.2.1).

The focus group facilitator did not know all the colleagues who participated in the focus group interviews. Only two colleagues shared a similar working and teaching environment with the facilitator. The facilitator also was not personally involved in any of the courses for newly appointed lecturers offered in the faculty. She was completely neutral, without any preconceived ideas or opinion about the course. This ultimately limited bias.

All the groups consisted of academic staff members, employed at different post levels, from the different schools within the faculty who attended the course in 2011, 2012 and in 2013. The participants from the same year group, for example 2013, knew one another. Only a few colleagues knew other colleagues who attended the course in another year than they did; this was mostly due to the colleagues being from the same department or school and sharing work and teaching environments.

4.3 INTERVIEW ENVIRONMENT

The focus group interviews were conducted in a private room in the Clinical Simulation and Skills Unit of the SoM in the FoHS. The exploratory interview took place on 25 February 2014. The first focus group interview followed two days later, on 27 February 2014, followed by two on 3 March 2014 (morning and afternoon session) and one on 10 March 2014.

Chairs, but no tables, were placed in a half circle in the room; each participant could see the others and formed part of the semi-circle. A permanent camera was available in the room, situated in the back left corner of the room opposite the entrance door. The participants were seated in such a way that they faced the camera for the purposes of the video recording. The facilitator had her back to the camera. There was a table with water on it to the one side of the participants and this was also where the two voice recording devices were placed. The independent observer sat near the back corner behind the facilitator in a position from where it was possible to see all the participants.

The atmosphere in the room offered comfort. The setting was not a familiar space to all the participants; this provided the opportunity for everyone to become comfortable in a neutral space (Ehrlich & Joubert 2008:178; Krueger & Casey 2001:Online). The placement of the camera also made it possible for participants to forget that they were being video recorded; therefore, they were able to be relaxed. The venue was pre-booked and when the doors were closed very little outside noises were audible, limiting the possibilities of interruptions and distractions.

Literature advises that coffee and tea, as well as light refreshments should be available to ensure the comfort of the participants (Krueger & Casey 2009:77-80); therefore the interviewees were provided with refreshment packs. The sessions were not too long; thus no break was required. The participants were informed that they might leave at any stage of the interview, should they wish to discontinue their participation; however, none of the participants discontinued.

Entering the interview there were a few discussions between the participants; the researcher was present and had brief discussions to put the participants at ease. Some participants initially sat with their arms crossed, but later opened up more and seemed to be getting more comfortable as they were listening to other participants speaking and also offered their input. In time the majority of participants in all four groups laughed and did not seem concerned to voice their opinions honestly, proving their comfort in the interview environment.

4.4 REPORTING THE FINDINGS

The demographics of the focus group interview participants, description of the focus group interview time, the group dynamics and the analysed and interpreted findings are presented.

4.4.1 Demographics of the focus group interview participants

Two participants from DHSE, in the Office of the Dean participated in the exploratory interview. The final sample comprised eighteen academics: eleven from the SoM, two from the SoN and five from the SoAHP. All the participants had completed the existing

course for newly appointed lecturers offered by the DHSE, FoHS during 2011 – 2013. Nine completed the course in 2013, five in 2012 and six in 2011.

Four focus group interviews were completed when data saturation was reached. Figure 4.1 indicates the number of participants in each focus group interview, their school affiliation and the year in which they had completed the course for newly appointed lecturers. Eight participants wanted to take part in a focus group interview, but due to their busy schedules and to some being overseas at conferences during the data collection phase of the study they were unable to attend any of the scheduled sessions. The names of these candidates were listed in the event of a fifth group interview being required, but this that did not happen. Both male and female academic staff members participated in the focus group interviews.

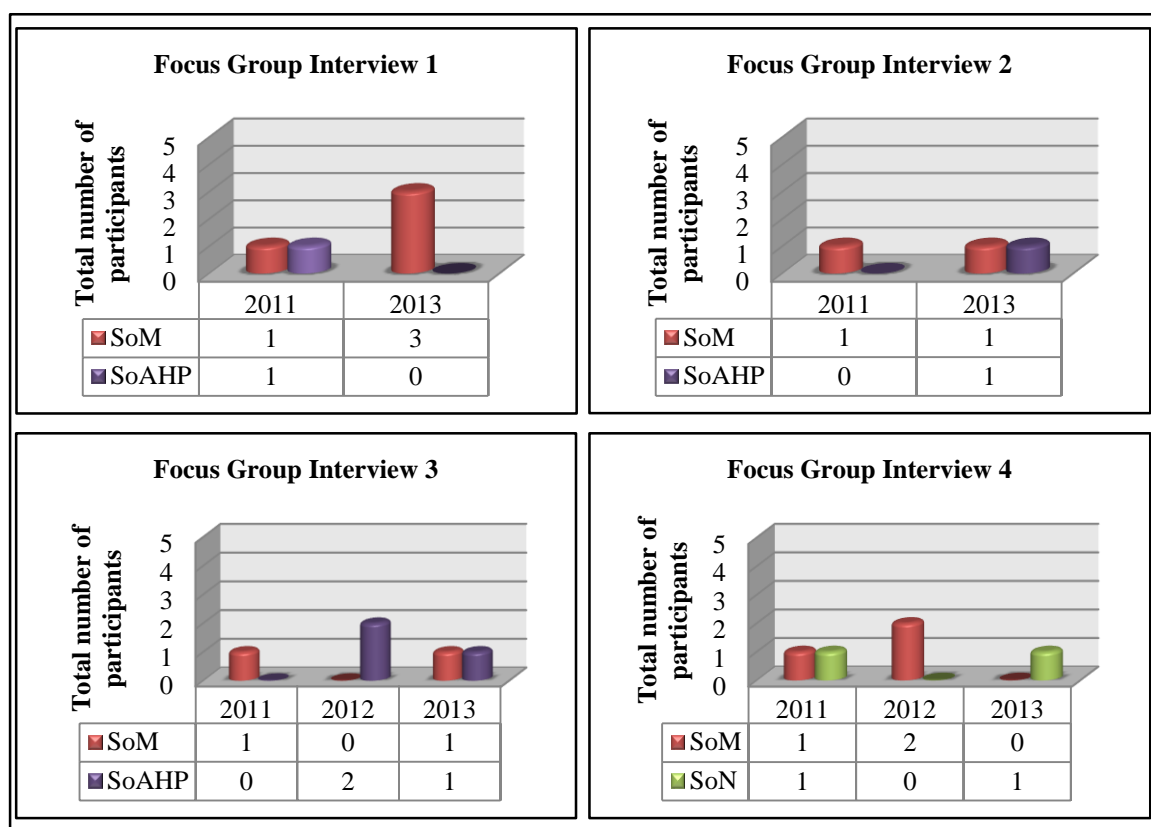


Figure 4.1: The number of academic staff who participated in the focus group interviews, displayed per school and the year in which they completed the course for newly appointed lecturers
SoM – School of Medicine; SoN – School of Nursing; SoAHP – School of Allied Health Professions.

4.4.2 Duration of the focus group interviews

The duration of the focus group interviews ranged between 60 and 90 minutes each, depending on the group size. The last group (group four), however, had five participants and the interview only lasted about 55 minutes. In this interview the facilitator had to probe more to get the group to talk and elaborate on their opinions.

4.4.3 Focus group interview group dynamics

Two of the participants in the first focus group interview completed the course in the same year; these two participants were both eager and enthusiastic to participate in the interview and seemed to agree with most of the discussions. The second group also was enthusiastic and all three respondents contributed effortlessly. In the third focus group interview the facilitator had to ask more questions, prompting for more discussion on the opinions. One respondent in this group seemed to speak most and was constantly trying to get everyone else to agree with him. The other respondents in the group smiled and on occasions nodded their heads. There was no specific disagreement, but some participants seemed to sit with their hands crossed looking around the room whilst the respondent previously referred to, spoke. In the last focus group, although a friendly spirit reigned, the conversation started slowly and the facilitator again had to prompt for more information. This interview was of the shortest duration; one of the participants had many ideas and when prompted volunteered the ideas. There was little evidence of agreement or disagreement from the other respondents in the group. Overall, in all four groups it took some time for the participants to sit back comfortably, open up their arms and hands and join in the discussion, but this eventually did happen and all the participants contributed about their experience of the course for newly appointed lecturers which they had completed.

4.5 FOCUS GROUP INTERVIEW FINDINGS

Four focus areas were identified in the data analysis process. The first three themes emerged from the focus group interview questions and the fourth focus area was identified during the analysis of the focus group data (*cf.* Table 4.1).

Table 4.1: Summary of the focus areas, themes, categories and sub-categories of the focus group interviews

FOCUS AREA	THEME	CATEGORIES	SUB-CATEGORIES
EXPERIENCES	PURPOSE OF THE COURSE	Welcoming and introduction Faculty functionalities Faculty expectations clarified Transition from professional practitioner to teacher Purpose not that clear	
	COLLEGIAL INTERACTIONS	Opportunity to meet others Learning from others' experiences	<i>Feeling less isolated</i>
	PERSONAL EXPERIENCES	Positive experiences Less positive experiences Course presentation Course and topic detail Terminology used Participation	<i>Need for more detail</i> <i>Non-voluntary</i> <i>Voluntary</i>
	COURSE LOGISTICS	Timeframe Course venue	<i>When to attend</i> <i>Course duration</i> <i>Advertising the course</i> <i>Venue logistics</i>
VALUE OF THE CONTENT	FACULTY AND UNIVERSITY STRUCTURES	Structures and committees Staff establishment	
	TEACHING-LEARNING	Valuable topics Teaching portfolio From theory to practice	<i>Lecturing, Simulation</i> <i>E-learning, Assessment</i> <i>Lecture evaluation</i>
	SUPPORT RESOURCES	Resource file Motivation	
	STUDENT SUPPORT	Services available How to support your student	
	PERFORMANCE MANAGEMENT	To be informed	
CONTENT: TOPICS TO ADD OR TO RE-ADDRESS	FACULTY STRUCTURES	Faculty orientation Staff establishment University policies	<i>Medical programme</i> <i>Different post levels and appointments</i>
	TEACHING-LEARNING	The changing student generation Library training Community-based education E-learning Assessment	 <i>Blackboard training</i>
	SUPPORT RESOURCES	Administrative support and duties	<i>What is where</i> <i>Venue bookings</i>
	PERFORMANCE MANAGEMENT	Promotion criteria	
IMPROVEMENT SUGGESTIONS	SPECIFIC STAFF NEEDS	Understanding one's role in academia Support resources Target group Pre-course preparation Presentation style Continued educational development	<i>Information documents</i> <i>Interactive - support</i> <i>Interactive - mentoring</i> <i>Follow-up for newly appointed academics</i> <i>Follow-up for experienced academics</i>
	STUDENT SUPPORT	Students with disabilities Duties towards students Communication	 <i>Difficult students and etiquette</i>

In 4.5.1 up to 4.5.4 the interpreted data from the four focus areas (including themes, categories and the sub-categories supporting quotes) will be provided in detail. As previously mentioned (*cf.* 3.3.2.7), during the focus group interviews each participant was named by an alphabet letter between A-R; the same letters were used in the analysis of the data. The text was coded by first writing the participant's alphabet letter, followed by the focus group number and then the paragraph number (*cf.* 3.3.3.9) in that particular focus group, for example, L 3.45.

4.5.1 Focus group area 1: Experiences

The first focus area emerged from the first focus group question that was posed in the interview, in which the participants were asked to share their experiences of having completed the course for newly appointed lecturers in the FoHS.

Four themes were identified in this focus area, namely purpose of the course, collegial interactions, personal experiences, and course logistics. A summary of the categories and subcategories within each theme can be seen in Table 4.2 and the respondents' comments in terms of the four themes, according to category and sub-category can be viewed in Table 4.3. This is followed by a discussion of each theme in the first focus area (*cf.* 4.6.1.1 – 4.6.1.4). It will be useful to refer back to Table 4.3 when reading the discussion section.

Table 4.2: Focus area 1: Experiences

THEME	CATEGORIES	SUB-CATEGORIES
PURPOSE OF THE COURSE	Welcoming and introduction Faculty functionalities Faculty expectations clarified Transition from professional practitioner to teacher Purpose not that clear	
COLLEGIAL INTERACTIONS	Opportunity to meet others Learning from others' experiences	<i>Feeling less isolated</i>
PERSONAL EXPERIENCES	Positive experiences Less positive experiences Course presentation Course and topic detail Terminology used Participation	<i>Need for more detail</i> <i>Non-voluntary</i> <i>Voluntary</i>
COURSE LOGISTICS	Timeframe Course venue	<i>When to attend</i> <i>Course duration</i> <i>Advertising the course</i> <i>Venue logistics</i>

Table 4.3: Focus area 1: Experiences, as derived from responses captured during the focus group interviews

(Table continues on the next three pages)

THEME	Category and sub-category	Respondents' comments quoted verbatim (denoted by the letter representing a respondent's name; focus group number, and the transcript paragraph)
PURPOSE OF THE COURSE	Welcoming and introduction	<ul style="list-style-type: none"> • <i>An induction [K 3.22] [L 3.45], orientation [B1.29; A 1.30] and welcome [K 3.4].</i>
	Faculty functionalities	<ul style="list-style-type: none"> • <i>"I think it ah was ah nice for the Faculty to organise an event where you as a new lecturer will come to (and where they) share information (about the) overall working of the Faculty" [R 4.2].</i>
	Faculty's expectations clarified	<ul style="list-style-type: none"> • <i>"Orientation session ... gave me a better idea of what the Faculty thoughts is around being a lecturer and where the Faculty wants to move in terms of the training of students" [E 1.4].</i> • <i>"The course helped me to get an understanding about um what are expected of us as young lecturers to do" [F 2.10].</i> • <i>"What was also good was that they introduced you to your environment, what they are expecting of you" [I 3.8].</i> • <i>"I was made aware of things and expectations" [M 3.9].</i> • <i>"I did get a good idea of what the expectations are and made me aware that I have to go and do more to understand what I am supposed to do" [M 3.9].</i> • <i>"Identifying what I am supposed to know" [L 3.10].</i>
	Transition from professional practitioner to teacher	<ul style="list-style-type: none"> • <i>"This course helps you to give you that necessary background to move from the clinical setup to the lecture hall" [G 2.11].</i> • <i>"You didn't study to become a teacher and so you were not exposed to all these things beforehand" [G 2.42].</i> • <i>"Because I don't come from an educational background and I know nothing about the theories of education and so they talk about all these theories and methods" [H 2.28].</i> • <i>"It is there where you bring your practical or your content, and now you must fuse it with the educational methods and things" [I 3.35].</i>
PURPOSE OF THE COURSE (continued)	Purpose not that clear	<ul style="list-style-type: none"> • <i>"What is the aim of the course? Is it to only orientate you, and I think if this is the main purpose then they do very well because they cover very much and different things and you at least have an idea of what's going on and then you know a little bit of everything, or is it to just equip you a little more as a new lecturer?" "If the goal is to equip a new lecturer, to go out and function wherever they are then I think the goal is to focus a little more on other things and take out some of the orientation things, but it just depends. I'm not a hundred percent sure what they want to achieve with it" [A 1.30].</i> • (Non-verbal: Speaking with a louder tone of voice) <i>"Do you want to orientate people about what's going on in the faculty or do you want to train them and give learning opportunities on specific teaching, so there would be different goals" [C 1.34].</i> • <i>"This is now what I wanted to know, exactly what they expect from this course" [E 1.81].</i>

THEME	Category and sub-category	Respondents' comments quoted verbatim (denoted by the letter representing a respondent's name; focus group number, and the transcript paragraph)
COLLEGIAL INTERACTIONS	Opportunity to meet others	<ul style="list-style-type: none"> • <i>"It was good to meet other people and to get comfortable in the environment"</i> [D 1.24]. • <i>"It was good to informally mix with other departments to just share information or experience"</i> [B 1.90]. • <i>"It was nice to meet other new lecturers just to get to know other people"</i> [M 3.9]. • <i>"It is nice to meet all the new staff and see that we have the same fears and uncertainties"</i> [L 3.10]. • <i>"It was good to meet people within the Faculty, to know who is who"</i> [P 4.11].
	Feeling less isolated	<ul style="list-style-type: none"> • <i>"We are isolated, we don't know anybody else so it was nice for me to meet other people in other disciplines"</i> [G 2.63].
	Learning from others' experiences	<ul style="list-style-type: none"> • <i>"It is nice to also (learn) from the different departments how they experience their challenges for giving lectures or how to handle a clinical case or how to handle a clinical situation with a patient present"</i> [F 2.29]. • <i>"I found it very interesting to learn from the colleagues"</i> [G 2.63]. • <i>"And you can get some tips from them"</i> [G 2.65].
PERSONAL EXPERIENCES	Positive experiences	<ul style="list-style-type: none"> • <i>Interesting, helpful, valuable, informative, worthwhile, useful, reassuring, motivational, worth it, quality training</i> [F 2.2, G 2.106, K 3.4-6, P 4.11, O 4.16, O 4.76, P 4.83]. • <i>"I enjoyed it even doing it ten years after I started as a lecturer, I think that it is really valuable and even after ten years I learned a lot</i> [G 2.106].
	Less positive experience	<ul style="list-style-type: none"> • <i>"For me it was very much focused on the Medical Faculty and not so much on the School of Allied Health and Nursing"</i> [J 3.14]. • <i>"Certain things work differently at the School of Nursing than at Medicine so and then many times you think you can do that thing and then they say no but we don't do this at Nursing, that's specific to the School"</i> [O 4.56].
	Course presentations	<ul style="list-style-type: none"> • <i>"I think the lectures were prepared well, it was presented well"</i> [E 1.26]. • <i>"It is set up very well, presented very well, a person learned a lot"</i> [B 1.29]. • <i>"It was a good day, well organised"</i> [M 3.9]. • <i>"Yes, I think the course itself is presented well"</i> [B 1.59]. • <i>"I think this course was done, were presented very well"</i> [A 1.65].
	Course and topic detail	<ul style="list-style-type: none"> • <i>"I think globally seen it is a very good course, but a person can perhaps fine-tune it a little</i> [B 1.29], <i>they can come down a step, basics"</i> [B 1.59]. • <i>"I think I agree with what you have said earlier about, there's some basic things that we don't know"</i> [A 1.65]. • <i>"I think they cover a broad field and in the setup of the course they are actually too thorough"</i> [B 1.29]. • <i>"... an orientation course, you also do not want too much information, you don't want to overwhelm people with information"</i> [R 4.66]. • <i>"There is so much to know so I think it is a very difficult task to make it applicable to everybody and to transfer all the information"</i> [B 1.29]. • <i>"I think it's very difficult to add everything into an orientation programme and the needs differ"</i> [P 4.45].

THEME	Category and sub-category	Respondents' comments quoted verbatim (denoted by the letter representing a respondent's name; focus group number, and the transcript paragraph)
PERSONAL EXPERIENCES (continued)	Need for more detail	<ul style="list-style-type: none"> • “I would have liked to see more detail one or two of the topics did not really cover and did not include everything what you needed as a lecturer in the Faculty it was nice to get a little bit of an overview but there wasn't enough detail” [R 4.6]. • “There is definitely some things that we didn't even discuss which I think would have been very useful in their programme” [N 4.48].
	Terminology used	<ul style="list-style-type: none"> • “Yes look, a person must just always remember this is the first time that we step into this higher education, like the lingo that we use that we are completely inexperienced in” [D 1.28]. • “They talk about terminology where you have no frame of reference where that terminology fits in” [H 2.85].
	Participation Non voluntary	<ul style="list-style-type: none"> • “I remember I received the e-mail from our Head of School that said this is compulsory you have to attend the orientation programme” [P 4.99]. • “The course I actually thought was compulsory for me” [E 1.4].
	Voluntary	<ul style="list-style-type: none"> • “I looked at it a bit differently as more a compulsory thing, I attended more willingly” [A 1.8] (Non-verbal: the participant said this light heartedly not to offend the other participant). • “But you have to have it and you don't even know that you have to, until you come for this course.” [H 2.43].
COURSE LOGISTICS	Timeframe When to attend	<ul style="list-style-type: none"> • “I was lucky, I was appointed in May and the course was presented in June so for me it was truly newly appointed and inexperienced” [B 1.29]. • “I would suggest that people who are appointed should be given the opportunity to attend these sessions as soon as possible because I sat almost a year later and that was the earliest opportunity for me to attend and by then I felt already it was too late, I lost out” [G 2.42]. • “I wish if I knew that information before (referring to started teaching a while before the course was offered) it would have made my life easier” [R 4.4]. • “I only did it after a year that I worked here, for me it was somewhat mustard after the meal” [J 3.14].
	Course duration	<ul style="list-style-type: none"> • “Yes I think for me the one day thing sounds very difficult to really transfer what one should, I experienced the two days, I really think a person got to do more” [I 3.21]. • “I am still battling with this, I think they will never be able to teach you in those two days, but I don't think that one day is adequate” [M 3.44]. • “Like I said, I think it is impossible to empower you fully on that day, I think ours was too short, two days are better if I listened to what they say” [M 3.90]. • “We could have a two day rather than one day” [Q 4.27]. • “I also think the one day thing is also not at all enough for the orientation and one should perhaps look at two days” [R 4.51]. • “Think about spacing it out, not two days after one another” [N 4.48]. • “Two days for me was long to be out of your office for two days was rough, but I found it valuable” [P 4.11].
	Advertising the course	<ul style="list-style-type: none"> • “Things should be planned in advance so that those who are new incoming staff they should schedule that that their line manager should be aware of it (extended pause) [H 2.68 & 2.70].

THEME	Category and sub-category	Respondents' comments quoted verbatim (denoted by the letter representing a respondent's name; focus group number, and the transcript paragraph)
COURSE LOGISTICS (continued)	Course venue	<ul style="list-style-type: none"> • “I think what was good, was our one in 2012, it was not here, it was outside, and it was good to get away a bit” [L 3.26]. • “The other thing is then also to consider the venue because a lot of the people they will disappear because they have offices in the block so that then you have to move the venue off campus (laughing) so that they can't go and use that extended lunch to go and read e-mails” [H 2.68]. • “But then maybe that is something to then consider to have this course off campus ... so that people can't leave” [G 2.69]. • “If the people in your department know you are not here, then they won't bother you but if they know you are in the Faculty, so let me quickly phone, so this so I think that could be something to consider” [G 2.72].
	Venue logistics	<ul style="list-style-type: none"> • “One thing that we should possibly consider is that the seating should be more opened because I think we sat, a lot of the times we sit in rows in those venues and it's difficult to communicate with your colleagues especially for group work, you feel like you are in a class room and you don't want to give feedback because you feel like more of a student than what you are disciplined” [H 2.13]. • “I think in the venue that we had the screen is too small, the facilities are not really designed for large groups” [H 2.124].

4.5.1.1 Theme 1: PURPOSE OF THE COURSE

Focus groups 1 and 3 (*cf.* Table 4.3 [K 3.22; L 3.45; B 1.29; A 1.30 and K 3.4]) referred to the purpose of the course for newly appointed lecturers as an introduction (n=4) and welcoming (n=1) to the FoHS and higher education. The same two groups, together with focus group 2 (*cf.* Table 4.3 [E 1.4; I 3.8; M 3.9; L 3.10 and F 2.10]), responded that the course clarified what the FoHS expected of them as educators. Two participants from focus group 2 and one from focus group 3 (*cf.* Table 4.3 [G 2.11, 42; H 2.28 and I 3.35]) further explained that they were of the opinion that the purpose of the course was to assist the newly appointed academic as professional practitioner and educator. As previously explained, many health care professionals enter academic institutions with little prior teaching experience (*cf.* 1.1), but regardless enter with preconceived ideas and knowledge, mainly based on their own training experiences (*cf.* 2.5.1). The newly appointed academics, however, enter academia with a need to know what will be expected of them (*cf.* 2.5.1), and if they choose to take part in any training they wish to know how the information will benefit them (what it will mean to them in their new position) (*cf.* 2.7.4).

Of concern was a discussion with focus group 1, during which participants questioned the exact aim, goals and expectations of the course (*cf.* Table 4.3 [A 1.30; C 1.34; E 1.81]), highlighting that this ideally should be more transparent. With the statement of purpose of the course one should persuade the newly appointed academic staff member and all other relevant role-players (*cf.* 6.5) why completion of the programme would be beneficial. Considering the andragogical principles as described by Knowles (1977:39) (*cf.* 2.7.4), adult learners attach their own importance and meaning to their learning experiences; thus being informed of the purpose of the programme and having knowledge of the intended learning outcomes beforehand will contribute to their learning motivation and involvement.

4.5.1.2 Theme 2: COLLEGIAL INTERACTIONS

Participants in the four focus group interviews described it as a positive experience to meet colleagues during the course for newly appointed lecturers (*cf.* Table 4.3 [D 1.24; B

1.90; M 3.9; L 3.10; P 4.11]). They referred to the opportunity to meet colleagues as ‘good’ (n=3), and ‘nice’ (n=3).

It was recommended that interaction and networking opportunities should be included in staff development for new academics (*cf.* 2.5.3; 2.7.1) as this might address the new appointee’s feelings of isolation (*cf.* 2.5.2.1), which in fact was noted in the current study when a participant (*cf.* Table 4.3 [G 2.63]) specifically reported feeling less isolated after having attended the course for newly appointed lecturers where they met other newly appointed academics and were introduced to several senior colleagues in the FoHS. After the course collegial relationships may be strengthened over time, if the newly appointed academics actively sought support and involvement from their colleagues (*cf.* 2.5.2.1).

In addition to meeting colleagues, participants seemed to be enlightened by learning from and getting tips from more experienced academics (*cf.* Table 4.3 [F 2.29; G 2.63, 65]). This idea surfaced during the second focus group interview. During the conversation participants looked at one another and all nodded their heads in agreement. They reached consensus about this topic at the point when one of the participants responded that other departments seemed to have similar challenges to what they experienced and suggested that this was especially good to know. Session presenters in the FoHS course for newly appointed lecturers are all experienced academics, and some qualified educationalists, offering the opportunity for a valuable learning experience. They presented examples from the educational environment to illustrate theory and it is valuable to learn that this was useful for the course participants.

4.5.1.3 Theme 3: PERSONAL EXPERIENCES

Although the overall experience of attending the course (descriptive words used included: interesting, helpful, valuable, informative, worthwhile, useful, reassuring, motivational, worth it, quality training), and the way that the course had been presented (descriptive words used included: prepared and presented very well, well-organised) was positive, it was pointed out that the course content and examples used mostly were focused on the Medical School (*cf.* Table 4.3 [J 3.14; O 4.56]). This indicated that too few examples and little focus were devoted to the other two schools in the FoHS. This is a valuable observation which was made by two participants in two different focus group interviews.

In a faculty-specific staff development programme aimed at the newly appointed academic the ideal would be to focus equally on the three schools in the faculty and to involve experienced presenters from all three schools.

In terms of course detail, some participants requested more basic information (*cf.* Table 4.3 [B 1.29; B 1.59; B 1.29]), whereas others felt they needed more detailed information (*cf.* Table 4.3 [R 4.6; N 4.48]). Unfortunately the participant who requested more detail on certain topics did not clarify to which topics reference was made. It was previously highlighted that the newly appointed academics should be seen as individuals with varying past experiences and current learning requirements, depending on what is expected of them in their new position (*cf.* 2.6.2). In view of this, a staff development programme for the newly appointed academics in health sciences should include basic information on a variety of topics which all academics will need to get off to a good start and to function properly in their new environment, roles and responsibilities. In addition, provision should be made for further development opportunities where more detailed information with reference to the specific roles and responsibilities of the health sciences educator is made available.

It seemed that participants found the (medical) educational terminology difficult to grasp in the beginning (*cf.* Table 4.3 [D 1.28; H 2.85]), as it was the first time that most of the newly appointed lecturers taught in higher education. Difficulty in dealing with educational jargon was something that new nursing lecturers expressed when their experience of entering into the higher education realm was studied (Boyd 2014:159). In another study, Green (2014:38) asked new academics from institutions in the United Kingdom and the United States of America to categorise texts according to difficulty and dislike, and 22,1% and 28,7% respectively responded that words, phrases and sentences used in the teaching and learning texts seemed to be specialised terms and the participants requested clarification. Perhaps more detail and explanations in terms of (medical) educational terminology should be included in the course for newly appointed lecturers. Another way to address this might be to provide the newly appointed academic with a glossary of terms in which definitions and descriptions are clearly stated. This is something that is being done at Bond University in Australia (personal communication with Prof. M. McLean, on 14 September 2015).

The second last category in the theme personal experiences considered mandatory vs voluntary participation. Some participants decided to attend voluntarily (*cf.* Table 4.3 [A 1.8]), while others thought that it was mandatory to attend (*cf.* Table 4.3 [P 4.99; E 1.4]). From the discussions in the first and fourth focus group interviews, one could not conclude which was preferred, although a participant in the second focus group referred to completing the course for newly appointed lecturers by saying: “*But you have to have it and you don’t even know that you have to, until you come for this course*” (*cf.* Table 4.3 [H 2.43]). There is little indication from the literature whether staff development programmes for newly appointed academics (including orientation courses) should be mandatory or voluntary. One of the suggestions to improve staff development initiatives made by Steinert *et al.* (2006:522) is that voluntary attendance should be reconsidered. In terms of the value added by means of the course, it is highly recommended that the course be completed (*cf.* 2.7.1).

4.5.1.4 Theme 4: COURSE LOGISTICS

The final theme was course logistics. The focus group participants’ experiences in terms of the course logistics were divided into two categories, namely timeframe and venue. Again the literature does not offer much guidance as to when the best time is to present a course for newly appointed lecturers, or what the duration of the course should be; in fact, there is much variation in examples both from local and international universities in this regard (*cf.* 2.7.3).

It should be noted that the 2011 and 2013 courses for newly appointed lecturers extended over a two-day period and were presented in a venue on campus, while the 2012 course took place off campus and on a single day (*cf.* 2.4.2.1). Only two focus groups, three and four, were represented by participants who had completed the course for newly appointed lecturers in 2011, 2012 and 2013 (*cf.* Figure 4.1). During the discussions it became apparent to the other participants that there were differences in the course timeframes and venues.

In terms of when to attend the course, one of the participants expressed feeling fortunate to have been able to complete the course soon after having been appointed (*cf.* Table 4.3 [B 1.29]). Other participants said that they had been working for a while already before

they had the opportunity to attend the course (*cf.* Table 4.3 [G 2.42; R 4.4; J 3.14]), and suggested that the sooner a newly appointed academic attended the course, the better. Focus groups three and four had a discussion about the course duration (*cf.* Table 4.3 [I 3.21; M 3.44, 90; Q 4.27; R 4.51; N 4.48]). It seems that consensus was reached that the ideal duration for the course was more than one day. Only one participant (*cf.* Table 4.3 [P 4.11]) favoured a shorter timeframe, explaining how problematic it was for a busy academic staff member to be out of the office and lecture rooms.

In terms of a venue in which to present the course, three participants from two different focus groups (*cf.* Table 4.3 [L 3.26; H 2.68; G 2.69; G 2.72]) seemed to favour an off-campus venue because, in their experience, presenting it in the faculty buildings resulted in attendees coming and going more readily, which might be distracting to the others. One respondent felt that if course participants came in and left as they pleased, they would be missing out on valuable information. In the experience of the retired Head of the DHSE an off-campus venue seemed to be favoured, but the costs involved in this option should be considered carefully (personal communication: Prof. MM Nel, 1 September 2013).

The preferred topic details, timeframe and other logistics of the staff development programme for newly appointed staff members in the FoHS, to be presented later in this thesis, will be discussed with the results of the questionnaire survey (Chapter 5).

4.5.2 Focus group area 2: Value of content

The second and third focus areas identified were related to the course content and were derived directly from the second question on the focus group interview schedule. The topic of content was divided into two separate focus areas: (1) content presented in the course that participants experienced as valuable (with five themes), and (2) content that was presented with topics which required to be addressed again (with four themes). The following themes overlapped in the two focus areas: Faculty and university structures, teaching-learning, support resources and performance management. The categories and sub-categories within each theme in the second focus area are summarised in Table 4.4, and the respondents' comments in terms of the four themes - each category and sub-category - can be viewed in Table 4.5 with a discussion on each theme following the table.

Table 4.4: Focus area 2: Value of content

THEME	CATEGORIES	SUB-CATEGORIES
FACULTY AND UNIVERSITY STRUCTURES	Structures and committees Staff establishment	
TEACHING- LEARNING	Valuable topics Teaching portfolio From theory to practice	<i>Lecturing</i> <i>Simulation</i> <i>E-learning</i> <i>Assessment</i> <i>Lecture evaluation</i>
SUPPORT RESOURCES	Resource file Motivation	
STUDENT SUPPORT	Services available How to support your student	
PERFORMANCE MANAGEMENT	To be informed	

4.5.2.1 Theme 1: FACULTY AND UNIVERSITY STRUCTURES

A recommendation from new academics on completion of orientations suggested the inclusion of information on how the university operates in orientation initiatives (*cf.* Garrison n.d.:Online). One participant from the second focus group interview found it valuable to learn more about the faculty and university structures, a topic that was presented by the Dean of the FoHS and only introduced to the course in 2013. Had this information been presented in earlier years more participants might have found it valuable. Reflection on and evaluations of the 2014 and 2015 courses for newly appointed lecturers, which also included this topic, were favourable (Van Wyk 2015a:2), indicating that this topic should stay on the programme of the course for newly appointed lecturers.

4.5.2.2 Theme 2: TEACHING-LEARNING

The participants found it valuable to learn about several educational topics during the course. These included: The lecture as teaching method (*cf.* Table 4.5 [A 1.8; G 2.11; H 2.13; K 3.6; I 3.8, M 3.9; P 4.11; O 4.16; N 4.56]), the use of group work (*cf.* Table 4.5 [A1.8]), community-based education (*cf.* Table 4.5 [A 1.10; K3.6]), the use of simulation in teaching (*cf.* Table 4.5 [A 1.8; K 3.6; M 3.40; O 4.16; N 4.39; G 2.25]), e-learning (*cf.* Table 4.5 [I 3.93; N 4.39; K 3.6; I 3.8; L 3.50]), and assessment (*cf.* Table 4.5 [G 2.11; H 2.13]). The lecture is still one of the teaching methods most commonly used in medical (health professions) education and it was found that this teaching-learning method was favoured in all four focus group interviews. Another favourite mentioned in all four focus group interviews was simulation as teaching method.

Table 4.5: Focus area 2: Value of the content, as inferred from the focus group interviews

(Table continues on the next page)

THEME	Category and sub-category	Respondents' comments quoted verbatim (denoted by the letter representing a respondent's name; focus group number, and the transcript paragraph)
FACULTY AND UNIVERSITY STRUCTURES	Structures and committees	<ul style="list-style-type: none"> • “All the different committees, (the) hierarchy on how the University is run is complete Greek when you rock up here, I didn't know we are a Department within a School within a Faculty” [G 2.95].
	Staff establishment	<ul style="list-style-type: none"> • “He did his introduction about who is who in the zoo” [G 2.93]; who fits in where [H 2.94]. • “That was quite interesting just to have the staff establishment, the three Schools and who are the heads” [H 2.94].
TEACHING-LEARNING	Valuable topics	<ul style="list-style-type: none"> • “Practical things, ways to (use) different teaching methods” [M 3.40].
	Lectures	<ul style="list-style-type: none"> • The lecture as a teaching method [A 1.8; G 2.11; H 2.13; K 3.6; I 3.8, M 3.9; P 4.11; O 4.16; N 4.56]. • Group work [A 1.8]. • Community-Based Education [A 1.10; K 3.6]. • “The one thing I definitely got something out of was the how to put together a presentation because that was something that was very basic and it applied to every context” [H 2.13].
	Simulation	<ul style="list-style-type: none"> • Simulation [A 1.8; K 3.6; M 3.40; O 4.16; N 4.39]. • Bedside teaching [G 2.25]. • “The simulation session was very useful for me [O 4.16]. • What I think was very useful and valuable ...we had some bedside teaching here in the simulation unit where we um all the participants were around the bed we had a sp (simulated patient) in the bed” [G 2.25].
	E-learning	<ul style="list-style-type: none"> • E-learning and Blackboard [I 3.92; N 4.39]. • Other innovative teaching methods using computer programmes [K 3.6; I 3.8; L 3.50]. • “And then also the encouragement to add e-learning to your lectures and the example of how to use it more in a lecture; it was an encouragement to say see I can do this” [O 4.16].
	Assessment	<ul style="list-style-type: none"> • Assessment [G 2.11; H 2.13].
	Teaching portfolio	<ul style="list-style-type: none"> • “The other thing that I didn't know about was a teaching portfolio; I didn't know anything about a teaching portfolio; it was because it was not in my vocabulary until I arrived at a training session” [H 1.41].
	From theory to practice	<ul style="list-style-type: none"> • “What I think was very useful and valuable was the fact that we did a lot of practical. The first day there were more lectures but the second day, we had some of the practical sessions, so some of the participants gave lectures, a formal lecture and we had some bedside teaching here in the simulation unit where we um all the participants were around the bed we had an sp (simulated patient) in the bed” [G 2.25].

THEME	Category and sub-category	Respondents' comments quoted verbatim (denoted by the letter representing a respondent's name; focus group number, and the transcript paragraph)
TEACHING-LEARNING (continued)	Lecture evaluation	<ul style="list-style-type: none"> • Lecture evaluation [A 1.8; G 2.83; J 3.17; I 3.137; N 4.10; O 4.16; O 4.35]. • "They gave us a little form afterwards which a person can use to evaluate lectures and this again was positive for me and very useful" [A 1.8]. • "Another interesting thing that I discovered is that after the course they sent us the response, the evaluation forms that we filled in for the course - all the people that were there - there was a lot of qualitative quotes and that were really an experience now afterwards to go through that again" and "then you read the quotes and that was really nice, and it will be nice if they can always give that, it's like feedback you can learn from, from how others experienced it and how they saw it" [I 3.137].
SUPPORT RESOURCES	Resource file	<ul style="list-style-type: none"> • "It was very useful, we got a file (showing the file), um we got the PowerPoint slides, so I could actually come here today and say ok I've been through it, that's what we did, that's what, I could go through it again and so I think that is useful because (you) know this thing about how much you actually recall after a week, how much you recall after a year; so I think it is useful to have a hard copy" [Exploratory interview candidate 1].
	Motivation	<ul style="list-style-type: none"> • "What was nice was that they also had a motivational speaker and I think that person raised everyone's spirits, because you will become the best lecturer, but also just what he showed you there, you are human, they are students, you are human, they have to accept you just as you are" [I 3.21]. • "What stood out for me, which I can remember - the motivation was excellent" [P 4.11].
STUDENT SUPPORT	Services available	<ul style="list-style-type: none"> • "And especially the student support, in the Faculty of Health Sciences where to refer to, what they have it was also good to know what is here" [L3.26].
	How to support your student	<ul style="list-style-type: none"> • "Student support, this was especially valuable, so how should you support your students, what is important, and what are their needs, because it is very different to what I had it" [P 4.15]. • "That session on student support was very informative that we had, I could really apply it" [O 4.9]. • "How we support them (referring to the students) without getting too closely involved, I think it's important for us to actually notice that there's something wrong" [Q 4.87]. • "Just to know what a different cultural shock it is for any student to come from school and their background to a tertiary facility" [I 3.32].
PERFORMANCE MANAGEMENT	To be informed	<ul style="list-style-type: none"> • "Performance management is for instance something which could actually help you and in that way you learn more how it actually works, how do the structures work, where it fits in what are actually expected of you" [B 1.73]. • "I think it is good they added it (referring to performance management) in here in a way that one knows about it" [A 1.74]. • "I think it's very important for the new lecturers to have that HR (human resources) session that you are exposed to performance management, because otherwise you don't know the process and nobody really explains it to you" [G 1.37]. • "Because I was employed on a contract basis I knew very little about performance management; so that part helped me a lot and it gave me many guidance" [O 4.16]. • "And when I attended the course we were told about performance appraisal and that meant a lot to me" [O 4.46].

Staff development plays a crucial role in the improvement of teaching-learning (Steinert 2014:29). In view of this and based on the knowledge of the many different teaching-learning strategies and methods available, the question raised was: What do you teach the newly appointed academic staff member? In terms of the course for newly appointed lecturers, with little or no prior teaching experience, one has to start at the beginning and with the basics. The book *A Practical Guide for Medical Teachers* by Dent and Harden (2013) offers valuable information on the most commonly used teaching and learning strategies and methods employed in undergraduate and post-graduate teaching in various teaching environments. These methods and strategies can be used in all health sciences fields. The starting point, therefore, will be to inform lecturers about the theory and skills of the most commonly used educational strategies and methods within the specific health sciences faculty.

Another topic that came under the spotlight in the teaching-learning theme was the teaching portfolio (*cf.* Table 4.5 [H 1.41]). In view of a teaching portfolio offering the opportunity of “reflection on teaching in an insightful, focused way” and “it is grounded in discipline-based pedagogy” (Seldin *et al.* 2010:8), it might be worthwhile spending more time introducing this concept to newly appointed academics in order for them to start collecting evidence for their portfolios and developing reflective skills from early on in their careers.

The final category in this theme was lecture evaluation. During the 2013 course for newly appointed lecturers the participants had the opportunity to put into practice their newly obtained knowledge and skills (theory that was presented on the first day of the course) by presenting an evaluated microteaching session. Self-evaluation, peer evaluation and specialist evaluation were done using specific criteria as used by the DHSE (Bezuidenhout *et al.* 2013). With this measure lecturers get first-hand experience in terms of lecture evaluation and feedback. All four focus group interviews listed this as a valuable experience during this course (*cf.* Table 4.5 [A 1.8; G 2.83; J 3.17; I 3.137; N 4.10; O 4.16, 35]). The participants reported learning from observing their colleagues and obtaining feedback (*cf.* Table 4.5 [I 3.137]). In addition, this practical session addressed the adult learners’ learning requirements. Taylor and Hamdy (2013:Online), describing a model on how adults learn, explain a feedback phase in the model during which adult learners articulate, apply and test their new knowledge (*cf.* 2.7). This is

definitely an activity that should continue in future courses at the FoHS, UFS, as evidenced by the recommendation of the participants based on the reflections of newly appointed academics on completion of the microteaching activity (Van Wyk & Kridiotis 2015:Online).

4.5.2.3 Theme 3: SUPPORT RESOURCES

The 2013 newly appointed lecturers' course was approached slightly differently (*cf.* 2.4.2.1). In this course attendees were given a file which contained copies of all the presenters' PowerPoint presentations, additional notes, articles or other interesting resources, and information about the DHSE and CTL (*cf.* 2.4.2.1). Participants who received this file reported that it was very useful to take away the information and to refer back to it whenever necessary (*cf.* Table 4.5 [Exploratory interview candidate 1]). This participant in the exploratory interview and one in the second interview even brought their files to the focus group interviews to recall the course better. Other participants in the group who did not get such a file seemed very interested when this topic was discussed and they indicated that receiving something like that would have been very helpful to them. A participant in one of the focus group interviews indicated that he/she had attended the course on a Friday and had already forgotten most of the information by the Monday - if she/he had had a file she/he would have been able to refer back when needed to recall the information. This is something that seemed valuable and was continued in later courses.

Motivation also was regarded as valuable (*cf.* Table 4.5 [I 3.21; P 4.11]), and it ideally should receive more attention in future courses.

4.5.2.4 Theme 4: STUDENT SUPPORT

In addition to staff development, another focus area in the DHSE is undergraduate and post-graduate student academic support and development. During the time this study was conducted two staff members of the division - a qualified industrial psychologist and an educationalist (who both hold PhD degrees) - were responsible to support and develop students. Student academic support refers to "direct assistance with courses and coursework and emotional support specifically related to academic issues", and student

academic development is “to assist students in developing the skills, strategies, and behaviours needed to perform as confident, independent, and active learners” (Kruger 2014b: PowerPoint). Participants in the third and fourth focus groups indicated that it was valuable to learn about the available services at the DHSE and some skills in supporting students (*cf.* Table 4.5 [L 3.26; I 3.32; P 4.15; Q 4.87]). A principle which seems valuable in supporting the newly appointed academic includes offering the academic information on the profile of the students they will be teaching (Rice *et al.* 2000:27-38). Conceptualising the student profile (including their learning requirements) and having information about student support and development services, the newly appointed academic will be able to identify students who may benefit from the student academic support and development services offered by the DHSE.

4.5.2.5 Theme 5: PERFORMANCE MANAGEMENT

It is important to point out that the UFS recently initiated improvements to its performance management programme. This had never before been part of the course for newly appointed lecturers at the FoHS, but in 2013 a session was allocated to the Human Resource department to provide information to the course participants. The comments made during focus group interviews one and four thus were made by participants who had completed the 2013 course. Comments were mostly positive and the session was reported as informative (*cf.* Table 4.5 [B 1.73; A 1.74; G 1.37; O 4.16; O 4.46]). However, there were two participants from other focus group interviews who expressed the opinion that they had experienced the presentation of this topic less positively (*cf.* 4.6.3.4).

4.5.3 Focus group area 3: Content – topics to add or re-address

As previously described (*cf.* 4.6.3), this focus area was also derived from the focus group interview question like the previous two. In terms of content – topics to re-address - four themes were identified, namely faculty and university structures, teaching-learning, support resources (for staff), and performance plan. The categories and sub-categories in each area and text examples are summarised in Table 4.6 and Table 4.7 respectively.

Table 4.6: Focus area 3: Content topics to add or to re-address

THEME	SUB-CATEGORIES	SUB-CATEGORIES
FACULTY STRUCTURES	Faculty orientation Staff establishment University policies	<i>Medical programme Different post levels and appointments</i>
TEACHING-LEARNING	The changing student generation Library training Community-based education E-learning Assessment	<i>Blackboard training</i>
SUPPORT RESOURCES	Administrative support and duties	<i>What is where Venue bookings</i>
PERFORMANCE MANAGEMENT	Promotion criteria	

4.5.3.1 Theme 1: FACULTY STRUCTURES

As previously indicated, very specific topics on the subject of faculty structures had been addressed during the 2013 course for newly appointed lecturers. Regardless of this, one participant in the first focus group interview expressed the need to receive more detailed information about structures in the faculty (the departments in the three schools), available resources and information about colleagues (*cf.* Table 4.7 [C 1.34]). The medical programme received particular attention when a discussion from the first focus group interview alluded to not all participants being informed about the medical curriculum at the UFS (*cf.* Table 4.7 [E 1.95-97; C 1.61]). The UFS medical curriculum differs from those of other universities; therefore, if a lecturer did not study at the UFS, the curriculum is completely new. Although the curriculum was addressed very briefly during the course for newly appointed lecturers, participants felt that they had not received enough detail to understand it. This is something to consider in future courses.

Participants seemed to be aware of the different post levels and types of appointments in the FoHS (*cf.* 2.4). However, it may be inferred that these concepts had not always been fully understood and participants from three of the four focus group interviews requested clarification and more information (*cf.* Table 4.7 [C 1.40; E 1.105; H 2.31; I 3.68; L 3.56]). Participants from three of the four focus group interviews requested more information on university policies and regulations (*cf.* Table 4.7 [A 1.65; C 1.40; D 1.51; C 1.63; H 2.31-32; L 3.5]). It was acknowledged, however, that there were many rules, regulations and policies and that it would be sufficient to at least know from where to obtain the information (*cf.* Table 4.7 [L 3.45; A 1.65]).

Table 4.7: Focus area 3: Content topics to be re-addressed, as derived from the focus group interviews

(Table continues on the next two pages)

THEME	Category and sub-category	Respondents' comments quoted verbatim (denoted by the letter representing a respondent's name; focus group number, and the transcript paragraph)
FACULTY STRUCTURES	Faculty orientation <i>Medical programme</i>	<ul style="list-style-type: none"> • “For me it was essential to learn about infrastructure, about structure, about resources available” [C.1 34]. • “I would have liked an overview of the Medical School because I did not study here” [E 1.95]. • “As new lecturers for the Faculty of Health Sciences. I would have been very interested in getting a rough overview of the M.B. Ch.B programme. Now I’m still struggling; slowly I’m getting there with phase one, phase two, phase three and the fourth year that starts at the end of the third year, and the phase one is only one semester and the phase two is two years and it ends midyear, and they have modules and things you know that take place in certain phases” [C 1.61].
	University staff <i>Different post levels and appointments</i>	<ul style="list-style-type: none"> • “For me it was essential to learn about ... who is who in the zoo” [C.1 34]. • “I think what one perhaps also does not realise is that the different appointments of people who lecture also are not the same” [E 1.105]. • “Dual establishment versus only university establishment/appointment - I think there is a huge difference, if somebody can just show us what the difference is, because I am also on the dual establishment” [I 3.68]. • “Yes, what is the difference between a junior lecturer and a senior lecturer?” [L 3.56]. • “I need to learn about the rows of appointments” [C 1.40]. • “I think it became very apparent to me for the first time that there’s a great divide between the university appointment and the joint staff appointment” and “People that are state appointed government appointed their mandate is not the same as my mandate” [H 2.31].
	University policies	<ul style="list-style-type: none"> • “I need to learn about the rules of the University” [C 1.40]. • “Policy of the University ... regulations and policies” [D 1.51]. • “Issues like transformation issues like language policy” [C 1.63]. • “And the regulations” [A 1.65]. • “Protocols that I am not aware of and that were not covered in that session” [H 2.31]. • “That for me is a gap that needs to be addressed, all the protocols that apply to people that are university appointed, because we still aren’t aware of that - we still don’t know the protocols” [H 2.32]. • “Just the policies, what policies are there, and where can you get hold of them, or where are they available and the rights of the lecturers and the rights and responsibilities both sides” [L 3.45]. • “It’s probably difficult to go through every policy of the University but the important things how does the University function, our Faculty, our School, my Department, and how do I fit in here?” [D 1.51]. • “The regulations are massive to go through, but at least tell us where you can find the regulations or to give you the resource, this is the link that is where you can find it and then you can read it, the ones that are relevant to your department or to your school” [A 1.65].

THEME	Category and sub-category	Respondents' comments quoted verbatim (denoted by the letter representing a respondent's name; focus group number, and the transcript paragraph)
TEACHING-LEARNING	The changing student generation	<ul style="list-style-type: none"> • <i>"The first thing that came to mind, is that we have a very unique group of students at the moment, the generation some people touched on and they want different things from us it was quite a shock to see what the new generation expects, they don't want the information in this way and it challenges me still"</i> [M 3.38]. • <i>"They like new innovative things; they don't want to study all from the textbook so it is nice to present them with new methods on experiential learning"</i> [A 1.10].
	Library training	<ul style="list-style-type: none"> • <i>"... library training, I'm not sure if this session should be approached differently, but I did not find it helpful"</i> [C 1.34].
	Community-based education	<ul style="list-style-type: none"> • <i>"CBE, I think it's important, but as a new lecturer to discuss the whole thing about CBE I am not sure if it needs to be discussed in detail here"</i> [A 1.10].
	E-learning Blackboard training	<ul style="list-style-type: none"> • <i>"I think the one place that I felt they could help us a little more was your Blackboard as a method, in the sense of just quickly showed what it is but not really went into how a person can use it for student training, so I think this could really have helped"</i> [A 1.8]. • <i>"What I also think can be good is if they can show a person how to use Blackboard as an assessment method, because I think this would really have been very useful"</i> [A 1.8]. • <i>"Students want everything on Blackboard"</i> [L 3.91]. • <i>"The students are approaching me and saying am I going to put my slides on blackboard and I am like I don't even know what Blackboard is"</i> [F 2.107] (Non-verbal: everyone in the session was laughing together at this comment which was very honest). • <i>"And then the other thing is the University offers Blackboard sessions, but this is also what we found out afterwards, it does not get relayed to the people"</i> [I 3.92]. • <i>"People don't get time off to attend it ... a lot of the time if you do the Blackboard thing; it is almost a week (of training)"</i> [I 3.92].
	Assessment	<ul style="list-style-type: none"> • <i>"I think for me a shortcoming was really they could have spoken in more depth about assessment, what are the best ways to assess students I would really wanted to be more equipped in how one should assess students"</i> [A 1.10]. • <i>"Yes for me especially the assessment, it is sometimes really ... it is difficult sometimes"</i> [D 1.6]. • <i>"Assessment, I think a person can add a bit more here and which assessment, new innovations begin to move away a bit from, we do have our old ways of assessing"</i> [O 4.79] (Non-verbal: the participant was laughing at herself).
SUPPORT RESOURCES	Administrative support and duties	<ul style="list-style-type: none"> • <i>"In terms of more detail - could have been the workings and the functioning of the administration part, exam papers, marks, the whole structure in terms of who's responsible for what"</i> [R 4.4]. • <i>"Already mentioned, if we can just have more information about whom to go to with certain problems"</i> (referring to venue bookings and computer problems) [Q 4.34]. • <i>"Look, you will learn as you go along; I always go and ask the secretary or the Department Head but it's bad to always be dependent on them regarding whom I must phone., Now my computer breaks, who must I phone now, what must I do, how do you submit a work order? If I now knew it myself, I don't need to disturb the people about such simple things and then I had my own things if I now had a problem whom I can contact"</i> [D 1.53].

THEME	Category and sub-category	Respondents' comments quoted verbatim (denoted by the letter representing a respondent's name; focus group number, and the transcript paragraph)
SUPPORT RESOURCES (continued)	What is where	<ul style="list-style-type: none"> • “I had to for instance search for the library I did not know where it was, so I got a little lost in the building but it would have helped if you had a map at least of the building or to know where to find it” [R 4.63]. • “We are not even one Faculty here, one building, we sit at Oranje Hospital, so this makes it more difficult in terms of just the logistics and so it helps significantly if at least you just know when you come here to whom you must go to, whom you must see”.
	Venue bookings	<ul style="list-style-type: none"> • “I think because I studied here – um, I know the campus and know what to get where” [P 4.62]. • “That wasn't covered I don't think, specifically booking venues I know that that is something I learned within the department, I had to find out very quickly to whom do I speak” [G 2.74].
PERFORMANCE MANAGEMENT	Promotion criteria	<ul style="list-style-type: none"> • “The lecture they did about performance management was slightly over my head, it was not for me, I don't know if this is the right place to discuss it, (perhaps) it should follow a more Departmental route” [A 1.10]. • “Don't know exactly what is expected of you how you get promoted ... it is not clear and it gets more blurred when you are a doctor and the service delivery side and our salaries come from the state, not the university it is not clear how you become a senior lecturer or professor, it is not clear” [K 3.67].

The requests seemed relevant and it might be appropriate to include information on these themes in the course for newly appointed lecturers.

4.5.3.2 Theme 2: *TEACHING-LEARNING*

Participants recognised and acknowledged that current day students are different from when they were students (*cf.* Table 4.7 [M 3.38]). These students come from various backgrounds, have had various educational experiences, and grow up in the technology era (*cf.* 2.6). Therefore, they might have different needs in terms of teaching-learning. The current student population is referred to as the ‘generation Y student’ or the ‘millennial generation’, born between 1981 and 2000, in the era of technology. A PhD (HPE) study titled “An Educational Approach for the Generation Profile of Undergraduate Students in the Faculty of Health Sciences, University of the Free State”, formulated an educational approach for the above-mentioned cohort (Van der Merwe 2011:1-397). In this study it is acknowledged that “teaching the way we were taught” does not meet the needs of the generation Y students and the author suggests that academics should be more innovative and transformative in the education they offer (Van der Merwe 2011:311). It therefore is very important that newly appointed academics understand the current generation of students and their specific teaching-learning requirements so that they can plan their sessions/modules and programmes in which they teach accordingly to contribute to professionals graduating and finally contributing to the working communities.

In the first focus group two teaching-learning topics were mentioned that two participants felt they did not require detailed information on in the course for newly appointed lecturers (*cf.* Table 4.7 [A 1.10; C 1.34]). The topics were library training and community-based education. The latter is an important new and innovative teaching strategy at the FoHS, UFS, implemented in several departments and still in the process of being implemented in others.

The online teaching-learning tool used at the UFS is Blackboard. The participants expressed a need for more information about and assistance with this online teaching-learning tool (*cf.* Table 4.7 [A 1.8]). They reported that they did not only want to be told what Blackboard is, but they wanted to learn more about how they could use it as a

learning method and especially for assessment purposes (*cf.* Table 4.7 [A 1.8]). Another reason for elaborating on the uses of Blackboard is because students seem to expect the information on this platform, as suggested by one participant (*cf.* Table 4.7 [L 3.91; F 2.107]). In the third focus group interview it was acknowledged that detailed Blackboard sessions were presented regularly by CTL, however, the criticism was that the newly appointed lecturers had to find this out for themselves, since the information reportedly was not presented in CTL's course for newly appointed lecturers (*cf.* Table 4.7 [I 3.92]).

Two participants in the first focus group interview and one in the last group requested more detail in terms of student assessment (*cf.* Table 4.7 [A 1.10; D 1.6; O 4.79]). In concurrence with the findings of Boyd (2014:159), the newly appointed lecturers found the assessment of student learning challenging. It has been well described that assessment drives student learning. The assessment policy in the FoHS, UFS requires of all academic staff members in the faculty to complete assessment and moderation training (UFS Assessment Policy 2015:Online). This training is offered by the DHSE on an annual basis. On successful completion of the training, participants are qualified assessors and moderators. The role of the course for newly appointed lecturers therefore will be to introduce the training module and basic concepts of assessment at the FoHS, UFS.

4.5.3.3 Theme 3: SUPPORT RESOURCES

Participants requested additional information in terms of the “*workings and the functioning of the administration*” (*cf.* Table 4.7 [R 4.4]), and “*whom to go to with certain problems*” (*cf.* Table 4.7 [Q 4.34]). One participant in the first focus group interview explained this well by saying, “*it's bad to always be dependent on them* (referring to peers and colleagues); *if I knew it myself I don't need to disturb the people about such simple things* (*cf.* Table 4.7 [D 1.53]).

It is the role of the academic developer to equip the newly appointed lecturers so that they may become independent as soon as possible and for them to be empowered to function effectively on their own (*cf.* 2.3.3). Written guidance may be given to newly appointed academics - Boice (1992:194) specifically refers to a handbook which then offers the academic all relevant information needed. Up until 2007 a school-specific lecturer file had been available in the SoM (personal communication with Prof. M.M. Nel, Former

Head of the Division Health Sciences Education, on 1 September 2013). This lecturer file ideally should be updated now and thereafter regularly, and measures should be put in place to ensure that all newly appointed academics receive a copy as soon as possible after they have been appointed in the faculty. The course for newly appointed academics seems like an appropriate platform to introduce them to the content of the resource files.

A staff member in the FoHS who worked off-campus in a nearby hospital expressed the need to have available more information about ‘what is where’ in the faculty and on campus (*cf.* Table 4.7 [R 4.63, 71]). It seems to be difficult for staff members who did not study at the UFS to come by knowledge about the faculty and ‘what is where’. It thus will be worthwhile providing more information in this regard. Even information about something as simple as the procedure of booking venues at the FoHS was requested (*cf.* Table 4.7 [G 2.74]).

As elucidated in Chapter 2 (*cf.* 2.6) the role of the academic in a South African university is multidimensional and complex. One of the roles is that of the researcher. Research is considered as of utmost importance in an academic career. From a statement made by a participant in the third focus group interview (*cf.* Table 4.7 [I 3.81b]), it seems essential to provide aid so that they can sustain their research efforts, and to offer academics more support in balancing all their different and complex roles.

4.5.3.4 Theme 4: PERFORMANCE MANAGEMENT

Although the comments about the session on performance management which was offered in 2013 were mostly positive (*cf.* 4.6.2.5), some participants expressed the opinion that the session was not as applicable in the course for newly appointed lecturers (*cf.* Table 4.4 [A 1.10; K 3.67]).

It is probably worth identifying whether this type of session is something that should be dealt with in a faculty-specific course for newly appointed lecturers; perhaps information and contact details could be included in a resource file and newly appointed academics could only be made aware of the information. The Human Resource Department at the UFS also offers training which all staff members at the UFS may attend and this possibly would be a better platform to obtain this information.

4.5.4 Focus group area 4: Improvement suggestions

During the interviews multiple suggestions for improvement of the course for newly appointed academics were suggested by the participants. This focus area therefore emerged from the data obtained from the interviews. The focus area is divided into two themes. These will be discussed in the section below. The information is presented in Table 4.8 and Table 4.9.

Table 4.8: Focus area 4: Improvement suggestions

THEME	CATEGORIES	SUB-CATEGORIES
SPECIFIC STAFF NEEDS	Understanding your role in academia Support resources Target group Pre-course preparation Presentation style Continued educational development	Information documents Interactive - support Interactive - mentoring Educational jargon Follow-up for newly appointed academics Follow-up for experienced academics
STUDENT SUPPORT	Students with disabilities Duties towards students Communication	<i>Difficult students and etiquette</i>

4.5.4.1 Theme 1: SPECIFIC STAFF NEEDS

This first theme has been divided into six categories with sub-categories (*cf.* Table 4.8). Each will be discussed in detail in this section.

Rice *et al.* (2000:27) propose that good practice in supporting new academics would include offering them, in writing, details of what is expected of them. This should be done as soon as they are appointed. Although many participants expressed the opinion that after the course for newly appointed lecturers they had a better understanding of what the FoHS expected of them as academics in terms of teaching-learning (*cf.* Table 4.3 [E 1.4; F 2.10; I 3.8, M 3.9; L 3.10]), participants from the third focus group interview suggested that details should be provided on the faculty's expectations in terms of service delivery and research (*cf.* Table 4.9 [I 3.81b; J 3.55]). This is an important suggestion, since a large number of teaching staff members in the faculty are employed on a joint staff establishment with service delivery being their main priority, but regardless, all academic staff members still have teaching and research responsibilities (*cf.* 2.4).

Table 4.9: Focus area 4: Improvement suggestions, as derived from the focus group interviews

(The table continues on the next three pages)

THEME	Category and sub-category	Respondents' comments quoted verbatim (denoted by the letter representing a respondent's name; focus group number, and the transcript paragraph)
SPECIFIC STAFF NEEDS	Understanding your role in academia	<ul style="list-style-type: none"> • “I cannot do service delivery and (teaching and) research and everything in one, somewhere someone must say, what is your job description, when do you get a chance to do what” [I 3.81b]. • “They must elaborate more, what is your role as lecturer, and then what does the University expect from you in your position - say you are a lecturer or a junior lecturer, what do they expect of you in terms of research and what you must give, what is expected of you” [J 3.55].
	Support resources Information documents	<ul style="list-style-type: none"> • “Maybe just a suggestion - maybe if the University can compile a list of things when a new person starts that the head of department can give to a new person and say that these are some of the aspects that need to be addressed” [G 2.44]. • “Welcome pack that isn't just about your pension” [H 2.45]. (excitingly adding to the previous comment). • “If you want to find out more about this aspect, this is the person to speak to, this is where the person sits and this is where you can arrange an appointment or to get contact details of the person” [R 4.66].. • “It will help if they supply a list or a booklet for you which has the information on it” [A 1.58]. • “I almost want to say a tool kit, like a guess where booklet. This could be nice if they can do something like this” [O 4.68].
	Interactive – support	<ul style="list-style-type: none"> • “If you can have a website for the new lecturers, I think that can also help in the Faculty of Health Sciences – interactive” [O 4.82]. • “You can start a blog.” [O 4.90] (a second participant added). • “Just to know that you are not alone in this, there are others with the same issues” [P 4.88].
	Interactive – mentoring	<ul style="list-style-type: none"> • “I wonder, can they perhaps consider mentorship and then not only for it to come out of your own department ... and that senior personnel can make themselves available, and then on the day have people there, that say they are available, and tell you this person is available whom you can go to, to ask questions” [L 3.82].
	Target group	<ul style="list-style-type: none"> • “Target group” [C 1.31; P 4.55]. • “Maybe smaller groups, and more specific groups, and what is relevant to them” [B 1.29]. • “I think there is also a difference between the clinical guys that work in the wards and hospitals with the students and lecturers in the classroom. I think one can also distinguish between. It boils down to different methods of presentation and assessment ... apply more specifically to the different disciplines and then also to the different settings within specific fields” [B 1.29]. • “I actually agree with you on that. I think it could help if a person has two separate things for someone that is in an academic post and for someone like you say that is clinical” [A 1.108] (responding to the previous comment, in agreement). • “I think it can be very useful to make it less generic - that one perhaps has one day that is more general ... and then have clinical, academic, and research, so that one has detail” [N 4.54].

THEME	Category and sub-category	Respondents' comments quoted verbatim (denoted by the letter representing a respondent's name; focus group number, and the transcript paragraph)
SPECIFIC STAFF NEEDS (continued)	Pre-course preparation	<ul style="list-style-type: none"> “Maybe if they can give you some, when you enrol for a course like this, they can put it on Blackboard or e-mail the information to you so that you can just read through that before the course” (the previous participant interrupted here and added: “preparation material”), then you don’t have to spend time on this during the course, but just to give you background, so that when you enrol for the course they send you some stuff, you read through that and when you go to the course you now know it.” [G 2.86].
	Educational jargon	<ul style="list-style-type: none"> “Especially in this educational jargon, maybe where they do the introduction just ask if there is some of the terminology that is not (understood) and then they can just clarify it if there is something you don’t understand” [G 2.92].
	Presentation style	<ul style="list-style-type: none"> “I always feel a bit odd when people tell me about means for adult education ... and they do that in a format of a 45 minute formal lecture, pop one slide, pop one slide, pop one slide, and this is how you should do proper adult education next pop one slide [C 1.34] (Non-verbal: the participant explained leaning forward and using hand gestures to explain looking at all the other participants trying to get them to agree). “The context is not matching the methodology of how it is presented, you know, and I remember within another context a guy, in an instructor course. I really enjoyed it because as he was telling you what you need to do he was actually doing it with the group, so then it becomes authentic” [C 1.36] (Non-verbal: all the other participants in the group nodded in agreement when this was said).
	Continued educational development	<ul style="list-style-type: none"> “Something that I just realised is that the onus rests much more on myself, yes orientation is one thing, but that one is made more aware that it’s not just a once off, you must make time perhaps emphasise more the fact that this is not only just the beginning, please remain involved” [N 4.83] (The participant referred to continuing to participate in staff development opportunities offered in the Faculty). “Yes, I actually agree because for me it is really worth it and the quality of the training that the Faculty presents is good ... so I agree with you it is a responsibility from yourself also to know what is available and to have a programme and to know what sessions they do when and then to make time” [P 4.83] (Non-verbal: all the participants in the group nodded their heads in agreement and were laughing together).
	Follow-up for newly appointed academics	<ul style="list-style-type: none"> “If there was follow up sooner afterwards you didn’t have questions then, but you didn’t know what to expect” [Q 4.25, 29]. “Maybe someone can perhaps after the training send an e-mail out that say hope it goes well, remember we are available if you need anything” [P 4.66]. “Such a follow-up e-mail would have been good” [R 4.69]. “One thing that I know is that you have lectured very few classes up to now (and now), that you’ve actually started teaching, if you hear the same information now you will take something else from it” [N 4.8]. “Perhaps if there are interesting articles that we can keep up with things that change or a newsletter or something, to keep updated about learning, this is a suggestion” [O 4.60].

THEME	Category and sub-category	Respondents' comments quoted verbatim (denoted by the letter representing a respondent's name; focus group number, and the transcript paragraph)
SPECIFIC STAFF NEEDS (continued)	Follow-up for experienced academics	<ul style="list-style-type: none"> • <i>"They look after the new people so well but the people who have been here fifteen, twenty years, to also perhaps introduce them to everything that has changed"</i> [B 1.76]. • <i>"Like a refresher course, I have to say I think it will be VERY valuable"</i> [A 1.77] (Non-verbal: voice more intensified, the participant spoke louder and sat forward). • <i>"I think a refresher course will be good ... new things come out, things that they are not even aware of – um, so I think it will be very valuable if they could have a bit of a refresher course for senior lecturers or for people who have been there for very long"</i> [A 1.77 -1.79].
	Follow-up for experienced academics (continued)	<ul style="list-style-type: none"> • <i>"So maybe we can do a new lecturers course for old lecturers, it's just to keep everybody updated."</i> [G 2.106] (non-verbal: the participant spoke passionately but in a friendly manner and all participants were laughing when this comment was made). • <i>"It should be mandatory, like a first aid course which you have to renew, so it should be mandatory that you go every so many years, because policies change"</i> [H 2.108] a second participant interrupted adding: <i>"Ja and some of the techniques also change"</i> [G 2.109]. • <i>"So it is, I think, it's important to maybe have some courses for the old lecturers"</i> [G 2.112]. • The facilitator added and summarised: <i>"It is interesting because this was also mentioned in a previous group, by saying that the old people don't know about the new things and they just go on without even having less information that's why they, it would have been easier for the younger people if the older people were also up to date"</i> [Fac 2.113]. • <i>"Lecturers of two to three years yes, an advanced course, it's probably a bit worse and a lot of work, but I think then one can for example bring in these things for the guys that are well into the lecturing, now other things can be added, you know, there can be more meat to it"</i> [I 3.118 – 3.119].
STUDENT SUPPORT	Students with disabilities	<ul style="list-style-type: none"> • <i>"One thing that I did pick up, that we didn't have at this training session that I had at the generic training session, was students that have learning disabilities or that have conditions that require additional exam time. And I feel that sometimes medicine or the Medical Faculty feels that their students don't have those problems because we obviously can't except students that have got severe disabilities like visual impairment or auditory problems because they wouldn't be able to cope with the requirements in the setting, but some of our students could have like other learning disabilities or anxiety issues"</i> [H 2.54] (Non-verbal: the participant spoke passionately about this topic, looking towards other participants to get their buy-in or agreement); <i>"Anyone else that feels the same at all?"</i> [H 2.54]. • <i>"I think it's important, I think it's true what you said. Often we think that our students do not have problems or we just ignore it and I think it is very important for us especially if you are a new lecturer to be sensitive for students' problems and I think maybe what one can add to a course like this is maybe something like a psychologist or a person like that just to discuss some of these aspects with the new lecturer"</i> [G 2.55].

THEME	Category and sub-category	Respondents' comments quoted verbatim (denoted by the letter representing a respondent's name; focus group number, and the transcript paragraph)
STUDENT SUPPORT (continued)	Students with disabilities (continued)	<ul style="list-style-type: none"> • <i>"I really think is important to look into and that is students with disabilities, because I don't think it is addressed, I don't think there is enough attention given to it, either the role that you as a lecturer can play to help the student with disabilities, and not only physical disabilities but things like ADD and things like language disabilities I really think that the disability of maybe, you know about the learning styles, but then practically taking it to the next step of how to help the student with this this if you can from the beginning have this communication with the student coming to you"</i> [O 4.41-43].
	Duties towards students	<ul style="list-style-type: none"> • <i>"I want more detail about the duties towards students, uh, for example postgraduate students, how to relate to them or how to encourage them, things like that. Also sometimes I think many students can't relate to you as a lecturer - something like that, so it can be really helpful if they can, you know (tell us) what to do"</i> [Q 4.85, 89]. • <i>"What is the 'fences' with reference to students, what is my role, what is their role, what is my responsibility, how far does my responsibility extend?"</i> [M 3.40]. • <i>"Yes, because they see themselves as a consumer, you just have to produce"</i> [L 3.41]. • <i>"What are my rights? What are my responsibilities and vice-versa"</i> [M 3.42].
	Difficult students and etiquette	<ul style="list-style-type: none"> • <i>"Perhaps they should include something like how to handle difficult students, difficult situations, like for instance the sleeping or the group that always talks, that are so disruptive"</i> [L 3.141] and a second participant agreed to what was said by adding: • <i>"This can help a lot in difficult situations"</i> [I 3.142].
	Communication	<ul style="list-style-type: none"> • <i>"Maybe another important thing is communication - if we can add a section on communication. Communication with students as well as with colleagues, so that you can be sensitive and be approachable so that a student with a problem will have the confidence to come and talk to you about a problem ... maybe some of the aspects that can be incorporated into this I think is psychology and communication (which) can help a lot or can add a lot of value"</i> [G 2.55].

Participants from three focus group interviews requested additional resources including information documents. These participants expressed the opinions that information documents in the form of a booklet or a resource ‘toolkit’ should be made available when an academic started working in the faculty (*cf.* Table 4.9 [A 1.58; G 2.44; H 2.45; O 4.68; R 4.66]). Such a booklet or ‘toolkit’ should bring to their attention matters they should deal with such as obtaining a staff card and opening an e-mail account, and information about ‘who is who’ in the faculty. Reportedly, this type of resource will enable them to be more informed and empowered. Generally these are things which should be dealt with within each department, but in cases where departmental orientation is not in place and staff does not receive this information it may be useful to include a resource document containing relevant information in the faculty course for newly appointed lecturers.

A second sub-category under support resources, namely interactive support, refers to academic networking, for example the sharing of interesting articles and/or resources among colleagues, and the suggestion was made of using a website or an interactive blog as a communication platform among colleagues (*cf.* Table 4.9 [O4.82; O4.90]). This idea was put forward by a participant from the fourth focus group interview. The suggestion was verbally agreed with by a second group participant (*cf.* Table 4.9 [P 4.88]), while other participants nodded their heads in agreement. This is a useful recommendation to keep in mind, as creating a platform where additional support and useful resources can be obtained might render dividends in a way that should not be too costly in terms of money or time. In terms of a website, the website of the AoME serves as a useful example where all medical educators (and other health sciences educators), novice or experienced, can obtain the latest information about medical education (Academy of Medical Educators 2015:Online) – but it is essential that such sources should be brought to the attention of newly appointed staff. However, it will be most beneficial to develop a website for health sciences educators addressing specific health sciences education concepts in the South African context.

It is also evident that social media platforms such as Facebook are used to share applicable information amongst staff members, an example of this is the Universität Konstanz Staff development Facebook page (Universität Konstanz Staff development 2015:Online). Such a big idea might be introduced as part of the staff development endeavours in the

FoHS, UFS, but it would have to be investigated carefully to weigh the advantages it will hold as it will require resources and human capacity to initiate an enterprise of that nature.

Focus group three mentioned the idea of introducing a mentorship programme for all newly appointed academics. This concept is highly advised by Boice (1992:40,121-122). At present the three Schools in the FoHS are in the process of developing and implementing a formal mentoring programme, according to which all newly appointed academic staff members will be mentored by a more experienced staff member in their school or in the faculty.

From these improvement suggestions it may be inferred safely that newly appointed academics were in dire need for assistance and support in their new roles.

Participants in the first and fourth focus group interviews made use of the concept ‘target group’ (*cf.* Table 4.9 [C 1.31; P 4.55]), highlighting the importance of offering the staff development programme to a specific group, which in this case included all newly appointed academics in the FoHS. However, it should be emphasised that the staff development needs of newly appointed academics differ (*cf.* 2.6.2.1; 2.7.1). On the one hand, not all newly appointed lecturers will be novices in health sciences education; perhaps they will just be new in the faculty or in the university, like some of the participants in the focus group interviews were. On the other hand, academics from the three schools may have different needs, as might be the case with those employed in an academic post as opposed to those in a clinical post (*cf.* Table 4.9 [B 1.29; A 1.108; N 4.54]). Logistically it will be very complex to offer several different courses for newly appointed lecturers in the faculty to the above-mentioned target groups. The proposal of a participant in the fourth focus group, however, addressed this (*cf.* Table 4.9 [N 4.54]), in that it was suggested that a general course for newly appointed lecturers should be presented, followed by more targeted group sessions. Since participants reported finding it valuable to meet colleagues from other schools and departments in the faculty (*cf.* Table 4.2), it will not suffice to offer separate courses for newly appointed lecturers.

A participant from the second focus group aired the view that it would improve the course if course attendees received some preparation material beforehand. In the ensuing discussion the example of educational jargon was mentioned: if participants could read

through some terms and understood them before the course, it might make it easier for them to understand the context and participate in the activities and presentations (*cf.* Table 4.9 [G 2.86; G 2.92]). The ways in which adults approach learning include a need to know information and to be orientated to learning. Offering them pre-course preparation materials will contribute to their motivation to participate in the course and their learning willingness (*cf.* 2.7.4). Benor (2000:507) describes a model of comprehensive faculty development at the Ben-Gurion University (*cf.* 2.6.2.1), where the orientation workshop starts with inter-professional small-group activities actively involving the newly appointed academic from the start. Should the newly appointed academic be given some course material (not only a glossary of medical terms), the course facilitator and presenters can include interactive activities from early on in the course. In this approach, the newly appointed academics can draw from and share their past experiences and add to their knowledge on a specific topic, but mostly will feel valued and possibly even comfortable in their learning environment. An ancient Chinese proverb: “*Tell me, and I forget, Show me, and I remember, involve me, and I understand*” is self-explanatory.

Although an earlier category was identified where participants responded that they had positive experiences about the way the course was presented (*cf.* Table 4.2 [E 1.26; B 1.29; M 3.9; B 1.59; A 1.65]), a participant from the first focus group interview made a valuable observation (*cf.* Table 4.9 [C 1.34; C 1.36]), indicating that course presenters should actually be ‘practising what they preach’. The course presenters could make use of Dale’s cone of experience (Dale 1969:163-172) when developing their learning activities. By this is meant, do not just tell the audience about a specific teaching technique or method, but demonstrate by using it (be a role-model). This will focus the attention of the newly appointed educator and if done well, possibly will inspire them to use the technique or method in their own teaching.

The question of with whom the responsibility of continued educational development lies was raised in the fourth focus group interview and participants seemed to agree that the onus was on themselves as lecturers (including newly appointed lecturers) to become involved (*cf.* Table 4.9 [N 4.83; P 4.83]). It was gratifying that the participants acknowledged that it should be their own responsibility as academics to identify their staff development needs and the available resources to develop and address those needs. An academic developer’s role is to support academics and to offer guidance, but

ultimately the decision to stay informed and be lifelong learners rests with the academic (*cf.* 2.3.2 and 2.3.2.1).

In relation to follow-up after the course for newly appointed lecturers, participants in the fourth focus group interview held the view that they would have appreciated it to have been granted followed-up opportunities after the course (*cf.* Table 4.9 [P 4.66; R 4.69; N 4.8; O 4.60]). They explained that they did not have questions at the time of the course, perhaps because much of the information was new to them, but after they had started work in the field, questions came up which they urgently desired to discuss at a forum which granted them opportunities to share opinions and find answers. Considering this comment, a follow-up staff development session with a panel discussion might be valuable to address such questions and identify other areas where the newly appointed lecturer requires support. It was also suggested that an e-mail should be posted after the course to all the course participants just to check in and remind them of the available services offered by the DHSE, should they require information, support or even a sounding-board later on. That participants would have appreciated to get feedback after the course and to be followed up, which may be indicative that they stood in need of support and information. This requirement is very similar to what is experienced in clinical practice when patients are consulted and feel safe and supported, but when they are not granted the opportunity of being followed up, they feel abandoned and left unsupported. Could it be possible that newly appointed academics may feel the same, even though the emotions were not mentioned in the interviews?

Three of the focus groups requested that follow-up or refresher courses should be available to more experienced or advanced lecturers in the FoHS (*cf.* Table 4.9 ([B 1.76; A 1.77; A 1.77; A 1.79; G 2.106; H 2.108; G 2.109; G 2.112; Facilitator 2.113; I 3.118; I 3.119])). They broached the matter on the grounds of new information and innovative teaching methods becoming available and which are discussed at courses for newly appointed lecturers, but the established lecturers might be unaware of these new developments. The participants indicated that such information ought to be shared with the more experienced staff too.

This theme, specific needs of staff, sets the scene for improving the current course for newly appointed lecturers in the FoHS, UFS, and thereby to contribute to the success of the staff development services offered by the DHSE (*cf.* 4.7.1).

4.5.4.2 *Theme 2: STUDENT SUPPORT*

Student support is a topic that is always covered in all courses for newly appointed lecturers in the FoHS (*cf.* 4.6.2.4). The focus area, student support and development in the DHSE, offers this service. Participants responded positively about the information they had obtained about the available services for academic student support (*cf.* Table 4.5; 4.6.2.4). In this fourth focus area additional suggestions were made on how to improve the course for newly appointed lecturers in terms of student support.

Two participants from different focus group discussions shared their views about supporting students with disabilities. The one participant had attended the general orientation course on campus where a session was presented to inform lecturers about students with disabilities and the resources available to them. This seemed to have been a good experience for the participant and it was suggested that we considered including aspects of this session in the FoHS course (*cf.* Table 4.9 [H 2.54]). The second participant's comment stemmed from a personal experience having a family member with attention deficit disorder, and this participant strongly felt that some of our students could have the same problem and academics should be informed about this (*cf.* Table 4.9 [O 4.41; O 4.43]). Therefore, participants from two focus group interviews aired the opinion that it was important to obtain skills on how to identify students with disabilities (not necessarily physical disabilities, but rather learning disabilities), and what should be done for them.

Participants from the third and fourth focus group interviews requested more information or perhaps more clarity on the academics' duties (role and responsibilities) towards students (*cf.* Table 4.9 [Q 4.85; Q 4.89; M 3.40; L 3.41; M 3.42]). In addition, one participant suggested including information on how to handle difficult students and specifically referred to students sleeping in class or being disruptive (*cf.* Table 4.9 [L 3.141]). The same participants gave examples of students sending them text messages

after hours and on weekends, especially during exam times, and wanted to know what the correct way would be to deal with such situations.

The last suggestion for improvement in this category was communication. One participant from the second focus group suggested that a session on communication should be added to the course for newly appointed lecturers. This should include communicating with both students and colleagues (*cf.* Table 4.9 [G 2.55]).

4.6 RECOMMENDATIONS

Several aspects regarding the course for newly appointed lecturers were highlighted in the focus group interview findings. They were summarised and can be seen in Appendix B3. These comments and recommendations were used to improve the 2014 and 2015 courses for newly appointed lecturers in the FoHS, UFS. A summary of the improvements is added as Appendix. The most significant improvements included:

- The goal of the programme was clearly stated and available to academic staff members to make an informed decision whether to participate in the course or not.
- The course content was developed in consultation with an expert educationalist and from the results obtained from the focus group interviews. The curriculum development cycle as described by Kern, Thomas and Hughes (2009:1-5) was used as a guide to identify the flow of this course. The course programme was developed and presented in six blocks, namely: (1) Introduction to the Faculty of Health Sciences and your role as a lecturer, (2) Curriculum design and development, (3) Teaching-learning: study material, (4) Teaching learning: presentation of study material, (5) Assessment and evaluation, and (6) 'Master lecturer'. This is not newly used in staff development, but seems to be a model that works well in staff development (*cf.* Windish, Gozu, Bass, Thomas, Sisson, Howard & Kern 2007:655-661).
- The content of the course was broken down into basics, and complex educational jargon was explained.
- Course participants had the opportunity to put their newly learned knowledge and skills into practice at the end of the course by participating in evaluated microteaching, which they reflected on as being enjoyable and expressed opinions

about it offering definite benefits by learning from others and obtaining constructive feedback (Van Wyk & Kridiotis 2015:Online).

- A resource folder was provided which included information about who is who (important names and contact details, e.g. the Dean of the Faculty), and what is where (e.g. a map of the university and departments and schools in the FoHS), as well as information about the services offered at the DHSE and at the CTL. Lecture notes and contact details of the presenters of the course were also included.
- The newly appointed academics were followed up on regularly and guided in terms of possible valuable development opportunities. Additional informal events after the course also ensured further networking by reconnecting with peers.

4.7 CONCLUSION

In this section of the research report the second research sub-question came under scrutiny and was addressed.

In conclusion, although the respondents in the focus group interviews overall expressed positive experiences, there definitely is room for improvement in the existing course for newly appointed lecturers. The findings obtained from these interviews already were used to make improvements to the 2014 and 2015 courses for newly appointed lecturers offered by the DHSE in the FoHS, UFS (*cf.* 4.8). Feedback after both courses was positive.

However, there still is room for the development of a more comprehensive staff development programme with a view to orientate, develop and support the newly appointed academic staff members. The findings discussed in this chapter of the report together with the results obtained from the questionnaire survey (*cf.* Chapter 5), which addressed the third research sub-question, will be used in the development of the final staff development programme for newly appointed academic staff members (*cf.* Chapter 6).

CHAPTER 5

RESULTS OF THE QUESTIONNAIRE SURVEY: ANALYSIS AND DISCUSSIONS

5.1 INTRODUCTION

The purpose of the chapter is to report on and discuss the results of the questionnaire survey which was used to address the third research sub-question, namely: *What should the staff development programme aimed at newly appointed academics in the FoHS, UFS entail?* The research method was discussed in detail in Chapter 3 (*cf.* 3.3.4).

Prior to this study the orientation, development and support of newly appointed academic staff members in health sciences have not yet been researched (*cf.* 1.1) at the FoHS, UFS. This part of the research was completed in order to develop a formal staff development programme founded on adult education principles with a specific set of outcomes for all newly appointed academic staff members at the FoHS, UFS. The programme is intended to also offer a continued development approach for the health professions. The questionnaire used to collect data for this study is provided in Appendix C3.

5.2 DATA COLLECTION AND RESPONSE RATE

The data collection method followed was documented in Chapter 3 (*cf.* 3.3.3.6). The information letter (*cf.* Appendix C2) and an electronic link to the online questionnaire were sent out to the 256 staff members in May 2015. Several measures were taken to increase the response rate (*cf.* 3.3.3.6). After four months of data collection, 129 completed questionnaires were received back for analysis, constituting a 50.4% response rate.

Academic staff members from all three Schools in the FoHS participated. In the SoM an additional five departments (other than the departments already excluded from the study (*cf.* 3.3.3.6) showed a poor response rate. These five departments had four, nine, twelve,

thirteen and eighteen academic staff members respectively, and only one from each department responded. These departments were not excluded from the study. Reasons which possibly affected the response rate included:

- The online questionnaire consisted of 22 pages and took between 30-60 minutes to complete, and the hard copy questionnaire was 36 pages long and took about 60 minutes to complete.
- During the empirical phase of this study the SoM was subjected to an accreditation visit by the HPCSA. Additional hours were spent on preparation of documentation for the accreditation and the time and availability of academic staff members were limited during this period.
- A platform for community-based education was developed and established in the FoHS in which many colleagues were involved, taking up much of their time.
- The FoHS had a scheduled examination block followed by a two-week winter holiday at the time. The staff members thus had busy schedules, and those that remained in the Faculty during the holiday time had an additional service delivery load (especially in the SoM).
- Colleagues on the UFS campus reported experiencing internet connectivity problems and for this reason they did not complete the questionnaire in full or did not reach the point of submission, nor did they request a hard copy of the questionnaire.
- A migration from the GroupWise e-mail system to the Outlook system took place, and several colleagues who were in the process of migrating might have missed the invitation e-mail (to participate in the study) with the electronic link.
- A few colleagues indicated that they were of the opinion that they did not necessarily have enough knowledge on the topic, and therefore decided not to take part in the study.

In Sections 5.3 to 5.6 the results from each section of the questionnaire, between A and D (*cf.* Appendix C3), will be presented in graphs or tables followed by a discussion.

In each table and figure the total number of participants who gave consent to answer the questionnaire will be indicated using the abbreviation 'N'. This will be followed by the

number of participants who actually answered the specific question, using the abbreviation 'n'.

Percentages are all rounded off to one decimal point for example 82.24% will become 82.2%. For this reason there could be some percentages calculating to 99.9% or even 100.1%.

Comparative studies were conducted on the participants' responses in the following two groups: (1) participants who completed an orientation course *vs* those who indicated they had not, and (2) participants' indicated years of experience in health sciences education in the FoHS, UFS in three groups of 0-5 years, 6-14 years and 15-20+ years.

Only the significant differences (p value of <0.05) in the responses between these two groups will be reported on in the relevant sections. A table with the results from the Chi-square analysis will be presented in the relevant sections.

5.3 DEMOGRAPHY OF THE PARTICIPANTS

The results from Section A of the questionnaire, namely the demographic details of the participants, are provided in the section to follow.

5.3.1 Gender of the participants

The target population constituted a similar number of male and female academic staff members. Figure 5.1 represents the gender of the survey population. More female than male colleagues participated in the study. The gender distribution correlates well, since more female staff members compared to their male counterparts are appointed in the SoN and SoAHP.

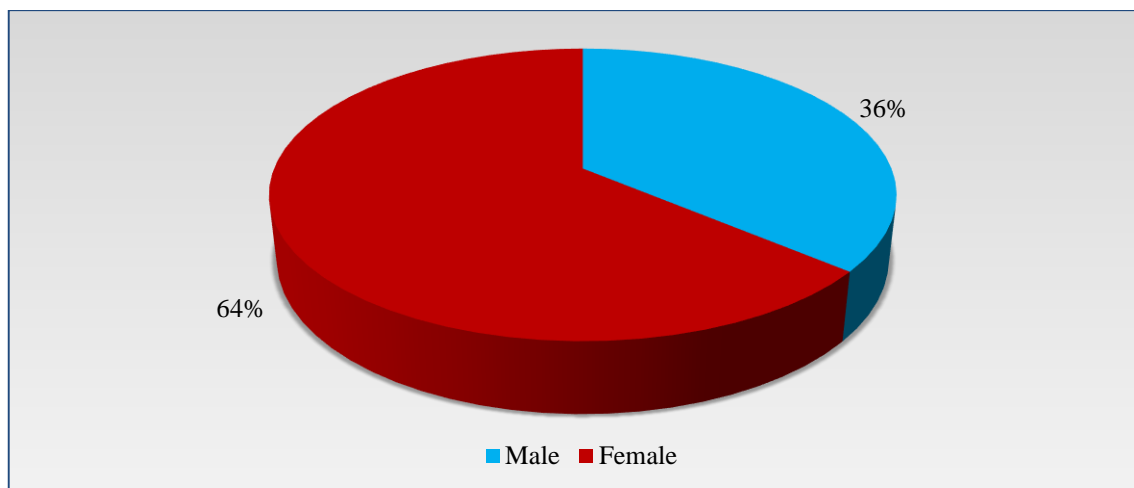


Figure 5.1: Male to female ratio of the participants
Question 1, Section A of questionnaire [N=129] (n=129)

5.3.2 Age of the participants

The ages of the participating academic staff are grouped and displayed in Figure 5.2. As far as the age distribution is concerned, the majority of participants (79.2%) were between the ages of 30 and 59 years. A total of 8.5% of the participants were aged 21-29 years, which seems appropriate since the target population included all the newly appointed academic staff members. At the time of this study the Department of Basic Medical Sciences appointed seven new staff members, several of whom fell into the 20s age group.

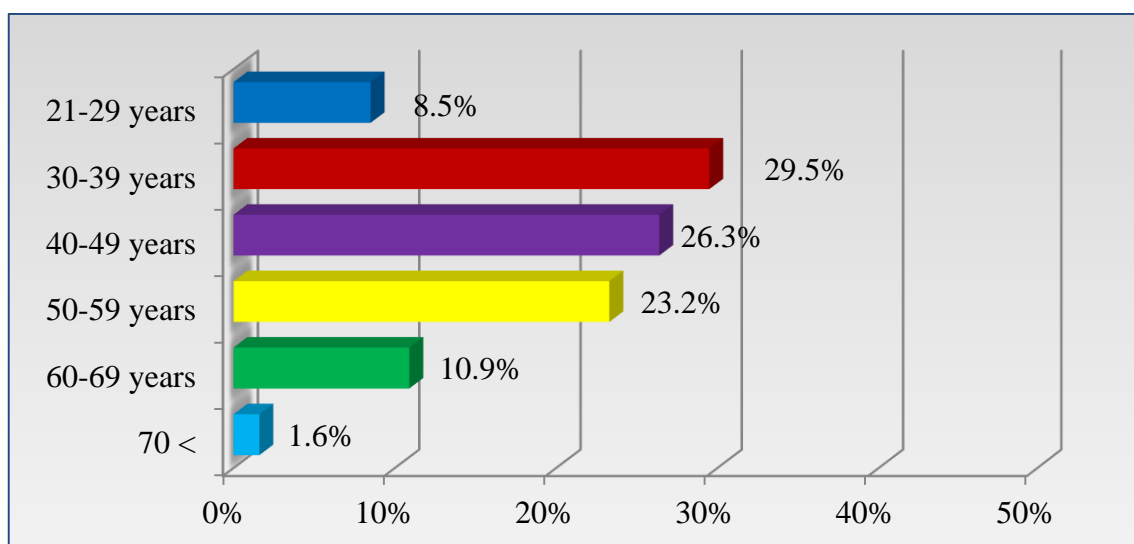


Figure 5.2: Age groups of participants
Question 2, Section A of questionnaire [N=129] (n=129)

5.3.3 Qualifications of the participants and further studies

The qualifications of the participants varied, considering that the target population included participants from all three Schools in the Faculty where health professionals from various fields are employed. In order to best report on this section the highest qualification per School was documented (*cf.* Figure 5.6, summarising the number of participants per school).

In the SoM the majority of participants reported having a Bachelor of Medicine and Bachelor of Surgery (MBChB) qualification (51/77, 66.2%); of those nine (17.6%) indicated that they had obtained a PhD and 33 (64.7%) had a Magister in Medicine (MMed) degree. Only four specified that they had obtained a master's or doctorate degree in HPE. The researcher suspects that there should be more, considering that 27 colleagues in the SoM had obtained a diploma, magister degree in HPE or PhD (HPE) between 2002 and June 2015 from the DHSE. Four participants indicated that they were studying for a PhD and four were completing a Magister or MMed degree. Three participants were studying for certificates in a specific specialist field. Twenty-four colleagues in the SoM did not have an MBChB degree and reported their highest qualifications as follows: five PhDs, sixteen magister degrees and three bachelor degrees. In this group one was doing a PhD, three were doing magister degrees (two indicated that the degree was in the field of HPE, and one indicated doing a single module in the HPE programme).

The highest level of qualifications in the SoAHP included seven PhDs, 14 master's degrees and 10 professional bachelor degrees in Allied Health Professions. Two participants indicated having completed some form of educational training. Fifteen participants indicated that they were in the process of pursuing a higher degree (including five PhD degrees, six magister degrees, one diploma and three were completing single modules in the HPE programme).

In the SoN three participants reported having a PhD, six indicated magister degrees and three a bachelor degree as their highest qualification. Seven indicated they were studying for postgraduate qualifications (including two PhD degrees, four magister degrees, one certificate). Significant was the total of seven colleagues who indicated having a diploma or degree in nursing education. This correlates with the regulation in the School of

Nursing, which states that all permanent staff members should have some form of educational qualification (*cf.* 2.3.4.2).

Six participants selected the option of “other”. The majority (four) of these staff members were from the DHSE and although three participants selected other, considering their qualifications they seemed to be affiliated with the SoM. In terms of this group the highest level of qualifications included three PhDs and three master’s degrees (of which one is currently busy with a PhD). Significant in this section was that the majority of participants had two or more qualifications and some were continuing to study (Figure 5.3), which is highly encouraged at the UFS.

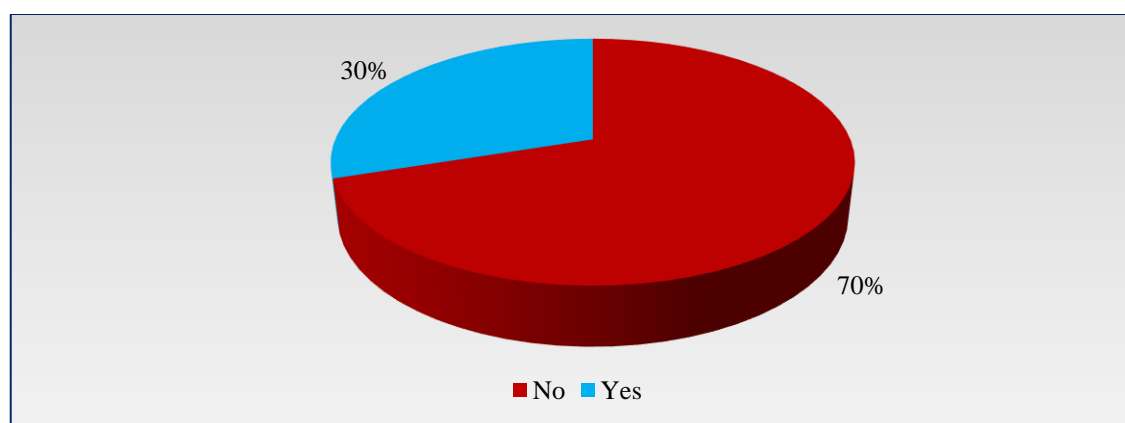


Figure 5.3: Participants enrolled in programmes leading to qualifications
Question 4, Section A of questionnaire [N=129] (n=129)

5.3.4 Years of employment within the Faculty

In terms of their time of employment in the Faculty, the majority of participants (38/129; 29.5%) were relatively new, having been in the Faculty for only two years, followed by participants who had been in the Faculty for more than 20 years (18.7%), 3-5 years (17%) and 6-9 years (15.5%). There seemed to be few participants (only 7%) who had been working in the Faculty between 15-19 years who participated in the study.

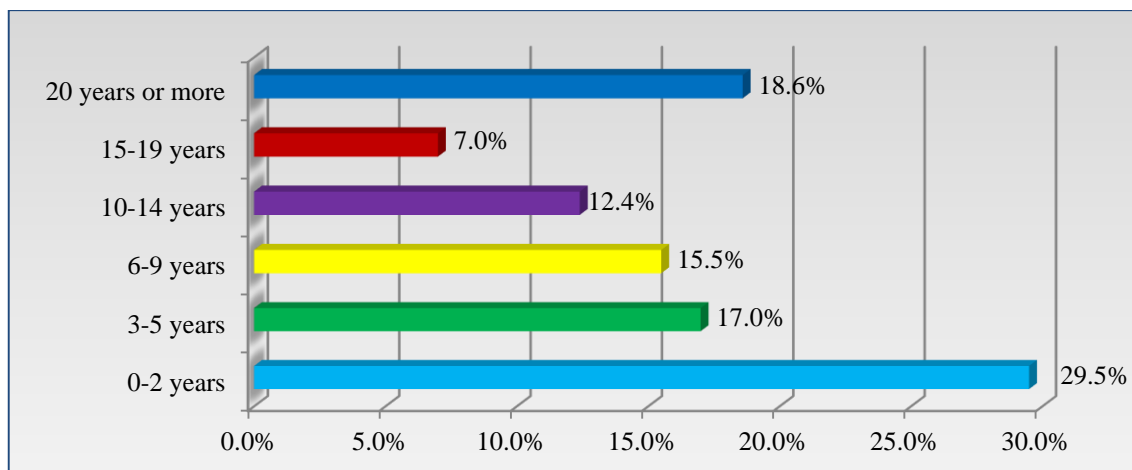


Figure 5.4: Years of employment within the FoHS
Question 5, Section A of questionnaire [N=129] (n=129)

5.3.5 Academic work at another institution

Figure 5.5 presents information on the participants' previous employment history. One participant did not answer this question (n=128). A total of 27.3% (35) of participants indicated that they had worked at another institution or in another Faculty at the UFS before their current appointment in the FoHS. Of this group 25 (71.4%) participants reported they had worked at one institution only, eight (22.9%) had worked at two different institutions and one (2.9%) indicated working at four institutions prior to coming to the UFS. One participant did not indicate the institution he/she worked at previously. The previous employers included various South African universities and colleges, and eight participants reported international experience, having worked overseas for a period of time. Examples include Dundee University, St Georges University of London and the University of Washington.

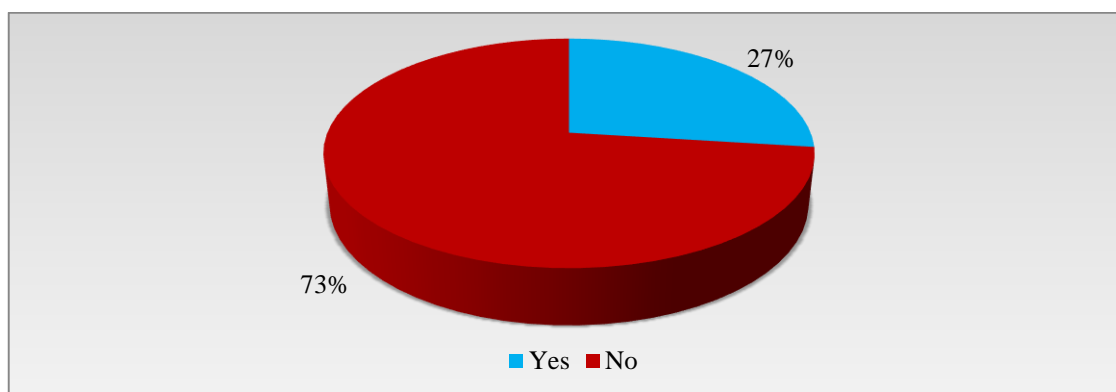


Figure 5.5: Academic work at another institution
Question 6, Section A of questionnaire [N=129] (n=128)

5.3.6 Affiliated school in the faculty and academic appointments

The FoHS constitutes three Schools. Figure 5.6 presents information about the participants' affiliations in the Faculty. This question was answered by 127 participants.

The SoM is the largest of the three schools with the majority of academic staff members. Taking into consideration the target population of 256 academic staff members, 194 were from the SoM and a total of 77 (39.7%) participants completed the questionnaire. The SoAHP had 42 staff members and 31 (73.8%) participated in the study. The SoN had 20 staff members, 12 (60.6%) of whom participated. As previously described, the group other consisted of staff members from the DHSE and three members of staff selected other but seemed to have been affiliated with the SoM (*cf.* 5.3.3).

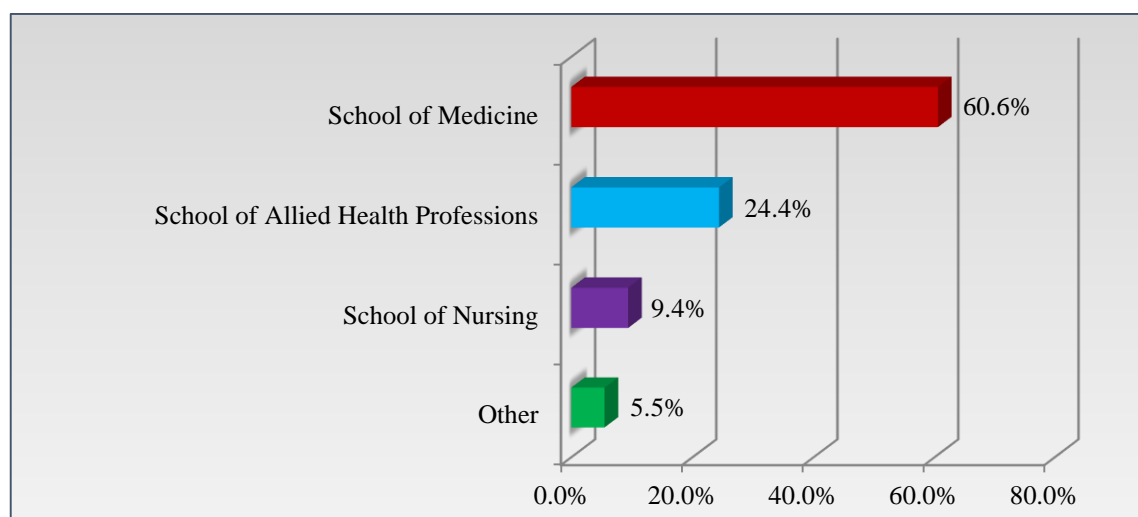


Figure 5.6: Affiliated schools within the FoHS
Question 7, Section A of questionnaire [N=129] (n=127)

The academic position/status of staff members is depicted in Figure 5.7. A small proportion of participants were employed as professor or associate professor (5.4% and 7.8% respectively). There were an equal number of senior lecturers (24.0%) and lecturers (25.6%), which correlates with the level of appointments of the majority of SoM staff members. In terms of the category 'other', to which 13.1% of participants responded, examples included: head of department, medical specialist, senior scientist, clinical facilitator, student coordinator, simulation and skills coordinator, and lecturer in department.

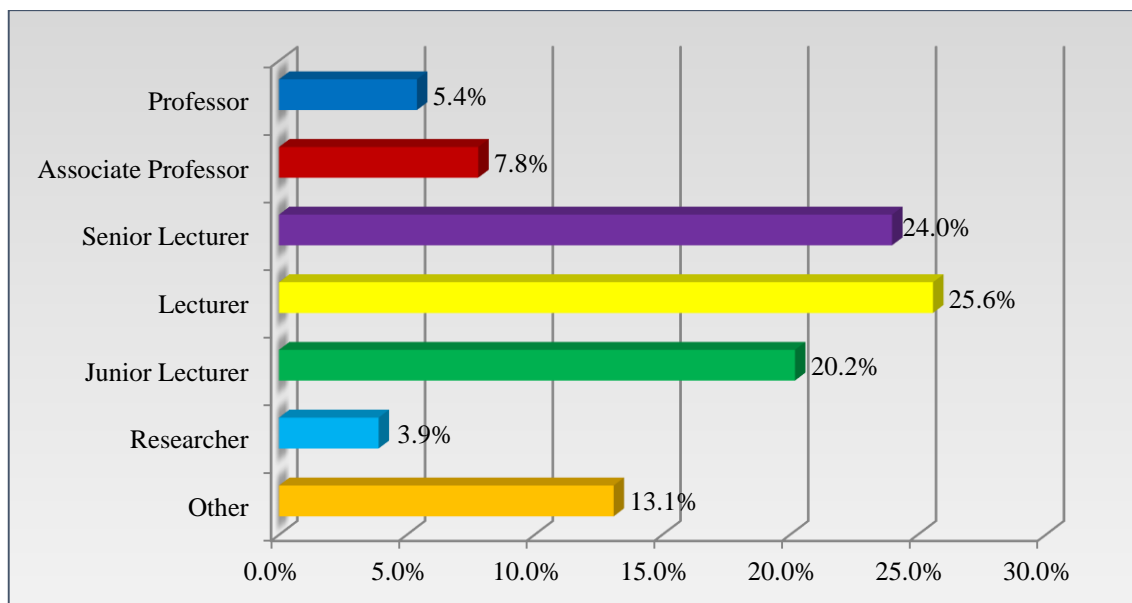


Figure 5.7: Academic appointment within the FoHS
Question 8, Section A of questionnaire [N=129] (n=129)

Figure 5.8 presents the types of employment of the participants. The majority (58.6%) of staff members who participated in this study indicated that they had full-time/ part-time/ or contract academic positions and were paid fully by the UFS. These colleagues were accessed with more ease since they mostly were based at the FoHS and made use of their UFS e-mail addresses as default e-mail account.

In addition, the majority of SoN and SoAHP staff members were employed in this category, as opposed to the colleagues who were appointed on the joint staff establishment, and mostly were from the SoM. Many of these colleagues have two e-mail addresses, one of the UFS and another from their other employer (e.g. Department of Health, Universitas Hospital), which were more commonly used than their default addresses. The latter (non-UFS e-mail addresses) were not available to the researcher and therefore not used in the current study.

Four of the seven participants who selected 'other' indicated that they were fully employed and paid by the UFS, and it could be that they misunderstood the question. 'Other' also included colleagues working for the National Health Laboratory Service (NHLS), and who probably also were employed on a joint staff establishment.

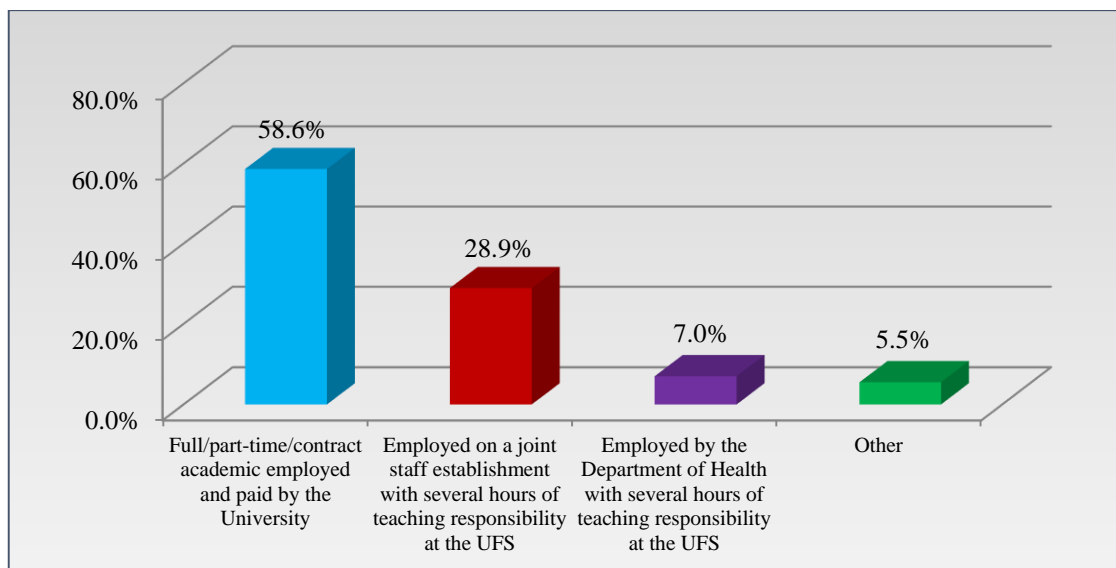


Figure 5.8: Type of appointment
Question 9, Section A of questionnaire [N=129] (n=128)

5.3.7 Average percentage of working time in terms of various duties

In Section A, the tenth question on the questionnaire asked the participants to indicate an average percentage of their working hours per week that they spent on various duties, such as student training (undergraduate), student training (postgraduate), administration duties, managerial duties (managing own duties and focus areas or managing a team), research (own research), research supervision, service delivery, and other. It seems that this question was not clearly understood, since some participants completed as per request the average percentage of their working hours, while others reported on the hours per week they spent on the various duties. There also were participants who indicated a number, but did not add percentage or hour next to it. For this reason this section was not analysed. It is, however, necessary to mention that, depending on the type of employment, academic staff members will have various responsibilities allocated to them and they will spend a different percentage of time on each responsibility (*cf.* 2.6.2).

5.3.8 Completion of a staff development orientation course

A staff development orientation course was defined on the questionnaire as a programme designed to orientate the newly appointed academic staff members to the university and their faculty and to provide knowledge and skills in terms of the academics' roles and

responsibilities. The majority (n=85; 66.0%) of participants indicated that they had completed an academic staff orientation (cf. Figure 5.9).

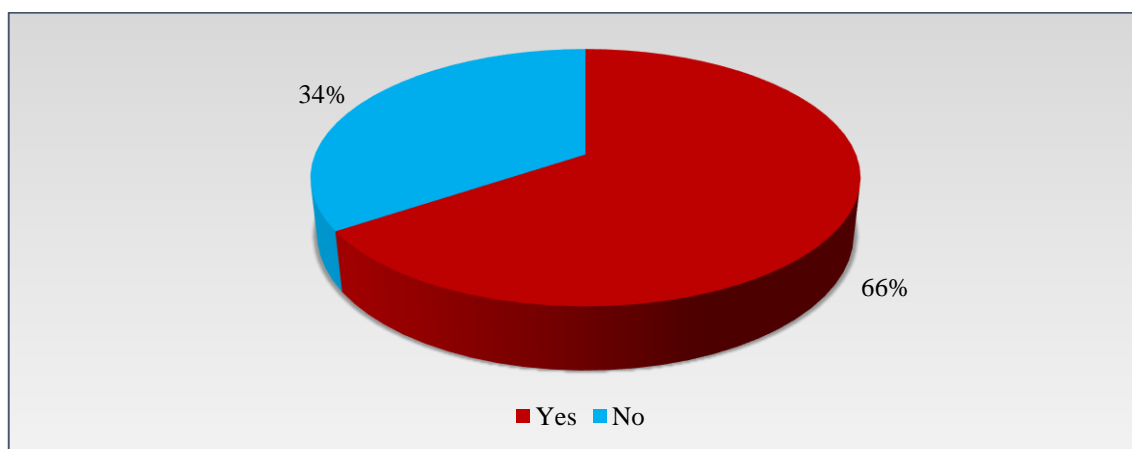


Figure 5.9: Completed a staff development orientation course at UFS
Question 11, Section A of questionnaire [N=129] (n=129)

One participant responded to why he/she was unable to complete an orientation course stating the following: *“I could not attend a complete staff orientation course day my first year of employment, due to service delivery commitments at an understaffed department. I attended various staff development seminars. Subsequently on various aspects of staff development and completed various HPE modules.”*

Table 5.1 presents the responses in terms of which courses were attended. This question was answered by 84 participants. One participant who indicated that he/she had completed a course (cf. Table 5.9) omitted to respond to the current question. Of those who did respond, seventeen participants indicated that they had attended more than one orientation course.

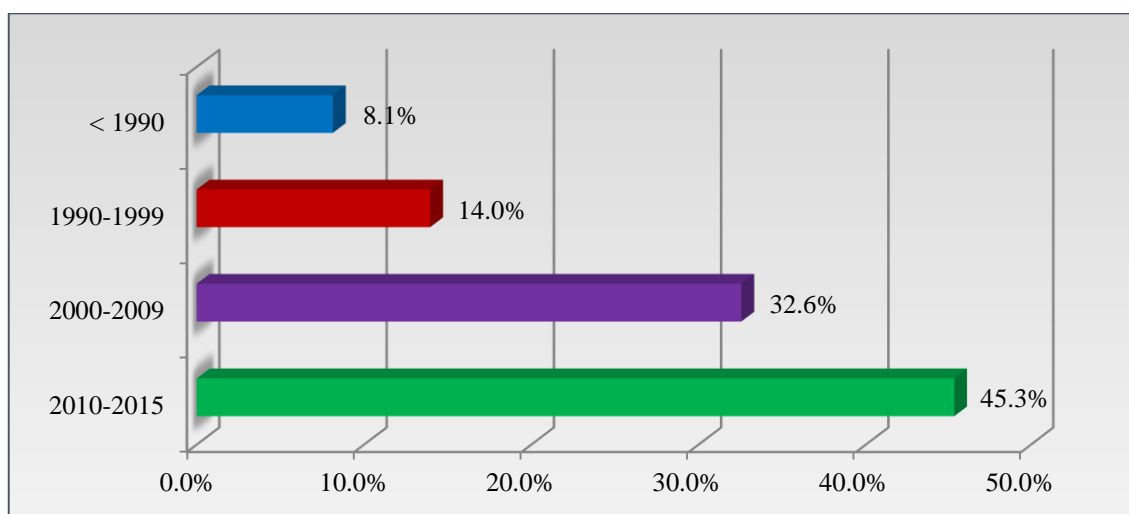
From this result it can be inferred that both the UFS and FoHS courses were well attended by academic staff members. There seems to be a few opportunities for school-specific and department-specific orientation courses. Orientations in departments are more likely to be a welcoming and short induction done by the head of department or a senior staff member. A formal orientation programme is probably unlikely and not necessary, since staff development programmes attending to the newly appointed academic are offered by the Faculty and University.

Table 5.1: Orientation courses or activities attended

Question 12, Section A of questionnaire [N=129] (n=84)

Orientation course	Responses
General staff development course offered by the University of the Free State	39
Staff development orientation in the Faculty of Health Sciences by the Division Health Sciences Education	53
An orientation course within your specific school	8
An orientation course within your specific department	5

The years in which the participants completed the orientation course/s are depicted in Figure 5.10. A total of 86 participants reported a date.

**Figure 5.10: Year of completing staff development orientation**

Question 13, Section A of questionnaire [N=129] (n=86)

The majority of participants indicated that they had completed an orientation course within the past fifteen years (78%). This correlates well with the drive at the UFS and within the FoHS to actively advertise the staff development services available and according to which staff developers are following up on all newly appointed academic staff members.

This concludes the demographic section (Section A) of the questionnaire, and results of Section B, namely a programme for newly appointed health sciences educators will be reported on next.

5.4 STAFF DEVELOPMENT PROGRAMME FOR NEWLY APPOINTED HEALTH SCIENCES EDUCATORS

As described in Chapter 3 (*cf.* 3.3.4.4), Section B of the questionnaire (*cf.* Appendix C1) was subdivided into 18 sections. Section B covered aspects in several focus areas (*cf.* 2.6) in which it was deemed necessary for a newly appointed academic staff member to obtain knowledge and/or skills.

The responses from the participants (N=129) in terms of these aspects are reported in tables and in the form of percentages. All percentages are rounded off to the first decimal point. For this reason there are sections that count up to 99.9% or 100.1% respectively.

A few single questions in the sub-sections were not answered by all the participants. An alphabetic number between a-j is added after each statement to indicate the number of responses in each case (129 responses = ^a; 128 responses = ^b; 127 responses = ^c; 126 responses = ^d; 125 responses = ^e; 124 responses = ^f; 123 responses = ^g; 122 responses = ^h; 121 responses = ⁱ and 120 responses = ^j) (*cf.* Heading in Table 5.2).

Due to the volume of the data set only some results per sub-section will be discussed. These instances will be highlighted in bold in each table. Attention was given to results where the majority of participants selected a specific response, especially between the first two response options (in the first year of employment or after the first year of employment). These results will be used to identify which areas within each sub-section should be considered for a staff development programme for newly appointed academics, and when this concept should be introduced. Only responses of 10% and higher in the third response option (not at all) were considered for discussion.

5.4.1 Learning about the Faculty of Health Sciences: Infrastructure

In the words of Lucas and Murry (2011:3), “Every college and university exhibits its own distinctive organizational culture”. The authors indicate that the newly appointed academic staff member enters the institution with two distinct questions: “What is important?” and “How are things done around here?”; “... each person’s initial experience within the academy is to some extent unique” (Lucas & Murry 2011:4).

The first part of this section refers to the participants' responses in terms of being orientated to the FoHS and learning more about the infrastructures of the faculty (*cf.* Table 5.2 – Table 5.5). Table 5.2 summarises the participants' responses in terms of the welcoming in an orientation programme.

Table 5.2: Participants' responses in terms of learning about the FoHS infrastructure: Welcoming

Sub-section B1: 1. Welcoming, Section B of questionnaire [N=129]; (n=29=^a; n=128=^b; n=127=^c)

Section B1: Statements on the questionnaire		Responses reported in percentages		
The following should be addressed (or not) in the orientation programme. Should this be done:		in the first year of employment	after the first year of employment	not at all
1. Welcoming The lecturer should:				
1.1 Attend a welcoming address by the Dean ^b		82.8	3.9	13.3
1.2 Attend a welcoming address by the Heads of Schools ^c		82.7	5.5	11.8
1.3 Be welcomed by all of the Heads of Departments where applicable ^c		72.4	7.1	20.5
1.4 Be welcomed by the Head of the Division Health Sciences Education and the orientation course coordinator/s ^b		82.0	10.2	7.8
1.5 Other (please specify)				
a) <i>"A welcome function or introduction to all the departments within the first year of work"</i>				
b) <i>"The schools will have to introduce the staff in all the sectors of the department"</i>				

Sorcinelli (1994:477) recommends that the orientation of new staff should include the opportunity to meet other staff members. Newly appointed academic staff members in the FoHS, UFS already indicated that it was valuable to be welcomed by senior staff members in the Faculty (*cf.* 4.5.1.2).

From the results in Table 5.2 it may be concluded that the Dean (82.8%), Heads of Schools (82.7%) and the Head of the DHSE (82.0%) should be included in a staff development programme for newly appointed academics. Of the participants 20.5% indicated that HODs should not necessarily be included in the welcoming section of the programme. Taking into consideration the vast number of departments in the Faculty it might be logistically very difficult to include all HoDs, and as suggested by a participant it could be something dealt with within each school.

In terms of formal introductions (*cf.* Table 5.3), 96.1% participants indicated that newly appointed staff should be formally introduced to the goal and objectives of the programme. This was highlighted as important in the focus group interview findings (*cf.* 4.5.1.1; 4.6). In providing this information, the importance and relevance of the staff development programme will be transparent and contributing to the motivation to participate (*cf.* 2.7.3).

Table 5.3: Participants' responses in terms of learning about the FoHS infrastructure: Introduction

Sub-section B1: 2. Introduction, Section B of questionnaire [N=129];
(n=129= ^a; n=128= ^b; n=127= ^c)

Section B1: Statements on the questionnaire		Responses reported in percentages		
The following should be addressed (or not) in the orientation programme. Should this be done:		in the first year of employment	after the first year of employment	not at all
2. Introduction				
2.1	Be formally introduced to the goal and objectives of the orientation course ^a	96.1	2.4	1.6
2.2	Be introduced to the three Schools and their different departments in the Faculty ^a	78.3	10.9	10.9
2.3	Be introduced to the Faculty administration and its workings ^b	89.1	9.4	1.6
2.4	Be introduced to the Division Health Sciences Education and the services offered ^d	86.5	13.5	0
2.5	Other (please specify)			
a)	<i>"1st year: Other facilities such as library, medical editor, language practitioner, Dept. of Biostatistics"</i>			
b)	<i>"Overview of organisation/cooperation relationship of clinics/hospital and the UFS welcoming"</i>			

The results further showed that newly appointed staff should be informed about the services offered at the DHSE (86.5%) in the first year of employment; with a mission that includes academic success (*cf.* 2.4) this information is imperative to share early on in academic staff orientation.

In addition to introductions to the faculty administration (89.1%), participants indicated that new staff members also, during their first year of employment, should be introduced to the faculty library, medical editor, language practitioner, and the Department of Biostatistics. An overview of the organisation (referring to the FoHS and UFS) and its relationship with the clinical teaching platform (training in the clinics and hospitals) was

also requested. Fewer participants (78.3%) indicated that introductions to each school in the Faculty should be included in a staff development programme for newly appointed academics. In this case, 10% of participants indicated that this was not necessary.

Newly appointed staff members should be informed about various faculty aspects. Table 5.4 summarises the participants' responses in terms of these aspects.

A total of 93.8% of the participants indicated that information about the vision and mission of the Faculty and each school should be easily obtainable and 91.3% indicated that the newly appointed academic should be informed about what the Faculty expects of health sciences educators at all post levels. Having been provided with information about the Faculty's expectations of the health sciences educator was experienced positively (*cf.* 4.6.1.1) and this thus should be continued in all future orientation initiatives. More than 80% of participants also indicated the following to be included in the staff development programme for newly appointed academics in the first year of employment: The parallel-medium mode of instruction used in the Faculty (88.9%), the multicultural environment in which education takes place (87.5%), the Faculty structures and how they fit into the University structures (85.2%), and specific programmes in their School (81.1%).

It should be noted that only 76.7% of participants indicated that the newly appointed academic should be familiarised with the strategic plan of the Faculty. This is surprising, as it was expected that academics should realise that every role and responsibility executed by the academic should be in line with the strategic plan of both the faculty and the university. Also, being aware of current and planned projects, achievements and challenges of the Faculty may encourage involvement of the newly appointed academic.

The following aspects should be considered for inclusion in the programme or not: The history of the Faculty, the selection criteria in both undergraduate and postgraduate programmes, and the academic schedule of the Faculty.

Table 5.4: Participants' responses in terms of learning about the FoHS infrastructure: About the Faculty

Sub-section B1, 3. About the Faculty; Section B of questionnaire [N=129];
(n=129= ^a; n=128= ^b; n=127= ^c; n=126= ^d)

Section B1: Statements from the questionnaire		Responses reported in percentages		
The following should be addressed (or not) in the orientation programme. Should this be done:		in the first year of employment	after the first year of employment	not at all
3. About the Faculty The newly appointed educator should be exposed to an opportunity to:				
3.1 Obtain information on the vision and mission of the Faculty and each School ^a		93.8	4.7	1.6
3.2 Learn about the Faculty structures and how they fit into the University structures ^b		85.2	13.3	1.6
3.3 Receive information about the history of the Faculty ^a		48.1	29.5	22.5
3.4 Be familiarised with the strategic plan of the Faculty ^a		76.7	22.5	0.8
3.5 Be informed of the current and planned projects in the Faculty ^b		72.1	24.0	3.9
3.6 Learn about the Faculty's achievements ^b		57.0	35.9	7.0
3.7 Learn about the Faculty's challenges ^b		64.8	31.3	3.9
3.8 Gain knowledge of the undergraduate programmes offered in the Faculty ^b		76.6	16.4	7.0
3.9 Gain knowledge of the postgraduate programmes offered in the Faculty ^b		65.6	27.3	7.0
3.10 Be informed of the selection criteria for various undergraduate Faculty programmes ^b		54.7	28.1	17.2
3.11 Be informed of the selection criteria for various postgraduate Faculty programmes ^b		44.5	35.9	19.5
3.12 Become fully informed about the Faculty's academic schedule ^b		68.8	16.4	14.8
3.13 Be familiarised with specific programmes in their School ^c		81.1	15.7	3.1
3.14 Be orientated to the parallel-medium mode of instruction used in the Faculty (and University) ^d		88.9	7.1	4.0
3.15 Conceptualise the multicultural environment in which education takes place ^b		87.5	10.9	1.6
3.16 Become informed about what the Faculty expects of health sciences educators at all post levels ^c		91.3	7.9	0.8
3.17 Other (please specify)				
a) <i>"People do not have someone talk at length about information that can be summarised effectively on a website. The orientation should be based on material easy to access"</i>				

In the open section (*cf.* Table 5.4) one participant made a valuable comment. He/she recommends that since a large proportion of the information in this section either already is available on the Faculty website or easily can be summarised on an online platform, it should be made available through this route to newly appointed staff members to refer to in their own time.

When asked when the newly appointed academic should be informed of the selection criteria for various undergraduate Faculty programmes, the majority of (54.7%) the participants selected the response ‘within the first year of employment’, but a relatively high percentage (28.1%) selected the response ‘after the first year of employment’ and 17.2% indicated it never should be included in an orientation programme. In comparing the responses of the groups according to their years of experience (*cf.* 5.2), there were significant differences in their responses ($\chi^2 = 9.71$; $df = 4$, $p = 0.0544$) (*cf.* Table 5.5).

Table 5.5: Comparative analysis of the responses of the groups 0-5 years, 6-14 years, and 15 and more years’ teaching experience with reference to: About the Faculty

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Section B, Question B1 - Be informed of the selection criteria for various undergraduate programmes in all three schools p-value = 0.0544				
0-5 years of teaching experience	39 65.00	13 21.67	8 13.33	60
6-14 years of teaching experience	19 52.78	13 36.11	4 11.11	36
15 and more years of teaching experience	12 37.50	10 31.25	10 31.25	32

In sub-section 4 (*cf.* Table 5.6), other logistics were included. In view of the results, the information about the following aspects should be considered to be included early on in the staff development programme for newly appointed academics: the Frik Scott Library (94.5%), the intranet (93.8%), the university and FoHS website (93.0%), e-mail system (93.0%), the internet (92.9%), the telephone system (89.8%), the Medmail system (89.7%), venue bookings process (89.1%), and faculty policies and procedures (89.0%). Information about the external teaching platforms of the FoHS (e.g. clinics, community and hospitals) should be included in the programme. Once again a suggestion was made to include this type of information in a booklet or on a website. From the results it may be postulated that a tour of the FoHS facilities may not be necessary.

Table 5.6: Participants' responses in terms of learning about the FoHS infrastructure: Other logistics

Sub-section B1, 4. Other logistics; Section B of questionnaire [N=129];
(n=129= ^a; n=128= ^b; n=127= ^c; n=126= ^d)

Section B1: Statements from the questionnaire		Responses reported in percentages		
The following should be addressed (or not) in the orientation programme. Should this be done:		in the first year of employment	after the first year of employment	not at all
4. Other logistics				
During the orientation programme the newly appointed educator should:				
4.1	Receive a University campus map including a Faculty of Health Sciences' map ^b	91.4	1.6	7.0
4.2	Have a tour of the Faculty of Health Sciences' buildings and facilities ^b	78.9	8.6	12.5
4.3	Have a tour of each of the three Schools in the Faculty ^d	56.3	18.3	25.4
4.4	Learn how to access information about the Faculty on the University website ^a	93.0	3.9	3.2
4.5	Learn how to access Faculty policies and procedures ^c	89.0	9.4	1.6
4.6	Be informed how to identify who should be contacted to book venues (including the booking procedures) ^a	89.1	7.0	3.9
4.7	Be informed whom to contact with queries about the <i>intranet</i> (including all procedures involved) ^a	93.8	4.7	1.6
4.8	Be informed whom to contact to query about the <i>internet</i> (including all procedures involved) ^c	92.9	5.5	1.6
4.9	Be informed whom to contact to query about <i>e-mail</i> (including all procedures involved) ^b	93.0	3.9	3.1
4.10	Be informed whom to contact to query about the <i>Faculty Medmail system</i> (including all procedures involved) ^c	89.7	7.1	3.2
4.11	Be informed whom to contact to query about the <i>Faculty Telephone system</i> (including all procedures involved) ^a	89.9	6.2	3.9
4.12	Be orientated to the Frik Scott Library (including services and available resources) ^b	94.5	4.7	0.8
4.13	Other (please specify)			
a)	<i>"Be orientated to Sasol library"</i>			
b)	<i>"Orientate about external platforms clinics/community/hospitals"</i>			
c)	<i>"What about an information booklet on the intranet?"</i>			

5.4.2 Learning about the roles of the health sciences educator

The roles of the health sciences educator have been detailed in Chapter 2 (*cf.* 2.6). In section B of the questionnaire each role with sub-statements related to possible knowledge or skills required were provided and the participants were asked whether this should be included in an orientation programme, in the first year of employment, after the first year, or not at all. The results can be seen in the sections that follow (*cf.* 5.4.2.1 – 5.4.2.18).

5.4.2.1 A planner of the curriculum

With reference to the newly appointed academic's role as a planner of the curriculum, the academics should be informed about who is responsible for the programme that they teach in (89.1%), should understand what a curriculum is (78.3%), what a programme is (77.5%), and how to distinguish between the two concepts (72.1%) in the first year of the orientation programme (*cf.* Table 5.7). The concept could be clarified in staff development initiatives, but more detail about the curriculum the academic will be teaching in should be obtained from their individual departments. Peer coaching could assist with the transfer of knowledge (*cf.* 2.7.7.7). Planning, developing and evaluating curriculums and programmes are advanced skills and information which will be relevant only in a very few positions at the FoHS; therefore, information pertaining to these could be offered separately for continued development purposes and not as part as the staff development programme for the newly appointed academic.

Table 5.7: Participants' responses in terms of the newly appointed educator: A planner of the curriculum

Sub-section B2, Section B of questionnaire [N=129]; (n=129= ^a; n=128= ^b)

Section B2: Statements from the questionnaire	Responses reported in percentage		
The newly appointed educator should be granted the opportunity to:	in the first year of employment	after the first year of employment	not at all
1. Be brought to a full understanding of what a curriculum is ^a	78.3	17.8	3.9
2. Learn about the different curriculum models ^a	59.7	35.7	4.7
3. Be able to conceptualise the steps of curriculum development ^a	48.1	47.3	4.7
4. Be informed about the concept of re-curriculation ^b	43.8	50.0	6.3
5. Be informed about whom to contact to get assistance with curriculum planning and development ^a	58.9	38.8	2.3
6. Be brought to an understanding of what a programme is ^a	77.5	20.9	1.6
7. Be informed how to distinguish between a curriculum and a programme ^a	72.1	24.8	3.1
8. Be informed about who is responsible for the programme they teach in - including the curriculum (learning plan and content) ^a	89.1	9.3	1.6
9. Other (please specify)			
a) Will depend on the level and extend of responsibility expected from the educator during the 1 st year''			

According to the participants' responses the newly appointed academics may be informed about whom to contact to get assistance with curriculum planning and development during (58.9%) or after (38.8%) the first year of experience, but significantly more

participants with 0-5 years of teaching experience indicated that the information should be given in the first year of employment ($\chi^2 = 8.24$; $df = 4$, $p = 0.0502$) (*cf.* Table 5.8). Responses of participants' were compared, more participants who had attended an orientation course than those who had not indicated that newly appointed educators should be informed about who is responsible for the programme that they teach in during the first year of employment ($\chi^2 = 19.9$; $df = 2$, $p = 0.0001$) (*cf.* Table 5.9).

Table 5.8: Comparative analysis of the responses of the groups 0-5 years, 6-14 years, and 15 and more years' teaching experience in terms of the newly appointed educator: A planner of the curriculum

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Section B, Question B2 - 5. Be informed about whom to contact to get assistance with curriculum planning and development p-value = 0.0502				
0-5 years of teaching experience	42 70.00	16 26.67	2 3.33	60
6-14 years of teaching experience	19 52.78	16 44.44	1 2.78	36
15 and more years of teaching experience	15 45.45	18 54.55	0	33

Table 5.9: Comparative analysis of the responses of participants who had completed an orientation course and those who had not in terms of the newly appointed educator: A planner of the curriculum

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Question B2- 8. Be informed about who is responsible for the programme they teach in – including the curriculum (learning plan and content) p-value = <0001				
Participants who completed an orientation course	83 97.65	1 1.18	1 1.18	85
Participants who did not complete an orientation course	32 72.73	11 25.00	1 2.27	44

5.4.2.2 A module planner

Table 5.10 summarises the participants' responses in view of the newly appointed educator's role as module planner. From the responses it may be postulated that in a staff development programme for newly appointed academics the term 'module' should be defined (84.4%), the position of the module in a programme should be indicated (88.3%), the concept of units or sessions should be clarified and their position in a module outlined (84.4%), and the roles and responsibilities of all parties involved outlined (78.7%, 82.0%, 88.2%). Note that no participant selected the option of 'not at all' for the statement: "be informed about the roles and responsibilities of a session presenter in a module".

The newly appointed academics therefore only should be orientated to these concepts, unless the educator is a module leader; in this case they should probably not only be orientated to these concepts but be offered further development and support opportunities to comply with the demands of the required roles and responsibilities (including challenges) of a module leader.

Table 5.10: Participants' responses in terms of the newly appointed educator: A module planner

Sub-section B3, Section B of questionnaire [N=129]; (n=129= ^a; n=128= ^b; n=127= ^c)

Section B3: Statements from the questionnaire	Responses reported in percentages		
The newly appointed educator should be granted an opportunity to:	in the first year of employment	after the first year of employment	not at all
1. Learn about how to define the term module ^b	84.4	12.5	3.1
2. Be informed about how a module fits into the bigger picture of a programme ^b	88.3	10.9	0.8
3. Be informed how a module can be sub-divided into smaller teaching- learning units ^b	84.4	12.5	3.1
4. Be informed about the important aspects of modules ^b	83.6	14.1	2.3
5. Be informed about the roles and responsibilities of a module leader ^c	78.7	20.5	0.8
6. Be informed about the roles and responsibilities of a unit presenter in a module ^b	82.0	17.2	0.8
7. Be informed about the roles and responsibilities of a session presenter in a module ^c	88.2	11.8	0
8. Be familiarised with challenges faced by educators in module planning and development ^c	68.5	30.7	0.8
9. Other (please specify)			
a) "If the newly appointed lecturer is a module leader"			
b) "New appointees in the SoN should possibly decide whether they want to attend"			

Comparative analysis showed that mostly participants with 0.5 years of teaching experience indicated that information on challenges faced in module planning and development should be available during the first year of employment. There was a significant difference between their answers and those educators with 6-14 and 15 and above years' teaching experience ($\chi^2 = 12.44$; $df = 4$, $p = 0.0058$) (cf. Table 5.11). The more experienced academics possibly might have recognised this matter as something that would affect module leaders specifically, and argued that it might not be necessary for all newly appointed educators to be informed of the challenges faced in module planning and development.

Table 5.11: Comparative analysis of the responses of the groups 0-5 years, 6-14 years, and 15 and more years' teaching experience in terms of the newly appointed educator: A module planner

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Section B, Question B3 - 8: Be familiarised with challenges faced by educators in module planning and development p-value = 0.0058				
0-5 years of teaching experience	49 81.67	11 18.33	0	60
6-14 years of teaching experience	22 62.86	13 37.14	0	35
15 and more years of teaching experience	16 50.00	15 46.88	1 3.13	32

An important comment in this section (cf. 5.10) is the following: “*New appointees in the SoN possibly should decide whether they would like to attend*”. This has a bearing on nurse educators in the SoN only being appointed permanently if they have a diploma or a degree in nursing education (cf. 2.4.2). This will be an important consideration when determining which sections of the staff development programme to be developed will be applicable to our newly appointed colleagues from the SoN.

5.4.2.3 *A resource developer in terms of module guides*

One of the core tasks of a medical educator is the design and planning of learning activities (*cf.* 2.6.1). With specific reference to learning and teaching methods and resources, the Academy of Medical Educators (2014:Online) suggests that on the first standard level academics should be aware of a range of resources and how they may be used effectively.

A module guide includes information about the specific module. An example is the module guide in the HPE programme which contains the following information: The module name and code, notional hours (learning hours), credits, the schedule (contact hours and other), information about the module leader, an introductory summary of the module, the goal, background information, content, module description, module outcomes, information about the module assessment with every activity outlined, and information about important resources (additional resources). A module guide in one of the undergraduate modules offers the same general information, but unpacks the details (e.g. outcomes, activities, assessment) of each unit in the module separately. The module guide is to be used by the academics to plan their teaching and assessment. The guide mostly is planned and developed by the module leader (with or without involvement of the academics who will be teaching in the module).

A total of 75.0% and 69.0% of participants responded that newly appointed academics should be informed of the FoHS's and each school's requirements in terms of module guides (*cf.* Table 5.12). All newly appointed academics should be orientated to what a module guide is, and what contents such a guide should include (as per the requirements of the FoHS or school). Thereafter, they should be offered knowledge and skills in terms of using the information in the module guide to plan their teaching material and assessments accordingly.

In terms of module guide development, 59.5% of respondent suggested this information should be available in the first year of employment, and 38.9% indicated 'after the first year of employment'. Similar percentages were seen with reference to updating module guides (54.7% and 41.4% respectively). Once again those academics appointed as module leaders will be involved in the development and updating of module guides, and

if staff development initiatives addressing the newly appointed academic are offered to address this, it probably should be included later in the first year of employment or only after the first year of employment.

Table 5.12: Participants' responses in terms of the newly appointed educator: A resource developer in terms of module guides
Sub-section B4, Section B of questionnaire [N=129]; (n=129= ^a; n=128= ^b; n=127= ^c; n=126= ^d)

Section B4: Statements from the questionnaire	Responses reported in percentages		
The newly appointed educator should:	in the first year of employment	after the first year of employment	not at all
1. Be fully and explicitly informed about the Faculty's requirements in terms of module guide content ^b	75.0	20.3	4.7
2. Be fully and explicitly informed what each School's requirements are in terms of module guide content ^b	69.5	19.5	10.9
3. Be fully and explicitly informed about the health sciences educator's role in terms of module guide development ^c	69.3	25.2	5.5
4. Be fully and explicitly informed the principles applicable in selecting learning content for the module guide ^b	72.7	24.2	3.1
5. Learn how to use information technology as a tool to access information to use in a module guide ^c	79.5	20.5	0
6. Learn how to organise the content within a module guide according to the specifications of the Faculty ^c	70.1	27.6	2.4
7. Learn how to develop a module guide ^d	59.5	38.9	1.6
8. Be equipped with skills on how to best update a module guide ^b	54.7	41.4	3.1
9. Be presented with examples of module guides ^b	79.7	18.0	2.3
10. Be informed where to go to be assisted with the development of module guides ^b	78.9	19.5	1.6
11. Other (please specify)			
a) "Only relevant School"			
b) "This depends on whether this person will need to do this immediately"			

5.4.2.4 A resource developer in terms of study guides

A study guide provides the context of a specific module. In this document content from various sources commonly is summarised. It is not a document used by all departments and in some instances the information is included in the module guide.

Table 5.13 summarises the participants' responses in terms of the role of resource developer, developing study guides. A total of 77.3% and 62.5% of participants indicated that the newly appointed academics should be informed of the FoHS and their school's

requirements of study guides, and 68.0% indicated that the academic's role with reference to study guides should be clarified.

Table 5.13: Participants' responses in terms of the newly appointed educator: A resource developer in terms of study guides

Sub-section B5, Section B of questionnaire [N=129]; (n=129= ^a; n=128= ^b; n=127= ^c; n=126= ^d)

Section B5: Statements from the questionnaire	Responses reported in percentages		
	in the first year of employment	after the first year of employment	not at all
The newly appointed educator should be granted an opportunity to:			
1. Become fully and explicitly informed about the Faculty's requirements in terms of study guides ^b	77.3	21.9	0.8
2. Comprehend what each School's requirements are in terms of study guides ^b	62.5	28.9	8.6
3. Become fully and explicitly informed about a health sciences educator's role in terms of study guide development ^b	68.0	28.9	3.1
4. Become fully and explicitly informed about the principles used in selecting learning content for the study guide ^b	68.8	30.5	0.8
5. Learn how to use information technology as a tool to access information to use in study guides ^b	77.3	21.9	0.8
6. Learn how to organise the content of a study guide according to specifications of the Faculty ^c	70.1	26.0	4.0
7. Learn how to develop a study guide ^b	64.1	32.0	3.9
8. Become equipped with skills on how to best update a study guide ^d	59.5	36.5	4.0
9. Be presented with examples of study guides ^d	79.4	19.0	1.6
10. Be informed about where to go to be assisted with the development of study guides ^d	77.8	20.6	1.6
11. Other (please specify)			
a) <i>"Study guides are a waste of time. All the student needs is a module and textbooks. The laborious rewriting of textbook in the form of study guides is not what a University is supposed to do"</i>			

Most of the participants' indicated that knowledge and skills in terms of developing study guides should be offered to the newly appointed academic during their first year of employment. Although, 36.5% of participants indicated that particular skills in updating the guide could be offered after the first year of employment. This is reasonable and the same argument as previously stated (*cf.* 5.4.2.3) will apply here. Again mostly participants with 0.5 years of teaching experience indicated this information should be available in the first year of employment. There was a significant difference between their answers and those of educators with 6-14 and 15 and more years' teaching experience ($\chi^2 = 17.67$; $df = 4$, $p = 0.0061$) (*cf.* Table 5.14).

Table 5.14: Comparative analysis of the responses of the groups 0-5 years, 6-14 years, and 15 and more years' teaching experience in terms of the newly appointed educator: A resource developer in terms of study guides

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Section B, Question B5 – 8: Become equipped with skills on how to best update a study guide p-value = 0.0061				
0-5 years of teaching experience	40 67.80	19 32.20	0	59
6-14 years of teaching experience	20 55.56	16 44.44	0	36
15 and more years of teaching experience	15 48.39	11 35.48	5 16.13	31

One comment made by a participant (*cf.* Table 5.13) indicated that there might not necessarily be a need for study guides; however, this being said, it still is a standardly required document used in several programmes in the FoHS, UFS. Perhaps attention should be drawn to the fact that not all academics will need to make use of a study guide and sessions referring to this information in an orientation course then might be attended voluntarily.

5.4.2.5 Teaching-learning responsibilities

Participants' responses with reference to educational strategies and methods, outcomes-based education, the educational environment, educational responsibilities and educational support related to teaching-learning responsibilities of health sciences educators are summarised in Tables 5.15, 5.18, 5.20, 5.21, and 5.23. With reference to educational strategies and methods (*cf.* Table 5.15), the following concepts were ranked highest to be considered during the first year of employment: Whom to contact to get support with e-learning (72.7%), orientation towards e-learning platforms (69.5%), e-learning platform available at the UFS (69.0%), different teaching methods (65.9%), integrated learning (62.5%), and different educational strategies (62.0%). The following comment stood out: *"I learned about education theory in bits and pieces. It was presented by educationalists that seemed to have more than adequate time on their hands. They*

went on about things in such an abstract way that it was difficult for me to get to apply it. I learned to navigate between what they wanted and what is actually possible". The important message here is to transfer only the most relevant and important information in a practical manner so that the academics may be enabled to make sense of the information and apply it.

Table 5.15: Participants' responses in terms of the newly appointed educator's teaching-learning responsibilities: Educational strategies and methods

Sub-section B6, 1. Educational strategies and methods, Section B of questionnaire [N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d;

Section B6: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
1. Educational strategies and methods				
The newly appointed educator should be granted an opportunity to:				
1.1	Conceptualise that there are different educational strategies ^a	62.0	35.7	2.3
1.2	Become fully informed of the theory of the most commonly used educational strategies, as used in the Faculty ^a	59.7	33.3	7.0
1.3	Be informed and guided how to make use effectively of various educational strategies	57.4	37.2	5.5
1.4	Practise the use of various educational strategies ^a	41.9	49.6	8.5
1.5	Conceptualise that there are different teaching methods ^a	65.9	31.8	2.3
1.6	Engage in the theory of the most commonly used educational methods, as used in the Faculty ^b	59.4	35.9	4.7
1.7	Be informed and guided how to make use effectively of various educational methods ^b	59.4	36.7	3.9
1.8	Practise the use of various educational methods ^b	45.3	46.9	7.8
1.9	Differentiate between traditional and innovative educational methods ^a	58.1	37.2	4.7
1.10	Be orientated on various e-learning platforms available in education ^b	69.5	29.7	0.8
1.11	Learn about the e-learning platforms available at the University ^a	69.0	30.2	0.8
1.12	Be informed about whom to contact to get support with e-learning ^b	72.7	26.6	0.8
1.13	Demonstrate the ability to use e-learning in their teaching-learning ^a	56.6	40.3	3.1
1.14	Gain knowledge of distance education ^b	32.0	53.9	14.0
1.15	Learn more about the use of distance education in the Faculty ^c	31.5	54.3	14.2
1.16	Comprehend integrated learning ^b	62.5	34.4	3.1
1.17	Learn more about the use of integrated learning in the Faculty ^b	56.2	39.1	4.7
1.18	Learn about the SPICES model in health sciences education ^c	51.2	41.7	7.1
1.19	Other (please specify)			
a)	<i>"I learned about education theory in bits and pieces. It was presented by educationalists that seemed to have more than adequate time on their hands. They went on about things in such an abstract way that it is difficult for me to get to apply it. I learned to navigate between what they wanted and what is actually possible"</i>			
b)	<i>"Very few modules are presented via distance education"</i>			

Almost an equal number of participants indicated that the newly appointed academic should be able to practise the use of various educational strategies (41.9% and 49.6%) and methods (45.3% and 46.9%) both in and beyond their first year of employment. Introducing an evaluated microteaching activity with feedback into the course for newly appointed lecturers, seemed enjoyable and offered a valuable learning opportunity (*cf.* Van Wyk & Kridiotis 2015:Online), and this should definitely be continued. Based on the results reported here, it might be included in a staff development programme at any time.

According to the results, distance learning should be dealt with in the second year (53.9% and 54.3%) and in this group 14.0% and 14.0% of participants indicated that it should not be included in an orientation programme at all with a supporting comment of “*Very few modules are presented via distance education*”. With community-based education being on the rise in the FoHS, UFS, there could be a shortage of educators on these distant training sites at first. While professional practitioners are being trained to teach at these sites, the existing staff cohort at the Faculty might be required to assist, and since they will not be able to go out to the sites, distance education as an educational method might be a solution.

The Chi-square test which was performed on the responses of the participants who had completed an orientation course and those who had not, revealed the following significant differences between the groups’ responses (*cf.* Table 5.16). Twice as many participants who had completed an orientation course indicated that information to differentiate between traditional and innovative educational methods should be included both in the first year of employment and beyond, compared to the responses of the group who did not complete an orientation course ($\chi^2 = 7.0$; $df = 2$, $p = <0.0367$). Significantly more participants who had completed an orientation course indicated that newly appointed educators should be informed about whom to contact to get support with e-learning during their first year of employment ($\chi^2 = 7.2$; $df = 2$, $p = <0.0190$).

Table 5.16: Comparative analysis of the responses of participants who had completed an orientation course and those who had not in terms of the newly appointed educator's teaching-learning responsibilities: Educational strategies and methods

		Chi-square analysis: number of responses and percentages			Total (n)
		in the first year of employment	after the first year of employment	not at all	
Question B6 - 1.9: Differentiate between traditional and innovative educational methods p-value = 0.0367					
Participants who completed an orientation course		50 58.82	34 40.00	1 1.18	85
Participants who did not complete an orientation course		25 56.82	14 31.82	5 11.36	44
Question B6 - 1.12: Be informed about whom to contact to get support with e-learning p-value = 0.0190					
Participants who completed an orientation course		67 79.76	17 20.24	0 0.00	84
Participants who did not complete an orientation course		26 59.09	17 38.64	1 2.27	44

Comparing the responses of participants of the groups 0-5 years, 6-14 years, and 15 and more years' teaching experience, four sub-questions yielded significant differences (*cf.* Table 5.17). First, mostly participants with 0-5 years of teaching experience indicated that the effective use of various educational strategies should be dealt with in the first year of employment ($\chi^2 = 11.02$; $df = 4$, $p = <0.0397$). Second and third, the majority of participants with 0-5 years of teaching experience indicated that the newly appointed educator should practise the use of various educational strategies and methods respectively, compared to those with more than 15 years' experience ($\chi^2 = 14.48$; $df = 4$, $p = <0.0095$; $\chi^2 = 15.52$; $df = 4$, $p = <0.0041$). In the fourth instance, mostly participants with 0-5 years of teaching experience indicated that learning about the SPICES model in health sciences education should take place in the first year of employment ($\chi^2 = 8.85$; $df = 4$, $p = <0.0521$).

Table 5.17: Comparative analysis of the responses of the groups 0-5 years, 6-14 years, and 15 and more years' teaching experience in terms of the newly appointed educator's teaching-learning responsibilities: Educational strategies and methods

		Chi-square analysis: number of responses and percentages			Total (n)
		in the first year of employment	after the first year of employment	not at all	
Section B, Question B6 - 1.3: Be informed and guided how to make use effectively of various educational strategies p-value = 0.0397					
0-5 years of teaching experience	39 65.00	19 31.67	2 3.33	60	
6-14 years of teaching experience	21 58.33	15 41.67	0	36	
15 and more years of teaching experience	14 42.42	14 42.42	5 15.15	33	
Section B, Question B6 - 1.4: Practice the use of various educational strategies p-value = 0.0095					
0-5 years of teaching experience	32 53.33	25 41.67	3 5.00	60	
6-14 years of teaching experience	14 38.89	21 58.33	1 2.78	36	
15 and more years of teaching experience	8 24.24	18 54.55	7 21.21	33	
Section B, Question B6 - 1.8: Practise the use of various educational methods p-value = 0.0041					
0-5 years of teaching experience	36 61.02	21 35.59	2 3.39	59	
6-14 years of teaching experience	13 36.11	21 58.33	2 5.56	36	
15 and more years of teaching experience	9 27.27	18 54.55	6 18.18	33	
Section B, Question B6 - 1.18: Learn about the SPICES model in health sciences education p-value = 0.0521					
0-5 years of teaching experience	38 64.41	19 32.20	2 3.39	59	
6-14 years of teaching experience	14 38.89	19 52.78	3 8.33	36	
15 and more years of teaching experience	13 40.63	15 46.88	4 12.50	32	

The teaching strategy at the UFS includes outcomes-based education. Table 5.18 presents a summary of the participants' responses about outcomes-based education.

Between 71.4% and 84.5% of participants indicated that general concepts of outcomes-based education ideally should be included in the staff development programme for newly appointed academics during the first year of employment. It was interesting to note that

a total of 30.2% of the participants indicated that the newly appointed educators only need to learn how to formulate outcomes after their first year of employment.

Table 5.18: Participants' responses in terms of the newly appointed educator's teaching-learning responsibilities: Outcomes-based education

Sub-section B6, 2. Outcomes-based education, Section B of questionnaire
[N=129]; (n=129= a; n=128= b; n=127=c; n=126=d; n=125=e; n=124=f)

Section B6: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
2. Outcomes-based education				
The newly appointed educator should be granted an opportunity to:				
2.1	Gain an understanding of outcomes-based education ^a	84.5	13.2	2.3
2.2	Conceptualise that different taxonomies (e.g. Bloom's taxonomy, Fink's taxonomy) may be employed to enhance students' learning ^a	77.5	18.6	3.9
2.3	Conceptualise that students can operate at different cognitive levels (e.g. knowledge, analyse) ^b	77.3	21.1	1.6
2.4	Comprehend the difference between exit-level outcomes and module outcomes ^a	79.8	19.4	0.8
2.5	Comprehend the difference between module outcomes and unit outcomes ^a	81.4	15.5	3.1
2.6	Learn how to formulate learning outcomes ^a	76.7	21.7	1.6
2.7	Learn about the different levels at which learning outcomes should be formulated ^d	71.4	24.6	4.0
2.8	Formulate learning outcomes for their specific course or module ^a	69.0	30.2	0.8
2.9	Learn to explain the required learning outcomes to their students ^d	77.8	20.6	1.6
2.10	Be informed about how to select the appropriate educational method to attain a specific learning outcome ^c	76.4	22.8	0.8
2.11	Other (please specify)			
a)	<i>"It will depend if the department uses outcomes based education"</i>			
b)	<i>"It will not help to give dry lectures about this. Rather have people bring their own teaching material and work on it. Please keep it informal. I learned about education in such a formal dry environment that I learned enough to stay out of trouble. In the meantime I tried to put a bit of enthusiasm into the teaching I was doing"</i>			

The following comment was made in this section: *"It will not help to give dry lectures about this. Rather have people bring their own teaching material and work on it. Please keep it informal. I learned about education in such a formal dry environment that I learned enough to stay out of trouble. In the meantime I tried to put a bit of enthusiasm into the teaching I was doing."* This was valuable information, because these colleagues are adult learners and we need to address them as such in order to offer them the best learning opportunity. Adults enter the learning environment informed and bring with

them prior experience. This could be used as a basis to build onto. It had already been established from results of the focus group interviews in this study (*cf.* 4.6.2.2) that the newly appointed academic appreciate the more practical sessions as opposed to only theory-driven sessions. The adult learner should be actively involved in the learning experience. This deserves attention in the development of the updated and new staff development programme.

Table 5.19 shows the Chi-square analysis of the comparison of participants' responses in the groups 0-5 years, 6-14 years, and 15 and more years' teaching experience with reference to the statement: Comprehend the difference between module outcomes and unit outcomes. Participants with 0-5 years of experience mostly indicated this should be included in the first year of employment and the fewest responses, from participants with 6-14 years' experience, selected the option 'after the first year of employment' ($\chi^2 = 17.60$; $df = 4$, $p = <0.0033$).

Table 5.19: Comparative analysis of the responses of the groups 0-5 years, 6-14 years, and 15 and more years' teaching experience in terms of the newly appointed educator's teaching-learning responsibilities: Outcomes-based education

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Section B, Question B6 - 2.5 Comprehend the difference between module outcomes and unit outcomes p-value = 0.0033				
0-5 years of teaching experience	46 76.67	14 23.33	0	60
6-14 years of teaching experience	34. 94.44	2 5.56	0	36
15 and more years of teaching experience	25 75.76	14 12.12	4 12.12	33

Participants' responses in terms of the educational environment are summarised in Table 5.20. The majority of participants (70.9%, 68.3% and 57.3%) indicated that this should be dealt with in the first year of employment, but warned that one should consider the clinical platform carefully (e.g. *"Just remember that there is a difference between medical educators on the joint establishment where service delivery is the most important part of*

their duties, and medical educators appointed solely by the UFS and who is doing education as their main duty”). The educational environment differs in the different clinical teaching platforms. Basic concepts of a good educational environment could be shared with the educators and they could be encouraged to create the most optimal learning environment for students, but this might in some cases be a challenge. The environment in the hospital, clinic and even community setting is not necessarily something one has control over, but an informed educator could acknowledge the positive and negative aspects in the educational environment and be flexible to address it accordingly.

Table 5.20: Participants’ responses in terms of the newly appointed educator’s teaching-learning responsibilities: The educational environment
Sub-section B6, 3. The educational environment, Section B of questionnaire [N=129]; (n=129= ^a; n=128= ^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f)

Section B6: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
3. The educational environment				
The newly appointed educator should be granted an opportunity to:				
3.1	Make meaning of the concept ‘educational environment’ ^c	70.9	26.0	3.1
3.2	Be introduced to the key components within an educational environment(s) ^d	68.3	27.0	4.8
3.3	Learn how to evaluate the educational environment ^f	57.3	36.3	6.5
3.4	Other (please specify)			
a)	“Just remember that there is a difference between medical educators on the joint establishment where service delivery is the most important part of their duties, and medical educators appointed solely by the UFS and who is doing education as their main duty”			
b)	“Depending on who the medical educator is working for (who is paying the salary) and the extent of the teaching responsibilities”			

The academic has many educational responsibilities; participant responses regarding this are provided in Table 5.21. The majority of participants (88.3%) indicated that the newly appointed educator should be granted an opportunity to learn about the teaching-learning responsibilities of a health sciences educator during the first year of employment.

According to more than 80% of participants, the following aspects also deserve attention during the first year of employment: Preparation for educational session/s, structuring of

educational session/s, transferring knowledge to students, transferring skills to students, presenting stimulating educational session/s and engaging students more.

Table 5.21: Participants' responses in terms of the newly appointed educator's teaching-learning responsibilities: Educational responsibilities
Sub-section B6, 4. Educational responsibilities, Section B of questionnaire
[N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f)

Section B6: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
4. Educational responsibilities				
The newly appointed educator /lecturer should be granted an opportunity to:				
4.1	Learn about the teaching-learning responsibilities of a health sciences educator ^b	88.3	9.4	2.3
4.2	Become familiarised with the different challenges health sciences educators face in teaching-learning ^a	71.3	24.8	3.9
4.3	Be presented with information on how to effectively address common educational challenges ^a	73.6	23.3	3.1
4.4	Become informed about all of the latest educational strategies ^a	50.4	42.6	7.0
4.5	Become informed about all of the latest educational methods ^d	52.4	41.3	6.3
4.6	Take note of and discuss the teaching-learning policy documents of the University ^b	55.5	39.1	5.5
4.7	Take note of and discuss the teaching-learning policy documents of the Faculty ^b	61.7	35.2	3.1
4.8	Become informed of the teaching-learning modes applied in the Faculty ^c	68.5	26.0	5.5
4.9	Observe more experienced colleagues teach ^b	77.3	17.2	5.5
4.10	Learn to reflect on their teaching-learning ^b	68.0	28.1	3.9
4.11	Obtain skills to make improvements on their teaching-learning ^b	55.5	41.4	3.1
4.12	Learn how to prepare for educational session(s) (including time management) ^b	80.5	19.5	0
4.13	Learn how to structure educational session(s) ^a	81.4	17.1	1.6
4.14	Be informed about how to apply theoretical knowledge to an educational situation ^b	71.9	25.0	3.1
4.15	Be informed about how to effectively transfer knowledge to students ^d	87.3	12.7	0
4.16	Learn how to effectively transfer skills to students ^a	86.0	13.2	0.8
4.17	Learn how to present educational session(s) that are stimulating ^a	86.0	13.2	0.8
4.18	Identify strategies to engage students better ^b	80.5	19.5	0
4.19	Obtain skills in terms of teaching on different educational platforms (e.g. in the classroom, clinic, community) ^c	67.7	29.9	2.4
4.20	Other (please specify)			
a)	"4.19 This depends on the particular job description of the employee"			
b)	"Most doctors in academia like to teach. Help them to enjoy teaching and engage with students. Please do not give them packs of photocopies they will in any case never read. They must not have such a formal introductory course that they decide to leave"			

A similar number of participants indicated that the newly appointed educator should: become informed about all the latest educational strategies (50.4% and 42.6%); become informed about all the latest educational methods (52.4% and 41.3%); and obtain skills to make improvements in their teaching-learning (55.5% and 41.4%), both during and after their first year of employment. The responses in terms of these aspects seem appropriate since this information should be updated on a continuous basis through various staff development activities. Another comment to consider in the development of a programme is: *“Most doctors in academia like to teach. Help them to enjoy teaching and engage with students. Please do not give them packs of photocopies they will in any case never read. They must not have such a formal introductory course that they decide to leave”* (cf. Table 5.13). From this opinion it may be inferred that more interactive and motivational types of sessions might be valued as opposed to providing information in a resource folder. With this statement in mind, it will be important to develop an orientation programme meticulously. The programme should be encouraging, developing an enjoyment for teaching. Again, the responses of participants with 0-5 years’ teaching experience were significantly different from those of respondents with 6-14 years and 15 and more years of teaching experience in terms of the statement: Become familiarised with the different challenges health sciences educators face in teaching-learning ($\chi^2 = 12.00$; $df = 4$, $p = <0.0286$) (cf. Table 5.22).

Table 5.22: Comparative analysis of the responses of the groups 0-5 years, 6-14 years, and 15 and more years’ teaching experience in terms of a newly appointed educator’s teaching-learning responsibilities: Educational responsibilities

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Section B, Question B6 4.2 Become familiarised with the different challenges health sciences educators face in teaching-learning p-value = 0.0286				
0-5 years of teaching experience	48 80.00	11 18.33	1 1.67	60
6-14 years of teaching experience	23 63.89	13 36.11	0	36
15 and more years of teaching experience	21 63.64	8 24.24	4 12.12	33

The last aspect included in this section is educational support (*cf.* Table 5.23). The results indicated that newly appointed educators should be introduced to the Faculty's teaching-learning representative during their first year of appointment (87.5%), in addition to being informed about the staff development activities available (79.5%). Staff development activities may assist the educator to obtain the required knowledge and skills to excel in the scholarship of teaching-learning. Continued learning should not stop after initial orientation and development opportunities, instead, staff development should awaken the need for continued development (for the educator to become a life-long learner). Continued educational development might include lecture evaluations with expert feedback; therefore it was encouraging that 71.0% of the participants indicated that this should receive attention during the first year of a newly appointed academic's employment. It seems that support in continued development is required, but as one participant warned it should not be done in an intimidating manner. The relevant comment reads: *"It will be great if there are fun people that can help them. They must not feel as if there is a Big Brother watching them"*.

Table 5.23: Participants' responses in terms of the newly appointed educator' teaching-learning responsibilities: Educational support

Sub-section B6, 5. Educational support, Section B of questionnaire
[N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f)

Section B6: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
5. Educational support				
The newly appointed educator should be granted an opportunity to:				
5.1	Get to know the teaching-learning representative in the Faculty ^b	87.5	10.9	1.6
5.2	Learn about lecturer evaluation opportunities (including self-evaluation, peer evaluation and expert evaluation) ^c	71.0	29.1	0
5.3	Be taught the skill of self-evaluation (of teaching) ^c	65.4	34.6	0
5.4	Be made aware of staff development activities which would assist their educational development in various areas of teaching-learning (knowledge, skills and attitudes) ^c	79.5	20.5	0
5.5	Other (please specify)			
a)	<i>"It will be great if there are fun people that can help them. They must not feel as if there is a Big Brother watching them"</i>			

A total of 34.6% reported that newly appointed academics should be taught the skill of self-evaluation (of teaching) even beyond their first year of employment. Reflection on action is an important skill to master (*cf.* 2.6.3) since it will encourage educational growth

and result in improvement opportunities. The newly appointed academic should be introduced to the skill, but offered support and additional development opportunities to master the skill eventually.

5.4.2.6 *An informant as a teacher in the classroom*

Being a provider of information, as a teacher in the classroom, most likely is the most familiar role for the majority of participants (*cf.* Table 5.24). When referring to general classroom concepts, 92.9% and 94.5% of the participants indicated that newly appointed academics should be made aware of the classroom set-up and how to gain access to the classroom during their first year of employment. In terms of the statement: ‘learn more about challenges to be faced in classroom teaching’ (answered by 80.5% for the first year of employment), one participant added “*Teach them how to manage difficult and disgruntled students*”. This topic was also identified in the focus group interviews conducted during this study, when a single participant requested information about how to handle difficult students (*cf.* 4.6.4.2).

Table 5.24: Participants’ responses in terms of the newly appointed educator: An information provider, as a teacher in the classroom: General classroom concepts

Sub-section B7, 1. General classroom concepts, Section B of questionnaire [N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f)

Section B7: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
1. General classroom concepts				
The newly appointed educator should be granted an opportunity to:				
1.1	Become familiarised with the classroom set-up ^c	92.9	3.1	3.9
1.2	Learn where and how to get access to the classrooms ^b	94.5	3.1	2.3
1.3	Learn how to formulate classroom rules ^c	83.5	11.8	4.7
1.4	Learn more about challenges to be faced in classroom teaching ^b	80.5	16.4	3.1
1.5	Other (please specify)			
a)	<i>“Teach them how to manage difficult and disgruntled students”</i>			

Moving on to basic concepts of classroom teaching (*cf.* Table 5.25), 91.2% participants indicated that new appointees should learn about the general principles of teaching-learning in a classroom setup during their first year of employment. This should include

the use of electronic teaching aids (89.7%), audio-visual aids (89.6%), non-technology educational aids (79.0%), the use of questions (86.5%) and time management (85.5%).

Table 5.25: Participants' responses in terms of the newly appointed educator: An informant, as a teacher in the classroom: Basic concepts of teaching-learning in the classroom

Sub-section B7, 2. Basic concepts of teaching-learning in the classroom, Section B of questionnaire [N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f)

Section B7: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
2. Basic concepts of teaching-learning in the classroom				
The newly appointed educator should be granted an opportunity to:				
2.1	Learn about the general principles of teaching-learning in a classroom setup ^e	91.2	5.6	3.2
2.2	Learn how to use electronic teaching aids ^d	89.7	7.9	2.4
2.3	Learn how to use audio-visual aids ^e	89.6	7.2	3.2
2.4	Learn about non-technology educational aids (e.g. teaching with a white board) ^f	79.0	15.3	5.6
2.5	Learn how to effectively allocate time preparing for a classroom teaching session ^f	85.5	9.7	4.8
2.6	Learn more about the significance of question and answer opportunities in the classroom ^d	86.5	11.1	2.4
2.7	To demonstrate her/his skill in employing an educational method in the classroom ^e	67.2	28.0	4.8
2.8	Other (please specify)			
a)	<i>"Also focus on strategies/methods not using a class room, but clinical settings or "flip-the-classroom"</i>			
b)	<i>"Learning about new technologies will help the lecturer with confidence as a presenter"</i>			
c)	<i>"Most new lecturers are fairly familiar with electronics. Do not underestimate them. Tell them what is available and where they can get the information about these. Dry lectures will just put off. The people who teach the lecturers must be actively teaching themselves"</i>			
d)	<i>"...not all will be applicable for all the newly appointed educators"</i>			

In Table 5.25 it is indicated that one participant reminded the academic developer that many newly appointed academics were familiar with the use of technology and to keep their attention, presentations should be interesting. The use of technology should be demonstrated as opposed to informing the educator about it in a lecture. With reference to demonstration, 28.0% participants indicated that the newly appointed educator should demonstrate her/his skill in employing an educational method in the classroom even beyond the first year of employment. This correlates with a previous finding according to which up to 59.6% of participants indicated that the use of educational strategies and methods should be practised after the first year of employment (*cf.* Table 5.15).

Two teaching methods were emphasised: the lecture as a teaching method (*cf.* Table 5.26) and group work (*cf.* Table 5.27); both methods that are most commonly used in the FoHS, especially in undergraduate teaching but also for postgraduate teaching.

The majority of participants indicated that concepts in terms of the lecture as a teaching method should be dealt with in the first year of employment (*cf.* Table 5.26). A comment that stood out in this section included: *“this is also dependent on learning experiences of the appointed person”*. This was a valid response in view of newly appointed educators having experience of the lecture as a teaching method, mostly because they themselves once were the students on the receiving end of lectures. This is still the most common method used in the FoHS and therefore it should always be included in an orientation programme. Instead of teaching basic concepts of the lecture, the orientation rather should demonstrate several techniques which could be used to present a successful lecture which students can gain from.

Table 5.26: Participants’ responses in terms of the newly appointed educator: An informant, as a teacher in the classroom: The lecture as a teaching-learning method

Sub-section B7, 3. The lecture as a teaching-learning method, Section B of the questionnaire [N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f)

Section B7: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
3. The lecture as a teaching-learning method				
The newly appointed educator should be granted an opportunity to:				
3.1	Learn about the interactive lecture as a teaching-learning method ^c	75.6	22.0	2.4
3.2	Learn how to effectively convey discipline-specific knowledge in a lecture ^d	73.0	23.0	4.0
3.3	Be guided to prepare her/his first lecture ^d	86.5	6.3	7.1
3.4	Be shown how to present his/her first lecture ^c	83.5	5.5	11.0
3.5	Demonstrate the ability to present a lecture (using any type of lecturing platform, e.g. PowerPoint, Prezi) ^f	79.8	8.1	12.1
3.6	Identify ways in which to engage students optimally during a classroom teaching-learning session ^c	81.1	15.7	3.1
3.7	Other (please specify)			
a)	<i>“Guide/show only if requested”</i>			
b)	<i>“Some of them are from different sectors, not familiar with lecturing at all, it will help”</i>			
c)	<i>“Rather focus on other methods than lecture”</i>			
d)	<i>“This also depends on learning experiences of the appointed person”</i>			

Group work as teaching method is used from the undergraduate years into the clinical years of training in the FoHS, UFS. This educational method has several strong points, especially with the latest focus on inter-professional education in which students from multiple professions are grouped together for an interactive training experience. Participants' responses in terms of group work as teaching-learning method is summarised in Table 5.27. A total of 79.7% of participants indicated that principles of group work should be taught during the first year of employment. Again this was favoured more by participants that had completed an orientation course compared to those who had not ($\chi^2 = 7.8$; DF = 2, P = <0.0206) (cf. Table 2.28).

Table 5.27: Participants' responses in terms of the newly appointed educator: An informant, as a teacher in the classroom: Group work as a teaching-learning method

Sub-section B7, 4. Group work as a teaching-learning method, Section B of questionnaire [N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f)

Section B7: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
4. Group work as a teaching-learning method				
The lecturer should be granted an opportunity to:				
4.1	Be informed about the principles of group work ^b	79.7	14.1	6.3
4.2	Learn how to use group work effectively in the classroom ^b	73.4	20.3	6.2
4.3	Learn how to facilitate group work effectively ^c	73.2	20.5	6.3
4.4	Demonstrate his/her skill in facilitating group work ^e	57.6	28.8	13.6
4.5	Learn how to encourage teamwork ^c	71.7	22.8	5.5
4.6	Other (please specify)			
a)	<i>"Collaboration it will help in working in togetherness, not in isolation, e.g. as we are teaching multi-disciplinary for the future professionals"</i>			
b)	<i>"Group work has a set of skills that are not always known to newly appointed lecturers"</i>			
c)	<i>"Group work is generally overrated, while teamwork is not emphasised/promoted enough"</i>			
d)	<i>"In my experience groups often malfunction. Some lead and do the work; others relax and share the marks. Some people learn best by themselves, others not. Allow for all flavours"</i>			
e)	<i>"Only if group work is applicable in their program"</i>			

How to use group work effectively (73.4%), facilitate it (73.2%) and encourage team work in a group (71.7%) should also be included in the orientation programme during the first year. One of the participants left the following comment referring to group work as teaching method: *"Group work has a set of skills that are not always known to newly appointed lecturers"*. By training a group facilitator and offering them the required skills,

group work will be less likely to malfunction. Once again a large number of participants (28.8%) indicated that the demonstration of newly learned skills in facilitating group work should be done after the first year of employment.

By understanding the power of effective group work, it was no surprise that more participants who completed an orientation course responded that this should be dealt with in the first year of employment, compared to those that had not ($\chi^2 = 7.9$; $df = 2$, $p = 0.0192$). (cf. Table 2.28). The same was found when asked about effectively facilitating group work ($\chi^2 = 9.11$; $df = 2$, $p = 0.0108$).

Table 5.28: Comparative analysis of the responses of participants who completed an orientation course and those who had not in terms of the newly appointed educator: An informant, as a teacher in the classroom: Group work as a teaching-learning method

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Question B7 - 4.1 Be informed about the principles of group work p-value = 0.0206				
Participants who completed an orientation course	72 85.71	10 11.90	2 2.38	84
Participants who did not complete an orientation course	30 68.18	8 18.18	6 13.64	44
Question B7 - 4.2 Learn how to use group work effectively in the classroom p-value = 0.0192				
Participants who completed an orientation course	67 79.76	15 17.86	2 2.38	84
Participants who did not complete an orientation course	27 61.36	11 25.00	6 13.64	44
Question B7 - 4.3 Learn how to facilitate group work effectively p-value = 0.0108				
Participants who completed an orientation course	67 80.72	14 16.87	2 2.41	83
Participants who did not complete an orientation course	26 59.09	12 27.27	6 13.64	44

5.4.2.7 An informant as a teacher in the clinical setting

Clinical teaching is more appropriate to educational and clinical educators teaching students in the clinical years of a programme. Responses with reference to the teacher in the clinical setting are provided in Table 5.29.

From the responses it can be seen that information about the clinical teaching platform (79.4%) and understanding the rules of this platform (73.6%) should be covered during the first year of a newly appointed educator's employment. From the responses (provided under 'Other') it seems that this information will only be appropriate to those educators who will be teaching in the clinical platform.

Table 5.29: Participants' responses in terms of the newly appointed educator: An information provider, as a teacher in the clinical setting: General concepts in terms of the clinical setting

Sub-section B8, 1. General concepts in terms of the clinical setting, Section B of questionnaire [N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f)

Section B8: Statements from the questionnaire		Responses reported in percentage		
		in the first year of employment	after the first year of employment	not at all
1. General concepts in terms of the clinical setting (in the clinical skills or simulation units, in clinics, wards, theatres, etc.)				
The newly appointed educator should be granted an opportunity to:				
1.1	Become familiarised with the clinical teaching platform of the Faculty ^d	79.4	16.7	4.0
1.2	Gain an understanding of the rules of the clinical teaching platform ^e	73.6	21.6	4.8
1.3	Learn what challenges are faced when teaching in the clinical setting ^e	70.4	24.0	5.6
1.4	Learn what the roles and responsibilities are of clinical educators ^f	75.0	22.6	2.4
1.5	Other (please specify)			
a)	<i>"If they do Clinical Teaching"</i>			
b)	<i>"Most specialists that join the SoM have been teaching all the time while they were registrars. Do not underestimate their intelligence and experience. They would probably prefer sharing experiences and asking questions than having boring lectures"</i>			
c)	<i>"Only relevant to clinical teachers"</i>			
d)	<i>"The sessions for the clinical environment should only be presented for lecturers that need to work in the clinical environment"</i>			
e)	<i>"Very seldom addressed in orientation courses"</i>			
f)	<i>"... depends on the expectations of the appointed role"</i>			

It seems that there should be careful consideration of how the knowledge and skills are presented to this group, considering the following response: *"Most specialists that join the SoM have been teaching all the time while they were registrars. Do not underestimate their intelligence and experience. They would probably prefer sharing experiences and asking questions than having boring lectures."* Although this may be true for some, not all registrars are allowed to be involved in teaching in the FoHS, since they themselves

are still being taught. It may well be worthwhile opening up the orientation programme to those registrars that are involved in teaching or who foresee a career in academia. Medical education has changed in the 21st century (*cf.* 2.6) and even though prior learning should be acknowledged and built on, the focus of the orientation programme will be to inform the newly appointed educator of the latest educational trends. Some theory-driven lecture type sessions will be important in any staff development programme aimed at the newly appointed academic since a baseline of knowledge and skills should be offered. The comment in terms of not overwhelming the newly appointed educator seems valid. The point of the orientation programme will not be to intimidate the educator, but rather to assist them in their scholarly journey. Important to take from this is that prior learning and experience of adult learners should always be considered when developing a staff development programme.

Twenty-four percent (24.0%) of participants indicated that challenges faced by educators teaching in the clinical platform could be dealt with after the first year of employment (*cf.* Table 5.29). The roles and responsibilities of the clinical educator should be included in the orientation programme mostly during the first year of employment (75.0%), but also beyond the first year (22.6%).

Table 5.30 presents a summary of the responses referring to basic clinical teaching-learning concepts. A larger number of respondents (60.8% and above) indicated that these concepts should be included in the first year of training the educator involved in clinical teaching. However, with the number of responses having selected the second option (after the first year of employment: between 20.8% and 33.6%), the information could well be offered beyond the first year of employment. Again a large number of participants (36.4%) indicated that the demonstration of the ability to present the use of an educational method in the clinical setting should be done after the first year of employment.

Significantly more participants who had completed an orientation course compared to those who had not indicated that concepts of bedside teaching should be included in the orientation programme, mostly during the first year of employment ($\chi^2 = 7.1$; $df = 2$, $p = <0.0286$) (*cf.* Table 5.31).

Table 5.30: Participants' responses in terms of the newly appointed educator: An information provider, as a teacher in the clinical setting: Basic concepts of teaching-learning in the clinical setting

Sub-section B8, 2. Basic concepts of teaching-learning in the clinical setting, Section B of questionnaire [N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f; n=123=^g; n=122=^h; n=121=ⁱ)

Section B8: Statements from the questionnaire		Responses reported in percentage		
		in the first year of employment	after the first year of employment	not at all
2. Basic concepts of teaching-learning in the clinical setting				
The newly appointed educator should be granted an opportunity to:				
2.1	Learn about the educational strategies used when teaching in a clinical setting ^f	75.8	20.2	4.0
2.1.1	Learn about bedside teaching ^e	75.2	21.6	3.2
2.1.2	Learn how to present a clinical discussion ^f	75.8	21.0	3.2
2.1.3	Learn how to facilitate a practical session ^e	74.4	20.8	4.8
2.1.4	Learn about multi-professional education ^e	60.8	33.6	5.6
2.1.5	Learn about inter-professional education ^e	62.4	32.0	5.6
2.1.6	Learn about work-integrated learning ^f	66.9	28.2	4.8
2.1.7	Learn about simulation in education ^e	67.2	28.0	4.8
2.1.8	Learn about problem-based education ^f	68.5	27.4	4
2.1.9	Other (please specify)			
a)	<i>"If applicable to his or her post"</i>			
b)	<i>"The sessions for the clinical environment should only be presented for lecturers that need to work in the clinical environment"</i>			
2.2	Learn about several competencies needed to teach in a clinical setting ^g	68.2	26.0	4.8
2.2.1	Be informed about how to teach effective communication skills ^f	71.0	24.1	4.8
2.2.2	Learn how to teach clinical reasoning skills ^f	71.7	25.0	3.2
2.2.3	Learn how to teach students about appropriate behaviour ^f	73.3	23.3	3.2
2.2.4	Learn how to teach students about professionalism ^g	76.4	21.9	1.6
2.2.5	Learn how to teach students about ethics in health sciences ^e	76.0	22.4	1.6
2.2.6	Learn how to teach students about the nature of good clinical practice ^f	71.0	26.6	2.4
2.2.7	Be informed about how to teach students critical problem-solving ^e	75.2	21.6	3.5
2.2.8	Be informed about how to teach health advocacy ^e	67.2	28.0	4.8
2.2.9	Other (please specify)			
a)	<i>"Most of these topics are applicable to clinical teaching"</i>			
b)	<i>"Simulated patients could be used to teach these skills in a simulated environment, especially for new lecturers who are unsure themselves"</i>			
2.3	To observe teaching in a clinical setting ⁱ	78.5	14.8	6.6
2.4	To practise teaching in a clinical setting ^h	63.1	28.7	8.1
2.5	To demonstrate the ability to present the use of an educational method in a clinical setting ⁱ	54.5	36.4	9.0
2.6	Other (please specify)			
a)	<i>"Do we assume a newly appointed lecturer has no experience when appointed as this will influence my answers"</i>			
b)	<i>"Practise in safe environment, e.g. simulation or skills unit"</i>			

Still comparing the responses of the group who had completed an orientation course and those who had not, a significant difference was noted in their responses with regard to learning about multi-professional education ($\chi^2 = 7.2$; $df = 2$, $p = 0.0225$), inter-professional education ($\chi^2 = 7.1$; $df = 2$, $p = 0.0338$), work-integrated learning ($\chi^2 = 5.5$; $df = 2$, $p = 0.0572$), and simulation in education ($\chi^2 = 5.7$; $df = 2$, $p = 0.0524$). The group who completed an orientation course mostly indicated that these aspects should be dealt with in an orientation programme in the first year of a newly appointed educator's employment (*cf.* Table 5.31).

Again, significant differences in the responses of these two groups were noted in the responses about teaching students about appropriate behaviour ($\chi^2 = 4.8$; $df = 2$, $p = 0.0575$), the opportunity to observe teaching in a clinical setting ($\chi^2 = 8.5$; $df = 2$, $p = 0.0123$), and to practise teaching in a clinical setting ($\chi^2 = 6.5$; $df = 2$, $p = 0.0380$).

Table 5.31: Comparative analysis of the responses of participants who completed an orientation course and those who had not in terms of the newly appointed educator: an information provider, as a teacher in the clinical setting: Basic concepts of teaching-learning in the clinical setting

(Table continues on the next page)

		Chi-square analysis: number of responses and percentages			Total (n)
		in the first year of employment	after the first year of employment	not at all	
Question B8 - 2.1.1 Learn about bedside teaching p-value = 0.0286					
Participants who completed an orientation course		68 81.93	14 16.87	1 1.20	83
Participants who did not complete an orientation course		26 61.90	13 30.95	3 7.14	42
Question B8 2.1.4 Learn about multi-professional education p-value = 0.0255					
Participants who completed an orientation course		56 67.47	25 30.12	2 2.41	83
Participants who did not complete an orientation Course		20 47.62	17 40.48	5 11.90	42
Question B8 - 2.1.5 Learn about inter-professional education p-value = 0.0338					
Participants who completed an orientation course		57 68.67	24 28.92	2 2.41	83
Participants who did not complete an orientation course		21 50.00	16 38.10	5 11.90	42

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Question B8 - 2.1.6 Learn about work-integrated learning p-value = 0.0572				
Participants who completed an orientation course	60 73.17	20 24.39	2 2.44	82
Participants who did not complete an orientation course	23 54.76	15 35.71	4 9.52	42
Question B8 - 2.1.7 Learn about simulation in education p-value = 0.0524				
Participants who completed an orientation course	61 73.49	20 24.10	2 2.41	83
Participants who did not complete an orientation course	23 54.76	15 35.71	4 9.52	42
Question B8 - 2.2.3 Learn how to teach students about appropriate behaviour p-value = 0.0576				
Participants who completed an orientation course	66 79.52	15 18.07	2 2.71	83
Participants who did not complete an orientation course	25 60.98	14 34.15	2 4.88	41
Question B8 - 2.3 To observe teaching in a clinical setting p-value = 0.0123				
Participants who completed an orientation course	69 86.25	8 10.00	3 3.75	80
Participants who did not complete an orientation course	26 63.41	10 24.39	5 12.20	41
Question B8 - 2.4 To practice teaching in a clinical setting p-value = 0.0123				
Participants who completed an orientation course	57 70.37	20 24.69	4 4.94	81
Participants who did not complete an orientation course	20 48.78	15 36.59	6 14.63	41

In Table 5.32 the participants' responses referring to clinical skills and simulation units are summarised. The majority of participants indicated that during their first year of employment newly appointed educators should learn about the clinical skills units available (83.3%), and how to best utilise them (77.6%). Demonstrating skills to teach in this unit can be done after the first year of employment (36.8%). Similarly, learning about the available simulation units (81.0%) and how to best utilise them (71.8%) should be a focus during the first year of employment. But, learning to develop and demonstrate the use of a simulation scenario should be done after the first year of employment.

One participant made this suggestion: *“They should learn what it can do, and perhaps observe a practical session, but do not have to go into the details unless they need to.”* The detail can be dealt with in a follow-up session in the orientation programme which is optional to attend (addressing those educators who will be using this educational method).

Table 5.32: Participants’ responses in terms of the newly appointed educator: An information provider, as a teacher in the clinical setting: Clinical skills and simulation units

Sub-section B8, 3. Clinical skills and simulation units, Section B of questionnaire [N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f)

Section B8: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
2. Clinical skills and simulation units				
The lecturer should be granted an opportunity to:				
3.1	Learn about the clinical skills units available in the Faculty ^d	83.3	16.7	0
3.2	Learn how to best utilise a clinical skills unit as an educational platform ^e	77.6	22.4	0
3.3	Be offered the opportunity to demonstrate a clinical skill in a clinical skills unit ^e	60.0	36.8	3.2
3.4	Learn about the simulation units available in the Faculty ^d	81.0	19.0	0
3.5	Learn how to best utilise a simulation unit as an educational platform ^f	71.8	28.2	0
3.6	Learn how to develop a scenario for use in the simulation unit ^f	55.6	43.5	0.8
3.7	Learn how to demonstrate a scenario and simulation Unit ^e	53.6	44.8	1.6
3.8	Be informed about Miller’s pyramid of mastering clinical skills ^e	66.4	30.4	3.2
3.9	Other (please specify)			
a)	<i>“Depends on the position and seniority of the appointment. Many newly appointed staff (older) has more experience. A lot depends on previous experience”</i>			
b)	<i>“Learn how to integrate simulation into a curriculum, e.g. to replace lectures with practical simulation sessions”</i>			
c)	<i>“They should learn what it can do, and perhaps observe a practical session, but do not have to go into the details unless they need to”</i>			

5.4.2.8 An informant (disseminator of information) as a teacher in the community

Participant responses in terms of the newly appointed educator as an information provider, as a teacher in the community are presented in Table 5.33 and Table 5.34.

With reference to general concepts in terms of service learning (SL) (*cf.* Table 2.33) both response options of ‘in the first year of employment’ and ‘after the first year of employment’ had a high percentage of responses. This could indicate that this topic should be included in an orientation programme at any point in time. Relevant though, is that it may not be applicable to all newly appointed educators and participation in this type of session should be voluntary.

Table 5.33: Participants’ responses in terms of the newly appointed educator: An information provider, as a teacher in the community: General concepts in terms of service learning (SL)

Sub-section B9, 1. General concepts in terms of service learning (SL), Section B of questionnaire [N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f)

Section B9: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
1. General concepts in terms of service learning (SL)				
The newly appointed educator should be granted an opportunity to:				
1.1	Be introduced to the concept of service learning (SL) ^d	62.6	32.5	4.8
1.2	Be familiarised with the SL platform of the Faculty ^c	57.4	37.0	5.5
1.3	Learn about the role of the educator in SL ^c	52.7	42.5	4.7
1.4	Learn about the educational strategies used in SL ^c	51.1	43.3	5.5
1.5	Learn how to educational strategies used in SL ^e	45.6	48.8	5.6
1.6	Learn how to best support students in SL ^d	46.8	48.4	4.7
1.7	Other (please specify)			
a)	<i>“Not applicable to our modules”</i>			
b)	<i>“Very much dependent on where the lecturer and on what level he is appointed. Does the job require such knowledge or not?”</i>			
c)	<i>“Not all educators are responsible for service learning; will only be applicable for that specific post”</i>			

With reference to general concepts in terms of community-based education (CBE) (*cf.* Table 2.34) slightly more participants indicated that this information should be shared in the first year of employment. A similarly high percentage of responses were also seen in the category ‘after the first year of employment’. Again this indicates that the topic may be approached at any time, but it should be addressed at a specific target population.

Table 5.34: Participants' responses in terms of the newly appointed educator: An information provider, as a teacher in the community: General concepts in terms of community-based education (CBE)

Sub-section B9, 2. General concepts in terms of community-based education (CBE), Section B of questionnaire [N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f)

Section B9: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
2. General concepts in terms of community-based education (CBE)				
The newly appointed educator should be granted an opportunity to:				
2.1	Be introduced to the concepts of CBE ^c	67.7	29.1	3.1
2.2	Be familiarised with the CBE platform of the Faculty ^e	64.0	32.8	3.2
2.3	Be informed about the different regulations with regard to teaching in the community ^d	60.3	35.7	3.9
2.4	Learn about the role of the educator in CBE ^f	52.4	43.5	4.0
2.5	Learn who the CBE coordinator(s) is (are) in the Faculty ^f	54.0	42.7	3.2
2.6	Learn about the educational strategies used in CBE ^f	47.6	48.3	4.0
2.7	Learn how to prepare students for CBE ^f	46.0	50.0	4.0
2.8	Learn how to support the students in CBE optimally ^f	45.1	51.6	3.2
2.9	Other (please specify)			
a)	"This relies on the type of appointment and the requirement of the position"			

5.4.2.9 A facilitator of learning

In the 21st century medical education follows a more facilitative approach to learning as opposed to the traditional apprenticeship approach (*cf.* 2.5). The participants' responses in terms of the newly appointed educator's role as a facilitator of learning: General learning concepts are summarised in Table 5.35.

The participants indicated that general learning concepts on this topic preferably should be incorporated in an orientation programme in the first year of a newly appointed educator's employment; while 30.0% of participants indicated that identifying students' learning styles, being taught the difference between pedagogy and andragogy, and learning about deep and surface learning could also be included in an orientation programme after the first year of employment.

Table 5.35: Participants' responses in terms of the newly appointed educator: A facilitator of learning: General learning concepts

Sub-section B10, 1. General learning concepts, Section B of questionnaire [N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f)

Section B10: Statements from the questionnaire		Responses reported in percentages (n=129)		
		in the first year of employment	after the first year of employment	not at all
1	General learning concepts			
	The newly appointed educator should be granted an opportunity to:			
1.1	Learn how to interpret the different learning styles ^b	65.6	26.5	7.8
1.2	Identify her/his own learning style and preference(s) ^b	64.8	27.3	7.8
1.3	Learn how to identify students' learning styles ^c	63.0	30.0	7.0
1.4	Learn about various learning strategies (e.g. mind maps, think-pair-share, mnemonics) ^b	70.3	21.8	7.8
1.5	Learn about various teaching-learning techniques (e.g. simulations, role plays, case studies) ^c	72.4	23.6	3.9
1.6	Be informed about the importance of learners' prior experience(s) of learning ^c	67.0	27.5	5.5
1.7	Be informed about the different ways in which learners learn ^c	74.0	19.7	6.2
1.8	Learn about common mistakes students make which affects their learning ^c	73.2	23.6	3.1
1.9	Know about various conceptions and misconceptions about learning ^c	70.0	23.6	6.3
1.10	Learn what the academic's role is as a facilitator of learning ^d	74.6	22.2	3.1
1.11	Be taught the difference between pedagogy (teaching-'leading children') and andragogy (the art and science of teaching adults) ^c	62.2	30.0	7.9
1.12	Learn about the concepts of deep and surface Learning ^d	63.5	30.1	6.3
1.13	Learn how to explain to students what the action words in the outcomes, assignments and assessments mean ^b	72.6	21.8	5.4
1.14	Learn how to use the action words correctly to align teaching-learning and assessment ^d	73.0	21.4	5.5

Still comparing the responses of the group who had 0-5 years, 6-14 years and 15 years and more of teaching experienced, a significant difference was detected in their responses with regard to interpreting the different learning styles ($\chi^2 = 16.0$; $df = 4$, $p = 0.0012$), learning how to identify students' learning styles ($\chi^2 = 10.6$; $df = 4$, $p = 0.0305$), learning about various teaching-learning techniques ($\chi^2 = 19.8$; $df = 4$, $p = 0.0003$), be informed about the importance of learners' prior experience(s) of learning ($\chi^2 = 13.1$; $df = 4$, $p = 0.0134$), be informed about different ways in which learners learn ($\chi^2 = 10.1$; $df = 4$, $p = 0.0376$), learning about common mistakes students make which affects their learning ($\chi^2 = 15.3$; $df = 4$, $p = 0.0022$), and knowing about various conceptions and misconceptions about learning ($\chi^2 = 8.9$; $df = 4$, $p = 0.0344$) (cf. Table 5.36).

Table 5.36: Comparative analysis of the responses of the groups 0-5 years, 6-14 years, and 15 and more years' teaching experience in terms of the newly appointed educator: A facilitator of learning: General learning concepts
(Table continues on the next page)

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Section B, Question B10 - 1.1: Learn how to interpret the different learning styles p-value = 0.0012				
0-5 years of teaching experience	47 78.33	13 21.67	0	60
6-14 years of teaching experience	18 50.00	14 38.89	4 11.11	36
15 and more years of teaching experience	19 59.38	7 21.88	6 18.75	32
Section B, Question B10 - 1.2 Identify his/her own learning style or preference(s) p-value = 0.0305				
0-5 years of teaching experience	43 71.67	16 26.67	1 1.67	60
6-14 years of teaching experience	20 55.56	13 36.11	3 8.33	36
15 and more years of teaching experience	20 62.50	6 18.75	6 18.75	32
Section B, Question B10 - 1.3 Learn how to identify students' learning styles p-value = 0.0003				
0-5 years of teaching experience	46 77.97	13 22.03	0	59
6-14 years of teaching experience	16 44.44	17 47.22	3 8.33	36
15 and more years of teaching experience	18 56.25	8 25.00	6 18.75	32
Section B, Question B10 - 1.5 Learn about various teaching-learning techniques p-value = 0.0134				
0-5 years of teaching experience	48 81.36	11 18.64	0	59
6-14 years of teaching experience	22 61.11	13 36.11	1 2.78	36
15 and more years of teaching experience	22 68.75	6 18.75	4 12.50	32
Section B, Question B10 - 1.6 Be informed about the importance of learners' prior experience(s) of learning p-value = 0.0376				
0-5 years of teaching experience	45 75.00	14 23.33	1 1.67	60
6-14 years of teaching experience	19 52.78	15 41.67	2 5.56	36
15 and more years of teaching experience	21 67.74	6 19.35	4 12.90	31

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Section B, Question B10 - 1.7 Be informed about different ways in which learners learn p-value = 0.0022				
0-5 years of teaching experience	50 84.75	9 15.25	0	59
6-14 years of teaching experience	21 58.33	12. 33.33	3 8.33	36
15 and more years of teaching experience	23 71.88	4 12.50	5 15.63	32
Section B, Question B10 - 1.8 Learn about common mistakes students make which affects their learning p-value = 0.0344				
0-5 years of teaching experience	49 83.05	10 16.95	0	59
6-14 years of teaching experience	21 58.33	13 36.11	2 5.56	36
15 and more years of teaching experience	23 71.88	7 21.88	2 6.25	32
Section B, Question B10 - 1.9: Know about various conceptions and misconceptions about learning p-value = 0.0421				
0-5 years of teaching experience	47 79.66	11 18.64	1 1.69	59
6-14 years of teaching experience	20 55.56	13 36.11	3 8.33	36
15 and more years of teaching experience	22 68.75	6 18.75	4 12.50	32

Table 5.37: Comparative analysis of the responses of participants who completed an orientation course and those who had not in terms of the newly appointed educator: A facilitator of learning: General learning concepts

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Question B10 - 1.13 Learn how to explain to students what the action words in the outcomes, assignments and assessments mean p-value = 0.0516				
Participants who completed an orientation course	66 78.57	13 15.48	5 5.95	84
Participants who did not complete an orientation course	27 61.36	15 34.09	2 4.55	44

Similarly, significantly more participants who had completed an orientation course compared to those who had not indicated that explanations of what the action words in the outcomes, assignments and assessments mean should be included in the orientation programme, mostly during the first year of employment ($\chi^2 = 5.9$; $df = 2$, $p = <0.0516$) (cf. Table 5.37).

With regard to assisting with and supporting the learning process (cf. Table 5.38), again it seems that the topic should be addressed preferably in the first year of employment; while 35% of participants indicated that teaching students how to put theory into practice and teaching decision-making skills could be included after the first year of employment.

Five statements stood out here, since none of the participants selected the option of ‘not at all’. The statements included: Learn about ways in which to motivate student learning, gain information about *student support* services available in the Faculty and on campus, gain information about *student development* services available in the Faculty and on campus, learn when and how to refer students with learning concerns for assistance, and learn about the importance of providing timely and informative feedback to students. Efficient knowledge in terms of the available student support services, skills in motivation, and providing constructive and timely feedback thus are important to include in an orientation course.

Table 5.38: Participants’ responses in terms of the newly appointed educator: A facilitator of learning: Assisting with and supporting the learning process

Sub-section B10, 2. Assisting with and supporting the learning process, Section B of questionnaire [N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f)

(Table continues on the next page)

Section B10: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
2	Assisting with and supporting the learning process			
	The newly appointed educator should be granted an opportunity to:			
2.1	Be taught ways to engage with students to enhance their learning ^d	75.3	23.8	0.8
2.2	Practise strategies that encourage active participation (active learning) ^d	66.6	30.9	2.4
2.3	Learn about ways in which to motivate student learning ^b	75.0	25.0	0

Section B10: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
2	Assisting with and supporting the learning process (continue)			
	The newly appointed educator should be granted an opportunity to:			
2.4	Learn about ways in which to assist students to manage learning large quantities of work ^c	63.8	33	3.1
2.5	Learn about ways to assist a student to plan their learning schedules ^b	58.5	32.8	8.6
2.6	Learn how to differentiate between active and passive learning ^c	61.4	32.2	6.3
2.7	Be informed how to identify students with learning concerns ^b	71.0	26.6	2.3
2.8	Gain information about <i>student support</i> services available in the Faculty and on campus ^b	82.0	18.0	0
2.9	Gain information about <i>student development</i> services available in the Faculty and on campus ^b	77.3	22.6	0
2.10	Learn when and how to refer students with learning concerns for assistance ^c	77.1	22.8	0
2.11	Learn how to teach students about the different cognitive levels at which they should function ^c	60.0	3.4	5.6
2.12	Learn how to teach students about the application of theory in practice ^d	63.4	35.0	1.5
2.13	Know about the importance of teaching reflection skills ^d	64.2	31.7	4.0
2.14	Know about the importance of teaching critical thinking skills ^e	68.0	30.4	1.6
2.15	Know about the importance of teaching decision-making skills ^d	63.4	35.0	1.6
2.16	Know about the importance of teaching problem-solving ^d	66.6	32.5	0.8
2.17	Learn about the importance of providing timely and informative feedback to students ^c	78.0	22.0	0

A significantly higher number of participants who had 0-5 years of teaching experience compared to those with 6-14 and 15 and more years of teaching experience indicated that learning about ways in which to motivate student learning ($\chi^2 = 6.0$; $df = 2$, $p = 0.0414$), and learning about ways in which to assist students to manage learning large quantities of work ($\chi^2 = 9.1$; $df = 4$, $p = 0.0283$) should be included in an orientation course during the first year of employment (*cf.* Table 5.39).

Also, as presented in Table 5.40, a significantly higher percentage of participants who had completed an orientation course compared to those who did not indicated that newly appointed educators should gain information during the first year of employment about student support services available in the Faculty and on campus ($\chi^2 = 6.1$; $df = 1$, $p = 0.0272$) and learn where and how to refer students with learning concerns for assistance ($\chi^2 = 7.6$; $df = 1$, $p = 0.0077$).

Table 5.39: Comparative analysis of the responses of the groups 0-5 years, 6-14 years, and 15 and more years' teaching experience in terms of the newly appointed educator: A facilitator of learning: Assisting with and supporting the learning process

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Section B, Question B10 - 2.3: Learn about ways in which to motivate student learning p-value = 0.0414				
0-5 years of teaching experience	51 85.00	9 15.00	0	60
6-14 years of teaching experience	24 66.67	12 33.33	0	36
15 and more years of teaching experience	21 65.63	11 34.38	0	32
Section B, Question B10 - 2.4 Learn about ways in which to assist student to manage learning large quantities of work p-value = 0.0283				
0-5 years of teaching experience	46 76.67	12 20.00	2 3.33	60
6-14 years of teaching experience	18 50.00	17 47.22	1 2.78	36
15 and more years of teaching experience	17 54.84	13 41.94	1 3.23	31

Table 5.40: Comparative analysis of the responses of participants who had completed an orientation course and those who had not in terms of the newly appointed educator: A facilitator of learning: Assisting with and supporting the learning process

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Question B10 - 2.8 Gain information about student support services available in the Faculty and on campus p-value = 0.0272				
Participants who completed an orientation course	74 88.10	10 11.90	0	84
Participants who did not complete an orientation course	31 70.45	13 29.55	0	44
Question B10 - 2.10: Learn where and how to refer students with learning concerns for assistance p-value = 0.0077				
Participants who completed an orientation course	71 84.52	13 15.48	0	84
Participants who did not complete an orientation course	27 62.79	16 37.21	0	43

5.4.2.10 *A facilitator in terms of mentorship*

An almost equal number of participants indicated that the newly appointed academics should be taught in the first year of employment and after the first year of employment how to define the concept of a mentoring relationship (48.4% and 44.5%), be provided with information about of the roles of both the mentor and the mentee (48.0% and 45.6%), and learn about the mentoring programme in the Faculty (46.5% and 47.2%). These results can be seen in Table 5.41.

A large percentage of participants indicated that several skills in terms of the mentoring role, specifically in terms of being a mentor for others, should only be dealt with after the first year of employment. A comment suggested that this should be done later in a person's career. This seems relevant because newly appointed colleagues will probably be mentored in the beginning and involved as a mentor for others much later on in their careers. A mentoring programme was suggested in the focus group interviews in this study (*cf.* 4.6.4.1). This could offer support, guidance and strengthened collegial relationships (*cf.* 2.4.2.2).

Table 5.41: Participants' responses in terms of the newly appointed educator: A facilitator in terms of mentorship

Sub-section B11, Section B of questionnaire [N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f)

Section B11: Statements from the questionnaire		Responses reported in percentages		
The newly appointed educator should be granted an opportunity to:		in the first year of employment	after the first year of employment	not at all
1.	Be taught how to define the concept of a mentoring relationship ^b	48.4	44.5	7.0
2.	Be provided information about of the roles of both the mentor and the mentee ^c	48.0	45.6	6.3
3.	Be equipped with skills to mentor colleagues ^c	22.8	68.5	8.6
4.	Be equipped with skills to mentor students ^e	36.8	58.4	4.8
5.	Learn how to identify an effective mentor ^c	38.6	55.9	5.5
6.	Learn how to explain the benefits of a mentoring relationship ^c	35.4	55.1	9.4
7.	Learn about the different types of mentoring approaches ^c	33.1	57.5	9.4
8.	Learn about the mentoring programme in the Faculty ^c	46.5	47.2	6.3
9.	Other (please specify)			
a)	"Maybe these skills should be offered later in the career"			

The responses of participants with 0-5 years' teaching experience were significantly different from those with 6-14 years and 15 and more years of teaching experience in terms of the statement: Be equipped with skills to mentor students ($\chi^2 = 15.00$; $df = 4$, $p = <0.0052$) (*cf.* Table 5.42). The same was observed with reference to the groups' responses about learning about the mentoring programme in the Faculty and the University ($\chi^2 = 10.6$; $df = 4$, $p = <0.0353$).

Table 5.42: Comparative analysis of the responses of the groups 0-5 years, 6-14 years, and 15 and more years' teaching experience in terms of the newly appointed educator: A facilitator in terms of mentorship

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Section B, Question B11 – 4: Be equipped with skills to mentor students p-value = 0.0052				
0-5 years of teaching experience	29 49.15	28 47.46	2 3.39	59
6-14 years of teaching experience	8 22.22	28 77.78	0	36
15 and more years of teaching experience	9 3.00	17 56.67	4 13.33	30
Section B, Question B11 - 8 Learn about the mentoring programme in the Faculty and the University p-value = 0.0353				
0-5 years of teaching experience	34 57.63	24 40.68	1 1.69	59
6-14 years of teaching experience	14 38.89	20 55.56	2 5.56	36
15 and more years of teaching experience	11 34.38	16 50.00	5 15.63	32

5.4.2.11 *An assessor of student learning*

The assessment policy of the UFS recently was updated. The policy states that, “Lecturing staff members are expected to complete the assessment training programme of the University of the Free State. Similar training undergone at other institutions may be recognised on the basis of the guidelines in this assessment policy and recognition of prior learning” (UFS Assessment Policy 2015:Online). In the FoHS all academic staff members involved in teaching-learning and assessment have the opportunity to complete the assessment and moderation module in the HPE programme. The responses regarding

the time period during which a newly appointed educator should obtain knowledge and skills in terms of the role of assessor are summarised in Tables 5.43, 5.44, and 5.47.

With reference to general assessment concepts 70.3% (and more) of the participants indicated that these topics (*cf.* Table 5.43) should be included in the orientation programme during the first year of employment. It also seems that assessor training should continue into the second and later years of employment. One comment was: *“Assessment training is essential and follow-up sessions to build on the knowledge after they have experienced the assessment processes first hand”*. This probably includes information on most recent and authentic assessment approaches and methods.

A total of 64.6% of participants indicated that information about the assessment of students with disabilities should be included in the first year of employment, and 31.5% indicated that it should be included after the first year of employment. This request was also identified in the focus group interviews (*cf.* 4.6.4.2), and should perhaps receive attention in the orientation programme to be developed.

Table 5.43: Participant’ responses in terms of the newly appointed educator: An assessor of student learning: General assessment concepts

Sub-section B11, 1. General assessment concepts, Section B of questionnaire [N=129]; (n=129= a; n=128= b; n=127=c; n=126=d; n=125=e; n=124=f)

(Table continues on the next page)

Section B12: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
1. General assessment concepts				
The newly appointed educator should be granted an opportunity to:				
1.1	Be taught how to define student assessment ^b	84.4	13.3	2.3
1.2	Learn about the important principles of assessment ^b	89.1	10.2	0.8
1.3	Be provided information about various methods of assessment ^b	86.7	12.5	0.8
1.4	Engage in the theory of the most commonly used assessment methods, as used in the Faculty ^c	77.2	19.7	3.1
1.5	Learn how to differentiate between formative and summative assessment ^b	82.8	15.6	1.6
1.6	Become informed about the concept constructive alignment ^c	73.2	22.8	3.9
1.7	Learn how to implement constructive alignment in education ^b	70.3	25.0	4.7
1.8	Learn the difference between the assessment of student learning and learning through assessment ^c	74.0	22.0	3.9
1.9	Learn about the challenges educators face with assessment ^c	78.0	20.5	1.6

Section B12: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
1. General assessment concepts (continues)				
The newly appointed educator should be granted an opportunity to:				
1.10	Learn about the role of moderation in the assessment process ^c	73.2	25.2	1.6
1.11	Become informed about the concept quality assurance ^c	73.2	24.4	2.4
1.12	Learn how to behave ethically in the assessment process ^b	81.3	17.2	1.6
1.13	Learn what rigorous but fair assessment entails ^c	81.9	16.5	1.6
1.14	Learn how to assess students with learning disabilities ^c	64.6	31.5	3.9
1.15	Other (please specify)			
a)	<i>“Assessment training is essential and follow-up sessions to build on the knowledge after they have experienced the assessment processes first hand”</i>			
b)	<i>“Not everybody teaching students are involved in the assessment as well”</i>			

Participants' responses in terms of the assessment process (*cf.* Table 5.44) seemed in favour of the information to be included in the orientation course during their first year of employment. A total of 69.5% of participants indicated that information about the evaluation of the assessment process should be included in the first year of employment and 28.1% indicated that it should be included after the first year of employment. This indicates that there is no specific preference as to when the information is made available to the newly appointed educator.

Table 5.44: Participants' responses in terms of the newly appointed educator: An assessor of student learning: Assessment process

Sub-section B12, 3. Assessment process, Section B of questionnaire [N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f)
(Table continues on the next page)

Section B12: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
2 Assessment process				
The newly appointed educator should be granted an opportunity to:				
2.1	Be taught how to formulate assessment goals ^c	77.2	21.3	1.6
2.2	Learn how to plan an assessment ^b	79.7	18.8	1.5
2.3	Learn how to design an assessment ^c	79.5	18.9	1.6
2.4	Be taught how to identify what should be assessed ^c	82.7	15.7	1.6
2.5	Learn how to assess students at different cognitive levels ^b	75.0	22.7	2.3
2.6	Learn how to identify how student learning (knowledge, skills and attitudes) should be assessed best ^c	74.0	23.6	2.4

Section B12: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
2	Assessment process (continues)			
The newly appointed educator should be granted an opportunity to:				
2.7	Learn when is the best time to assess student learning ^d	70.6	24.6	4.8
2.8	Learn who should be involved in the assessment process ^c	74.8	22.8	2.3
2.9	Learn how to implement an assessment strategy ^c	66.1	32.3	1.6
2.10	Learn how to collect evidence of student learning ^b	64.8	32.0	3.1
2.11	Learn how to evaluate evidence of student learning ^b	61.7	35.2	3.1
2.12	Learn how to judge evidence of student learning ^c	64.6	32.3	3.1
2.13	Learn the best ways to score the assessment ^c	74.0	22.8	3.1
2.14	Learn about different scoring instruments (e.g. scoring rubrics) used in assessment ^b	75.0	23.4	1.6
2.15	Learn how to record (including the reporting of) assessment results ^c	76.4	22.0	1.6
2.16	Learn how to provide constructive feedback to students after a written assessment ^c	81.1	17.3	1.6
2.17	Learn how to debrief students after a practical assessment (e.g. a role play, simulated assessment, clinical skills assessment) ^e	72.0	25.6	2.4
2.18	Learn about the appeal process in the Faculty ^b	73.4	24.2	2.3
2.19	Learn how an assessment process is evaluated ^b	69.5	28.1	2.3

In comparing the responses of the group who had completed an orientation course and those who had not, there was a significant difference in their responses with regard to the following statements: Be taught how to formulate assessment goals ($\chi^2 = 4.8$; $df = 2$, $p = 0.0569$), learn how to plan an assessment ($\chi^2 = 8.4$; $df = 2$, $p = 0.0079$), learn how to design an assessment ($\chi^2 = 5.1$; $df = 2$, $p = 0.0385$), be taught how to identify what should be assessed ($\chi^2 = 6.5$; $df = 2$, $p = 0.0189$), learn how to implement an assessment strategy ($\chi^2 = 5.6$; $df = 2$, $p = 0.0424$), learn how to evaluate evidence of student learning ($\chi^2 = 9.6$; $df = 2$, $p = 0.0072$), learn the best ways to score the assessment ($\chi^2 = 9.1$; $df = 2$, $p = 0.0053$), learn about different scoring instruments used in assessment ($\chi^2 = 9.2$; $df = 2$, $p = 0.0051$), learn how to record assessment results ($\chi^2 = 10.1$; $df = 2$, $p = 0.0029$), learn how to provide constructive feedback to students after a written assessment ($\chi^2 = 9.2$; $df = 2$, $p = 0.0054$), learn how to debrief students after a practical assessment ($\chi^2 = 5.4$; $df = 2$, $p = 0.0585$), and learn about the appeal process in the Faculty ($\chi^2 = 7.2$; $df = 2$, $p = 0.0172$).

The significant difference of the responses shows that in all of the above sections the group who had completed an orientation course mostly indicated that these aspects should

be dealt with in an orientation programme during the first year of a newly appointed educator's employment. There were a similar number of responses between the two groups for the responses after the first year of employment and not at all (*cf.* Table 5.45).

Table 5.45: Comparative analysis of the responses of participants who had completed an orientation course and those who had not in terms of the newly appointed educator: An assessor of student learning: Assessment process

(Table continues to the next page)

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Question B12 - 2.1 Be taught how to formulate assessment goals p-value = 0.0569				
Participants who completed an orientation course	69 83.13	13 15.66	1 1.20	83
Participants who did not complete an orientation course	29 65.91	14 31.82	1 2.27	44
Question B12 - 2.2 Learn how to plan an assessment p-value = 0.0312				
Participants who completed an orientation course	72 85.71	11 13.10	1 1.19	84
Participants who did not complete an orientation course	30 68.18	13 29.55	1 2.27	44
Question B12 - 2.3 Learn how to design an assessment p-value = 0.0079				
Participants who completed an orientation course	73 86.90	10 11.90	1 1.19	84
Participants who did not complete an orientation course	28 65.12	14 32.56	1 2.33	43
Question B12 - 2.4 Be taught how to identify what should be assessed p-value = 0.0385				
Participants who completed an orientation course	74 88.10	9 10.71	1 1.19	84
Participants who did not complete an orientation course	31 72.09	11 25.58	1 2.33	43
Question B12 - 2.9 Learn how to implement an assessment strategy p-value = 0.0189				
Participants who completed an orientation course	62 73.81	21 25.00	1 1.19	84
Participants who did not complete an orientation course	22 51.16	20 46.51	1 2.33	43
Question B12 - 2.11 Learn how to evaluate evidence of student learning p-value = 0.0424				
Participants who completed an orientation course	58 69.05	24 28.57	2 2.38	84
Participants who did not complete an orientation Course	21 47.73	21 47.73	2 4.55	44

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Question B12 - 2.13 Learn the best ways to score the assessment p-value = 0.0072				
Participants who completed an orientation course	68 81.93	12 14.46	3 3.61	83
Participants who did not complete an orientation course	26 59.09	17 38.64	1 2.27	44
Question B12 - 2.14 Learn about different scoring instruments used in assessment p-value = 0.0053				
Participants who completed an orientation course	70 83.33	13 15.48	1 1.19	84
Participants who did not complete an orientation course	26 59.09	17 38.64	1 2.27	44
Question B12 - 2.15 Learn how to record assessment results p-value = 0.0051				
Participants who completed an orientation course	71 84.52	12 14.29	1 1.19	84
Participants who did not complete an orientation course	26 60.47	16 37.21	1 2.33	42
Question B12 - 2.16 Learn how to provide constructive feedback to students after a written assessment p-value = 0.0029				
Participants who completed an orientation course	74 89.16	8 9.64	1 1.20	83
Participants who did not complete an orientation course	29 65.91	14 31.82	1 2.27	44
Question B12 - 2.17 Learn how to debrief students after a practical assessment p-value = 0.0054				
Participants who completed an orientation course	66 80.49	14 17.07	2 2.44	82
Participants who did not complete an orientation course	24 55.81	18 41.86	1 2.33	43
Question B12 - 2.18 Learn about the appeal process in the Faculty p-value = 0.0585				
Participants who completed an orientation course	67 79.76	15 1.86	2 2.38	84
Participants who did not complete an orientation course	27 61.36	16 36.36	1 2.27	44

Comparing the responses of the group of participants with 0-5, 6-14 and 15 and more years of teaching experience, significant differences were also identified in their responses with reference to the section on the newly appointed educator: An assessor of student learning: Assessment process (*cf.* Table 5.46).

Table 5.46: Comparative analysis of the responses of the groups 0-5 years, 6-14 years, and 15 and more years' teaching experience in terms of the newly appointed educator: An assessor of student learning: Assessment process
(Table continues to the next page)

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Section B, Question B12 - 1.6 Become informed about the concept constructive alignment p-value = 0.0293				
0-5 years of teaching experience	43 72.88	16 27.12	0	59
6-14 years of teaching experience	30 83.33	5 13.89	1 2.78	36
15 and more years of teaching experience	20 62.50	8 25.00	4 12.50	32
Section B, Question B12 - 1.7 Learn how to implement constructive alignment in education p-value = 0.0204				
0-5 years of teaching experience	42 70.00	18 30.00	0	60
6-14 years of teaching experience	28 77.78	7 19.44	1 2.78	36
15 and more years of teaching experience	20 62.50	7 21.88	5 15.63	32
Section B, Question B12 - 1.14 Learn how to assess students with learning disabilities p-value = 0.0435				
0-5 years of teaching experience	43 71.67	17 28.33	0	6
6-14 years of teaching experience	21 58.33	14 38.89	1 2.78	36
15 and more years of teaching experience	18 58.06	9 29.03	4 12.90	31
Section B, Question B12 - 1.10 Learn how to collect evidence of student learning p-value = 0.0475				
0-5 years of teaching experience	41 68.33	19 31.67	0	60
6-14 years of teaching experience	24 66.67	12 33.33	0	36
15 and more years of teaching experience	18 56.25	10 31.25	4 12.50	32
Section B, Question B12 - 1.11 Learn how to evaluate evidence of student learning p-value = 0.0221				
0-5 years of teaching experience	41 68.33	19 31.67	0	60
6-14 years of teaching experience	20 55.56	16 44.44	0	36
15 and more years of teaching experience	18 56.25	10 32.25	4 12.50	32

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Section B, Question B12 - 1.12 Learn how to judge evidence of student learning p-value = 0.0220				
0-5 years of teaching experience	43 71.67	17 28.33	0	60
6-14 years of teaching experience	22 61.11	14 38.89	0	36
15 and more years of teaching experience	17 54.84	10 32.26	4 12.90	31

Double the number of participants with 0-5 years of teaching experience selected the first two options (in the first year of employment and after the first year of employment) compared to those with 6-14 years and 15 and more years' experience. Some participants (five) with 15 years and more teaching experience selected the option 'not at all', compared to the other groups in which nobody or only one participant selected this option.

The Chi-square analysis and Fisher's Exact test yielded the following significant results for the statements: Become informed about the concept of constructive alignment ($\chi^2 = 11.2$; $df = 4$, $p = 0.0293$), learn how to implement constructive alignment in education ($\chi^2 = 13.1$; $df = 4$, $p = 0.0204$), learn how to assess students with learning disabilities ($\chi^2 = 10.6$; $df = 4$, $p = 0.0435$), learn how to collect evidence of student learning ($\chi^2 = 12.5$; $df = 4$, $p = 0.0475$), learn how to evaluate evidence of student learning ($\chi^2 = 14.0$; $df = 4$, $p = 0.0221$), and learn how to judge evidence of student learning ($\chi^2 = 14.1$; $df = 4$, $P = 0.0220$).

The majority of participants (80.5%) indicated that the newly appointed educators should be informed about what is expected of an assessor in the FoHS during their first year of employment (*cf.* Table 5.47). They should also note the assessment policy during their first year of employment (77.8%). With reference to the additional responses, one participant suggested that the appeal process in the FoHS should be clarified. This, together with all relevant information, is included in the assessment and moderation module offered in the HPE programme, which all academic staff members in the Faculty ideally should complete. With this in mind the orientation programme should include a

brief introduction to assessment and moderation in our Faculty and provide the newly appointed educator with information about the assessment and moderation module.

Table 5.47: Participants' responses in terms of the newly appointed educator: An assessor of student learning: Additional

Sub-section B12, 3. Additional, Section B of questionnaire [N=129];
(n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f)

Section B12: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
3 Additional	The newly appointed educator should be granted an opportunity to:			
3.1	Be informed about what is expected of the assessors in the Faculty ^b	80.5	17.2	2.3
3.2	Take note of the assessment policy documents of the University ^d	77.8	19.8	2.4
3.3	Other (please specify)			
a)	<i>"The appeal process must be properly explained"</i>			

In Table 5.48 a summary is provided of significant differences in the responses of participants who had completed an orientation course and those who had not, with reference to the statement: Be informed about what is expected of the assessors in the Faculty ($\chi^2 = 7.2$; df = 2, p = 0.0172). More participants who had completed an orientation course selected the option 'in the first year of employment' and more participants who did not complete an orientation than those who did selected the option of 'after the first year of employment'.

Table 5.48: Comparative analysis of the responses of participants who had completed an orientation course and those who had not in terms of the newly appointed educator: An assessor of student learning: Additional

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Question B12 - 3.1: Be informed about what is expected of the assessors in the Faculty p-value = 0.0172				
Participants who completed an orientation course	73 86.90	9 10.71	2 2.38	84
Participants who did not complete an orientation course	30 68.18	13 29.55	1 2.27	44

With reference to the section above, the Faculty of Health Sciences has available a formal credit-bearing module for assessor and moderator training in the HPE programme. This module deals with all of the aspects mentioned in this section. The newly appointed academic should be made aware of this module and could then apply and register for it within their first or second year of employment (depending on the time of their appointment).

5.4.2.12 *An evaluator of the curriculum*

Responses with regard to when information about the curriculum evaluation process should be included in an orientation programme are depicted in Table 5.49.

Table 5.49: Participants' responses in terms of the newly appointed educator: An evaluator of the curriculum

Sub-section B13, Section B of questionnaire [N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d)

Section B13: Statements from the questionnaire		Responses reported in percentages		
The newly appointed educator should be granted an opportunity to:		in the first year of employment	after the first year of employment	not at all
1.	Be introduced to the concepts of curriculum evaluation ^c	29.1	60.6	10.2
2.	Be familiarised with the process of curriculum evaluation ^c	24.4	64.6	1.0
3.	Receive feedback on any changes to the curriculum ^d	27.8	66.7	5.6
4.	Other (please specify)			
a)	"Later in career"			
b)	"... these three would be regarded optional extras - but any educator may be interested in these"			

The majority of participants' (60.6%, 64.6% and 66.7%) indicated that information on this topic should be available after the first year of employment. This process may need to be available to only a few educators who will actually be involved in the curriculum development and evaluation process. Attendance should thus be optional.

In terms of an introduction to the concept of curriculum evaluation and to be familiarised with the process, there were significant differences among the responses of the groups with 0-5 years, 6-14 years, and 15 and more years' teaching experience ($\chi^2 = 16.4$; df = 4, $p = 0.0022$ and $\chi^2 = 19.7$; df = 4, $p = 0.0005$) (cf. Table 5.50).

Table 5.50: Comparative analysis of the responses of the groups 0-5 years, 6-14 years, and 15 and more years' teaching experience in terms of the newly appointed educator: An evaluator of the curriculum

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Section B, Question B13 - 1. Be introduced to the concepts of curriculum evaluation p-value = 0.0022				
0-5 years of teaching experience	27 45.00	27 45.00	6 10.00	60
6-14 years of teaching experience	5 14.29	28 80.00	2 5.71	35
15 and more years of teaching experience	5 15.63	22 68.75	5 15.63	32
Section B, Question B13 - 2. Be familiarised with the process of curriculum evaluation p-value = 0.0005				
0-5 years of teaching experience	24 40.68	29 49.15	6 10.17	59
6-14 years of teaching experience	3 8.33	31 86.11	2 5.56	36
15 and more years of teaching experience	4 12.50	22 68.75	6 18.75	32

5.4.2.13 A role model for students

As an academic staff member in health sciences, it is very important to be a role model for students. The majority of participants indicated that this topic should be dealt with in the orientation programme during the first year of a newly appointed educator's employment (*cf.* Table 5.51).

With reference to the statement: Learn how to role model effective collegial relationships, a respondent left an additional comment which may be read in Table 5.51 below. Since we are training health care professionals who will be required to act professionally and ethically, and work together in effective teams it is important that the students be exposed to educators and professionals role-modelling this.

Table 5.51: Participants' responses in terms of the newly appointed educator: A role model for students

Sub-section B14, Section B of questionnaire [N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e)

Section B14: Statements from the questionnaire		Responses reported in percentages		
The newly appointed educator should be granted an opportunity to:		in the first year of employment	after the first year of employment	not at all
1.	Be informed about how to be a role-model for students by incorporating examples of personal, professional and clinical practice experiences into education with a view to facilitate the development of critical thinking skills in students ^e	71.2	25.6	3.2
2.	Be introduced to the concept of life-long learning ^c	70.9	25.2	3.9
3.	Learn how to role model effective collegial relationships ^d	61.9	33.3	4.8
4.	Learn how to role model the concept of respect to students ^d	69.8	26.2	4.0
5.	Learn about the code of conduct for lecturers (e.g. being on time for educational sessions, dressing the part) ^b	85.2	10.9	3.9
6.	Learn how to act professionally and ethically towards students ^d	84.9	11.1	4.0
7.	Other (please specify)			
a)	<i>“Learn how to act professionally and ethically towards colleagues, i.e. those in authority, peers and subordinates especially regarding effective communication: electronic mails, meetings, verbal communication, etc. (This may be more applicable to section B15, but impacts role-modelling for students, since it is discerned by students and impacts their academic environment”</i>			
b)	<i>“Later in career”</i>			

5.4.2.14 A role model for colleagues

A similar result to that in section 5.4.2.13 was found in this section, in that the majority of participants indicated that this topic should be dealt with in the orientation programme during the first year of a newly appointed educator's employment (*cf.* Table 5.52). The importance of more experienced educators' role modelling and scholarship in teaching-learning was also highlighted by Boyd (2014:164) (*cf.* 2.4.2.2). It might be worthwhile reminding the more experienced educators in the Faculty of this and to highlight it for the newly appointed educators who will be someone else's role model in the future.

There was a significant difference between the responses of participants who had completed an orientation course and those who had not in terms of learning how to display professional integrity ($\chi^2 = 5.6$; $df = 2$, $p = 0.0576$) (*cf.* Table 5.53). Regarding the responses about the year of employment in which this should be dealt with in the

orientation/development programme, both groups yielded double the number of responses.

Table 5.52: Participants' responses in terms of the newly appointed educator: A role model for colleagues

Sub-section B15, Section B of questionnaire [N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f)

Section B15: Statements from the questionnaire		Responses reported in percentages		
The newly appointed educator should be granted an opportunity to:		in the first year of employment	after the first year of employment	not at all
1.	Learn how to display professional integrity ^b	79.7	14.8	5.5
2.	Learn about the importance of showing on-going interest in personal skills development ^b	71.1	26.6	2.3
3.	Learn the importance of showing interest in building collegial relationships ^c	69.3	26.0	4.7
4.	Learn about the importance of mutual respect among colleagues ^b	74.2	21.1	4.7
5.	Other (please specify)			
a)	<i>"Learn how to define and display professional integrity and convenience regarding conduct"</i>			
b)	<i>"For medical people this is already part of their own undergraduate study experience (HPCSA rules, etc.)"</i>			
c)	<i>"... learn lines of communication in department, school and faculty"</i>			

Table 5.53: Comparative analysis of the responses of participants who had completed an orientation course and those who had not in terms of the newly appointed educator: A role model for colleagues

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Question B15 - 1 Learn how to display professional integrity p-value = 0.0576				
Participants who completed an orientation course	67 79.76	15 17.86	2 2.38	84
Participants who did not complete an orientation course	35 79.55	4 9.09	5 11.36	44

5.4.2.15 An administrator

The responses in terms of the newly appointed educator's role as an administrator are summarised in Table 5.54 and Table 5.56. The majority of participants (>73.2%) indicated that topics on this role should be dealt with during the first year of employment.

Since many academic staff members are in charge of their own administration, it could be worth their while obtaining skills to best manage their office and/or diaries. One participant suggested an online platform to share the important information: “*Online courses, seminars, time management, how to deal with rivers of e-mails*”. If a video method was accepted for content delivery to staff in the FoHS (cf. 2.6.1) an online platform with various informative links and activities, it is likely also to be favoured.

An interesting result in this section was that more participants with 0-5 years of teaching experience selected the option of ‘not at all’ with reference to the statement on obtaining skills which would assist them to manage their offices successfully, compared to the participants who had more than six years’ experience ($\chi^2 = 9.8$; $df = 4$, $p = 0.0473$) (cf. Table 5.55).

Table 5.54: Participants’ responses in terms of the newly appointed educator: An administrator: Own administration

Sub-section B16, 1. Own administration, Section B of questionnaire [N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f)

Section B16: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
1. Own administration				
The newly appointed educator should be granted an opportunity to:				
1.1	Obtain skills which will assist him/her to successfully manage his/her office ^c	73.2	19.0	7.8
1.2	Learn how to manage their diaries effectively ^b	75.0	18.0	7.0
1.3	Gain an understanding of the UFS’s policy in terms of e-mail communication ^d	86.5	11.1	2.4
1.4	Be orientated to the use of <i>Medmail</i> in the Faculty ^c	83.5	13.4	3.1
1.5	Other (please specify)			
a)	“Online courses, seminars, time management, how to deal with rivers of e-mails”			

A total of 86.6% and 88.2% of participants indicated that newly appointed educators should be introduced to the relevant administration personnel in the Faculty and learn about their roles respectively (cf. Table 5.56).

Table 5.55: Comparative analysis of the responses of the groups 0-5 years, 6-14 years, and 15 and more years' teaching experience in terms of the newly appointed educator: An administrator: Own administration

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Section B, Question B16 - 1.2 Learn how to manage their diaries effectively p-value = 0.0473				
0-5 years of teaching experience	41 68.33	11 18.33	8 13.33	60
6-14 years of teaching experience	32 88.89	4 11.11	0	36
15 and more years of teaching experience	23 71.88	8 25.00	1 3.13	32

Table 5.56: Participants' responses in terms of the newly appointed educator: An administrator: Administrative support

Sub-section B16, 2. Administrative support, Section B of questionnaire
[N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f)

Section B16: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
2. Administrative support				
The newly appointed educator should be granted an opportunity to:				
2.1	Be introduced to administration personnel in the Faculty ^c	86.6	9.4	3.9
2.2	Learn about the role of support personnel in the Faculty ^c	88.2	9.4	2.4
2.3	Other (please specify)			
a)	<i>"It often happens that older administrative people regard themselves as superior to newcomers. If the roles of every office are mentioned, it will be less easy to boss newcomers around"</i>			
b)	<i>"... learn lines of communication"</i>			

It seems important to not only clarify the role of the academic staff member, but also for all staff members in the FoHS to be aware of the roles and responsibilities of the support staff member. One participant wrote: *"It often happens that older administrative people regard themselves as superior to newcomers. If the roles of every office are mentioned, it will be less easy to boss newcomers around"*. This is likely to be a personal experience which was reflected on; however, this may occur less if everyone's roles are clarified and respected.

5.4.2.16 A researcher

As described in Chapter 2 (*cf.* 2.3.1; 2.5.2.3), the UFS has a new focus to be research driven. All academic staff members therefore have a role to play in terms of scholarly research. This will include own research and the role of assisting students with research on an undergraduate and postgraduate level.

With reference to planning and deploying research (*cf.* Table 5.57), the majority of participants (58.6% and above) indicated that information in this section should be offered after the first year of employment. A supportive response was: *“The focus in the first year should be on the teaching and learning strategies and after the first year, when new lecturers are settling in, it will be more appropriate to offer research training”*. A percentage of 40.1 indicated that newly appointed educators should be introduced to staff and other resources available for assistance with research during their first year of employment.

Table 5.57: Participant responses in terms of the newly appointed educator: A researcher: Planning and deploying research

Sub-section B17, 1. Planning and deploying research, Section B of questionnaire [N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f)

(Table continues to the next page)

Section B17: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
1. Planning and deploying research				
The newly appointed educator should be granted an opportunity to:				
1.1	Learn how to define a broad research agenda ^b	35.2	58.6	6.3
1.2	Obtain skills to know how to plan a research project ^c	34.6	60.6	4.7
1.3	Receive information about various research paradigms ^d	31.0	62.7	6.3
1.4	Receive information about various research methods ^c	32.3	63.0	4.7
1.5	Be orientated on writing a successful research proposal ^c	29.1	66.9	3.9
1.6	Learn about the procedures in obtaining approval from the Ethics Committee of the Faculty ^c	36.2	59.8	3.9
1.7	Be familiarised with the important documentation regarding conducting research in the Faculty ^c	37.0	59.0	3.9
1.8	Be introduced to staff and other resources available that can assist with research ^c	40.1	56.7	3.1
1.9	Learn how to manage research best ^b	28.9	65.6	5.5

Section B17: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
1. Planning and deploying research (continues) The newly appointed educator should be granted an opportunity to:				
1.10	Learn about the content required in a thesis/dissertation ^d	31.7	65.1	3.2
1.11	Other (please specify) a) <i>“First year would be best, but other info is already overwhelming. Perhaps offer alternatives to those mainly concerned with teaching, and those mainly concerned with research”</i> b) <i>“Focus on research will be most effective after one year after appointment”</i> c) <i>“Or not at all depending on primary responsibilities. A newly appointed lecturer cannot do all this stuff in the first or even the second year after appointment, otherwise he will be appointed as a researcher and not an educator”</i> d) <i>“Research is vital for growing of the professional and add up knowledge and justify to the future generation”</i> e) <i>“These should be addressed in a separate orientation”</i> f) <i>“This role should not be duplicated with the post graduate and research office of the UFS doing excellent work”</i>			

One participant indicated that *“These should be addressed in a separate orientation”*, and a second reminded the researcher of the existing development and support services in terms of research at the UFS by stating: *“This role should not be duplicated with the post graduate and research office of the UFS doing excellent work”*. It should therefore be strongly considered that in an orientation programme, the newly appointed educator should be made aware of their role as a researcher in the FoHS and be informed of the available research development and support services already available in the Faculty and on campus (UFS).

Significantly more participants with 0-5 years of teaching experience compared to those with more years of teaching experience indicated that learning how to best manage research should be included in an orientation programme ($\chi^2 = 9.5$; $df = 4$, $p = 0.0266$) (cf. Table 5.58).

Participants' responses with regard to sourcing funding for research are reported in percentages in Table 5.59. The majority of participants indicated that this could be dealt with after the first year of employment.

Table 5.58: Comparative analysis of the responses of the groups 0-5 years, 6-14 years, and 15 and more years' teaching experience in terms of the newly appointed educator: A researcher: Planning and deploying research

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Section B, Question B17 - 1.9 Learn how to manage research best p-value = 0.0266				
0-5 years of teaching experience	24 40.00	34 56.67	2 3.33	60
6-14 years of teaching experience	4 11.11	29 80.56	3 8.33	36
15 and more years of teaching experience	9 28.13	21 65.63	2 6.25	32

Table 5.59: Participants' responses in terms of the newly appointed educator: A researcher: Sourcing funding for research

Sub-section B17, 2. Sourcing funding for research, Section B of questionnaire [N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e)

Section B17: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
2. Sourcing funding for research				
The newly appointed educator should be granted an opportunity to:				
2.1	Learn the process of identifying possible funding sources ^d	25.4	70.6	4.0
2.2	Receive guidance on how to obtain funding for research ^e	24.0	72.0	4.0
2.3	Other (please specify)			
a)	<i>"The previous experience of the newly appointed lecturer will have a big influence"</i>			

The additional comment in Table 5.59 serves as a reminder to the academic developer that prior learning should always be considered. Significantly more participants who had completed an orientation course compared to those who had not indicated that guidance about how to obtain research funding should be included in an orientation programme after the first year of employment ($\chi^2 = 6.4$; $df = 2$, $p = 0.0380$) (*cf.* Table 5.60).

Table 5.60: Comparative analysis of the responses of participants who had completed an orientation course and those who had not in terms of the newly appointed educator: A researcher: Sourcing funding for research

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Question B17 - 2.2 Receive guidance on how to obtain funding for research p-value = 0.0380				
Participants who completed an orientation course	14 17.07	64 78.05	4 4.88	82
Participants who did not complete an orientation course	16 37.21	26 60.47	1 2.33	43

There also was a significant difference in the responses of the participants who had 0-5 years, 6-14 years and more than 15 years of teaching experience (*cf.* Table 5.61).

Table 5.61: Comparative analysis of the responses of the groups 0-5 years, 6-14 years, and 15 and more years' teaching experience in terms of the newly appointed educator: A researcher: Sourcing funding for research

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Section B, Question B17 - 2.1: Learn the process of identifying possible funding sources p-value = 0.0026				
0-5 years of teaching experience	24 40.00	35 58.33	1 1.67	60
6-14 years of teaching experience	3 8.57	30 85.71	2 5.71	35
15 and more years of teaching experience	5 16.13	24 77.42	2 6.45	31
Section B, Question B17 - 2.2 Receive guidance on how to obtain funding for research p-value = 0.0022				
0-5 years of teaching experience	23 38.98	35 59.32	1 1.69	59
6-14 years of teaching experience	3 8.57	30 85.71	2 5.71	35
15 and more years of teaching experience	4 12.90	25 80.65	2 6.45	31

The majority of participants with 0-5 years of teaching experience indicated that learning the process of identifying possible funding sources ($\chi^2 = 14.1$; $df = 4$, $p = 0.0026$) and receiving guidance on how to obtain funding for research ($\chi^2 = 14.6$; $df = 4$, $p = 0.0022$) should be included in an orientation programme during the first year of a newly appointed educator's employment.

Table 5.62 presents responses in terms of supervision duties. Being appointed as a research supervisor will be dependent on the person's qualifications and prior supervision experience. Some junior employees may start supervising as a co-supervisor and receive training in the process. This most likely will be case dependent in the various Schools in the FoHS. The participants mostly selected the option of 'after the first year of employment' in this section. Therefore, it will be appropriate to train supervisors at a later stage.

Table 5.62: Participants' responses in terms of the newly appointed educator: A researcher: Supervision duties

Sub-section B17, 3: Supervision duties, Section B of questionnaire [N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f)

Section B17: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
3. Supervision duties				
The newly appointed educator should be granted an opportunity to:				
3.1	Obtain skills in sourcing undergraduate students to take part in research ^f	25.8	69.4	4.8
3.2	Obtain skills in sourcing graduate students to take part in research ^f	16.1	79.8	4.0
3.3	Become familiarised with the supervision process at the Faculty ^b	25.8	70.3	3.9
3.4	Be trained as a postgraduate supervisor ^b	14.8	78.9	6.3
3.5	Other (please specify)			
a)	<i>"3.1 and 3.2 Depending on their function"</i>			
b)	<i>"Previous experience and skills play a major role in the ability to function at a certain level"</i>			
c)	<i>"This will also depend on if the newly appointed educator is a senior person or junior person in his field of education"</i>			

Table 5.63 shows the Chi-square analysis of comparisons done on the responses of participants who had completed an orientation course and those who had not with regard to supervision duties. Significantly more participants who had completed an orientation

course indicated that skills in sourcing undergraduate students to take part in research should be obtained in the first year of employment ($\chi^2 = 5.5$; $df = 2$, $p = 0.0510$).

Table 5.63: Comparative analysis of the responses of participants who had completed an orientation course and those who had not in terms of the newly appointed educator: A researcher: Supervision duties

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Question B17 - 3.2 Obtain skills in sourcing undergraduate students to take part in research p-value = 0.0510				
Participants who completed an orientation course	9 10.84	71 85.54	3 3.61	83
Participants who did not complete an orientation course	11 26.83	28 68.29	2 4.88	41

This was also indicated in the group of participants with 0-5 years of experience ($\chi^2 = 13.0$; $df = 4$, $p = 0.0054$) (*cf.* Table 5.64). In addition, significantly more of this group (0-5 years' teaching experience) also indicated that newly appointed educators should become familiarised with the supervision process at the Faculty during their first year of employment ($\chi^2 = 10.6$; $df = 4$, $p = 0.0166$).

Table 5.64: Comparative analysis of the responses of the groups 0-5 years, 6-14 years, and 15 and more years' teaching experience in terms of the newly appointed educator: A researcher: Supervision duties
(Table continues on the next page)

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Section B, Question B17 - 3.2 Obtain skills in sourcing graduate students to take part in research p-value = 0.0054				
0-5 years of teaching experience	16 27.59	1 70.69	1 1.72	58
6-14 years of teaching experience	1 2.78	32 88.89	3 8.33	36
15 and more years of teaching experience	3 10.00	26 86.67	1 3.33	30

	Chi-square analysis number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Section B, Question B17 - 3.3 Become familiarised with the supervision process at the Faculty p-value = 0.0166				
0-5 years of teaching experience	23 38.33	36 60.00	1 1.67	60
6-14 years of teaching experience	4 11.11	30 83.33	2 5.56	36
15 and more years of teaching experience	6 18.75	24 75.00	2 3.25	32
Section B, Question B17 - 3.4 Be trained as a postgraduate supervisor p-value = 0.0008				
0-5 years of teaching experience	15 25.00	44 73.33	1 1.67	60
6-14 years of teaching experience	0	31 86.11	5 13.89	36
15 and more years of teaching experience	4 12.50	26 81.25	2 5.26	32

In the academic realm attending and presenting papers and posters at academic forums and/or conferences are common. Again the majority of participants indicated that this information should be covered after the first year of employment (*cf.* Table 5.65).

Table 5.65: Participants' responses in terms of the newly appointed educator: A researcher: Attendance of research forums and conferences

Sub-section B17, 4. Attendance of research forums and conferences, Section B of questionnaire [N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f; n=123=^g)

Section B17: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
4. Attendance of research forums and conferences The newly appointed educator should be granted an opportunity to:				
4.1	Be shown how to write an abstract for a research forum or conference ^c	27.6	66.1	6.3
4.2	Be explained the rules and regulations regarding attendance of research forums and conferences ^e	32.0	64.8	3.2
4.3	Learn how to present research results effectively ^c	23.6	72.4	3.9
4.4	Learn about the do's and don'ts in presenting at conferences and forums ^g	22.8	73.2	4.1
4.5	Other (please specify)			
a)	<i>"It will help in developing their own research topics, proposals, projects and articles"</i>			
b)	<i>"Should actually be taught this in a research group and available courses throughout career"</i>			

The existing support and development platforms at the UFS probably should be mentioned in the programme in the first year of the newly appointed educator's employment. One respondent indicated that obtaining the knowledge as described in Table 5.65 may help educators to develop research topics, proposals, projects and articles. The presentation of this research will then take place at a later point in time which supports the suggestions to only include detailed information in terms of how to best present your research results, etc. after the first year of employment.

Table 5.66 summarises participants' responses with reference to research support and encouragement. As with the four sections above it seems that this information also should be focused on after the first year of employment. A similar comment from Table 5.57 was left in this section: *"The focus in the first year should be on the teaching and learning strategies and after the first year, when new lecturers are settling in will be more appropriate for research training"*.

Table 5.66: Participants' responses in terms of the newly appointed educator: A researcher: Research support and encouragement

Sub-section B17, 5. Research support and encouragement, Section B of questionnaire [N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f)

(Table continues on the next page)

Section B17: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
5	Research support and encouragement			
	The newly appointed educators should be granted an opportunity to:			
5.1	Learn how to manage research time effectively ^c	28.3	66.1	5.5
5.2	Gain an understanding of the relevance of collaborative research ^d	25.4	67.5	7.1
5.3	Obtain skills to adopt early research productivity ^c	27.6	67.7	4.7
5.4	Learn about the rewards available in the Faculty in terms of completing research ^e	29.6	66.4	4.0
5.5	Gain an understanding of the publication process ^c	22.8	72.4	4.7
5.6	Become familiarised with the policy documents of the UFS regarding research and publishing ^c	26.8	70.0	3.1
5.7	Become informed of the incentives for which academics qualify when publishing ^d	31.0	64.3	4.8
5.8	Be able to identify their own strengths and weaknesses in terms of research ^b	25.0	68.8	6.3
5.9	Get to know which support services are offered at the Postgraduate School ^b	34.4	61.7	3.9

	in the first year of employment	after the first year of employment	not at all
5 Research support and encouragement (continued) The newly appointed educator should be granted an opportunity to:			
5.10 Get to know which support services and initiatives are available in the Faculty ^b	37.5	58.6	3.9
5.11 Gain an understanding of the concept of National Research Foundation (NRF) rating ^c	24.4	71.0	4.7
5.12 Other (please specify) a) <i>“As said a newly appointed educator cannot do all this stuff in the first or even the second year after appointment”</i> b) <i>“Depends again if it is a senior or junior with lots or little previous experience”</i> c) <i>“The focus in the first year should be on the teaching and learning strategies and after the first year, when new lecturers are settling in will be more appropriate for research training”</i> d) <i>“This is extremely important”</i>			

Comparative analyses of the responses of participants within the groups 0-5 years, 6-14 years, and 15 and more years' teaching experience in terms of the newly appointed educator: a researcher: research support and encouragement were done (*cf.* Table 5.67).

Table 5.67: Comparative analysis of the responses of the groups 0-5 years, 6-14 years, and 15 and more years' teaching experience in terms of the newly appointed educator: A researcher: Research support and encouragement
(Table continues on the next page)

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Section B, Question B17 - 5.1: Learn how to manage research time effectively p-value = 0.0041				
0-5 years of teaching experience	25 41.67	31 51.67	4 6.67	60
6-14 years of teaching experience	4 11.11	29 80.56	3 8.33	36
15 and more years of teaching experience	7 22.58	24 77.42	0	31
Section B, Question B17 - 5.2: Gain an understanding of the relevance of collaborative research p-value = 0.0273				
0-5 years of teaching experience	21 35.59	34 57.63	4 6.78	59
6-14 years of teaching experience	3 8.33	29 80.56	4 11.11	36
15 and more years of teaching experience	8 25.81	22 70.97	1 3.23	31

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Section B, Question B17 - 5.3: Obtain skills to adopt early research productivity p-value = 0.0260				
0-5 years of teaching experience	23 38.98	33 55.93	3 5.08	59
6-14 years of teaching experience	5 13.89	28 77.78	3 8.33	36
15 and more years of teaching experience	7 21.88	25 78.13	0	32
Section B, Question B17 - 5.8: Be able to identify their own strengths and weaknesses in terms of research p-value = 0.0334				
0-5 years of teaching experience	21 35.00	35 58.33	4 6.67	60
6-14 years of teaching experience	3 8.33	30 83.33	3 8.33	36
15 and more years of teaching experience	8 25.00	23 71.88	1 3.13	32
Section B, Question B17 - 5.11: Gain an understanding of the concept of National Research Foundation (NRF) rating p-value = 0.0109				
0-5 years of teaching experience	22 37.29	35 59.33	2 3.39	59
6-14 years of teaching experience	3 8.33	30 83.33	3 8.33	36
15 and more years of teaching experience	6 18.75	25 78.13	1 3.13	32

Significantly more participants in the group of 0-5 year's teaching experience indicated that the following should be addressed during the first year of employment: Learn how to manage research time effectively ($\chi^2 = 13.8$; $df = 4$, $p = 0.0041$), gain an understanding of the relevance of collaborative research ($\chi^2 = 9.8$; $df = 4$, $p = 0.0273$), obtain skills to adopt early research productivity ($\chi^2 = 10.4$; $df = 4$, $p = 0.0260$), be able to identify their own strengths and weaknesses in terms of research ($\chi^2 = 9.3$; $df = 4$, $p = 0.0334$), and gain an understanding of the concept of National Research Foundation (NRF) rating ($\chi^2 = 11.8$; $df = 4$, $p = 0.0109$). This could indicate that less experienced educators should obtain this information earlier rather than later, however, because the 0-5 year group support for the first year of employment was well below 50.00% (ranging from 41.67% to 35.00%), it does not offer enough support to include this content in the first year of employment.

5.4.2.17 Academic career development

Academic career development falls into the scope of staff development (*cf.* 2.3.2). Both the DHSE and CTL offer one-on-one consultation opportunities for academic staff members in terms of their academic career development. The CTL even includes a slot in their orientation programme during which the human resources department at the University informs newly appointed academic staff members. The focus here is mostly to make staff aware of the available services that human resources offer and to inform them of the performance management plan and promotion criteria at the UFS. This seems more complex in the FoHS, as a great number of staff members are employed on a joint staff establishment and therefore their human resource department and services will be different from those of the UFS. Tables 5.68, 5.69, 5.71, 5.72, 5.74 and 5.75 report on the participants' responses in terms of planning a career path, developing as a professional educator, support resources, professional development (soft skills), professional development (collegiality), and personal development.

Table 5.68: Participants' responses in terms of the newly appointed educator: Academic career development: Planning a career path
Sub-section B18, 1. Planning a career path, Section B of questionnaire [N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f)

Section B18: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
1. Planning a career path				
The newly appointed educator should be granted an opportunity to:				
1.1	Learn how to identify their own strengths, weaknesses, opportunities and threats in order to conduct a SWOT analysis ^b	55.5	39.1	5.5
1.2	Learn how to set clear goals for their career ^c	52.0	44.9	3.1
1.3	Learn about common mistakes that newly appointed academics make in terms of their careers ^b	66.4	32.0	1.6
1.4	Learn how to avoid the common mistakes that newly appointed academics make in terms of their careers ^c	64.6	33.1	2.4
1.5	Learn whom to contact regarding specific career development queries ^c	59.1	36.2	4.7
1.6	Other (please specify)			
a)	<i>“Extremely important. I think that a lack of this guidance contributed to the exodus of lecturers from the School of Medicine. People did not have enough clarity of their roles, careers and purposes to withstand the challenges”</i>			

In terms of planning a career path (*cf.* Table 5.68) a larger proportion of participants (>52.0%) indicated that newly appointed educators should be granted an opportunity to learn about important concepts pertaining to planning their career path during the first year of employment. Similarly, high numbers of responses were noted in the second option, namely ‘after the first year of employment’. This is indicative that this information should be included in the orientation programme at any point in time, but it is probably best that the newly appointed educators first have the opportunity to find their feet. Thereafter there could be a specific focus on their academic career development.

On the topic of developing as a professional educator (*cf.* Table 5.69), there seems to be little preference as to when the topics in this section should be addressed in an orientation course. Both options of ‘in the first year of employment’ and ‘after the first year of employment’ were indicated as preferred.

Table 5.69: Participants’ responses in terms of the newly appointed educator: Academic career development: Developing as a professional educator
Sub-section B18, 2. Developing as a professional educator, Section B of questionnaire [N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f)

Section B18: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
2. Developing as a professional educator				
The newly appointed educator should be granted an opportunity to:				
2.1	Learn how to identify areas of strengths and weaknesses in terms of <i>teaching-learning</i> ^b	54.7	43.0	2.3
2.2	Learn how to identify areas of strengths and weaknesses in terms of <i>research</i> ^b	32.0	63.3	4.7
2.3	Learn how to identify areas of strengths and weaknesses in terms of <i>professional duties</i> ^b	56.3	40.6	3.1
2.4	Learn how to balance the competing demands of teaching, research, and service delivery ^c	47.2	51.2	1.6
2.5	Learn how to balance the competing demands of personal and professional responsibilities ^c	54.3	41.7	3.9
2.6	Learn how to prioritise ^c	66.9	28.3	4.7
2.7	Learn more about the Teaching and Learning Excellence Awards at the UFS ^c	35.4	58.3	6.3
2.8	Learn how to compile a professional portfolio ^c	37.8	54.3	7.9
2.9	Learn how to compile a teaching portfolio ^c	38.6	53.5	7.9
2.10	Other (please specify)			
a)	“Should be offered as courses to all staff throughout career”			

More experienced academics probably will participate in the process to be granted the teaching and learning excellence awards at the UFS, and it may be argued that this information could be irrelevant to the newly appointed educator. Still, newly appointed health sciences educators should be informed about the Teaching and Learning Excellence Awards at the UFS as soon as possible. Having this knowledge early will assist and motivate the educator to plan their educational career and collect the relevant evidence for a teaching-learning portfolio (required for evidence for an award) from an earlier stage.

There was a significant difference in the responses of the participants who had 0-5 years, 6-14 years and more than 15 years of teaching experience (*cf.* Table 5.70). The majority of participants with 0-5 years of teaching experience indicated that learning how to identify areas of strengths and weaknesses in terms of teaching-learning ($\chi^2 = 11.7$; $df = 4$, $p = 0.0411$), learning how to identify areas of strengths and weaknesses in terms of research ($\chi^2 = 13.1$; $df = 4$, $p = 0.0043$), and learning how to balance competing demands of teaching, research, and service delivery ($\chi^2 = 11.5$; $df = 4$, $p = 0.0258$) should be included in an orientation programme during the first year of a newly appointed educator's employment.

Table 5.70: Comparative analysis of the responses of the groups with 0-5 years, 6-14 years, and 15 and more years' teaching experience in terms of the newly appointed educator: Academic career development: Developing as a professional educator
(Table continues on the next page)

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Section B, Question B18 - 2.1: Learn how to identify areas of strengths and weaknesses in terms of teaching-learning p-value = 0.0411				
0-5 years of teaching experience	38 63.33	22 36.67	0	60
6-14 years of teaching experience	18 50.00	18 50.11	0	36
15 and more years of teaching experience	14 43.75	15 46.88	3 9.38	32

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Section B, Question B18 - 2.2: Learn how to identify areas of strengths and weaknesses in terms of research p-value = 0.0043				
0-5 years of teaching experience	27 45.00	33 55.00	0	60
6-14 years of teaching experience	9 25.00	24 66.67	3 8.33	36
15 and more years of teaching experience	5 15.63	24 75.00	3 9.38	32
Section B, Question B18 - 2.4: Learn how to balance competing demands of teaching, research, and service delivery p-value = 0.0258				
0-5 years of teaching experience	35 58.33	25 41.7	0	60
6-14 years of teaching experience	15 41.67	21 58.33	0	36
15 and more years of teaching experience	10 32.26	19 61.29	2 6.45	31

The majority (>80.8%) of participants indicated that newly appointed educators should be informed during their first year of employment of the available support resources for personal and professional development (*cf.* Table 5.71).

Of the participants 87.3%, 89.7% and 80.0% favoured the idea of an educational booklet/resource guide being available to newly appointed educators. The additional comments indicated that participants agreed that an educational booklet/resource guide would be very valuable, not only to the newly appointed educator, but to all educators regardless of their experience. A participant acknowledged that this would cause extra work and the DHSE would require additional human resources in order to accomplish this.

During the focus group interview a participant conveyed the idea of an interactive website for newly appointed educators (*cf.* 4.6.4.1). It seems that more educators agreed with this, since 92.1% and 93.0% of participants indicated that access to a website with educational information and other resources should be made available to newly appointed educators during the first year of employment.

Table 5.71: Participants' responses in terms of the newly appointed educator:
Academic career development: Support resources
 Sub-section B18, 3. Support resources, Section B of questionnaire [N=129];
 (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f)

Section B18: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
3. Support resources The newly appointed educator should:				
3.1	Have access to a general educational information booklet ^d	87.3	10.3	2.4
3.2	Be provided with a health sciences educational guide ^d	89.7	7.1	3.2
3.3	Be provided with a health sciences educational workbook ^e	80.8	12.0	7.2
3.4	Have access to a website for newly appointed academics which entails educational information ^c	92.1	7.9	0
3.5	Have access to a website for newly appointed academics which entails information about valuable resources ^b	93.0	7.0	0
3.6	Be provided with a resource booklet about services available at the University ^c	88.2	6.3	5.5
3.7	Be provided with a resource booklet about services available in the Faculty ^e	87.2	6.4	6.4
3.8	Other (please specify)			
a)	<i>"1. It will be a lot of work to develop these. If they are electronic instead of paper booklets, they can be updated very easily. They must be easy to find on the website.</i>			
	<i>2. The Faculty's website should be more of a "tool" than a "picture book". It is incredibly difficult to navigate around our website. A new pathologist from elsewhere was astounded by how cumbersome it is."</i>			
b)	<i>"Again a question: How can he know if he only receives an information booklet after a year's employment????"</i>			
c)	<i>"All the resources mentioned in 3.1 to 3.8 should be available to all educators (not only new appointments)"</i>			
d)	<i>"The whole course electronically available"</i>			
e)	<i>"This should be available to all staff"</i>			
f)	<i>"Website is an excellent idea. Like the research toolbox. See the research intranet"</i>			

Regarding the topic, professional development – developing soft skills (*cf.* Table 5.72), a large percentage of participants (70.9%) indicated the importance of time management during the first year of employment. The remaining topics in this section, according to the responses, might be dealt with during the first year and beyond. One participant indicated that these aspects should be covered over time as the educators develop in their careers.

Table 5.72: Participants' responses in terms of the newly appointed educator: Academic career development: Professional development – developing soft skills

Sub-section B18, 4. Professional development – developing soft skills, Section B of questionnaire [N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f; n=123=^g; n=122=^h)

Section B18: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
4. Professional development – developing soft skills				
The newly appointed educator should be granted an opportunity to:				
4.1	Learn effective time management skills ^c	70.9	23.6	5.5
4.2	Learn how to build professional relationships ^c	63.0	33.9	3.1
4.3	Learn how to ask for feedback in the workplace ^d	63.5	32.5	4.0
4.4	Learn how to communicate effectively in an academic milieu ^c	66.9	30.7	2.4
4.5	Learn what professionalism entails ^d	65.9	27.8	6.3
4.6	Learn how to internalise failure ^c	55.9	38.6	5.5
4.7	Learn how to get to know their students most effectively and understand their backgrounds ^c	60.3	36.5	3.2
4.8	Learn how to cope with excessive student demands ^h	62.3	36.9	0.8
4.9	Other (please specify)			
a)	<i>“Many of the skills are developed over time and needs maturity”</i>			
b)	<i>“Should be offered as continuous courses yearly throughout career only if identified during performance appraisal as a need”</i>			

Significantly more participants who had completed an orientation course than those who had not indicated that learning about the excessive student demands should be dealt with during the first year of employment ($\chi^2 = 5.4$; df = 2, p = 0.0456) (cf. Table 5.73).

Table 5.73: Comparative analysis of the responses of participants who had completed an orientation course and those who had not in terms of the newly appointed educator: Academic career development: Professional development – developing soft skills

	Chi-square analysis: number of responses and percentages			Total (n)
	in the first year of employment	after the first year of employment	not at all	
Question B18 - 4.8: Learn how to cope with excessive student demands p-value = 0.0457				
Participants who completed an orientation course	55 68.75	25 31.25	0	80
Participants who did not complete an orientation course	21 50.00	20 47.62	1 2.38	42

Collegiality is a very important aspect to address in the orientation of the newly appointed educator. One of the challenges faced by these educators is gaining acceptance from others (*cf.* 2.4.2.1). Table 5.74 provides the responses of participants about integration into the academic community and building collegial relationships. Respondents of the two groups (64.8% and 60.6% respectively) indicated that this should be included in an orientation programme during the first year of employment. An almost equal percentage of participants (48.4% and 46.8%) selected the response ‘in the first year of employment’ and ‘after the first year of employment’ with reference to receiving guidelines and tips on networking with colleagues at other universities. From these responses it may be concluded that collegiality within the FoHS should be encouraged from the first year of employment and thereafter collegial relationships with colleagues outside of the university should be encouraged. A total of 57.9% of participants indicated that committee representation should ideally be dealt with after the first year of employment.

Table 5.74: Participants’ responses in terms of the newly appointed educator: Academic career development: Professional development – collegiality
Sub-section B18, 5. Professional development – collegiality, Section B of questionnaire [N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f)

Section B18: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
5. Professional development – collegiality The newly appointed educator should:				
5.1	Receive information about how to integrate into the academic community ^e	64.8	28.0	7.2
5.2	Receive information about how to build collegial relationships ^c	60.6	31.5	7.9
5.3	Receive guidelines and tips on networking with colleagues at other Universities ^d	48.4	46.8	4.8
5.4	Be granted opportunities to form part of various committees within the Faculty ^f	35.5	58.1	6.5
5.5	Other (please specify)			
a)	<i>“Depends on the person’s academic position”</i>			
b)	<i>“To participate and be involved as colleagues in the university”</i>			

According to a higher percentage of participants’ (>53%) topics on personal development should be included mostly in the first year of employment (*cf.* Table 5.75), and 71.7% of the participants indicated that the newly appointed educator should be provided with information during their first year of employment about where to seek help and support

with health or personal problems. At present, activities offered by the Division of Health and Wellness reportedly are not well attended - somewhat contradicting the responses of educators' favouring this topic to be included in the orientation programme.

Table 5.75: Participants' responses in terms of the newly appointed educator:
Academic career development: Personal development
 Sub-section B18, 6. Personal development, Section B of questionnaire
 [N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f)

Section B18: Statements from the questionnaire		Responses reported in percentages		
		in the first year of employment	after the first year of employment	not at all
6. Personal development				
The newly appointed educator should:				
6.1	Learn how to set personal goals ^c	72.4	20.4	7.3
6.2	Master skills on how to deal with crisis situations in an appropriate way ^d	69.0	25.4	5.6
6.3	Be provided information about where to seek help and support with health or personal problems ^c	71.1	19.7	8.7
6.4	Be guided in the art of self-expectations ^d	56.3	31.0	12.7
6.5	Learn how to best ensure work-life balance ^c	59.1	29.9	11
6.6	Learn how to identify their own <i>beliefs</i> in terms of personal development ^f	53.2	32.3	14.5
6.7	Learn how to identify their own <i>needs</i> in terms of personal development ^c	53.5	32.3	14.2
6.8	Learn how to identify their own <i>wants</i> in terms of personal development ^e	52.8	32.8	14.4
6.9	Other (please specify)			
a)	<i>"Most important especially in the very competitive academic place within which they must function and stand out"</i>			
b)	<i>"Continue to develop and grow as the educator, since learning is the process"</i>			
c)	<i>"This will make people happier in their workplace"</i>			

This concludes the results of Section B of the questionnaire. The results and brief elucidations of Sections C and D of the questionnaire are to be discussed next.

5.5 THE ROLES OF A NEWLY APPOINTED HEALTH SCIENCES EDUCATOR

The results gained from Section C of the questionnaire (*cf.* Appendix C3) are presented in the sections below.

5.5.1 The level of importance in terms of the roles of the academic

As described in Chapter 2 (*cf.* 2.6), the health sciences educator in South Africa has a multi-dimensional and complex role. The twelve areas of activity of the teacher in medical education as described by Harden and Crosby (2000:336), and the role of administrator and researcher were used in the questionnaire of this study. Participants were asked to indicate the level of importance of each role (very important, somewhat important, not important at all, and unsure) with specific reference to the newly appointed health sciences educator. The results, in percentages, are summarised in Table 5.76.

The roles which were indicated as most important (ranked from highest number of responses to lowest) include (*cf.* Table 5.76):

1. Role as a *role model* for students (83.6%)
2. Role as an *information provider*, as a teacher in the *classroom* (82.8%)
3. Role as a *facilitator* of learning (78.1%)
4. Role as an information provider, as a teacher in the *community* (75.0%)
5. Role as an *assessor* of student learning (74.4%)
6. Role as a *role model* for colleagues (61.9%).

It is noteworthy that no participant selected the option of 'not important at all' in terms of the role as an *information provider*, as a teacher in the *classroom* and the role as a *role model* for students. This indicates that the participants viewed the newly appointed health sciences educator mostly as a role model and information provider (on various platforms), followed by the role of facilitator and assessor of learning. The role of researcher was indicated, as far as importance is concerned, as equally important (48.4%) and somewhat important (46.8%).

In a study conducted by Nel (2007:100), the researcher found that clinical educators in the FoHS, UFS ranked role modelling for students as their most important role and information provider as the fourth important. The role of assessor was ranked second. It might be that some of the clinical educators who had completed the study in 2007 also could have participated in the study reported here.

The roles ranked from highest to lowest in the category ‘somewhat important’ were (cf. Table 5.76):

1. Role as an *evaluator* of the curriculum (55.5%)
2. Role as a *planner* of the curriculum (52.3%)
3. Role as a *facilitator* in terms of mentorship (52.3%)
4. Role as an administrator (51.6%)
5. Role as a *planner* of modules (49.2%)
6. Role as a researcher (46.8%)
7. Role as a *resource developer* in terms of study guides (45.7%)
8. Role as a *resource developer* in terms of module guides (45.3%).

An interesting finding was that 29.2% of the participants indicated that the role as planner of the curriculum was not important at all for the newly appointed educator. A detailed discussion and possible reason were given in an earlier section (cf. 5.4.2.1).

Table 5.76: Participants’ responses in terms of the importance of the roles of a newly appointed health sciences educator

Question 1, Section C of questionnaire [N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f)

	Very important	Somewhat important	Not important at all	Unsure
Role as a <i>planner</i> of the curriculum ^b	16.4	52.3	28.9	2.3
Role as a <i>planner</i> of modules ^b	35.9	49.2	14.1	0.8
Role as a <i>resource developer</i> in terms of module guides ^b	37.5	45.3	14.1	3.1
Role as a <i>resource developer</i> in terms of study guides ^c	40.9	45.7	10.2	3.1
Role as an <i>information provider</i> , as a teacher in the <i>classroom</i> ^b	82.8	15.6	0	1.6
Role as an <i>information provider</i> , as a teacher in the <i>clinical setting</i> ^b	75.0	21.1	0.8	3.1
Role as an <i>information provider</i> , as a teacher in the community ^b	57.0	34.4	4.7	3.9
Role as a <i>facilitator</i> of learning ^b	78.1	19.5	0.8	1.6
Role as a <i>facilitator</i> in terms of mentorship ^b	35.9	52.3	10.9	0.8
Role as an <i>assessor</i> of student learning ^c	74.4	23.2	0.8	1.6
Role as an <i>evaluator</i> of the curriculum ^b	19.5	55.5	22.7	2.3
Role as a <i>role model</i> for students ^b	83.6	15.6	0	0.8
Role as a <i>role model</i> for colleagues ^d	61.9	31.7	5.6	0.8
Role as an administrator ^b	39.8	51.6	8.6	0
Role as a researcher ^d	48.4	46.8	4.0	0.8

It might have been expected that the role as researcher would be ranked fairly low in view of the majority of participants reporting that the newly appointed educator should be orientated and developed in this role after their first year of appointment (*cf.* 5.4.2.16).

Similar to the findings of Nel's study (2007:100), the role of resource developer was ranked the lowest. Again, this probably might not be something that all newly appointed educators would be expected to do, but they should be aware of the resource guides used in teaching-learning and how to use them to plan their teaching and assessment (*cf.* 5.4.2.2; 5.4.2.3; 5.4.2.4).

The responses of the groups of participants who had completed an orientation course and those who had not were compared in terms of the importance of the roles of a newly appointed health sciences educator. Their answers referring to the role of the administrator were significantly different ($\chi^2 = 5.8$; $df = 2$, $p = 0.0548$) (*cf.* Table 5.77).

Table 5.77: Comparative analysis of the responses of participants who had completed an orientation course and those who had not in terms of the importance of the roles of a newly appointed health sciences educator

	Chi-square analysis: number of responses and percentages				Total (n)
	Very important	Somewhat important	Not important at all	Unsure	
Section C, Question 1 - 1.14 Role as an administrator p-value = 0.0548					
Participants who completed an orientation course	32 38.10	48 57.14	4 4.76	0	84
Participants who did not complete an orientation course	19 43.18	18 40.19	7 15.91	0	44

The responses of participants with a difference in years of experience also yielded significant differences in terms of the newly appointed educator's role as resource developer of study guides ($\chi^2 = 5.8$; $df = 2$, $p = 0.0548$), and role as a facilitator of learning ($\chi^2 = 5.8$; $df = 2$, $p = 0.0548$) (*cf.* Table 5.78).

Table 5.78: Comparative analysis of the responses of the groups with 0-5 years, 6-14 years, and 15 and more years' teaching experience in terms of the importance of the roles of a newly appointed health sciences educator

	Chi-square analysis: number of responses and percentages				Total (n)
	Very important	Somewhat important	Not important at all	Unsure	
Section C, Question 1 - 1.4: Role of resource developer of study guides p-value = 0.0219					
0-5 years of teaching experience	24 40.00	30 50.00	2 3.33	4 6.67	60
6-14 years of teaching experience	13 36.11	19 52.78	4 11.11	0	36
15 and more years of teaching experience	15 48.39	9 29.03	7 22.58	0	31
Section C, Question 1 - 1.8: Role as a facilitator of learning p-value = 0.0433					
0-5 years of teaching experience	48 80.00	10 16.67	0	2 3.33	60
6-14 years of teaching experience	32 88.89	4 11.11	0	0	36
15 and more years of teaching experience	20 62.50	11 34.38	1 3.13	0	32

5.5.2 Agreement and disagreement with reference to statements directed at newly appointed educators

The second question in this section contained several statements and the participants were asked to indicate their agreement, disagreement or select the option 'unsure'. The results are summarised in Table 5.79.

The vast majority, namely 82.0% of the participants agreed that the newly appointed educator initially should be offered a less loaded teaching schedule. Only 24.2% disagreed with the statement that initial teaching should be supervised. With reference to this statement there was also a significant difference in responses of the participants: Of those who completed an orientation course, 73.8% agreed and of those who did not complete the course, 54.5% agreed that the first 10 classes should be under the supervision of an experienced educator ($\chi^2 = 5.7$; $df = 2$, $p = 0.0558$) (*cf.* Table 5.80). The participants who had completed the orientation course between 2013 and 2015 had experienced the power of presenting a teaching session to peers and experienced

educators. Therefore, it was not surprising that more participants from the group who had completed an orientation course agreed that initial teaching sessions should be supervised.

The majority of participants agreed that there should be opportunities to discuss teaching practices (96.1%) and that newly appointed educators should be supported (93.8%) in their teaching practices. Between 75.6% and 85.1% felt that feedback from peers, experienced colleagues and expert educationalists should be available. Newly appointed educators who had participated in the evaluated microteaching activity during the 2015 orientation course reported that it was a valuable learning experience since they learned a lot from observing their peers teach and from the constructive feedback from both peers and educationalists (Van Wyk & Kridiotis 2015:Online).

Regarding the completion of formal health professions education modules the majority of participants felt that a teaching-learning module (77.2%) and assessor and moderator module (76.6%) should be completed by newly appointed educators. The assessment and moderation module offered in the HPE programme is advertised in the orientation course, therefore it was no surprise that significantly more participants who had completed the orientation course compared to those who had not agreed with the statement that all newly appointed educators should complete the assessor and moderator training ($\chi^2 = 5.7$; $df = 2$, $p = 0.0558$) (*cf.* Table 5.81).

More than 90% of the participants agreed that the newly appointed educator should be supported in research endeavours and 88.3% agreed that time should be available to spend on their own research. From responses in the previous section (*cf.* 5.3.2.16) this probably only should be focused on after the first year of employment.

To the statement that ‘The newly appointed health sciences educators should be considered individually in terms of their academic career development needs’, 90.6% agreed. This suggests a need for the individual practices service for staff development in the FoHS to be expanded.

A majority of 89.8% of participants indicated that the new employees should be able to discuss their career paths with colleagues. Significantly, all participants who indicated

that they had 6-14 years of teaching experience agreed with this statement, while the responses of the other groups showed more difference of opinion (*cf.* Table 5.82) ($\chi^2 = 12.21$; $df = 4$, $p = 0.0095$). The majority of participants (96.1%) agreed with the need for continued support in scholarly development. This supports the argument that learning should take place on a continuous basis instead of in finite episodes (*cf.* 2.3.2).

Table 5.79: Participant agreement and disagreement in terms of activities which should be available to newly appointed educators

Question 2, Section C of questionnaire [N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f)

(Table continues on the next page)

The newly appointed health sciences educator should:	Agree	Do not agree	Unsure
Teaching-learning			
2.1 Be offered a less loaded teaching schedule, at first ^b	82.0	16.4	1.6
2.2 Teach their first few classes/sessions under supervision of a more experienced educator or a mentor ^b	67.2	24.2	8.6
2.3 Have the opportunity to discuss their teaching experience with their a mentor or a line manager ^b	96.1	1.6	2.3
2.4 Receive continued support in terms of teaching-learning practices ^b	93.8	2.3	3.9
2.5 Be offered the opportunity to receive continued teaching evaluation with feedback from peers ^b	81.3	11.7	7.0
2.6 Be offered the opportunity to receive continued teaching evaluation with feedback from more experienced colleagues (from the same discipline) ^b	85.1	9.4	5.5
2.7 Be offered the opportunity to receive continued teaching evaluation with feedback from an educationalist ^c	75.6	15.0	9.4
Continued professional development			
2.8 Be offered the opportunity to complete a teaching learning-learning module (1-year module) in the Health Professions Education (HPE) Programme (for staff development and/or degree – in HPE - purposes) ^c	77.2	8.7	14.2
2.9 Complete formal assessor (including moderator) training ^b	76.6	10.2	13.3
Research development			
2.10 Be offered time to spend on their own research (during working hours) ^b	88.3	7.8	3.9
2.11 Be encouraged to complete higher degrees ^b	94.5	3.9	1.6
2.12 Be encouraged to take part in further research ^b	94.6	3.9	1.6
2.13 Receive continued support in terms of their research development ^c	93.7	6.3	0
2.14 Receive support in writing academic papers ^c	95.3	4.7	0
2.15 Receive support in planning a successful research career ^b	90.6	6.3	3.1
2.16 Be offered guidance and support in the publication process ^b	94.5	4.7	0.8
2.17 Be encouraged to and supported in obtaining NRF rating ^b	79.7	8.5	11.7
Academic career development			
2.18 Be individually considered in terms of their academic career development needs ^b	90.6	2.3	7.0
2.19 Have the opportunity, on a regular basis, to discuss their career path with their line manager, mentor or peers ^c	89.8	6.3	3.9
2.20 Receive continued support in terms of their scholarly development ^b	96.1	2.3	1.6
Collegiality			
2.21 Have the opportunity to network with other colleagues in the Faculty during informal events ^c	87.4	4.7	7.9
2.22 Have the opportunity to network with other colleagues in the Faculty during formal events ^b	80.5	9.4	10.0

The newly appointed health sciences educator should:	Agree	Do not agree	Unsure
2.23 Participate in mentorship relationships ^b	85.2	8.6	6.3
2.24 Be offered the opportunity to interact with peers ^c	93.7	5.5	0.8
2.25 Be offered the opportunity to interact with more experienced colleagues in the Faculty ^c	92.1	6.3	1.6
2.26 Be offered the opportunity to interact with more experienced colleagues across campus ^e	79.2	7.2	13.6
2.27 Be encouraged to work in a community of scholars – collaboration ^d	82.5	8.7	8.7

Table 5.80: Comparative analysis of the responses of participants who had completed an orientation course and those who had not with reference to statements directed at newly appointed educators

	Chi-square analysis: number of responses and percentages			Total (n)
	Agree	Do not agree	Unsure	
Section C, Question 2 - 2.2: Should teach their first few classes/sessions under supervision of a more experienced educator or a mentor p-value = 0.0558				
Participants who completed an orientation course	62 73.81	15 17.86	7 8.33	84
Participants who did not complete an orientation course	24 54.55	16 36.36	4 9.09	44
Section C, Question 2 - 2.9: Be offered the opportunity to complete a teaching-learning module (1-year module) in the Health Professions Education (HPE) Programme p-value = 0.0278				
Participants who completed an orientation course	68 80.95	4 4.76	12 14.29	84
Participants who did not complete an orientation course	30 68.18	9 20.45	5 11.36	44

Table 5.81: Comparative analysis of the responses of the groups with 0-5 years, 6-14 years, and 15 and more years' teaching experience with reference to statements directed at newly appointed educators

	Chi-square analysis: number of responses and percentages			Total (n)
	Agree	Do not agree	Unsure	
Section C, Question 2 - 2.19: Have the opportunity, on a regular basis, to discuss their career path with their line manager, mentor or peers p-value = 0.0095				
0-5 years of teaching experience	48 81.36	8 13.56	3 5.08	59
6-14 years of teaching experience	36 100.00	0	0	36
15 and more years of teaching experience	30 93.75	0	2 6.25	32

Collegiality seemed to be regarded as important by the majority of participants who agreed with the statement on the inclusion of network opportunities (87.4% and 80.5%). Participation in mentorship relationships was agreed with by 85.2% of the participants.

5.5.3 Opinion about instruction in a multicultural setting

In terms of teaching in a multicultural setting at the UFS the majority of participants were positive (n=83, 64.3%). In this group the participants emphasised that it reflected our country (n=9); they agreed with the setting (n=25), were of the opinion that it was good, important and necessary (n=15), that it taught sensitivity (n=3), created awareness and understanding of others (n=6), that it was important to accept and adapt (n=2), and to uphold this standard at the UFS (n=1). The group also suggested that knowledge of different cultures was important (n=10), that they could learn from each other (n=3), should teach accordingly and should not discriminate (n=9).

Some participants indicated that teaching in this environment was not without its challenges (n=11, 8.5%) these responses were:

- *“Teaching in a multicultural environment has its challenges. To acknowledge and embrace it, leads to a positive response (finding new and creative ways in which learning diversity can be facilitated), thus providing quality education to every learner”.*
- *“It is a challenge to work with multicultural students as we all have different cultures and should adapt to one another. But as a lecturer you also have the ability to educate students on professionalism & respect”.*
- *“Challenging because you have to take into consideration every student's background (school, race, family, stress, etc.)”.*

One participant responded that a multicultural environment had not yet evolved: *“Still has not evolved to a multicultural setting”*, and two others reported that it sometimes was difficult to relate to students from different cultural backgrounds: *“Do not always understand profiles of culture, do not always know to interpret culture reflected”*, and *“difficult to relate to all students on the same level”*. Thirty-three (25.6%) participants did not respond to this question.

5.5.4 Opinion of parallel-medium instruction

The final question in this section consisted of a statement: *Health sciences educators teach in a parallel-medium instruction environment*, and asked participants' opinion on this aspect. Forty-seven (36.4%) responded positively. Four themes were identified, namely: 'agree with it as it is'; 'as long as the same standard is ensured'; 'privileged to choose preferred language', and 'it is UFS policy and will not change' (cf. Figure 5.11 as compiled from the results from the study). Participants specifically highlighted that this type of environment was favourable, especially in the undergraduate years. Some responses are quoted:

- *"Very good, especially for first years from school environment to adapt easier".*
- *"Parallel-medium teaching is very important for undergraduate students. Thus it is necessary to have lecturers who are available to work together in the same module in different languages".*
- *"... this provides the opportunity for different students to excel in subjects in their own language. I think that all the different aspects including the above should be considered before any changes are made. Also, perhaps current students should continue as is, and future students can be taught in one medium".*

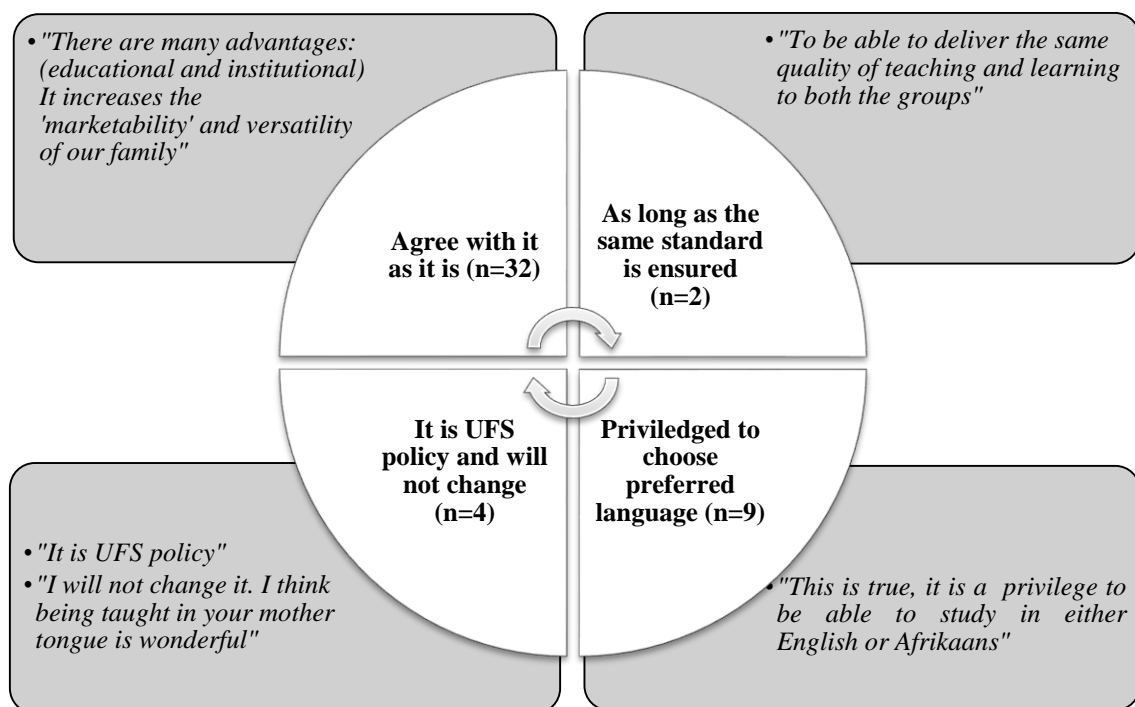


Figure 5.11: Four themes identified indicating positive responses regarding the parallel-medium instruction environment at the UFS

Twenty (15.5%) participants indicated that English is a universal language, especially in the field of health sciences, and perhaps the UFS should consider moving towards a single medium of instruction. The following statements were made:

- *“The parallel-medium as such is not a problem. However, it creates logistical problems for teaching, such as repetition of work and translations which are sometimes nearly impossible. The language of our Sciences is mostly English, thus the terminology, articles, books and other resources are mostly available in English. Our aim is life-long learning - which means at some point our students need to become comfortable with the English language. They need to be able to acquire knowledge from these resources. I am very fond of Afrikaans and encourage my students to learn Sesotho in order to better their communications with patients in this region, but from a professional point of view, it can't be argued that students need to develop their English skills for future academic purposes”.*
- *“English medium of instruction is the way forward”.*
- *“I feel that contact time with students is decreased due to lectures needed to be given in Afrikaans and English. Whereas if they were only in English (as the textbooks are anyway) there will be more time to maybe slow the pace or to be able to work in more tutorials, practical or discussion sessions and support for struggling students”.*

Of the remaining participants, 32 (24.8%) did not respond and 31 (24.0%) responded with more of a negative view towards the parallel-medium instruction environment. Of the latter, ten indicated that it placed a heavy burden on the academic, nine mentioned that it was a waste of time in terms of translating and duplicating all work, four felt it was time consuming, four indicated that it was out-dated and two felt that there needed to be more specific and clear regulations in terms of this educational environment. An additional two participants indicated that they felt strongly that it caused a split between races; one of the responses read:

- *“It discourages black lecturers from joining our Faculty. This (i) splits the class according to language and race, (ii) forces the lecturer to deliver lectures twice, (iii) forces us to translate everything. Do you know how difficult it is to make changes in lectures when you have to make changes in two different sets of lectures! It wastes so much time and money. It does not make economic sense for companies to produce Afrikaans medical learning materials anymore”.*

5.6 GENERAL

In this section the results from Section D of the questionnaire (*cf.* Appendix C3) is discussed. This section consisted of several open-ended questions which were analysed and are reported on accordingly.

5.6.1 Departmental orientation

Participants were asked to indicate whether there was a formal induction or orientation activity offered in their department and/or school. The results are summarised in Figure 5.12.

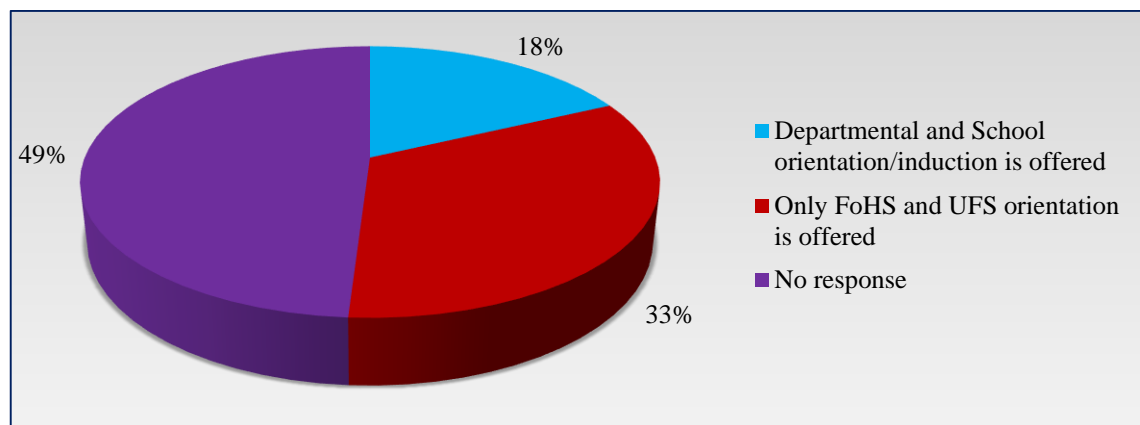


Figure 5.12: Academic staff members' responses in terms of whether induction or orientation is offered in their Department and/or School in the FoHS
Question 1, Section D of questionnaire [N=129]; (n=129)

Almost half of the participants (n=64, 49.6%) did not respond to the question. Of the 17.8% (n=23) who indicated that their department or school did offer some form of induction and/or orientation, most indicated that they were formally welcomed by the head of department, introduced to their colleagues, orientated to the curriculum in which they would teach and given some important documents (the last was not clearly explained). Three participants (one in an unknown department in the SoM and the remaining two in the SoAHP) indicated that their department had a mentoring programme and every newly appointed academic staff member was assigned to a mentor who seemed to assist them in their new academic role. Responses included:

- “Yes, guidance and one on one mentoring regarding education and training, as well as administrative support”.

- *“Yes - a newly appointed lecturer will be assigned a mentor who can help with any aspect that they need assistance with”.*
- *“We have a mentorship programme and the mentor assists the newly appointed lecturer”.*

It was positive to establish that at least 33.3% (n=43) of participants are aware of the faculty-specific orientation course offered by the DHSE and the UFS generalised course offered by the CTL.

5.6.2 Types of staff development activities

Participants were also asked: ‘In your opinion, what type of staff development activities should be in place for newly appointed health sciences educators at the UFS?’ Nine activities were listed; the responses are displayed in Table 5.82. Workshops were favoured by the majority (96.9%) of participants, followed by seminars (83.5%). Both these activities are well known and still most commonly used in staff development at the FoHS, UFS. Since participants may be most familiar with these, it was not surprising that these activities were scored highly. The least favoured, but which still obtained the majority ‘yes’ responses, were microteaching sessions (60.6%) and group-work activities (56.3%). It needs to be pointed out here that in workshops group activities are commonly used. Microteaching activities, on the other hand, were favoured by newly appointed educators who had completed the course for newly appointed lecturers between 2013-2015 (Van Wyk & Kridiotis 2015:Online). This concept might not be too familiar to all educators in the FoHS, since to date it has not been used commonly in staff development actions beyond the orientation course.

In terms of other staff development activities which should be offered to the newly appointed academics, the following were mentioned:

- *“Short distance-learning courses with contact sessions + assignments (6 months to 1 year)”.*
- *“Through using a variety of approaches/activities the participants can be exposed to the strengths and values of each, making this a further learning opportunity.”*
- *“A combination will be the best”.*
- *“A variety can be used to address the particular need. Depends on personality of some lecturers”.*

Table 5.82: Participants' responses in terms of staff development activities available to newly appointed educators

Question 2, Section D of questionnaire [N=129]; (n=129=^a; n=128=^b; n=127=^c; n=126=^d; n=125=^e; n=124=^f)

	Yes	No	Unsure
Self-directed learning activities ^b	75.8	14.1	10.2
Seminars ^c	83.5	6.3	10.2
Formal lectures ^b	65.6	18.8	15.6
Workshops ^b	96.9	1.6	1.6
Microteaching sessions ^c	60.6	10.2	29.1
Online educational sessions ^a	75.2	13.2	11.6
Group-work activities ^b	56.3	27.3	16.4
Simulated learning activities ^a	68.2	15.6	16.3
Directed Learning ^e	69.6	8.8	21.6

In view of these responses it seems that the best way to teach newly appointed academic staff members, who are all adult learners with professional degrees, would be to combine a variety of educational activities and methods in a training programme. Significant differences in the responses of the groups consisting of participants who had completed the orientation course as opposed to those who did not were noted in terms of online educational sessions ($\chi^2 = 9.0$; $df = 2$, $p = 0.0117$) and simulated learning activities ($\chi^2 = 11.2$; $df = 2$, $p = 0.0048$). The results from the Chi-square analysis and p value from the Fisher's Exact test are provided in Table 5.83.

In addition, the responses of participants with varying years of teaching experience were evaluated with reference to the preferred type of staff development activities (*cf.* Table 5.84). Four times less responses from participants with 6-14 years of teaching experience as compared to the two other groups were seen in the response option of 'unsure'. An unexpected finding was that three times more responses in the group with 0-5 years' teaching experience were identified in the response option of 'no' when asked whether microteaching sessions should be included in an orientation programme ($\chi^2 = 17.79$; $df = 4$, $p = 0.0012$). This was unexpected, since many participants in this group (if they completed the orientation course) would have been exposed to this type of educational activity and reflected positively on their experience (Van Wyk & Kridiotis 2015:Online). Similar types of differences in responses were noted with reference to online educational sessions, a platform which most likely will be expanded in staff development and orientation programmes at the UFS in future ($\chi^2 = 10.17$; $df = 4$, $p = 0.0199$).

Table 5.83: Comparative analysis of the responses of participants who had completed an orientation course and those who had not with reference to the type of staff development activities

Section, question number and statement with P-value and the two groups	Chi-square analysis: number of responses and percentages			Total (n)
	Yes	No	Unsure	
Section D, Question 2 - 2.6: Online educational sessions p-value = 0.0117				
Participants who completed an orientation course	70 82.35	6 7.06	9 10.56	85
Participants who did not complete an orientation course	27 61.36	11 25.00	6 13.64	44
Section D, Question 2 - 2.8: Simulated learning activities p-value = 0.0048				
Participants who completed an orientation course	65 76.47	7 8.24	13 15.29	85
Participants who did not complete an orientation course	23 52.27	13 29.55	8 18.18	44

Table 5.84: Comparative analysis of the responses of the groups 0-5 years, 6-14 years, and 15 and more years' teaching experience with reference to the type of staff development activities

Section, question number and statement with P-value and the three groups	Chi-square analysis: number of responses and percentages			Total (n)
	Yes	No	Unsure	
Section D, Question 2 - 2.5 Microteaching sessions p-value = 0.0012				
0-5 years of teaching experience	35 59.32	8 13.56	16 27.12	59
6-14 years of teaching experience	30 83.33	2 5.56	4 11.11	36
15 and more years of teaching experience	12 37.50	3 9.38	17 53.13	32
Section D, Question 2 - 2.6 Online educational sessions p-value = 0.0199				
0-5 years of teaching experience	40 66.67	11 18.33	8 15.00	60
6-14 years of teaching experience	33 91.67	3 8.33	0	36
15 and more years of teaching experience	24 72.73	3 9.09	6 18.18	33

5.6.3 How to successfully orientate new staff members

In terms of the question: *Do you have any other suggestions in terms of successfully orientating the newly appointed academic in health sciences?* a total of 49 (38.0%)

academic staff members responded. Ten themes were identified; each theme with evidence of some responses is presented in Figure 5.13.



Figure 5.13: Responses in terms of additional suggestions to successfully orientate newly appointed academic staff members in the FoHS
 Question 3, Section D of questionnaire [N=129]; (n=49)

5.6.4 Additional topics for an orientation programme

The participants were asked to suggest any additional topics which should be included in an orientation programme. Only 28 (21.7%) left a response; from these five themes were derived and the responses explaining the context within each theme are related in Figure 5.14.

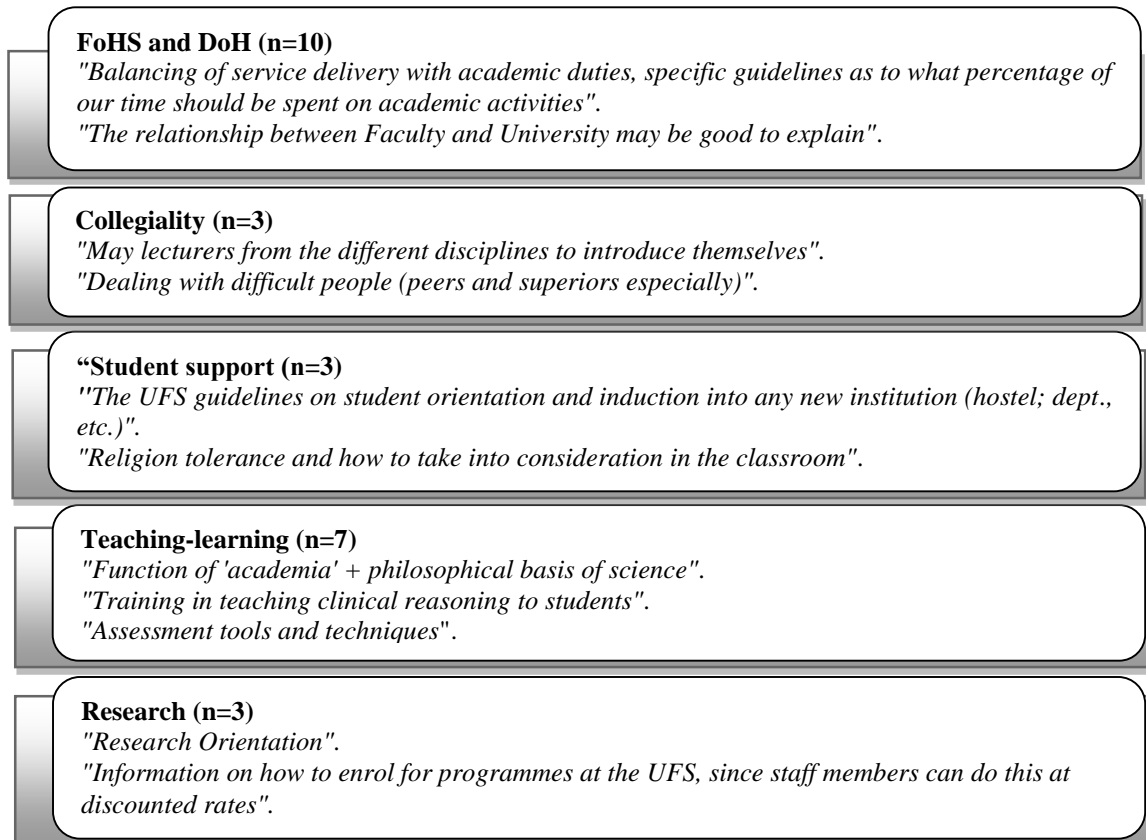


Figure 5.14: Five themes (with context) which ideally should be included in the FoHS staff development programme.

Question 4, Section D of questionnaire [N=129]; (n=28)

5.6.5 Best time to offer an orientation programme

Twenty-one (21) participants did not provide a response when asked when the best time would be to offer the orientation programme. The results of those who did respond (n=108, 83.7%) are summarised in Figure 5.15.

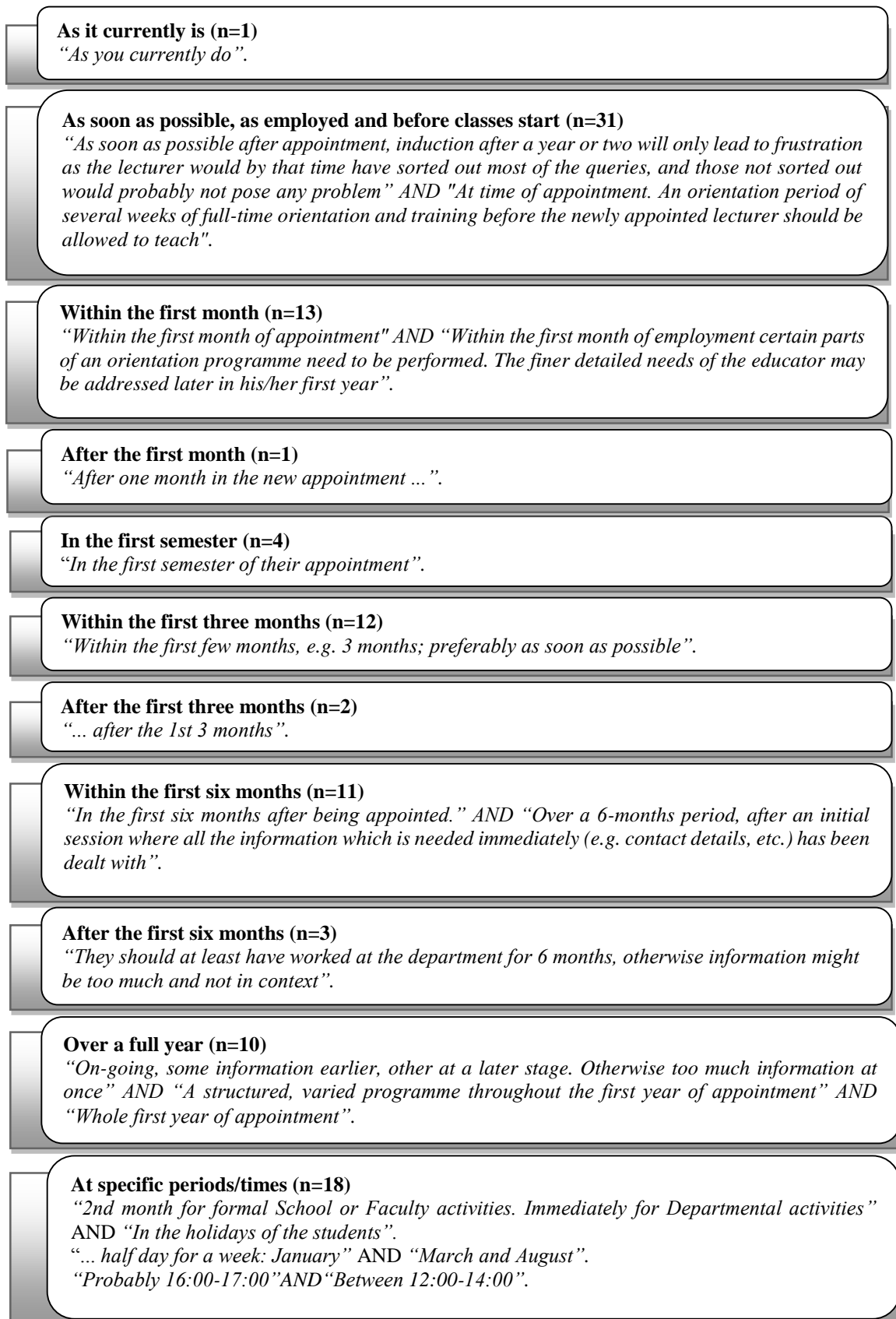


Figure 5.15: Responses in term of the best time to offer an orientation programme in the FoHS

Question 5, Section D of questionnaire [N=129]; (n=108)

These results show that the programme should ideally start as soon as possible after employment and before classes start, which most likely will be in the month before the academic calendar (the semester) starts (January and June/July). The problem with this is that the various programmes in the FoHS start at different times. In addition to this, academics are employed throughout the year, not only early in the year, making it rather difficult to select a single early date for the programme.

A survey done by the University of Queensland requesting input for the development of an introduction to teaching programmes reported that their respondents favoured multiple session (blended learning with mostly face-to-face sessions) over a period of time (sessions spread over a semester or a year), both before and during a semester (University of Queensland 2015:online). A programme running over a period of time is also to found at Stellenbosch University (*cf.* 2.7.3.2).

Similarly, in this study ten (10) participants indicated that the programme should run over a year, but 43 participants (*cf.* Figure 5.15) indicated the programme should be run within the first six months after employment. Logistically this might not always be possible, but if the programme runs from January to June, and is repeated again from July to December, newly appointed academics employed during the year still will be accommodated as soon as possible, which was recommended by relatively newly appointed academic staff members in the FoHS (*cf.* 4.6.1.4). The alternative is to offer an annual six-month programme between February and August.

According to the participants, the ideal times for contact sessions were indicated as during lunch time or after work (at 16:00). Experience has shown that lunch time sessions work well, except for several female colleagues who have family obligations during these times. Staff development sessions after work hours are very poorly attended, especially by colleagues with family responsibilities and the clinical educators who commonly have afternoon clinical rounds; therefore, this is not advisable.

5.6.6 A mandatory vs. a voluntary staff development programme

The last question on the questionnaire was as follows: *Kindly provide your thoughts about making the staff development programme in the Faculty of Health Sciences mandatory to*

all newly appointed academics. The results are displayed in Figure 5.16 followed by examples of some responses and a discussion.

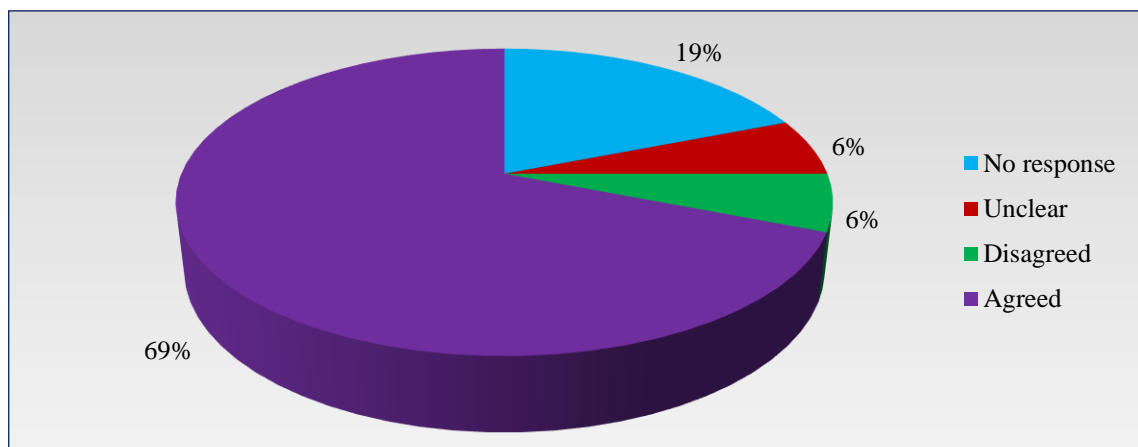


Figure 5.16: Responses in terms of making the FoHS orientation programme mandatory

Question 6, Section D of questionnaire [N=129]; (n=129)

Seven (6.0%) participants disagreed indicating that the programme should not be mandatory; a reason offered by four participants was the clinical workload. Examples of the responses on this question latter are: *“NO mandatory programme stimulates enthusiasm ... therefore it will be a failure”* and *“You can only make it mandatory, if they get excused from their duties. Most clinical staff has too much clinical work”*.

Steinert *et al.* (2006:522) suggest that voluntary participation in staff development should be reconsidered (*cf.* 2.7.1). The argument about voluntary or mandatory attendance of an academic staff orientation should be viewed separately from staff development activities offering continued educational and professional development opportunities. There is great value for the newly appointed academic in participating in a formal orientation programme (*cf.* 2.7.1), and this benefits the institution too.

The findings show that 90 (84.7%) participants were in agreement and supported the notion that the faculty-specific orientation programme should be mandatory to all newly appointed academic staff members. One participant indicated that they had thought that it already was mandatory and another indicated that not having it mandatory is a flaw, stating the following: *“Not having a mandatory orientation programme is a serious flaw.*

It delays the newly appointed academic's progression and may have a negative impact as well on the students dependent upon an orientated teacher / role model / mentor”.

In the group that agreed, the participants used terms such as: agree, yes, definitely, good, necessary, certainly, absolutely, please do so, should be, good idea, will support it, and, it will be positive.

- *“I fully agree, this will empower professionals (who are not trained as teachers) to be much better educators and will make the teaching in the Faculty even better”.*
- *“I strongly agree, especially if the staff member has less than 5 years’ experience in teaching. These are all important points that academic staff should be aware of, and every new staff member needs to learn the proper procedures and expectations at a new institution”.*
- *“I agree whole-heartedly with this requirement: It will equip newly appointed academics with a variety of skills and motivate them to take pride in their work. They will be able to idea their strengths and be able to better plan their careers”.*
- *“Yes, it should be mandatory so that the basis of all new staff is built and we speak from one mouth in the same manner”.*
- *“It is good to make it mandatory. The newly appointed academic can only benefit from it”.*
- *“I think it should be mandatory as it helps you and orientates you in a totally new environment”.*
- *“It is a must, even people at the level of a professor that have never given formal teaching and training, think they do not need this, but actually they do”.*
- *“They will most likely receive a lot of useful information - I think it will be positive”.*

One participant, even though in agreement that the programme should be mandatory, did warn about the number of different aspects requiring the attention of the newly appointed academic, which should be considered in putting the programme together. The response reads as follows: *“Making it mandatory is a good idea, yet one should bear in mind that not all lecturers are starting out at the same level. The challenges of getting a grip on how to lecture, adapting to the rhythm of the academic year schedule, mastering content of your subject to a level sufficient to teach, and development within your primary field are all competing for your attention in the first couple of years. Do take these into consideration when setting time-lines and considering volume of content for orientation”.* Although 82% of participants indicated that the newly appointed educator should initially be given a less loaded teaching schedule (cf. 5.5.2, Table 5.7.9) so that they might have time to develop in their new role, this may not always be possible in practice. One of the

reasons could be staff shortages. This might be addressed by offering a more flexible staff development programme over an extended period of time and by having the academic developer available for individual consultations to address any learning requirements on an *ad hoc* basis.

There were two conflicting responses in terms of the mandatory programme to be available to registrars. The responses were:

- *“Yes, if the person is there to stay in his department as a newly appointed academic. Many of the people in our department are appointed as registrars who want to qualify as a specialist with no intention of staying on as academics. Yet, they have to attend these courses”.*
- *“I think it should be mandatory for not only lecturers, but also registrars involved in student teaching. As a doctor we have no formal training to teach students and tend to teach like we were taught or in the way we learn best. The orientation programme will broaden knowledge, reduce anxiety and improve self-confidence as a teacher”.*

It is important to note that registrars are postgraduate students. They may in some departments assist with clinical supervision and teaching, but these are not primary duties. In the light of this, training could be made available to registrars who foresee a future in academia. The focus should be on identifying registrars with an interest in and potential to pursue a career in academia, and therefore the staff development programme for newly appointed academics at the FoHS, UFS should be open to accommodate these candidates.

Another response which stood out indicated that this mandatory orientation programme ideally should result in a qualification: *“In the School of Nursing we are all qualified educators - maybe this should be the case with the rest of the faculty. The effort that goes into the orientation programme might just as well lead to a qualification”.* The alternative to this, as suggested by five participants, are to somehow link the orientation programme to an academic’s contract when appointed, and to ensure that it eventually will benefit the academic staff member in later performance management. Many overseas universities following a tenure track system (*cf.* 2.7.1; 2.7.3.1) offer credit-bearing teaching-learning programmes addressed at new academics; this is likely to encourage participation. As this is not applicable at the UFS, it could be valuable if the staff

development programme designed in this study could be used for recognition of prior learning for a person pursuing a degree in HPE.

5.7 SECTION RECOMMENDATIONS

Important findings of the questionnaire survey were highlighted and summarised in Appendix C4. These are the topics to be considered for inclusion in the staff development programme for newly appointed academics at the FoHS, UFS.

5.8 CONCLUSION OF THE CHAPTER

In this chapter the results of the questionnaire survey were summarised and the findings were briefly discussed. The results contained in this chapter and those provided in Chapter 4 and in the chapter discussing the literature study (*cf.* Chapter 2) were used to design and put together a staff development programme for newly appointed health sciences educators, which is presented in the next chapter (Chapter 6).

CHAPTER 6

A STAFF DEVELOPMENT PROGRAMME FOR NEWLY APPOINTED ACADEMICS IN THE FACULTY OF HEALTH SCIENCES, UNIVERSITY OF THE FREE STATE

The new staff member: “bright, energetic and capable”

(Donald Jarvis 1991:5),

*“ideal to introduce into the culture of academic staff development
from early on in their scholarly career”*

(Chantel Van Wyk 2015b:n.p.)

6.1 INTRODUCTION

The aim of this chapter is to address the overall research question as presented in Chapter 1 (*cf.* 1.3), namely: **What should an outcomes-based staff development programme, which complies with adult education principles, and is aimed at newly appointed academic staff members in Health Sciences, entail?**

The staff development programme, therefore, was developed on the basis of sound theoretical concerns drawn from the literature, the experience of a junior academic developer (the researcher), the findings of the focus group interviews and the results of the questionnaire survey. The outcomes-based staff development programme that was developed is the outcome of this study; its implementation and evaluation will be done during post-doctoral research.

The first section will detail the following aspects: Premises of the development of the programme, points of departure, and role players in the programme.

6.2 PREMISES OF THE DEVELOPMENT OF THE STAFF DEVELOPMENT PROGRAMME FOR NEWLY APPOINTED ACADEMICS

In order to successfully develop the staff development programme for newly appointed academics, several non-negotiable premises were considered.

6.2.1 First premise: Compliance with skills development legislation

To comply with the Skills Development legislation (RSA DoL 1998:1; RSA DoL 2008:2) it is the responsibility of the university to develop skilled workers (*cf.* 2.3.3). Skills development opportunities, referred to as staff development, are offered at the UFS at the CTL, as well as the DHSE in the FoHS (*cf.* 2.4).

6.2.2 Second premise: The programme is based on scientifically determined research

The staff development programme was developed by combining information drawn from the literature (including international and national research in the field of staff development for newly appointed academics), the experience of the junior academic developer (the researcher), the findings of the focus group interviews (*cf.* Chapter 4), and the results of the questionnaire survey (*cf.* Chapter 5).

6.2.3 Third premise: A structured approach should be followed in the development of the programme

The programme development process was clearly stipulated (*cf.* 6.5) to ensure replicability.

The evaluation of the programme should be planned and developed during the design phase of the programme (*cf.* 2.3.4).

6.2.4 Fourth premise: Continued research to be conducted

Once the programme is ready for implementation, the effectiveness of the programme should be evaluated. The evaluation should be focused on both the programme processes and outcomes (*cf.* 2.3.4).

6.3 POINTS OF DEPARTURE

The staff development programme, developed with a view to orientate, develop and support newly appointed academic staff members in health sciences should be based on particular points of departure. The points of departure as detailed here were developed based on sound theoretical background drawn from the literature in addition to the research findings.

With reference to the conceptualisation and preparation of a staff development programme for newly appointed academics the following should be taken into consideration: (1) the programme should be developed with a **clearly stated aim** in mind (*cf.* 2.3.4; 4.6.1.1; 6.5.1.1). Such an aim will ensure that the programme content and context will be determined and aligned with the goal with more ease; the different role players (*cf.* 6.4) will have a better idea of what their contribution will be in the programme; and by having a clear purpose for the course, several adult education principles will be addressed (*cf.* 2.7.4); (2) the programme should be **cost effective** for the FoHS who invests in the development of its staff members (*cf.* 2.5.3). The costs incurred by the academic staff member completing the programme, if any, should also be limited (an **affordable programme**); (3) the programme content should be aimed at a specific **target group** (*cf.* 4.6.4.1). In this setting the target group will include any academic member of staff newly appointed to the FoHS who will be or is involved in teaching and training. Clinical registrars and other staff members (e.g. unit or session presenters) who wish to be involved in teaching and training in the FoHS also will be welcome; (4) the programme must be **flexible and accommodating**. An important fact to consider is that newly appointed academic staff members enter with specific and varied background knowledge and experiences (*cf.* 2.4.2; 5.4.2.2). In view of this, **recognition of prior learning should be considered** and **clear developmental pathways** must be mapped out in the academic staff development programme to accommodate these

academic staff members; (5) the programme should be built on **existing knowledge** and **replicable elements** from existing programmes and **follow a clear process** (*cf.* 2.3.4; 2.7); (6) **up-to-date educational theories and principles** (*cf.* 2.7), and best practices should be considered; (7) **the whole context**, in terms of what an academic staff member (educator) is required to know and do with reference to educational practices (*cf.* 2.5; 2.6; 2.7) is considered. These include the expectations of the University and the FoHS, consideration of prior learning and the prior educational experience of the newly appointed academics and their specific learning requirements (what they need to know and do according to their specific job descriptions) (*cf.* 2.5.3; 2.7); (8) **knowledge transfer** should happen **at an appropriate level**, addressing the learning **needs of adult learners**. Steinert *et al.* (2006:522) suggest that **theory should be linked to practice** (*cf.* 2.3.4). This will be ensured by making use of experienced lecturing staff and by encouraging the presenters to **“match the content with the methodology”** (*cf.* 4.6.4.1). In this way the newly appointed staff members will not only have the opportunity to learn from the more experienced staff members, but also to experience first-hand how various teaching-learning concepts are used; (9) online courses, facilitated group discussions and mentoring programmes should be used in addition to face-to-face contact sessions and other **group and individual activities** (*cf.* 2.7.6). In the design of these sessions and activities consideration must be given to **learning preferences** of individuals (*cf.* 2.7.5), and the content should be **relevant and current** (*cf.* 2.7.4); (10) **exit-level and unit outcomes** of the programme should be available. Chauvin *et al.* (2013:189) highlighted that “explicit learning outcomes” are a factor which supports new faculty orientations in a satisfactory manner (*cf.* 2.7.1). The UFS follows an outcomes-based curriculum (educational strategy) and it is the researcher’s opinion that the academic staff development service in the Faculty should follow the same approach; it is also included in the research question of this study (*cf.* 1.3). Once again, by implementing this, several adult education principles are addressed, as the adult learner will know exactly what it is that they will be learning (*cf.* 2.7.4); (11) a staff development programme for newly appointed academic staff members should at all times encourage and support **collegial interactions and the building of collegial relationships** (*cf.* 2.5.2; 2.7.1; 2.7.2.1; 4.6.1.2; 5.4.2.10; 5.4.2.17). This must be ensured by offering enough time for **informal and formal gatherings** to make sure that the newly appointed academics have sufficient time to spend with one another and with senior colleagues. A website or social media platform had been suggested where the newly appointed colleagues can share experiences and

expertise with one another (*cf.* 2.7.1; 4.6.4.1); and (12) a **pre-course preparation guide** has the potential to offer the required information to the newly appointed academic to be prepared for the programme ahead (*cf.* 4.6.4.1). Since adult learners are self-motivated in their learning, this initiative could contribute to their motivation and willingness in enrolling and successfully completing the programme (*cf.* 2.7.4). It will also make the learning opportunity more relevant to the learner. The preparation guide should offer information about the goal of the programme, include the exit-level outcomes, detail the programme plan and the specific developmental pathways which can be followed, and offer details of various support resources;

When the programme is ready for implementation the following premises, identified from the research, should apply: (1) the programme should be **advertised well in advance** for heads of departments to plan ahead for their newly appointed staff to be trained. Consideration should be given to the newly appointed academics' **work-load**; they ideally should be given a **less loaded teaching schedule** at first (*cf.* 4.6; 5.5.2; 5.6.3); (2) where possible staff development should be easily **accessible** and offered to the newly appointed staff members as soon as possible once they start working in the Faculty (*cf.* 4.1.6.4; 4.6; 5.6.5); (3) a staff development for newly appointed academics should extend over a **period of six months to one year** (*cf.* 5.6.5); (4) the **purpose (aims and objectives)** of the staff development initiative should be stated clearly to all participants **before or early on in the programme**; (5) the purpose of this programme should not be to have expert educationalists (*cf.* 5.6.3) on completion of the course; instead, it should assist the newly appointed academic to get off to a good start and support continued development and obtaining degrees if interest is identified; (6) the **target population** for the programme should be clearly defined (*cf.* 4.6) and consideration should be given to the fact that not all academic staff members start at the same level or have had the same experiences, etc. (*cf.* 5.4.2.1; 5.4.2.2; 5.6.6). An example is lecturers appointed in the SoN where the majority will have a diploma in nursing education and/or experience in the field (*cf.* 2.4.2; 5.6.6). Therefore, **prior learning should be recognised**. Consideration should also be given to the **different appointments in the FoHS** (e.g. *"there is a difference between medical educators on the joint establishment where service delivery is the most important part of their duties, and medical educators appointed solely by the UFS and who are doing education as their main duty"*) (*cf.* 5.4.2.5). Also, there was a request to include registrars who foresee a future in academia in the target

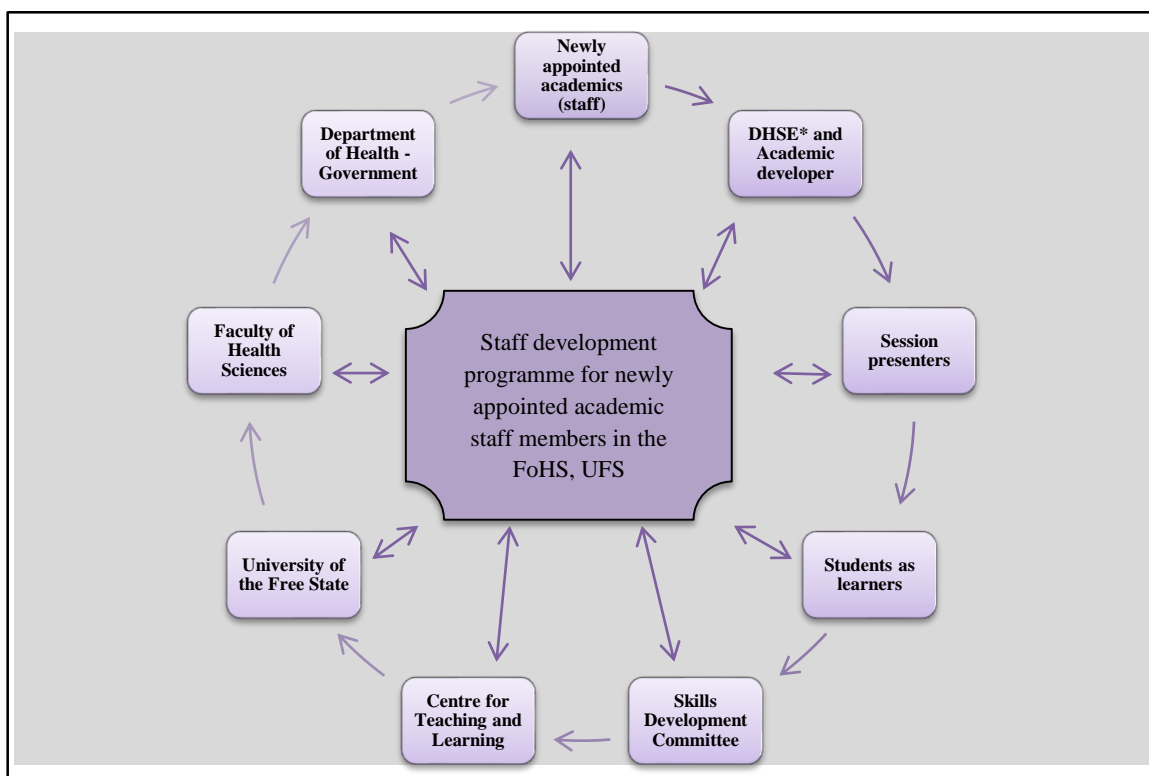
population (*cf.* 5.6.6); (7) in terms of the logistic requirements, an **off-campus venue** for training seems to be favoured (*cf.* 4.6) and therefore, if the **budget** allows, it should be strongly considered; (8) attendance should be **mandatory** (*cf.* 5.6.6), although, according to a few respondents' opinions, **voluntary** attendance is better practice (*cf.* 4.6; 5.6.6); and (9) pre-programme **preparation material** should be available to the newly appointed academic staff members to be prepared for the programme (*cf.* 5.6.3).

On completion of the programme the following should be considered: (1) important resources should be made available to the newly appointed academics in the form of a **resource folder/binder** (*cf.* 4.7), at a **resource fair** (Carney *et al.* 2007:n.p.) or by means of an **online resource directory** (Persyn 2008:117). The resource folder was requested by newly appointed academics (*cf.* 4.6.4); (2) the newly appointed academics should be **followed up after the programme** and be assisted to identify continued education needs (*cf.* 4.6); (3) **further development and guidance opportunities** should ideally be in place for the newly appointed academic (*cf.* Table 4.9; 4.6.4.1). This will further motivate the staff members to continue to develop personally and professionally during their career; the newly appointed academics should be able to request that a colleague or educationalist from the DHSE sits in (**evaluate**) on some of their teaching sessions and to have the advantage of an opportunity to receive **feedback** (from the evaluation conducted by the colleague or educationalist) (*cf.* 5.5.2); (4) a platform should be available where newly appointed academics can **discuss their teaching experience** (this should include discussions with peers, a mentor and/or a line manager) (*cf.* 5.5.2); (5) continued **encouragement** to be **innovative in their teaching practices** should be offered to the newly appointed academics (*cf.* 4.6); (6) and continued opportunities for **networking** should be available to newly appointed academic staff members (*cf.* 4.6), and they should be **encouraged to form part of communities of scholars**.

Lastly, success will be ensured by **continued scholarly work** in the field. It will be important for the academic developer to remain up to date with the body of knowledge and to make improvements to the programme on a continued basis. **Explicit commitment and support are required** for the academic staff development programme for newly appointed academic staff members at the FoHS and the UFS (*cf.* 2.3.4).

6.4 ROLE-PLAYERS IN THE ACADEMIC STAFF DEVELOPMENT PROGRAMME

Various role-players need to be recognised and involved in the staff development programme for newly appointed academics in the FoHS, UFS. In this section each role-player is mentioned (in no particular order of importance), and their proposed involvement in the programme is briefly detailed. A schematic presentation of the role-players can be seen in Figure 6.1.



*DHSE (Division Health Sciences Education)

Figure 6.1: Role-players in the staff development programme for newly appointed academics

6.4.1 Role-player: Newly appointed academic staff members

Without the cohort of newly appointed academic staff members, this programme will be redundant and unnecessary. In terms of the development of this programme, the specific requirements of the individual were considered (*cf.* 2.3.4); attention should also be given to common challenges newly appointed staff members face (*cf.* 2.5.2).

The implementation of the programme will be successful if:

- Newly appointed academics are willing to participate in and complete the full programme as set out by the DHSE;
- the academic is offered a less loaded teaching schedule at first (*cf.* 2.7.1; 5.5.2; 5.6.3) in order to complete the programme;
- when the academics are able to self-reflect on their knowledge and skills in order to identify what more they need to learn (*cf.* 2.7.1);
- if the academics continue to communicate their specific learning requirements to the DHSE;
- if the academics make use of their newly learned knowledge and skills in their day to day activities in the Faculty; and
- if the academic markets the programme within his or her department or school.

6.4.2 Role-player: DHSE and the academic developer

The academic developer, situated in the DHSE, probably is the most important role-player in the development, implementation and evaluation process of a staff development programme for newly appointed academic staff members. This role-player needs to:

- Manage all the aspects of staff development such as planning, organising, administration, financial planning, monitoring and evaluation and must be knowledgeable on all these aspects and the programmes involved;
- be actively involved in the full processes of this programme;
- make use of the scientifically sound scholarly work to develop and implement the programme;
- fulfil the role of an academic by presenting lectures, seminars and workshops;
- successfully recognise and address the requirements of the University and the FoHS (considering each school and its departments) (*cf.* 2.3.4; 2.4.2);
- successfully recognise and address the requirements of the individual academic staff member (*cf.* 2.3.4); and
- keep abreast of the latest research and body of knowledge in terms of the development and support of newly appointed academic staff members.

6.4.3 Role-player: Session presenters

The session presenters' involvement should include:

- Setting aside time to take part actively in preparing learning material and presenting sessions in the programme;
- contributing valuable experience and expertise; and
- offering support and encouragement to the newly appointed academic staff member.

6.4.4 Role-player: Students as learners

The students as learners' involvement should include:

- Provision of regular and honest evaluation and feedback of educational sessions and/or modules offered by newly appointed academics; and
- making available information about their learning preferences.

6.4.5 Role-player: Skills Development Committee

The Skills Development Committee is composed of representatives of Human Resources, the University unions, Health and Wellness, the Postgraduate School, as well as academic staff developers from CTL and the FoHS. Their involvement should include:

- Making available the latest legislation in terms of the Skills Development Act and legislations as set out by the DoE and the Sector Education and Training Authorities (SETAs); and
- offering guidance and support in terms of the holistic development of the academic staff member.

6.4.6 Role-player: Centre for Teaching and Learning

The CTL offer staff development (*cf.* 2.4.1) for staff on the establishment of the UFS. Their orientation is more generalised to teaching-learning (to teach in any Faculty on campus) and the UFS.

6.4.7 Role-player: University of the Free State

The involvement of the University should include the following:

- Offering support to Faculties that contribute to the development of their staff complement; and
- drafting and managing various policies and procedures with reference to staff development.

6.4.8 Role-player: Faculty of Health Sciences

The role of the Faculty should be to:

- Offer staff development opportunities to staff in the FoHS; and
- support the staff development programme for the newly appointed academic staff members.

6.4.9 Role-player: Department of Health – Government

The government includes the DoH (in the Free State Province) and the Department of Higher Education. The contributions of the DoH may include:

- Encouraging all newly appointed teaching staff (employed by them) to complete the staff development programme; and
- effectively communicating the community health care requirements to the FoHS.

The contributions of the Department of Higher Education may include:

- Providing and regulating various policies in terms of higher education; and
- regularly updating policies and guidelines and communicating these effectively to the University to keep open communication channels with academic staff developers and teaching-learning managers.

6.4.10 Section conclusion

The sections above included a summary of the premises, points of departure and role-players that should be involved in the staff development programme for newly appointed academics in the FoHS, UFS. The section that follows will present information in terms of the steps followed to develop this programme and the findings and results of the research (Chapter 4 and Chapter 5) and information drawn from the literature study (Chapter 2), which was used to design a proposed staff development programme for newly appointed academics in the FoHS, UFS.

6.5 THE STAFF DEVELOPMENT PROGRAMME FOR NEWLY APPOINTED ACADEMICS IN THE FACULTY OF HEALTH SCIENCES, UNIVERSITY OF THE FREE STATE: DEVELOPMENT

The staff development programme for newly appointed academics in the FoHS, UFS was developed with a view to orientate, develop and support the newly appointed academics. A proposed outline of the programme for each of these will now be provided. First the step-by-step approach in the development process of the programme will be discussed in detail.

6.5.1 The programme development process

The programme was developed by making use of the following steps; careful consideration was given to staff development programme design and development information gained from the literature (*cf.* 2.3.4).

- Step 1: Problem identification and needs assessment of the FoHS, UFS.
- Step 2: Identification of staff development needs of newly appointed academic staff members (focus group interview findings, *cf.* 4.6) and staff development needs of both less experienced and experienced academic staff members in the FoHS with the newly appointed academic in mind (questionnaire survey results, *cf.* Chapter 5). Consolidation of the needs and competencies of an academic in health sciences.
- Step 3: Re-evaluating the goals and formulating measurable outcomes for the staff development programme for newly appointed academics in the FoHS, UFS

- Step 4: Designing the appropriate educational strategies for learning (how to learn it), considering the available resources within the FoHS, UFS.

Each step will be discussed in detail in the sections to follow.

6.5.1.1 *Step 1: Problem identification and needs assessment of the FoHS, UFS*

The FoHS has a focus of teaching and training with the following statement: “Participation in various professional and national organizations as well as the faculty's contribution to research has shifted the focus of teaching and training from a purely professional base to a combined effort between: profession and education” (UFS FoHS 2015:Online). In order to address this focus the FoHS has a division (DHSE) which is focused on the “continuous improvement of the quality of education and educational research by supporting and developing staff and facilitating education and educational research activities with a view to contribute to the academic success of students and the educational expertise of staff” (UFS DHSE 2015:Online). In order to comply with the FoHS’s focus all academic staff members are offered the opportunity to be trained and developed in the field of health sciences education and educational research. This in turn complies with the Skills Development Act of South Africa, since skills development in the workplace is ensured.

The newly appointed academic staff member in the FoHS, UFS could be a novice educator or someone newly appointed to the Faculty, who may have previous experience of teaching and training (e.g. an academic who transferred from other universities or institutions of higher learning) (*cf.* 2.5.1). These colleagues all hold a professional degree in a discipline in health sciences and may have degree and/or experience in the field of health sciences education (e.g. from being taught themselves or having been involved in teaching, for example being a tutor, teaching as a and intern, registrar or consultant), it may include those who transferred from another university (*cf.* 2.4.2). Although some form of experience of teaching in higher education (and especially in health sciences) is necessary and some form of educational qualification will be a positive to have to qualify for permanent employment in the three schools of the FoHS (*cf.* 2.4.2), the reality is that not all newly appointed academics will have this when appointed. This is where a staff

development programme addressed at the newly appointed academic could set the scene for an educational development pathway for the academics at the FoHS, UFS.

In the case of the transferred academic, the academic developer could assist to identify any possible gaps to address and direct the academic to specific sections of the programme (e.g. if academics were not involved in inter-professional education training or using simulation as teaching method in their previous workplace but will be required to be involved in such training at the FoHS).

By supporting the newly appointed academics in their roles as professional practitioners and health sciences educators (*cf.* 1.1), they will hopefully be satisfied in their roles and responsibilities and become an effective and efficient part of the academic community sooner. From here the staff member can focus on continued educational development, contributing to educational excellence in the FoHS. In turn, increasing productivity and the contribution to educational excellence will ensue in a return on investment (*cf.* 2.5.3) for the FoHS.

The proposed **aim** of the staff development programme for newly appointed academics in the FoHS, UFS is to orientate the newly appointed academic staff member to the FoHS and their roles as academic staff members, in addition to providing education development and continued support.

The proposed **objectives** for the staff development programme for newly appointed academics in the FoHS, UFS are to (*cf.* 1.1):

1. Orientate the academics to the culture and structures within the FoHS;
2. orientate the academics in terms of their roles and responsibilities;
3. support the newly appointed academics in their role as professional practitioner and health sciences educator;
4. provide basic knowledge and skills with regard to teaching-learning in health sciences (with a specific focus on teaching-learning in the FoHS) with further development opportunities;
5. produce a culture of excellence, professionalism and independence;

6. contribute to excellence in education and research, and specifically promote educational research collaboration;
7. address adult learning needs;
8. strengthen collegial relationships among academics; and
9. encourage lifelong learning by creating a culture of support for staff development practices.

A schematic presentation of the information in this section is provided in Figure 6.2.

6.5.1.2 *Step 2: Consolidation of the needs of the FoHS, UFS academics and competencies of an academic in health sciences.*

In view of Boice's (1992:103) suggestion, attention should be paid to the most basic of skills and attitudes that new staff members must master (*cf.* 2.5.3). In this step attention was paid to literature reporting on the roles and responsibilities of the health sciences educator (*cf.* 2.6.2), the core competencies of health sciences educators (*cf.* 2.6.3), the transformed health sciences education system (*cf.* 2.6.1), the needs of newly appointed academic staff members in the FoHS, UFS (*cf.* Appendix B4), and the need for newly appointed academics in the Faculty (*cf.* Appendix C4).

Taking all the above-mentioned into consideration the researcher hypothesised that the newly appointed academic in the FoHS, UFS should have knowledge and skills in six areas of activity, namely: Plan and design learning activities, teach and support learners, assess student learning and give feedback to learners, manage their educational duties, manage their educational and professional development, and do research (*cf.* Table 6.1). Some of the descriptions overlap with the work done by the AoME (*cf.* 2.3.2), others were derived from the findings and results of this study.

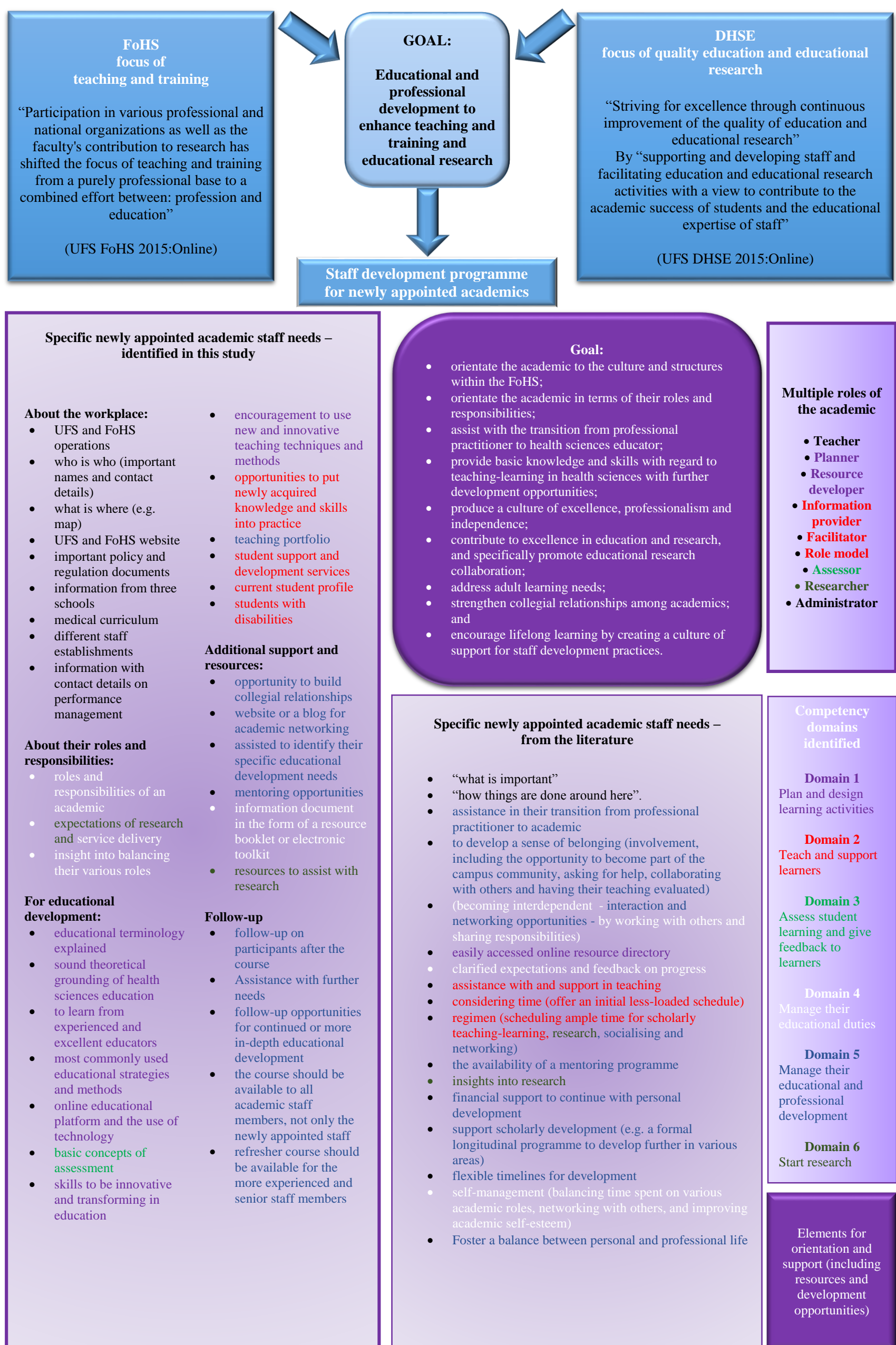


Figure 6.2: Summary of the first two steps in the development of the staff development programme for the newly appointed academic in the FoHS, UFS. Step 1: Problem identification and needs assessment of the FoHS, UFS; Step 2: Consolidation of the needs of the FoHS, UFS

Table 6.1: Areas of activity, and descriptors of what the newly appointed academic will be able to know and to do

(Table continues on the next page)

1. Plan and design learning activities	
1.1	Understanding educational terminology and concepts
1.2	Having a sound educational grounding (theoretical background) of health sciences education
1.3	Understanding the basics of the following concepts: curriculum, programme, module and where the academic's teaching session (unit) fits into
1.4	Understanding outcomes-based education
1.5	Being able to understand and formulate learning outcomes
1.6	Understanding the current student population
1.7	Understanding the learning process
1.8	Being able to identify and define what it is to be learned
1.9	Being aware of how to use the available resources (e.g. module guides, study guides) in planning and designing learning activities
1.10	Knowing how to select content when designing and planning for learning
1.11	Being aware of the most common educational methods used in health sciences education (in the classroom, clinical skills and simulation unit, clinic, hospital, community)
1.12	Being familiar with the electronic learning platform, including the available technology which could be used in teaching
1.13	Being aware of the available resources and support structures in terms of teaching-learning and how they may be used effectively
1.14	Demonstrating the planning and preparation of a teaching session.
2. Teach and support learners	
2.1	Being able to create an effective educational environment to maximise student learning
2.2	Knowing about general teaching-learning concepts in the classroom, clinical skills and simulation units, clinics, hospital, community
2.3	Appropriately using a basic range of educational methods and technologies to achieve intended learning outcomes
2.4	Describing ways of involving learners in actual practice e.g. use experiential learning opportunities/ activities
2.5	Being aware of the importance of reflection on practice and how to evaluate their teaching for improvement purposes
2.6	Learning about the student support and development services available in the FoHS
2.7	Learning about the lecturer's role in student support and development
2.8	Knowing how to teach students with learning problems/ disabilities.
3. Assess student learning and give feedback to learners	
3.1	Being aware of the general purpose of assessment
3.2	Being informed of the basic concepts of assessment
3.3	Being aware that assessment should be aligned with learning outcomes
3.4	Being aware of assessment processes
3.5	Being aware that there is a difference between formative and summative assessment
3.6	Being aware that assessment methods are chosen on the basis of the purpose, content and level of the assessment
3.7	Being aware that robust assessment practices are integral to course development and effective educational practice
3.8	Being aware that assessment practices require continuous monitoring and improvement
3.9	Being aware of the importance of giving feedback to students
3.10	Being informed of the assessment policy of the UFS with specific reference to the requirement of formal assessor and moderator training as requirement for all academic staff members who will be involved in student assessment
3.11	Being informed of the Health professions education and training: Teaching, training, learning and assessment in the pre-clinical, clinical and internship years (HPE 702) module in the Health Professions Education Programme.

4.	Manage their educational duties
4.1	Understanding the roles and responsibilities of the academic at the FoHS, UFS and linking this to the academic's specific job description
4.2	Knowing how to effectively manage time spent on educational duties
4.3	Knowing how to effectively manage their administration duties
4.4	Knowing how to be a role model for students
4.5	Being aware of the importance of work-life balance.
5.	Manage their educational and professional development
5.1	Understanding and taking professional responsibility for own development (career development, personal development)
5.2	Managing personal educational time and resources effectively
5.3	Being aware of the teaching and learning manager in the FoHS
5.4	Being aware of the services available at the DHSE, UFS, etc.
6.	Plan research
6.1	Being aware of formal courses and additional support in terms of research development in the FoHS and UFS
6.2	Being aware of educational research opportunities in the DHSE.

The staff development programme for newly appointed academics described in the following section will be based on these areas of activity. Continued educational development opportunities will be put in place for further scholarly development in these as well as other additional areas of activity of the academic in health sciences (*cf.* 2.6.2).

6.5.1.3 Step 3: *Formulating measurable outcomes*

The staff development programme for newly appointed academics in the FoHS, UFS was developed on an NQF (National Qualifications Framework) level 9 (*cf.* 2.7.6). The exit level outcomes for the programme were written within each competency domain as per the requirement of the NQF level descriptors (*cf.* Table 6.2). The Critical Cross Field Outcomes (CCFOs) as proposed by the South African Qualification Authority also were considered in the design of the programme (*cf.* 2.7.6).

Table 6.2: Exit level outcomes for the staff development programme for newly appointed academics in the FoHS, UFS
(Table continues on the next page)

Level descriptor categories/competencies	Associated exit level outcome: On completion of this programme the newly appointed educator will be able to:
Scope of knowledge	<ul style="list-style-type: none"> engage with the culture within the FoHS and the roles and responsibilities as a health sciences educator; and demonstrate the ability to effectively critique scholarship (teaching-learning and research) in health sciences education.
Knowledge literacy	<ul style="list-style-type: none"> apply knowledge to evaluate and select the most appropriate educational content (study material), strategies/methods within their educational practice.
Method and procedure	<ul style="list-style-type: none"> will be able to effectively design, select and apply appropriate and creative educational strategies, methods, techniques, processes or technologies.

Level descriptor categories/ competencies	Associated exit level outcome: On completion of this programme the newly appointed educator will be able to:
Problem solving	<ul style="list-style-type: none"> • use a wide range of knowledge and skills to identify and conceptualize problems in the educational realm and to design and implement possible solutions.
Ethics and professional practice	<ul style="list-style-type: none"> • make autonomous and ethical decisions in terms of education in health sciences.
Assessing, processing and managing information	<ul style="list-style-type: none"> • effectively assess, process and manage discipline-specific information in order to plan and design learning activities accordingly as well as to teach and assess learning.
Producing and communicating information	<ul style="list-style-type: none"> • effectively communicate practice and/or discipline-specific knowledge to a variety of audiences; • effectively plan and design learning activities and make use of a variety of educational strategies and methods to teach; and • assess student learning and give prompt and constructive feedback.
Context and systems	<ul style="list-style-type: none"> • operate in a higher education and health sciences context by managing interventions within the system accordingly.
Management of learning	<ul style="list-style-type: none"> • take responsibility and sustain independent practice; and • enhance educational abilities through continued participation in academic staff development (continued educational development) opportunities.
Accountability	<ul style="list-style-type: none"> • operate as an independent health sciences educator and take full responsibility for their work; and • reflect on and evaluate their own performance and the need for further development.

6.5.1.4 Step 4: Designing the appropriate educational strategies for learning

The staff development programme for newly appointed academic staff members in the FoHS, UFS was developed with a view to orientate, develop and support the newly appointed academic staff member. The programme therefore was developed in three phases: An orientation phase, an intermediate phase and an advanced phase (*cf.* Figure 6.3). Educational development was incorporated in the second and third phases and support was incorporated in all three phases.

In designing this programme special attention was given to adult learning preferences, individual learning preferences, and several staff development approaches contributing to optimal learning (*cf.* 2.7).

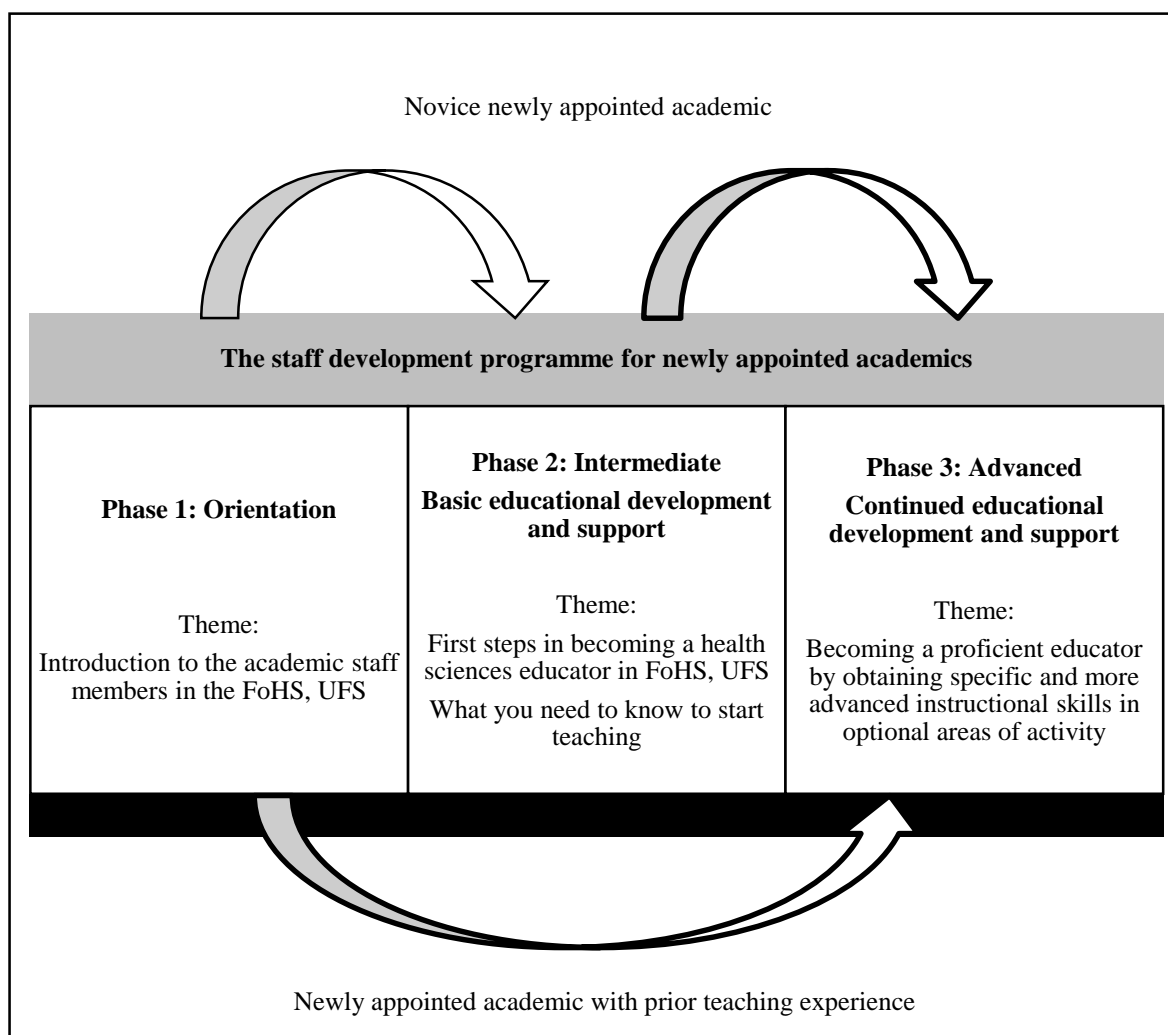


Figure 6.3: Description of the three phases in the staff development programme for newly appointed academics in the FoHS, UFS.

6.6 STAFF DEVELOPMENT PROGRAMME FOR NEWLY APPOINTED ACADEMICS IN THE FACULTY OF HEALTH SCIENCES, UNIVERSITY OF THE FREE STATE

In this section the proposed staff development programme is discussed. The programme was developed considering the findings of the literature study, the focus group interview findings and the results of the questionnaire survey. The three phases will be presented separately.

6.6.1 Phase 1: Orientation

The theme of this phase is: Introduction to the academic staff members in the FoHS, UFS (*cf.* Figure 6.2). The phase consists of a welcoming and two compulsory units. One of

the points of departure in this study was informing the newly appointed educator of the **culture of the Faculty** and the **Faculty's expectations of the academic staff member** (*cf.* 2.5.3; 2.7). In order to do so the newly appointed academic in health sciences should have a baseline understanding of health sciences education and know in general what the roles and responsibilities of an academic member of staff in health sciences entail. This thus will be included in the units within this phase.

Before a discussion on the units in this phase, contact should be made with the newly appointed academic and a formal welcoming by means of a welcome pack is proposed.

Boyd (2014:159) declares that many new staff members feel like “a small fish in a big pond”; in addition, Boice (1992:19) indicates the need of the new staff member to gain acceptance from their colleagues (*cf.* 2.5.2.1). In offering the newly appointed academics at the FoHS a welcome pack with specific tools which could assist them during their first few weeks, they may still feel like a small fish but more part of the pond. This proposed process will also encourage a formal welcoming of new staff members within individual departments and hopefully will contribute to initialising collegial relationships. This was requested by the focus group interview participants (*cf.* Appendix B4) and supported by the results of the questionnaire survey (*cf.* Appendix C4). This will be discussed next.

6.6.1.1 Welcoming

Due to the fact that academic staff members are employed at any time throughout the year it is difficult to reach everyone for a formal welcoming. The staff members' first point of a welcoming address will be in their individual departments. This will include their line managers and close co-workers. In order to ensure that each newly appointed academic feels welcome in the Faculty the following is proposed (*cf.* 5.4.1).

As soon as possible, within the first week after appointment, the newly appointed academic should receive a welcome pack containing the following:

- A welcome address by the Dean;
- a welcome address by the Head of School;
- a welcome address by the Head of the Division Health Sciences Education;

- a formal invitation to the staff development programme with detailed information about the programme;
- information about Blackboard registration to access online resources (including: an organogram summarizing the departments and schools within the FoHS; a map of the UFS campus and of the FoHS; names and contact details of important departments and colleagues in the FoHS (e.g. the office of the Dean, Heads of Schools, Division Health Sciences Education, Department of Biostatistics, the Frik Scott Library); and names and contact details to set up important services (e.g. venue bookings, internet and intranet enquiries, e-mail system enquiries, Medmail enquiries, telephone system enquiries, access control and parking, language editing, medical editor, etc.); and
- a checklist of things which should be done during the first few weeks of employment.

A welcome pack should be available from the DHSE and should be handed to the newly appointed staff member by his/her line manager or by the FoHS's academic developer. For this to work, there should be clear communications between the HoDs (including the heads of schools), and the person responsible for the programme for newly appointed academics in the FoHS, UFS.

The checklist was an idea from the literature which could assist the newly appointed academics to know what they need to do during the first few weeks of their appointment (e.g. obtain a UFS e-mail address, obtain an access card to the FoHS). (For an example see the University of Arizona's New Employee Checklist [The University of Arizona, Human Resources, New Employee Checklist 2015:Online]).

6.6.1.2 Phase 1, Unit 1: Orientation to the FoHS

Staff development orientation initiatives commonly include information about the organisation (faculty and/or university) (*cf.* 2.4, 2.7.3). From the focus group interviews was seen that newly appointed academics appreciated meeting senior staff members (*cf.* 4.5.1.2) in the FoHS. They also valued learning more about the university and faculty and how the faculty operates (*cf.* 4.6; 4.5.2.1). In developing this unit specific attention was given to the following:

- (i) There was a request for more information about how the UFS and FoHS operate (*cf.* Appendix C4). A total 85.2% of participating academics indicated that newly appointed academics early on should learn about the faculty structures and how they fit into the university. A request for information about faculty structures and cooperation and relationships with the DoH and other hospitals and clinics in the educational platform was made. Furthermore, 89.1% of the participants indicated that newly appointed academics should be introduced to the faculty administration and its activities. This information should be provided in the first year of employment (*cf.* 5.4.1).
- (ii) A request was made for more information about all three schools in the Faculty, and there was a specific request for information about the medical curriculum (*cf.* Appendix C4). With reference to the results of the questionnaire survey, information about the programmes (undergraduate and postgraduate) and the student selection criteria possibly should be available at a central point (like a website or in a resource guide) where newly appointed academics can be referred to it as opposed to spending time discussing it in a presentation (*cf.* 5.4.1).
- (iii) A need to be referred to the most important policy and regulation documents was found. Again the academic may be guided to the most important policies.
- (iv) Participants also made a request to know more about the different staff establishments (appointments in the FoHS) (*cf.* 4.6). This information should be available online too.

In addition to the above, the results of the questionnaire survey indicated that 76.7% and 72.1% of academic staff members indicated that newly appointed academics should be informed in their first year of employment about the strategic plan of the Faculty, as well as current and planned projects. Up to a third responded that information about the Faculty's achievements and challenges should be offered after the first year of employment (*cf.* 5.4.1). To be an academic in the FoHS, staff members must be informed about the culture within the Faculty and this would include knowing about the strategic plan of the Faculty, current and planned projects, achievements and challenges. To respond to these mentioned needs and results obtained, an interactive lunchtime seminar is proposed. To quote a comment from the questionnaire survey: *"People need not have someone talk at length about information that can be summarised effectively on a website. The orientation should be based on material easy to access"* (*cf.* 5.4.1); therefore, access

to an online learning resource available on Blackboard is suggested. A proposed overview of the unit is presented in Table 6.3. This unit further sets the scene for newly appointed academics to meet colleagues (including peers and more senior members of staff in the FoHS), which also will address the need identified in the study, namely to have the opportunity to build collegial relationships (*cf.* Appendix C4), and as identified in literature, that time should be scheduled for interaction (socialising) and networking opportunities (*cf.* 2.5.3).

Table 6.3: Phase 1: Unit 1: Orientation to the FoHS
(Table continues on the next page)

Unit 1: Orientation to the FoHS		
<p>Introduction:</p> <p>This unit is focused on introducing you to the culture of the FoHS. You will be informed of the most important aspects of the Faculty and of the three Schools within the Faculty. In addition you will be able to meet other newly appointed academic staff members and some senior members of staff in the FoHS.</p>		
<p>Prerequisite knowledge:</p> <p>No prerequisite knowledge is required for this Unit.</p>		
<p>Completing this unit will:</p> <ul style="list-style-type: none"> • ensure that you will be introduced to senior colleagues within the FoHS; • enable you to meet other newly appointed health sciences educators in the FoHS; • give you a thorough understanding of the culture of the FoHS; and • enable you to identify your specific learning requirements for the following phase. 		
<p>Registration includes:</p> <ul style="list-style-type: none"> • admittance to an interactive lunchtime seminar • access to an online platform with additional learning materials and resources • access to a discussion platform on Blackboard • opportunity to register for further units in the programme. 		
<p>Schematic overview:</p> <pre> graph TD A[Unit registration (online)] --> B[Introduction to the FoHS, and the three Schools] B --> C[Current and planned projects Achievements and challenges] C --> D[Staff establishment in the FoHS] D --> E[Relationship between the FoHS and DoH] E --> F[Orientation to the DHSE] </pre>		

Learning activities:**Activity 1:** (to be completed during the contact session)

In pairs, introduce yourselves to your colleague. Tell him/her about yourself: A brief background and what your current position at the FoHS entails. You will then be requested to introduce your colleague to the whole group.

Activity 2: (written activity to be completed on Blackboard)

On completion of the unit engage with the information discussed during the seminar and write a short reflection about your perception of the culture of the FoHS. This is a written activity (*two typed pages; 1½ spacing; font size 12; margins of at least 2.5cm each*). Submit your written activity for assessment on Blackboard by following the online instructions.

Assessment:

The learning activity (activity 2) will be assessed on completion and submission. Successful completion will lead to a certificate of attendance.

Unit evaluation:

On completion of this unit an online evaluation will be available. Completion of the evaluation is mandatory to obtain the certificate of attendance.

Additional learning opportunities/resources:

Access the online learning resources available on Blackboard. Some of the information may be included on this platform and others may be accessed through links that will take you to the required information on the UFS and FoHS websites.

The content includes:

- the history of the Faculty;
- a virtual tour of the FoHS buildings and facilities;
- information about the undergraduate and postgraduate programmes offered in the FoHS (and in each School);
- information about the selection criteria of the undergraduate and postgraduate programmes offered in the FoHS (and in each School);
- a link to the academic schedule for the particular year;
- a link to important policies and rules;
- information about the different post levels; and
- information about important meetings and meeting dates and venues for the year.

6.6.1.3 Phase 1, Unit 2: Orientation to health sciences education and to the roles of the health sciences educator

This unit proposes an overview of health sciences education and the roles and responsibilities of health sciences educators.

One of the needs of newly appointed academics identified in the literature is to know “what is important” and “how things are done around here” (with reference to the new work environment) (*cf.* 2.5.1). This was linked to the specific need identified in the study, namely a need to know the Faculty’s expectations in terms of the roles and responsibilities

of an academic, not only with reference to their teaching but also in terms of research and service delivery (*cf.* Appendix C4).

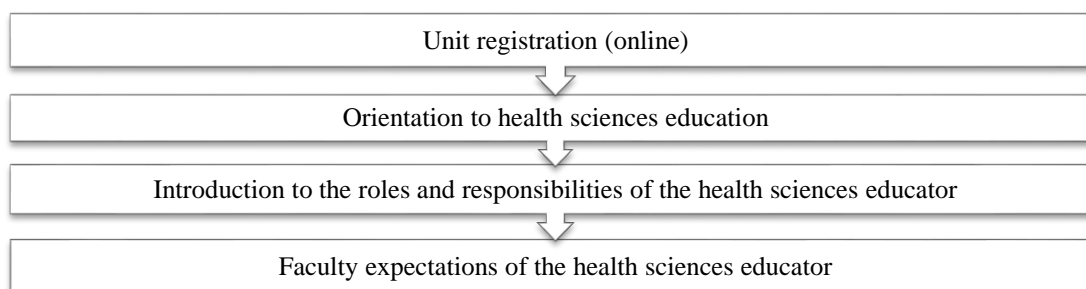
In Unit 2 an overview of health sciences education and the roles and responsibilities of health sciences educators will be discussed. Newly appointed academics, however, should be reminded that they will not necessarily be expected to function in every one of these roles (*cf.* 2.6.2), but it is deemed valuable to inform them of these roles and to provide them with some practical and real-life examples.

The results of the questionnaire survey revealed that academic staff members allocated different levels of importance to these different roles (*cf.* 2.6.2); these could be used as discussion points with the newly appointed academics in a group activity to identify the specific requirements of each staff member. This would be an ideal way to address the following point of departure: The programme should be **flexible and accommodating**, in order to identify in which role/s the academic requires development and support opportunities and to map out a development path accordingly. A proposed overview of the unit is presented in Table 6.4.

Table 6.4: Phase 1, Unit 2: Orientation to health sciences education and the roles and responsibilities of the health sciences educator

(Table continues on next page)

Unit 2: Orientation to health sciences education and the roles and responsibilities of the health sciences educator
<p>Introduction: This learning unit is focused on introducing you to health sciences education and the roles and responsibilities of the health sciences educator in general and at the FoHS. The twelve areas of activity of the teacher in medical education and additional roles of the academic at the FoHS, UFS will be discussed in detail in this learning unit. On completion of this unit you will have an understanding of what is expected of the health sciences educator teaching at the FoHS, UFS.</p> <p>Pre-requisite knowledge: Information from learning Unit 1 is a pre-requisite for this unit.</p> <p>Completing this unit will:</p> <ul style="list-style-type: none"> • enable you to interpret and critically evaluate health sciences education in the 21st century; • give you a thorough understanding of the expectations of the health sciences educator (in general and specifically at the FoHS); and • provide you with an opportunity to identify with and defend some of the roles and responsibilities in which you will be involved. <p>Registration includes:</p> <ul style="list-style-type: none"> • admittance to a workshop with small group activities; and • access to an online platform with additional learning materials and resources.

Schematic overview:**Learning activities:****Activity 1:** (to be completed during the contact session)

During the contact session, divide into small groups. Each group will be given some areas of activity of the teacher in health sciences which should be discussed in the group. Detailed instructions will be provided during the contact session. On completion of the discussion, each group will have an opportunity to present a summary of their discussion to the whole group.

Activity 2: (written activity to be completed on Blackboard)

Study relevant literature to assist you to interrogate and critically evaluate the relevance of health sciences (professions) education in the 21st century. In addition, critically evaluate literature that specifically relates to the roles and responsibilities of the health sciences educator by focusing mostly on those roles and responsibilities in which you will be involved. This is a written activity (*two typed pages; 1½ spacing; font size 12; margins of at least 2.5cm each*) to be submitted on Blackboard for assessment.

Assessment:

The second learning activity will be assessed. Successful completion will lead to a certificate of attendance.

Unit evaluation:

On completion of this unit an online evaluation will be available. Completion of the evaluation is mandatory in order to obtain the certificate of attendance.

Additional learning opportunities/resources:

- Flexner A. *Medical Education in the United States and Canada (The Flexner Report)*. A report to the Carnegie Foundation for the Advancement of Teaching by Abraham Flexner. Bulletin Number Four. 1910. Reproduced in 1972. <http://www.carnegiefoundation.org/publications/medical-educationunited-states-and-canada-bulletin-number-four-flexner-report-0>.
- Harden, R.M. & Crosby, J.R. 2000. The good teacher is more than a lecturer – the twelve roles of the teacher. AMEE Medical Education Guide No 20. *Medical Teacher* 22(4):334-347.
- Sherbino, J., Frank, J.R., & Snell, L. 2014. Defining the key roles and competencies of the clinician-educator of the 21st century: A national mixed method study. *Academic Medicine* 89(5):783-789.
- Nel, C.P.G. 2007. A framework for achieving excellence as a clinical educator in the School of Medicine, University of the Free State. (Unpublished doctoral thesis.) University of the Free State, Bloemfontein.
- Saito, E. 2014. When a practitioner becomes university faculty member: A review of literature on the challenges faced by novice ex-practitioner teacher educators. *International Journal for Academic Development* 18(2):190-200.
- Introduction to Health Professions Education and Training (HPEI7905) in the Health Professions Education Programme.
- Academic staff development sessions offered by the Division Health Sciences Education (DHSE) and Centre for Teaching and Learning (CTL).

This unit will start to address the concept of ‘Have a sound educational grounding (theoretical background) of health sciences education’. Mandatory attendance is proposed for Phase 1, because both the novice educator and the one with prior experience (including the colleagues from other universities/institutions) will benefit from being orientated to the FoHS and health sciences education in the Faculty.

6.6.2 Phase 2: Intermediate

The theme of Phase 2 is: First steps in becoming a health sciences educator in the FoHS, UFS (*cf.* Figure 6.2). Six areas of activity were identified in the study (*cf.* 6.5.1.2). Each area of activity will be discussed separately in a proposed unit and within each unit the details of the areas of activity as previously described in Table 6.1 will be addressed. The information has been generated from the focus group interview findings (*cf.* Appendix B4), the questionnaire survey results (*cf.* Appendix C4) and from the literature as summarised in Chapter 2. Figure 6.4 presents a proposed pathway for the six areas of activity. It is proposed that this phase be completed within six months to one year (*cf.* 5.6.5).

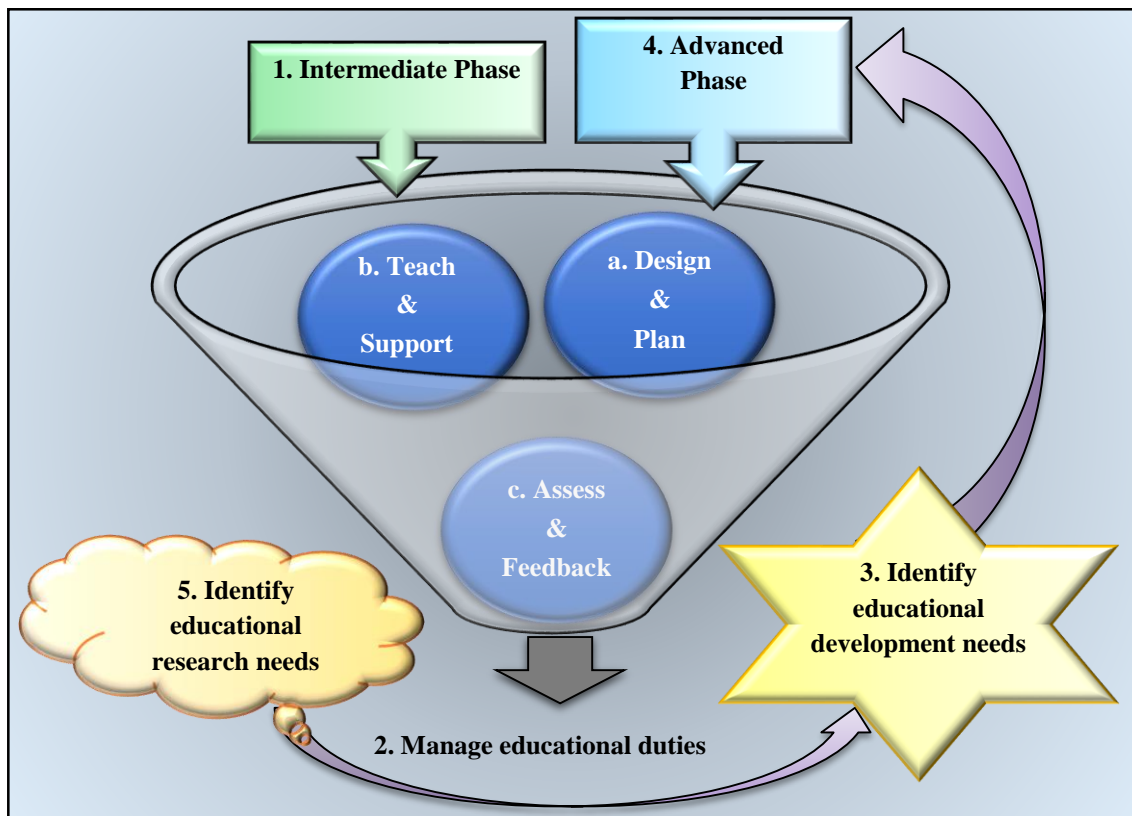


Figure 6.4: Pathway for the six areas of activity for newly appointed academics in the FoHS, UFS

6.6.2.1 Phase 2, Area of activity 1: Plan and design learning activities

It is proposed that all newly appointed academics who wish to complete this phase be encouraged to attend all the scheduled contact sessions and complete each unit with all the required activities. Registration should therefore be mandatory. This will be possible if the HoDs and Heads of Schools take ownership.

One of the points of departure identified in the research is advertising the programme in advance for HODs to plan time for their new staff to be trained (*cf.* 6.3). It was further suggested that the new academics initially should not be burdened with a too heavily loaded teaching schedule in order to first complete the staff development programme in the Faculty (*cf.* 6.3; Appendix B4).

On registration to this unit the academic should receive a glossary of educational terminology and be asked to read through it and mark those terms he/she might have questions about. The first area of activity consists of four units, namely (i) introduction to curriculums and programmes, (ii) introduction to content selection and study material, (iii) introduction to facilitating learning, and (iv) introduction to common educational strategies and methods used in health sciences education. The units are packed out in detail in Tables 6.5 to 6.8.

Phase 2, Unit 1: Introduction to curriculums and programmes

The proposed unit is presented in Table 6.5. This unit addresses the following in the first activity (*cf.* Table 6.1; point 1.3):

- Understanding the basics of the following concepts: curriculum, programme, module, and where the academic's teaching session (unit) fits in.

The unit outcomes of this unit have been formulated based on the results of the questionnaire survey (*cf.* Appendix C4).

Table 6.5: Phase 2, Unit 1: Introduction to curriculums and programmes
(Table continues on the next page)

Unit 1: Introduction to curriculums and programmes		
<p>Introduction</p> <p>The aim of this learning unit is to introduce you to the educational concepts: curriculum, programme and module. The unit defines and distinguishes between these concepts and offers you the opportunity to identify your role and responsibilities in each. The unit also will inform you about where to obtain further knowledge about the planning, development, registration, implementation and evaluation of curricula, programmes and modules.</p>		
<p>Prerequisite knowledge:</p> <p>Completion of the introductory phase is encouraged before starting this unit.</p>		
<p>On completion of this unit you will be able to:</p> <ul style="list-style-type: none"> • define the concept curriculum; • define the concept programme; • distinguish between a curriculum and a programme; • critically evaluate the position of the specific session (unit) or module you teach in the relevant programme; • defend the roles and responsibilities of all parties involved; and • identify where to get assistance with curriculum, programme or module planning, development and evaluation. 		
<p>Registration includes:</p> <ul style="list-style-type: none"> • access to an online educational session/s; and • access to a platform with learning materials and additional resources required to complete this unit successfully. 		
<p>Schematic overview:</p> <pre> graph TD A[Unit registration (online)] --> B[Curriculum defined] A --> C[Programme defined] A --> D[Module defined] B --> E[Curriculum vs. programme] C --> E D --> E E --> F[Where do you fit in? (activity)] F --> G[Where to next: Plan, prepare, register, implement and evaluate a curriculum, programme or module] </pre>		
<p>Learning activities:</p> <p>Activity 1: (activity to be completed on Blackboard)</p> <p>After viewing the online educational session, complete the short questionnaire. The questions will be related to the topic at hand and no additional resources will be necessary to consult in order to answer the questions.</p> <p>Activity 2: (written activity to be completed on Blackboard)</p> <p>Compile a detailed analysis of the programme in which you will be teaching and describe your position in this programme (the unit/module in which you will be/are teaching). This is a written activity (<i>two typed pages; 1½ spacing; font size 12; margins of at least 2.5cm each</i>). Submit your written activity for assessment on Blackboard by following the instructions.</p>		

Assessment:

The second learning activity will be assessed. Successful completion will lead to a certificate of attendance.

Unit evaluation:

On completion of this Unit an online evaluation will be available. Completion of the evaluation is mandatory to obtain the certificate of attendance.

Additional learning opportunities/resources:

- Programme development, design and evaluation for health professions education and training (module code HPEP7905) in the Health Professions Education Programme.
- Academic staff development sessions offered by the Division Health Sciences Education (DHSE) and Centre for Teaching and Learning (CTL).

Phase 2, Unit 2: Introduction to outcomes-based education

On completion of the first unit the next step is to inform the academic about the outcomes-based curriculum used at the UFS. This is an important unit since knowledge and skills obtained from this unit will assist the academic to plan their educational sessions by selecting content and study material and the most appropriate educational strategies and/or methods. This proposed unit is presented in Table 6.6. This unit addresses the following sections within the first activity (*cf.* Table 6.1; 1.4 – 1.5):

- Understanding outcomes-based education; and
- Being able to understand and formulate learning outcomes.

The unit outcomes were based on the results of the questionnaire survey (*cf.* Appendix C4).

Table 6.6: Phase 2, Unit 2: Introduction to outcomes-based education

(Table continues on the next page)

Unit 2: Introduction to outcomes-based education

Introduction

This learning unit addresses important information that a newly appointed educator should know about and actions you should be able to take with reference to functioning in an outcomes-based education curriculum.

Prerequisite knowledge:

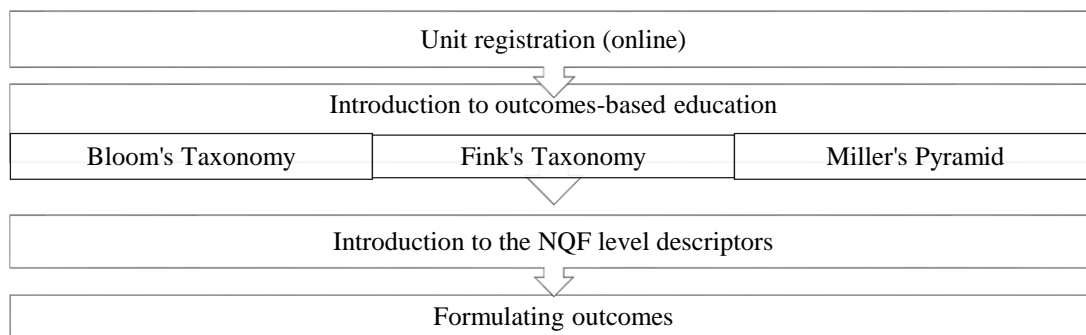
Completion of the introductory phase and Unit 1 in the intermediate phase is required before starting this unit.

On completion of this unit you will be able to:

- defend the use of outcomes-based education in health sciences education;
- define outcomes;
- explain the difference between exit-level outcomes and module outcomes;
- explain the difference between module outcomes and unit outcomes;
- discuss different taxonomies (e.g. Blooms Taxonomy, Fink's Taxonomy, etc.);
- discuss how students operate at different cognitive levels;
- explain and evaluate NQF level descriptors;
- demonstrate formulating learning outcomes; and
- explain the required learning outcomes to their students.

Registration includes:

- admittance to a workshop which will include an information session, group work and individual activities; and
- access to an online platform with additional learning materials and resources required to successfully complete this unit.

Schematic overview:**Learning activities:****Activity 1:** (to be completed during the contact session)

Divide into small groups. Each group will be given a predetermined activity and asked to formulate a set of learning outcomes. Present your learning outcomes to the whole group and defend the NQF level on which you based the formulation.

Activity 2: (written activity to be completed on Blackboard)

In order to demonstrate your understanding of this unit, critically evaluate the outcomes of the unit or module in which you teach.

Assessment:

The second learning activity will be assessed. Successful completion will lead to a certificate of attendance.

Evaluation:

On completion of this unit an online evaluation will be available. Completion of this evaluation is to obtain the certificate of attendance.

Additional learning opportunities/resources:

- Academic staff development sessions offered by the Division Health Sciences Education (DHSE) and Centre for Teaching and Learning (CTL).
- Concepts of learning in health sciences (HPEE7905) module in the Health Professions Education Programme.

Phase 2, Unit 3: Introduction to the current student population and how they learn

The idea of this unit was generated by the findings of the focus group interviews; participants indicated that they appreciated learning about the current student population (*cf.* 4.5.3.2). Garrison (n.d.:Online) also suggested to “assist the academic with the conceptualisation of the student population that they will be teaching” (*cf.* 2.7.1).

This goes hand in hand with student learning. If the academics know whom they will be teaching they should also be informed about how this population of students will learn best. This will enable the academics to start planning their educational activities accordingly. The proposed unit is presented in Table 6.7.

This unit addresses the following sections within the first activity (*cf.* Table 6.1; 1.6 – 1.8):

- Understanding the current student population;
- Understanding the learning process; and
- Being able to identify and define what is to be learned.

Table 6.7: Phase 2, Unit 3: Introduction to the current student population and how they learn

(Table continues on the next two pages)

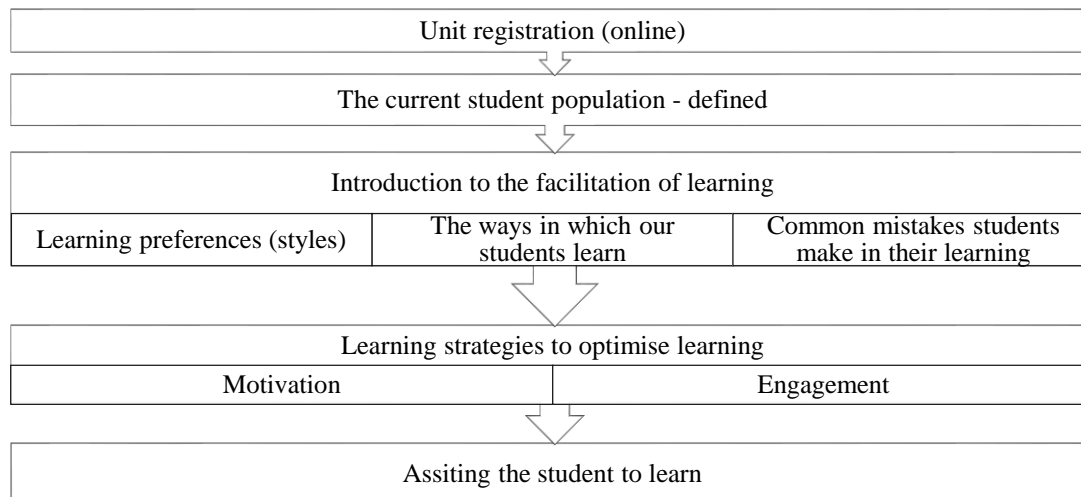
Unit 3: Introduction to the current student population and how they learn
<p>Introduction: The aim of this unit is to introduce you to the current student population and basic concepts of learning. The current student population is referred to as the generation Y student. In this unit consideration is given to the following: first generation students, student from various socio-economic backgrounds, students from various cultures, the importance of technology, and specific student demands. This unit will not include information about student support and development, as this will be dealt with in a later unit under the activity: Teach and support learners.</p> <p>Prerequisite knowledge: Completion of the introductory phase, Unit 1 and Unit 2 in the intermediate phase is required before starting this unit.</p> <p>On completion of this unit you will be able to:</p> <ul style="list-style-type: none"> • explain the academic’s role as a facilitator of learning; • describe the current student population by taking into account where students come from and their specific learning requirements; • discuss the various learning preferences (learning styles) and how to optimally make use of this in teaching;

- explain the different ways in which learners learn;
- discuss about common mistakes students make which affect their learning;
- critique deep and surface learning;
- critique active and passive learning;
- use strategies to optimise student learning;
- engage more effectively with students to enhance their learning;
- motivate student learning and practise strategies that encourage active participation (active learning);
- teach learning strategies (e.g. mind maps, think-pair-share, mnemonics);
- teach various teaching-learning techniques (e.g. simulations, role plays, case studies);
- assist students in managing large quantities of work;
- assist students in planning their learning schedules; and
- assist students in understanding the different cognitive levels at which they should function.

Registration includes:

- access to online educational session/s and activities (to be completed before the contact session/s)
- admittance to an interactive workshop; and
- access to an online platform with additional learning materials and resources required to successfully complete this unit.

Schematic overview:



Learning activities:

Activity 1: (to be completed on Blackboard before the contact session)

Work through the learning material provided on Blackboard (including the articles, videos, etc.) before attending the workshop. The workshop will start with a facilitated discussion about the current student population.

Activity 2: (to be completed on Blackboard before the contact session)

Complete the VARK learning style inventory to identify your learning style. Reflect on ways in which you have best learned in your study career, including learning strategies which worked best for you (e.g. mnemonics, mind maps).

Activity 3: (to be completed during the contact session)

Divide into groups and critique the concepts deep learning vs surface learning and active learning vs passive learning.

Activity 4: (written activity to be completed on Blackboard)

Conduct a short literature study to evaluate ways in which to engage with your students most effectively (*five typed pages; 1½ spacing; font size 12; margins of at least 2.5cm each*). Submit your written activity for assessment on Blackboard by following the online instructions.

Assessment:

The fourth learning activity will be assessed. Successful completion will lead to a certificate of attendance.

Evaluation:

On completion of this Unit an online evaluation will be available. Completion of the survey is mandatory to obtain the certificate of attendance.

Additional learning opportunities/resources:

- Academic staff development sessions offered by the Division Health Sciences Education (DHSE) and Centre for Teaching and Learning (CTL).

Phase 2, Unit 4: Introduction to content and study material selection

Now that the academic staff member has an understanding of the learner and how learning works, this knowledge can be used to select content and study material. Acknowledgment is given to the fact that not all academics will be involved in developing module guides and/or study guides, but that these guides may be used in the planning and development of educational sessions (*cf.* 5.4.2.3; 5.4.2.4).

For the newly appointed academics this unit, therefore, will be focused on introducing them to the available resources. In addition it will equip them with knowledge and skills to draw from their discipline-specific knowledge, and to select appropriate information from resources for planning and designing educational sessions. The proposed unit is presented in Table 6.8 and addresses the following areas in the first activity (*cf.* Table 6.1; 1.9 – 1.10):

- Being aware of how to use the available resources (e.g. module guides, study guides) in the planning and design of learning activities; and
- Knowing how to select content when designing and planning for learning.

Table 6.8: Phase 2, Unit 4: Introduction to content and study material selection
(Table continues on the next page)

Unit 4: Introduction to content and study material selection (module and study guides)		
<p>Introduction</p> <p>Selecting the most appropriate study (learning) material in education is important. We use study material in all educational sessions, including in the module and study guides handed to students. This unit represents an introduction to the various types of study material, their purpose, content and the specific requirements (as indicated by the FoHS and UFS). You will be shown how to search for and select study content effectively, and how to present the study material. Examples of module and study guides will be used in the discussions.</p>		
<p>Prerequisite knowledge:</p> <p>Completion of the introductory phase is required before starting this unit. You should bring a module guide or study guide used in the specific programme in which you teach/will be teaching to the contact session for this unit.</p>		
<p>On completion of this unit you will be able to:</p> <ul style="list-style-type: none"> • demonstrate a full understanding of the various types of study material, their purpose, content and the specific requirements for content selection for study material; • explain how to use information technology as a tool to access information; • demonstrate you have been empowered to use knowledge to evaluate and to choose the appropriate content to be included in a study/module guide; and • use and apply academic support and development resources specifically for the development or the updating of educational material (e.g. module and study guides). 		
<p>Registration includes:</p> <ul style="list-style-type: none"> • admittance to interactive lectures with live demonstrations on the selection of study material and the use of information technology; and • access to an online platform with additional learning materials and resources required to successfully complete this unit. 		
<p>Schematic overview:</p> <pre> graph TD A[Unit registration (online)] --> B[Study material defined] A --> C[The different types of study materials] B --> D[The purpose of selecting study material] C --> D D --> E[What does study material consist of?] E --> F[Searching for and selecting study material (content)] F --> G[Evaluating study material] G --> H[The module guide] G --> I[The study guide] G --> J[Educational notes] H --> K[Continued support and development opportunities] I --> K J --> K </pre>		

Learning activities:**Activity 1:** (to be completed during the contact session)

During the contact session you will be provided a section of writing from several documents. Calculate the readability of English (fog index) of these reading material sections and discuss them in a group context. Take the same section of work and rephrase it to make it more understandable (at a lower fog index).

Activity 2: (written activity to be completed on Blackboard)

By using information technology, identify and assess five online resources appropriate to collect discipline-specific/or topic-specific information for use in the preparation of an educational session. Describe how you will process and manage this information to compile a document which will be handed to your students in a specific session in a module (*five typed pages; 1½ spacing; font size 12; margins of at least 2.5cm each*). Submit your written activity for assessment on Blackboard by following the online instructions.

Assessment:

The second learning activity will be assessed. Successful completion will lead to a certificate of attendance.

Evaluation:

On completion of this Unit an online evaluation will be available. Completion of this evaluation is mandatory to be awarded the certificate of attendance.

Additional learning opportunities/resources:

- Academic staff development sessions offered by the Division Health Sciences Education (DHSE) and Centre for Teaching and Learning (CTL).
- 'Design your course online' - academic staff development workshop/s offered by the Centre for Teaching and Learning (CTL).
- *Ad hoc* training opportunities offered by the Frik Scott and Sasol libraries.

Phase 2, Unit 5: Introduction to the most common educational methods used in health sciences education

This proposed unit is presented in Table 6.9 and addresses the following areas in the first activity (*cf.* Table 6.1; 1.11 – 1.14):

- Being aware of the most common educational methods used in health sciences education (in the classroom, clinical skills and simulation unit, clinic, hospital, community);
- being familiar with the electronic learning platform including the available technology which could be used in teaching;
- being aware of the available resources and support structures in terms of teaching-learning and how they may be used effectively; and
- demonstrating how to plan and prepare for a teaching session.

This unit was developed to give a general overview of educational methods used in health sciences education. The unit will present basic concepts of these methods only. This unit was conceptualised as a result of and is based on requests voiced during the focus group interviews – these entailed the following:

- Newly appointed academics should be informed of the most commonly used educational methods as used within their school and in the FoHS (*cf.* 4.5.2.2);
- provide knowledge and skills which will assist the newly appointed academics to be innovative and transforming in the education they offer. In addition, encourage them to use new and innovative teaching techniques, as well as methods, and to prepare educational activities and resources accordingly (*cf.* 4.5.3.2); and
- consider offering a more generalised course for all academic staff members in the FoHS and thereafter have more targeted group sessions (*cf.* 4.5.4.1).

With reference to the last request, the researcher agrees that this section of the programme should be more generalised, and that moving into the advanced phase the focus needs to shift to sessions applicable for specific target groups (e.g. a session on CBE will be attended by those involved in CBE training and academics who are interested in learning about the platform).

The following results of the questionnaire survey ensued in this unit being compiled:

- A total of 83.5% indicated that the newly appointed academic should be shown how to present his/her first lecture (*cf.* 5.4.2.6);
- newly appointed academics will “*probably prefer sharing experiences and asking questions rather than having to listen to boring lectures*” (*cf.* 5.4.2.6); and
- presentations should be interesting and the use of technology should be demonstrated as opposed to informing the educator about it in a lecture (*cf.* 5.4.2.6).

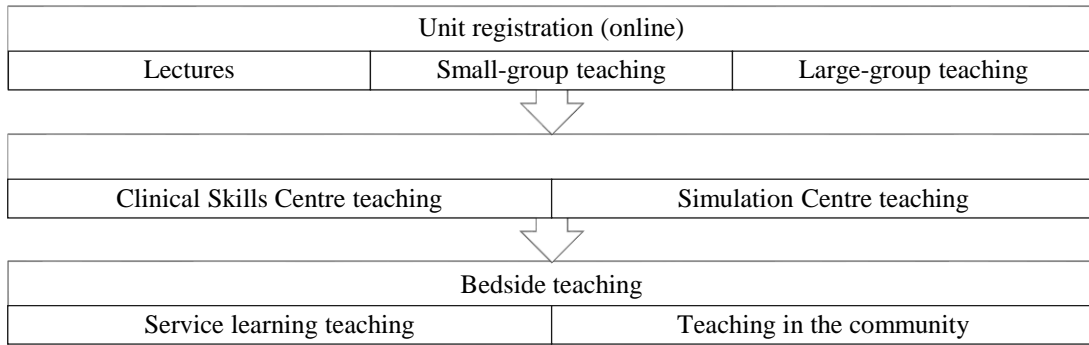
Boyd (2014:164) highlighted the importance of more experienced educators’ role in modelling scholarship in teaching-learning (*cf.* 2.4.2.2). A conclusion drawn was that it might be worthwhile reminding the more experienced educators in the Faculty of this and to highlight it for the newly appointed educators who will be someone else’s role model in the future (*cf.* 5.4.2.14).

With this in mind, it was decided to make this unit more practical by requesting experienced academics to demonstrate the use of various educational strategies and methods to newly appointed academics. The aim is to focus on demonstrating how to address different learning preferences (*cf.* 2.7.6), and to have various techniques demonstrated to engage students. The researcher proposes that the DHSE build up an electronic library of video-taped educational sessions, demonstrating the use of several educational strategies and methods. These, in addition to live demonstrations, could then be used in this unit and even beyond this unit, should any of the newly appointed academic staff members would like to revisit some of the sessions. A proposed outline of the unit is presented in Table 6.9.

Table 6.9: Phase 2, Unit 5: Educational methods demonstrated

(Table continues on the next page)

Unit 5: Educational methods demonstrated
<p>Introduction:</p> <p>The aim of this unit is to demonstrate the use of various educational methods used in the FoHS. From a lecture to using simulation as a teaching method, right through to bedside teaching and teaching on the community-based education platform. There will be a focus on demonstrating the use of various technologies available at the UFS. In addition, the unit will demonstrate some skills to optimise your educational sessions.</p> <p>Prerequisite knowledge:</p> <p>Completion of the introductory phase, and Unit 1 – Unit 4 is required before doing this unit.</p> <p>On completion of this unit you will be able to:</p> <ul style="list-style-type: none"> • identify and select teaching-learning methods which you would like to use; • describe which technology is available for you to use; • identify and select several strategies to use to optimise active learning in your teaching session; • identify and select several strategies a teaching strategy or method which might be best utilised to address the predetermined learning outcomes for the session, and which also are in accordance with the planned assessment; • plan and design a teaching session for the following unit; and • model your teaching sessions on those of experts you have observed during the interactive sessions. <p>Registration includes:</p> <ul style="list-style-type: none"> • admittance to an interactive contact session (with live demonstration, simulated learning activities, video reviews and activities); and • access to an online platform with additional learning materials.

Schematic overview:**Learning activities:****Activity 1:** (to be done during the contact session)

For each demonstration, write down key aspects of the educational method used. You will have the opportunity to discuss these aspects in groups and one member of the group will then be asked to present the information to the whole group for further discussions.

Activity 2: (written activity to be completed on Blackboard)

Select one specific unit or session in which you teach and consider the learning outcomes carefully. Select a teaching method and design the session on the most appropriate platform. Try not to go for the most obvious method – the lecture. But if you do wish to use a lecture, include some activities in the lecture and consider the available technologies. Submit your activity for assessment on Blackboard by following the online instructions.

Assessment:

Activity 2 will be assessed. Successful completion will lead to a certificate of attendance.

Evaluation:

On completion of this Unit an online evaluation will be available. Completion of this evaluation is mandatory in order to obtain the certificate of attendance.

Additional learning opportunities/resources:

Academic staff development sessions offered by the Division Health Sciences Education (DHSE) and Centre for Teaching and Learning (CTL).

6.6.2.2 Phase 2, Area of activity 2: Teach and support learners

Now that the newly appointed academics have ample background knowledge and have developed some skills in planning and designing learning activities, the next step will be to teach students. Two units are proposed for this area of activity, namely:

- Unit 6: The practical side to teaching-learning; and
- Unit 7: Student support and development.

The following will be addressed in these two units (*cf.* Table 6.1; 2.1 – 2.8):

- Being able to create an effective educational environment to maximise student learning;
- knowing about general teaching-learning concepts in the classroom, clinical skills and simulation unit, clinic, hospital, community;
- appropriately using a basic range of educational methods and technologies to achieve intended learning outcomes;
- describing ways of involving learners in actual practice, for example use experiential learning opportunities/ activities;
- being aware of the importance of reflection on practice and how to evaluate their teaching for improvement purposes;
- learning about the student support and development services available at the FoHS;
- learning about the lecturer's role in student support and development; and
- knowing how to teach students with learning problems/ disabilities.

Phase 2, Unit 6: The practical side to teaching-learning

The conceptualisation of the units was based on findings of the focus group interviews and results of the questionnaire survey.

From the focus group interviews the following recommendations played a role in creating this unit:

- Continue to make available opportunities for the newly appointed academics to put their newly acquired knowledge and skills into practice. A good example of this is the evaluated (self-, peer and expert) microteaching session (*cf.* 4.5.2.2); and
- provide knowledge and skills which could assist the newly appointed academic to be innovative and transforming in the education they offer. In addition, encourage them to use new and innovative teaching techniques as well as methods and to prepare educational activities and resources accordingly (*cf.* 4.5.3.2).

From the questionnaire survey the following comments gave rise to conceptualising this unit:

- Expose the newly appointed academic to presentations that are interesting and to the use of technology by demonstrating it;
- assist the academic to present educational sessions without them feeling to be exposed or on the spot (“like big brother is watching over them” *cf.* 5.4.2.5);
- have the newly appointed educators bring their teaching material to work on it (*cf.* 5.4.2.5); and
- learning activities and sessions in staff development should be practical for the academics to take what they have done back and apply it in their workplace.

The following characteristics of the adult learner also were taken into consideration (*cf.* 2.7.4):

- Adults believe in and value their past experiences which they bring into the learning environment;
- there is a readiness to learn, especially if it has relevance to the adult’s current situation; and
- instead of learning something to apply eventually, the adult learner has a need of immediate application of knowledge - in view of this their learning moves from subject-centredness to problem-centredness.

The proposed unit is packed out in detail in Table 6.10.

Table 6.10: Phase 2, Unit 6: The practical side to teaching-learning
(Table continues on the next two pages)

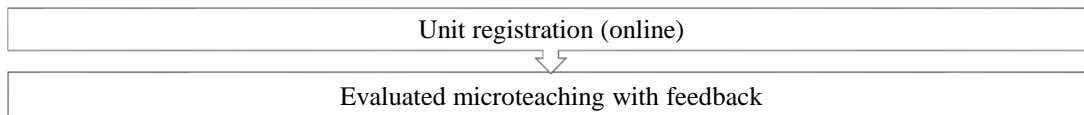
<div data-bbox="448 1496 1230 1563" data-label="Section-Header"> <p style="text-align: center;">Unit 6: The practical side to teaching-learning</p> </div> <div data-bbox="277 1590 427 1619" data-label="Section-Header"> <p>Introduction</p> </div> <div data-bbox="277 1626 1391 1727" data-label="Text"> <p>The aim of this unit is to give you the opportunity to demonstrate the ability to present an educational session. You will be encouraged to combine your prior and existing knowledge of and skills in educational strategies and methods.</p> </div> <div data-bbox="277 1765 558 1796" data-label="Section-Header"> <p>Prerequisite knowledge:</p> </div> <div data-bbox="277 1800 1279 1832" data-label="Text"> <p>Completion of the introductory phase and Unit 1 – Unit 5 is required before starting this unit.</p> </div> <div data-bbox="277 1870 802 1901" data-label="Section-Header"> <p>On completion of this unit you will be able to:</p> </div> <div data-bbox="277 1906 1391 2029" data-label="List-Group"> <ul style="list-style-type: none"> • demonstrate the ability to create an effective educational environment with a view to maximize student learning: <ul style="list-style-type: none"> - describe the educational environment in which you teach; - recognise the pitfalls of the educational environment; and </div>

- identify and use concepts to optimise the educational environment to ensure that learning takes place.
- discuss various basic concepts of teaching-learning in various educational settings:
 - describe the classroom set-up;
 - indicate where and how to get access to the classrooms;
 - formulate classroom rules;
 - address various challenges faced in classroom teaching;
 - apply the principles and practices of group work;
 - facilitate group work effectively;
 - discuss the clinical teaching platform of the Faculty;
 - demonstrate an understanding of the rules of the clinical teaching platform;
 - address various challenges faced when teaching in the clinical setting; and
 - effectively make use of clinical skills and simulation units.
- demonstrate the use of a range of educational methods and technologies to achieve the intended learning outcomes;
- demonstrate the ability to engage students effectively by involving students; and
- reflect on colleagues' educational practice and evaluate their teaching for improvement purposes.

Registration includes:

- admittance to an interactive contact session ; and
- access to an online platform with additional learning materials and resources, including simulated learning opportunities, video-taped reviews.

Schematic overview:



Learning activities:

Activity 1: (to be prepared before the contact session and delivered during the contact session)

Prepare a lecture of 45 minutes. You may use any topic from any discipline of your choice. This may be done with the aid of technology, e.g. PowerPoint, or Prezi, etc.. Before presenting the lecture, visit the venue in which the session will take place to familiarise yourself with the educational environment. You may take some time to make changes to the environment before you start your lecture (e.g. move the audience into groups).

Activity 2: (to be prepared before the contact session, and conducted during the contact session)

Develop a group work activity in which you will ask your peers and senior colleagues present in the contact session to participate. Use the activity to demonstrate how you will facilitate learning during group work.

Activity 3: (for all academic staff members involved in clinical training - to be completed in preparation for the contact session, -and conducted during the contact session)

Develop a clinical teaching session (of about 30-60 minutes). In this session consider teaching a specific skill. Present the clinical teaching session to your peers and senior colleagues present in the contact session.

Assessment:

All three activities will be assessed. The sessions will be video recorded and evaluated by your peers and the expert educators. You also will be asked to assess yourself and to write a reflection on your teaching session/s. Successful completion will lead to a certificate of attendance.

Evaluation:

On completion of this unit an online evaluation will be available. Completion of the evaluation is mandatory to obtain the certificate of attendance.

Additional learning opportunities/resources:

- Academic staff development sessions offered by the Division for Health Sciences Education (DHSE) and Centre for Teaching and Learning (CTL).

Phase 2, Unit 7: Student support and development

Student support and development is a very important aspect of health sciences education in the FoHS, UFS. Student support and development services are offered by the DHSE (*cf.* 2.4.2), however, all academic staff members have a role to play in student support and development. Results of the focus group interviews show that newly appointed academics wish for more information about the student support and development services offered by the DHSE (including which students to refer and where to refer them to). They also expressed a need for information about how to teach students with disabilities, with specific reference to students with learning problems (e.g. attention deficit and hyperactivity syndrome), what the academic's duties are towards students, what is etiquette in the student-educator relationship and how to communicate with students (*cf.* 4.5.4.2; *cf.* Appendix B4). A particular request was made for information on to how to take charge of disgruntled and difficult students (*cf.* 5.4.2.6).

The newly appointed staff member also has to be a role-model to his/her students and, therefore, a focus on this role was included in this unit. A description of the proposed unit is outlined in Table 6.11.

Table 6.11: Phase 2, Unit 7: Introduction to student support and development
(Table continues on the next two pages)

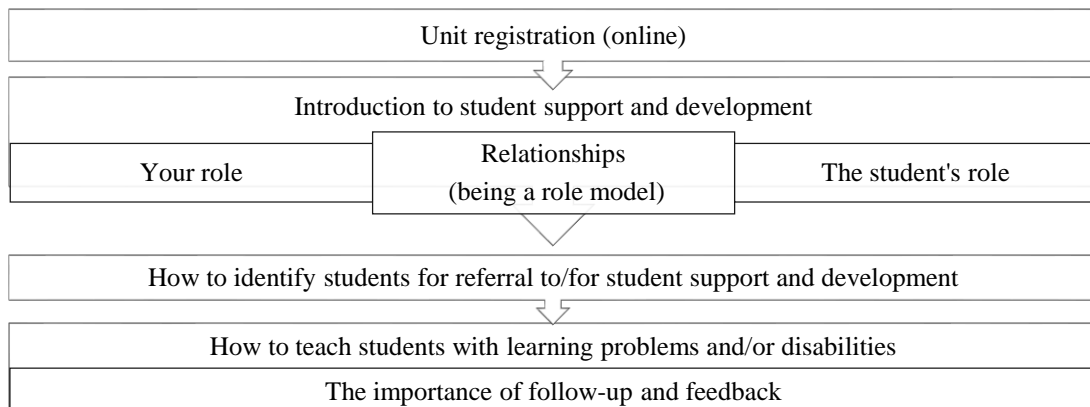
<div data-bbox="499 1615 1165 1650" data-label="Section-Header"> <p style="text-align: center;">Unit 7: Introduction to student support and development</p> </div> <div data-bbox="272 1684 435 1718" data-label="Section-Header"> <p>Introduction:</p> </div> <div data-bbox="272 1720 1394 1930" data-label="Text"> <p>This learning unit entails an introduction to the role of the academic in terms of student support and development. It presents an overview of the student and educator's relationship, and how to deal with difficult students. The unit also will present information about training students with learning problems or confirmed learning disabilities, and concludes with details of the student support and development services available in the FoHS, including how to identify students in need of referral and the referral process.</p> </div> <div data-bbox="272 1964 558 2000" data-label="Section-Header"> <p>Prerequisite knowledge:</p> </div> <div data-bbox="272 2000 1289 2036" data-label="Text"> <p>Completion of the introductory phase, and Unit 1 – Unit 6 is required before starting this unit.</p> </div>
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On completion of this unit you will be able to:

- describe your role as an educator in terms of student support and development;
- identify and refer students to the student support and development service in the DHSE;
- build effective relationships with your students;
- communicate effectively with your students;
- assist with and support the learning process for students:
 - motivate student learning (engaging students and encouraging active participation);
 - assist students to manage large quantities of work;
 - assist students to plan their learning schedules;
 - teach communication skills, reflection skills, critical thinking skills, decision-making skills and problem-solving; and
 - provide timely and informative feedback to students.
- be a role model for your students:
 - incorporate examples of personal, professional and clinical practice experiences into education with a view to facilitating the development of critical thinking skills in students;
 - role-model life-long learning;
 - role-model effective collegial relationships;
 - role-model the concept of respect;
 - role-model a code of conduct (e.g. being on time for educational sessions, dressing the part); and
 - role-model professionalism and acting ethically towards others (students, colleagues, patients).

Registration includes:

- admittance to interactive lectures which will also include videotaped reviews, simulated learning activities, group-work activities and live demonstrations; and
- access to an online platform with additional learning materials and resources required to successfully complete this unit.

Schematic overview:**Learning activities:****Activity 1:** (to be completed during the contact session)

In the large group, discuss what you think the academic staff member's (the lecturer's) role is in student support and development.

Activity 2: (to be completed during the contact session)

Divide into groups and read the student case studies provided. You will be asked to discuss these cases, identify the concern and decide on a management plan for the case.

Assessment:

Activity 2 will be assessed. Successful completion will lead to a certificate of attendance.

Evaluation:

On completion of this unit an online evaluation will be available. Completion of this evaluation is mandatory to obtain the certificate of attendance.

Additional learning opportunities/resources:

- *Ad hoc* training and development provided by Student Support and Development, Division for Health Sciences Education (DHSE).

6.6.2.3 Phase 2, *Area of activity 3: Assess student learning and give feedback*

One of the focus group interview findings is a request to continue to introduce newly appointed academics to basic concepts of assessment in the FoHS according to the assessment policy of the University and the FoHS (*cf.* 4.5.3.2). Results from the questionnaire survey indicated that this should be included in a staff development programme for newly appointed academics during the first year of employment. The following will be addressed in this unit (*cf.* Table 6.1; 3.1 – 3.11):

- Being aware of the general purpose of assessment;
- being informed of the basic concepts of assessment;
- being aware that assessment should align with learning outcomes;
- being aware of assessment processes;
- being aware that there is a difference between formative and summative assessment;
- being aware that assessment methods are chosen on the basis of the purpose, content and level of the assessment;
- being aware that robust assessment practices are integral to course development and effective educational practice;
- being aware that assessment practices require continuous monitoring and improvement;
- being aware of the importance of giving feedback to students;
- being informed of the assessment policy of the UFS with specific reference to the requirement of formal assessor and moderator training as requirement for all academic staff members who will be involved in student assessment; and
- being informed of the health professions education and training module: Teaching, training, learning and assessment in the pre-clinical, clinical and internship years (HPE 702) in the HPE Programme.

Table 6.12: Phase 2, Unit 8: Introduction to assessment in the FoHS
(Table continues on the next page)

Unit 8: Introduction to assessment in the FoHS											
<p>Introduction:</p> <p>The aim of this unit is to introduce you to assessment concepts and practices at the FoHS, UFS. In view of the regulation that all health sciences educators should complete formal training in assessment and moderation, this unit will only clarify the important concepts of assessment, inform you of the assessment policy of the UFS and Faculty, and inform you about the assessor and moderator training available on campus. Furthermore, the unit will introduce the concept of quality assurance which will be dealt with in more detail when you complete the prescribed module.</p>											
<p>Prerequisite knowledge:</p> <p>Completion of the introductory phase, Unit 1 – Unit 7 before starting this unit.</p>											
<p>On completion of this unit you will be able to:</p> <ul style="list-style-type: none"> • describe basic principles and practices of the assessment of student learning; • explain alignment of an assessment with learning outcomes; • justify the assessment methods chosen, considering the purpose, content and level of the assessment; • conceptualise the difference between formative and summative assessment; • explain the importance of giving feedback; • use an opportunity to discuss challenges that educators face in assessment practices; and • elucidate the educator's role in assessment and moderation, taking cognisance of the assessment policies of the UFS and Faculty. 											
<p>Registration includes:</p> <ul style="list-style-type: none"> • admittance to an interactive lecture; and • access to an online platform with additional learning materials and resources required to successfully complete this unit. 											
<p>Schematic overview:</p> <table border="1"> <tr> <td colspan="2">Unit registration (online)</td></tr> <tr> <td colspan="2">Introduction to assessment at the UFS and FoHS</td></tr> <tr> <td>Assessment principles defined</td><td>Assessment processes defined</td></tr> <tr> <td colspan="2">Challenges that educators face in assessment</td></tr> <tr> <td>Assessment policy</td><td>The educator's role in assessment</td></tr> </table>		Unit registration (online)		Introduction to assessment at the UFS and FoHS		Assessment principles defined	Assessment processes defined	Challenges that educators face in assessment		Assessment policy	The educator's role in assessment
Unit registration (online)											
Introduction to assessment at the UFS and FoHS											
Assessment principles defined	Assessment processes defined										
Challenges that educators face in assessment											
Assessment policy	The educator's role in assessment										
<p>Learning activities:</p> <p>Activity 1: (to be completed before the contact session) Read the assessment policy of the UFS and highlight the most important concepts for a class discussion.</p> <p>Activity 2: (written activity to be completed on Blackboard) Reflect on the second activity of Unit 2 (evaluating unit/module outcomes) and the second activity of Unit 5 (developing a teaching session). Make suggestions for one formative and one summative assessment which could be used in your module. Keep in mind the concept of constructive alignment. (Five typed pages; 1½ spacing; font size 12; margins of at least 2.5cm each.) Submit your written activity for assessment on Blackboard by following the online instructions.</p>											

Assessment:

Activity 2 will be assessed. Successful completion will lead to a certificate of attendance.

Evaluation:

On completion of this unit an online evaluation will be available. Completion of the evaluation is mandatory in order to obtain the certificate of attendance.

Additional learning opportunities/resources:

- Health professions education and training: Teaching, training, learning and assessment in the pre-clinical, clinical and internship years (HPEA7905) module in the Health Professions Education Programme.
- Academic staff development sessions offered by the Division for Health Sciences Education (DHSE) and Centre for Teaching and Learning (CTL).

6.6.2.4 Phase 2, *Area of activity 4: Managing educational duties*

This unit was formulated based on the fourth area of activity identified in this study in order to address the following aspects (*cf.* Table 6.1; 4.1 – 4.5):

- Understanding the roles and responsibilities of the academic at the FoHS, UFS and linking this to the academic's specific job description;
- knowing how to effectively manage time spent on educational duties;
- knowing how to effectively manage their administration duties;
- knowing how to be a role model for students; and
- being aware of the importance of work-life balance.

According to Boice's (1992:45-46; 98) research, those new academics who were 'quick starters' had clear goals and had ample time to network because this group planned their time accordingly (e.g. teaching preparation time was planned by spending only two hours preparing for every one-hour lecture). Planning ahead thus offered more time to schedule daily scholarly writing sessions and participating in networking activities (*cf.* 2.5.2.4). If all newly appointed academics could be made aware of this and be offered knowledge and skills to enable them to set clear goals (to focus on their specific roles and responsibilities) and plan ahead, they also may be 'quick starters'.

An additional aspect of teaching-training identified for this section is being a role-model. Boyd (2014:164) suggests that more experienced educators should role model what a lecturer should do, so that new lecturers can develop a sense of what type of educator

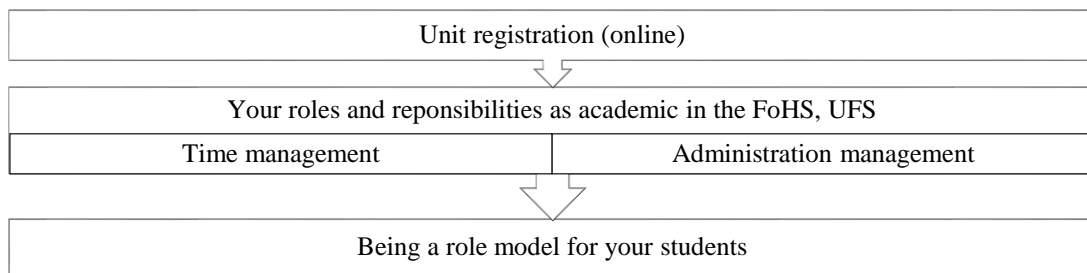
they would like to be (*cf.* 2.7.2). Also, the educator, especially as lecturer and in clinical practice, plays a very important role in the education and training of health sciences students. By observation of good examples of professional behaviour, as well as clinical competence, students have the opportunity to learn skills, attitudes and values (*cf.* 2.6.2).

Results of the questionnaire survey were used to develop this unit (*cf.* 5.4.2.13; *cf.* 5.4.2.15), and the proposed outline of the unit can be seen in Table 6.13.

Table 6.13: Phase 2, Unit 9: Introduction to the effective management of educational duties

(Table continues on the next page)

Unit 9: Introduction to the effective management of educational duties
<p>Introduction:</p> <p>The aim of this unit is to remind you of the roles and responsibilities in which you are involved as an academic, and to offer you knowledge and skills in terms of setting goals, managing time wisely, and effectively managing your administrative duties. The unit also reminds you to be a role-model for your students.</p> <p>Prerequisite knowledge:</p> <p>Completion of the introductory phase, Unit 1 – Unit 8 is required before starting this unit.</p> <p>On completion of this unit you will be able to:</p> <ul style="list-style-type: none"> • describe your roles and responsibilities as an academic staff member in the FoHS; • effectively manage time spent on all your roles; • effectively manage administration; <ul style="list-style-type: none"> - use skills that will assist you to successfully manage your office; - use skills to effectively manage your diary effectively; - use skills to effectively manage your e-mail communication; - identify the administration personnel in the Faculty and what their roles are; and - identify lines of communication. • explain the importance of being a role model for your students; <ul style="list-style-type: none"> - be a role-model for students by incorporating examples of personal, professional and clinical practice experiences into education with a view to facilitating the development of critical thinking skills in students; - be an advocate for life-long learning; - role-model effective collegial relationships; - role-model the concept of respect to students; - be an advocate for the code of conduct (e.g. being on time for educational sessions, dressing the part); and - act professionally and ethically towards students. • discuss the importance of work-life balance. <p>Registration includes:</p> <ul style="list-style-type: none"> • access to an online platform with online educational sessions and additional learning materials and resources required to successfully complete this unit.

Schematic overview:**Learning activities:****Activity 1:** (written activity to be completed on Blackboard)

Reflect on the second unit of the introductory phase, in which several roles and responsibilities of the academic staff member in health sciences were highlighted. Now that you have been working for a while, critically evaluate the roles in which you are involved and reflect on how you currently are managing these roles (*five typed pages; 1½ spacing; font size 12; margins of at least 2.5cm each*). Submit your written activity for assessment on Blackboard by following the online instructions.

Activity 2: (online educational session and activity to be completed on Blackboard)

Complete the online time management course and write a one- to two-page reflection on how you plan to make use of the knowledge and skills obtained from the session in practice. Specifically highlight ways in which you will balance time spent on your various roles and duties (*one to two typed pages; 1½ spacing; font size 12; margins of at least 2.5cm each*). Submit your written activity for assessment on Blackboard by following the online instructions.

Activity 3: (online educational session and activity to be completed on Blackboard)

Complete the online successful management of your office course and write a one to two page reflection on how you plan to make use of the knowledge and skills obtained from the session in practice (*one to two typed pages; 1½ spacing; font size 12; margins of at least 2.5cm each*). Submit your written activity for assessment on Blackboard by following the online instructions.

Activity 4: (written activity to be completed on Blackboard)

Complete the online course on the good role model. In addition, search the literature to identify the role of role modelling in health sciences education. Discuss the aspects to which you will be able to relate most and would like to role model as an educator (*five typed pages; 1½ spacing; font size 12; margins of at least 2.5cm each*). Submit your written activity for assessment on Blackboard by following the online instructions.

Assessment:

All four activities will be assessed. Successful completion will lead to a certificate of attendance.

Evaluation:

On completion of this unit an online evaluation will be available. Completion of this evaluation is mandatory to obtain the certificate of attendance.

Additional learning opportunities/resources:

- Health professions education and training: teaching, training, learning and assessment in the pre-clinical, clinical and internship years (HPEA7905) module in the Health Professions Education Programme.
- Academic staff development sessions offered by the Division for Health Sciences Education (DHSE) and Centre for Teaching and Learning (CTL).

6.6.2.5 Phase 2, *Area of activity 5: Manage educational and professional development*

From the focus group interview findings it may be inferred that newly appointed academics appreciated the orientation and development opportunity that the course for newly appointed lecturers offered. The participants also requested follow-up opportunities for continued or more in-depth educational development (*cf.* 4.5.1.3, 4.5.4.1). A participant indicated that she did not initially have any questions, but after having started teaching she had some questions, but by then the course was completed (*cf.* 4.5.4.1).

A refresher course for more experienced and senior staff members, which includes information about new and authentic teaching-learning and assessment approaches (*cf.* 4.5.4.1) also was requested. As previously pointed out (*cf.* Appendix B4), literature on new staff orientations also revealed the need of new staff to have a formal longitudinal programme for further development in which other colleagues (not only new academics) are included (*cf.* 2.7.1).

In developing the current programme, the above requests and recommendations were taken into consideration. The programme was developed to run over a period of time and in three phases. Each contact session is designed with activities for the newly appointed academic to take away what they have learned and put it into practice. The units within programme run in a logical sequence. It offers an opportunity for the newly appointed educator to identify any additional educational requirements and ask questions over a period of time. This unit addresses the following aspects (*cf.* Table 6.1; 5.1 – 5.4):

- Understanding and taking professional responsibility for own development (career development, personal development);
- managing personal educational time and resources effectively;
- being aware of the teaching and learning manager in the FoHS; and
- being aware of the services available at the DHSE, UFS etc.

Attention should also be drawn to some of the objectives of this staff development programme, namely: contributing to excellence in education; creating a culture of excellence, professionalism and independence; encouraging lifelong learning by creating

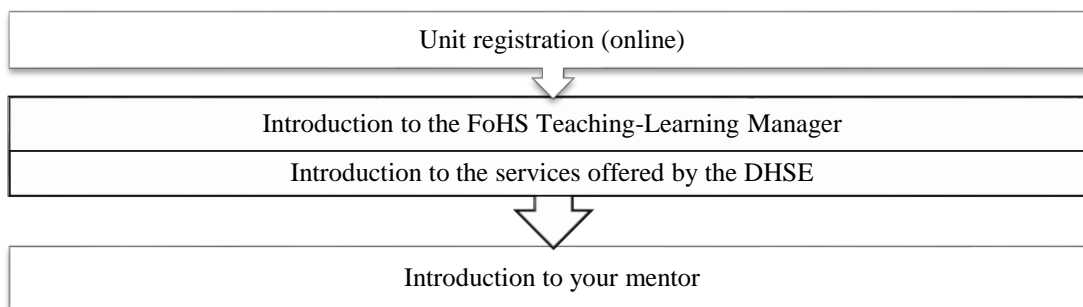
a culture of support for staff development practices; and strengthening collegial relationships among academics. These might be addressed in a mentoring programme for newly appointed academic staff members.

Mentoring programmes are highly advocated in the orientation and development of newly appointed staff members, as they may assist the new staff member in adjusting to the new work environment (*cf.* Saito 2014:190-200), offer an opportunity to gain recognition from colleagues, assist the staff member to set realistic self-expectations and performance goals (*cf.* Sorcinelli 1994:474), strengthen collegial relationships, and ensure skills transfer and continued support in teaching-learning (*cf.* Boice 1992:40,121-122). The University of Stellenbosch offers an 18-month mentorship programme for newly appointed academic staff members (*cf.* Kapp & Cilliers 1998:117).

In Table 6.14 the proposed mentorship programme is packed out.

Table 6.14: Phase 2, Unit 10: Participation in a mentoring programme
(Table continues on the next page)

<div data-bbox="518 1097 1152 1160" data-label="Section-Header"> <p>Unit 10: Participation in a mentoring programme</p> </div> <div data-bbox="279 1167 434 1193" data-label="Section-Header"> <p>Introduction:</p> </div> <div data-bbox="279 1200 1391 1337" data-label="Text"> <p>At this stage of the programme you will have been exposed to a variety of information and skills. You have also been working as an academic staff member for a while now. You will be able to select a mentor or on request you could be assigned a mentor. The mentor may be from your department and/or school or work in any other department or school.</p> </div> <div data-bbox="279 1377 557 1404" data-label="Section-Header"> <p>Prerequisite knowledge:</p> </div> <div data-bbox="279 1411 1267 1440" data-label="Text"> <p>Completion of the introductory phase, Unit 1 – Unit 9 is mandatory before starting this unit.</p> </div> <div data-bbox="279 1480 801 1509" data-label="Section-Header"> <p>On completion of this unit you will be able to:</p> </div> <div data-bbox="279 1516 1125 1677" data-label="List-Group"> <ul style="list-style-type: none"> • make full use of the advantages of the mentoring programme at the FoHS; • take full responsibility for your own development; • manage your personal educational time and resources effectively; • make use of the teaching and learning manager in the FoHS; and • make use of the services available at the DHSE, UFS. </div> <div data-bbox="279 1715 529 1744" data-label="Section-Header"> <p>Registration includes:</p> </div> <div data-bbox="279 1751 903 1812" data-label="List-Group"> <ul style="list-style-type: none"> • access to online learning materials and resources; and • allocation to a mentor in the FoHS. </div>

Schematic overview:**Learning activities:****Activity 1:** (written activity to be submitted on Blackboard)

You are encouraged to start keeping a journal. In this journal write down anything from your teaching sessions that worked well, or that did not work so well. Also document anything new that you tried. Reflect on the events with your mentor for further discussions.

Assessment:

None.

Evaluation:

On completion of this unit an online evaluation will be available. Completion of the evaluation is mandatory to obtain the certificate of attendance.

Additional learning opportunities/resources:

These will be available online.

6.6.2.6 Phase 2, Area of activity 6: Start conducting research

Research is a very important area of activity of the academic staff members at the UFS. Regardless of their type of appointment, all academic staff members will be involved in research in one way or another. This may include conducting their own research or supervising students (both undergraduate and postgraduate research projects).

Boice (1992:56) (*cf.* 2.5.2.3) identified the demand of research as a challenge that new academics faced and suggested that support should be provided to address any challenges that new academics might face in this area (Boice 1992:103).

The focus group interview findings indicate that newly appointed academics would like to know what the FoHS and UFS expect of them in terms of their role as researcher (*cf.* 4.5.4.1; Appendix B4), and they requested resources which could assist them in their research efforts (*cf.* 4.5.3.3; Appendix B4).

On asking academic staff members about when the newly appointed academic staff members should be informed about their role as researcher and offered development opportunities in various areas, the majority of participants selected the option of ‘after the first year of employment’ (*cf.* 5.4.2.16). Three comments which were left in an open ended section of this sub-section stood out:

1. *“The focus in the first year should be on the teaching and learning strategies and after the first year, when new lecturers are settling in will be more appropriate for research training.”*
2. *“These should be addressed in a separate orientation.”*
3. *“This role should not be duplicated with the post-graduate and research office of the UFS doing excellent work.”*

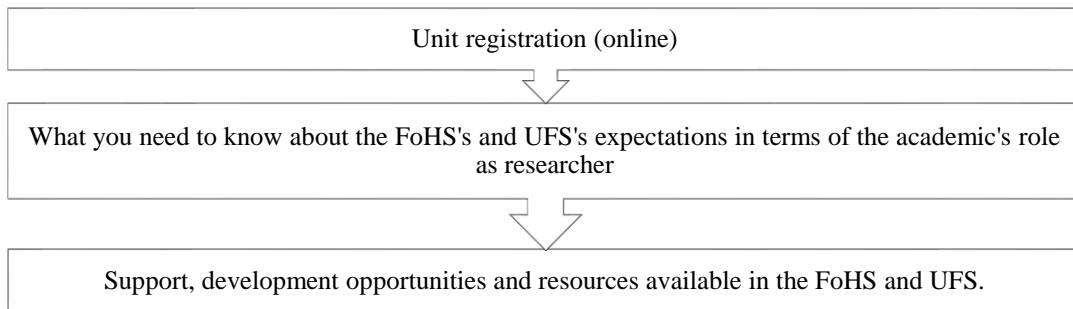
In view of these findings and results the newly appointed academics, during their first year of employment, should be informed of what the FoHS and UFS expect of the academic in terms of research, and they should be referred to formal courses and additional support in terms of research development in the FoHS and UFS. In view of one of the objectives of the staff development programme for newly appointed academics being awareness of educational research opportunities and collaboration, the HPE programme could be advertised. The proposed outline of Unit 11 is provided in Table 6.15.

Table 6.15: Phase 2, Unit 11: Introduction to research in health sciences education
(Table continues on the next page)

Unit 11: Introduction to research in health sciences education
<p>Introduction: The aim of this unit is to orientate you to the expectations that the FoHS, UFS has in terms of research. Research forms a very important aspect of the academic’s career, and there are structures in place in the Faculty and the University to equip you with the appropriate knowledge and skills to become a successful researcher. This unit will guide you to these resources.</p> <p>Prerequisite knowledge: Not applicable.</p> <p>On completion of this unit you will be able to:</p> <ul style="list-style-type: none"> • identify your specific requirements in terms of development as a researcher; and • identify and find support, development opportunities and resources available in the FoHS, and at the UFS.

Registration includes:

- Access to an online educational session with additional learning materials and resources.

Schematic overview:**Learning activities:**

None.

Assessment:

None.

Evaluation:

On completion of this unit an online evaluation will be available. Completion of this evaluation is mandatory to obtain the certificate of attendance.

Additional learning opportunities/resources:

These will all be available online.

Completion of all eleven units will lead to a certificate of completion. On completion of this phase it is proposed that the newly appointed academic will be suitably equipped with knowledge and skills to become an efficient educator at the FoHS, UFS.

6.6.3 Phase 3: Advanced

The theme of this phase is: Becoming a proficient educator by obtaining specific and more advanced instructional skills in optional areas of activity (illustrated in Figure 6.2). A framework for the phase is depicted in Figure 6.5.

It is proposed that this phase be open not only for the newly appointed academic staff member, but also for any academic member of staff in the FoHS, UFS (*cf.* 4.5.4.1).

Completion of the units within the phase is optional, and the academic may choose the units they want to complete; therefore, it will not be necessary to complete all the units within this phase.

A series of theoretical courses and/or workshops are proposed for this phase. In the event of existing modules and staff development workshops being available in the FoHS already, these will be utilised rather than duplicating the module or workshop. An example is the module ‘Community service learning, inter-disciplinary education and primary health care’ (module code HPEC7905) in the HPE Programme.

On completion of each unit the academic will be required to develop a course portfolio (*cf.* 2.7.7.9) and to submit it for review, after which they will obtain a certificate of completion.

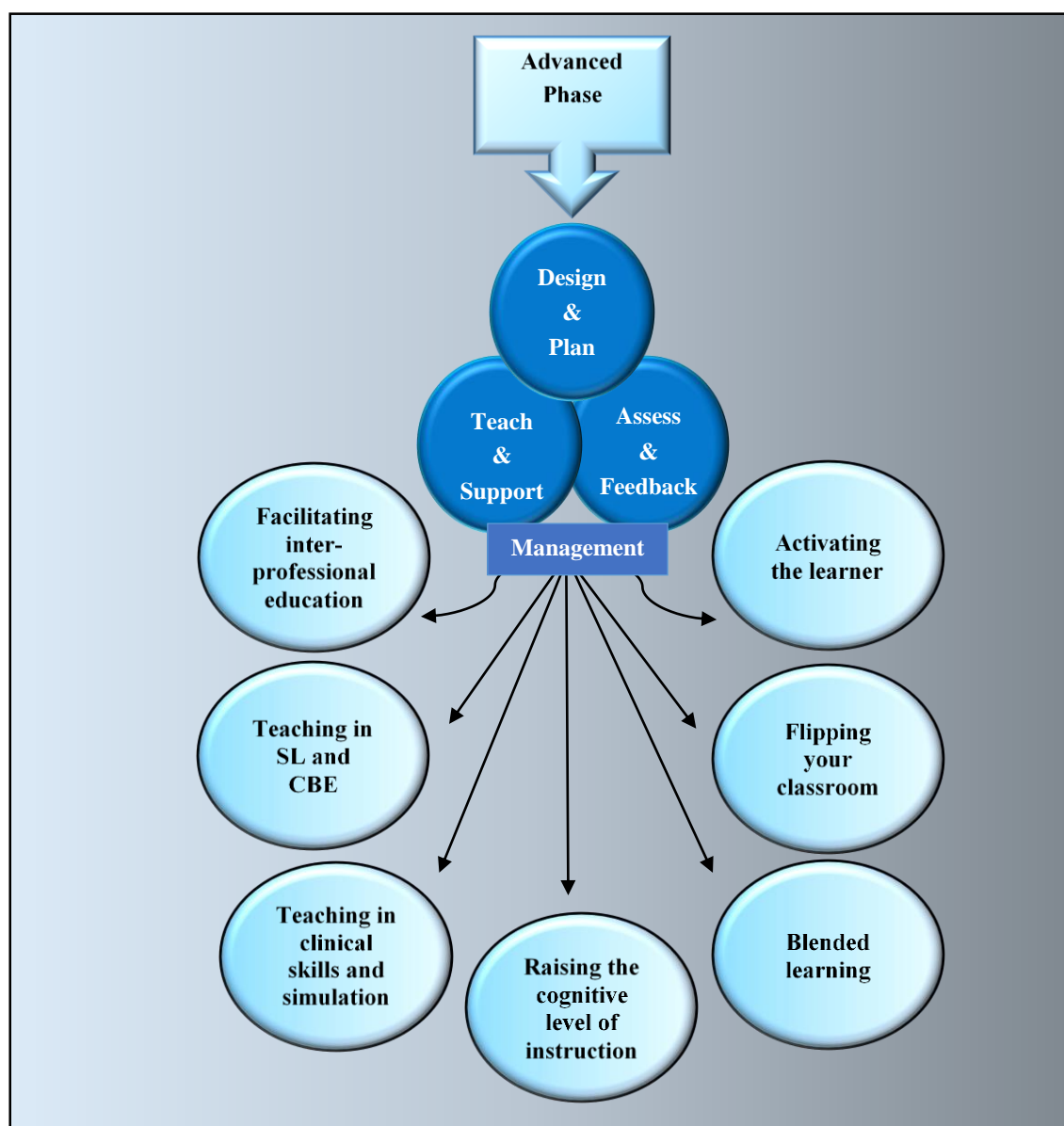


Figure 6.5: A framework for the advanced phase in the staff development programme for newly appointed academics at the FoHS, UFS

6.7 SUMMATIVE REMARKS

The staff development programme as presented in this chapter was developed by the researcher making use of scholarly evidence. Programme development principles commonly include consideration of the learning requirements of the intended target population (*cf.* 2.3.3); results of the focus group interviews (*cf.* Appendix B4) were used to address the requirements of newly appointed educators in the FoHS. Close attention was paid to the knowledge and skills the educator is required to have in order to function optimally (these commonly are prescribed by the institution within which the educator is employed). These were identified by means of the questionnaire survey which was completed by health sciences educators in the FoHS. The programme schedule and content were developed using the results of the focus group interviews and the results of the questionnaire survey (*cf.* Appendix C4). Essential components of effective academic staff orientation (*cf.* 2.7.1) were adhered to in the development of the programme.

The target population for this programme comprises professional practitioners (within the field of health sciences) with varied levels of prior experience in terms of health sciences education. The programme has been developed containing learning activities that encourage participants to draw from their prior experience and add new information and skills (scaffolding), encourage active participation in a constructive learning environment, and offer the opportunity to learn within a group context with peers, and to learn from more experienced colleagues (*cf.* 2.7.4). Several units and learning activities guide learning for immediate application, and the programme encourages the development of reflective practitioners. The programme has been developed keeping in mind that these professional colleagues are adult learners and they have specific learning requirements.

Throughout the programme the newly appointed academics will be supported and guided to more detailed training and development opportunities in the field of HPE. It is hoped that some of these newly appointed academics will be inspired to obtain a diploma or degree in HPE and continue to contribute to the excellence of teaching-learning and educational research in the FoHS, UFS.

6.8 CONCLUSION

This chapter presented the unique contribution of the research, namely a staff development programme for newly appointed academics in the FoHS, UFS. In the development of the programme cognisance was taken of the specific needs of academic staff members in health sciences. The programme therefore will not necessarily benefit colleagues who do not work in health sciences. However, the described steps followed in the development of this programme may be followed to develop a specifically tailored programme for the use in any other environment.

The next chapter (Chapter 7) contains the conclusion, recommendations and limitations of this research report.

CHAPTER 7

CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS OF THE STUDY

7.1 INTRODUCTION

It is often said that the academic staff of a higher education institution is its biggest asset. It thus is obvious that these institutions will do anything in their power to foster and enhance their academic staff's well-being. This does not only include good remuneration and satisfactory working conditions, but also helping them find their feet in the profession, and making them feel confident in doing what they do, and to feel they are doing it well. This process has to start as soon as possible to prevent negative occurrences and to ensure that these staff members feel at home and in control from the very beginning of their careers as educators.

A detailed study was conducted with the intention to develop a staff development programme for newly appointed academic staff members at the FoHS, UFS. The programme was developed with a view to orientate, develop and support the newly appointed academic in the FoHS, UFS over a period of time.

The aim of Chapter 7 is to provide concluding remarks to this research report in terms of the research findings and the academic staff development programme for newly appointed academics developed in the study. An overview of the study will be given with a specific focus on each research question. This will be followed by a conclusion of the study and limitations that challenged the researcher will receive attention. The study contribution and recommendations will also be detailed. The chapter will then be rounded off with final remarks which will conclude this thesis.

7.2 OVERVIEW OF THE STUDY

In this study an overall research question was posed with three sub-questions which were given in Chapter 1 (*cf.* 1.3). Chapter 3 includes information about the methods which were used to address these questions. In this section of Chapter 7, the three sub-questions

are looked at again to determine whether they have been answered, and the main findings and final outcomes are stipulated.

7.2.1 Research sub-question 1

The first research sub-question in this study was: *How can staff development programmes for newly appointed academics be contextualised and conceptualised (including current logistics, content, presentation methods and styles, as well as adult education principles and learning requirements)?*

To contextualise and conceptualise staff development programmes for newly appointed academics a literature study was completed and the findings were provided in Chapter 2.

During the study of the literature on staff development for newly appointed academics, it became apparent that:

- Staff development for newly appointed academics can assist the new academics to learn their way around (*cf.* 2.5.1), to learn what will be expected of them (*cf.* 2.5.3), to address various challenges the new academics may face when first entering academia (*cf.* 2.5.3), enable the newly appointed academics to develop a sense of belonging (*cf.* 2.5.3), and to provide the academics with the most basic knowledge, skills and values which should eventually be mastered which in turn will offer the academics a head start to become successful educators and researchers (*cf.* 2.5.2.2; 2.5.3).
- A successful and well planned staff development programme ultimately will enable newly appointed academics to contribute independently, to become efficient at an earlier stage in their careers, will contribute to a sense of job satisfaction increased productivity, and in the end will result in a return on investment (*cf.* 2.5.3).
- In staff development various roles of the academic are considered (*cf.* 2.3.2). Twelve roles of the (medical) educator were identified (*cf.* 2.6.2) but it is important to note that the area of activity that the academics should comply with will be dependent on their specific positions or appointments (job description) (*cf.* 2.6.2.1). Considering

the identified roles, a staff development programme will help to equip educators with the competencies they need to fulfil the roles expected of them (*cf.* 2.6). In addition, research also deserves attention (*cf.* 2.4.2; 2.5.2.3). From the literature a set of professional standards, including core values and competency domains was identified. This may be used in the development of educators in the field of health professions education (*cf.* 2.6.3).

- Health sciences educators in the 21st century should be “socially accountable, competent and relevant health care professionals equipped with discipline knowledge, teaching skills, profession specific and generic higher education competencies, values and attitudes” (*cf.* 2.6.1). Higher education puts a high premium on cooperative learning, encouragement of deep learning rather than surface learning, a learner-centred approach and lifelong learning (*cf.* 2.6.2). In view of this, staff development approaches should change to not only offer the necessary knowledge, skills and values, but to accommodate demonstration and role-modelling of these approaches to learning.
- In terms of a staff development programme, the academic developer (*cf.* 2.3.3) is warned against re-inventing the wheel; instead the following suggestions are made: make use of replicable elements from existing programmes, consider educational theories and principles during programme development, and focus on continuous and authentic professional learning for cumulative learning, practice and growth (*cf.* 2.3.4).
- In terms of staff development approaches to orientate new staff, clear and consistent expectations, feedback, mentoring, networking opportunities, orientation and insight into research are all required (*cf.* 2.5.3; 2.7.2). The following was proposed for a staff development programme for new academics: Formulate explicit learning outcomes, provide easily accessed information resources (available in multiple formats, e.g. electronic, resource fair, etc.), offer multiple sessions distributed over time, provide opportunities to build collegial relationships, use practical examples to link theory to actual practice, have a good understanding of lecturers’ educational practices and encountered problems in order to improve possible interventions, incorporate a variety of educational strategies and methods, and always consider the whole context

(organisational culture, the curriculum, teachers and students) to contribute effectively to educational change (*cf.* 2.3.4; 2.7.1; 2.7.3.1). New academics also should be assisted in their teaching, to obtain financial support and to have sufficient time (offer an initially less-loaded schedule) to pursue further training and development, and ensure feedback on their progress (*cf.* 2.7.1).

- Developmental interventions should be well designed in order to adhere to adult learning principles, to acknowledge different learning styles (preferences), to consider the learning environment, and to adhere to principles of teaching-learning, and ideally should include a combination of educational approaches to ensure success (*cf.* 2.7.2; 2.7.4; 2.7.5).
- Programme evaluations should be focused on the process and the overall impact, and the programme should be supported by a committed institution (*cf.* 2.3.4; 2.7.3.1).

The literature study served as a basis for the development of the questionnaire survey which was used to answer the third research question (*cf.* 7.2.3).

7.2.2 Research sub-question 2

What were the experiences of staff who attended the course for newly appointed lecturers over the past three years (2011-2013)? This was the second research sub-question in this study. To determine what the experiences of staff who had attended the course for newly appointed lecturers during the previous three years were (2011-2013), focus group interviews were conducted. The interviews were conducted with newly appointed academic staff members who were appointed in the FoHS between 1 January 2011 and 30 June 2013. The main findings of the interviews were summarised in Appendix B4.

7.2.3 Research sub-question 3

The third research sub-question asked: *What should the staff development programme aimed at newly appointed academics in the FoHS, UFS entail?*

The objective pursued was to design and compile a staff development programme for newly appointed academics. To determine the content of such a programme, a questionnaire was designed and distributed to all academic staff members in the FoHS, UFS with a view to obtaining their opinions on what to include.

The questionnaire consisted of four sections. Section A collected demographic information about the participant. The participants also had to indicate whether they ever had completed a course for newly appointed academics. In Section B the participants had to provide their opinions regarding several focus areas which were deemed important for newly appointed academic staff members. In the third section, Section C, participants were asked about which roles they considered as important or not important for health sciences educators. Finally, in Section D the participants were requested to add additional comments regarding what should be offered in an orientation programme and how it should be presented.

The results and discussion of the questionnaire survey part of the study were dealt with in Chapter 5 and Appendix C4.

7.2.4 The overall research question

Using the results of the focus group interviews and questionnaire survey, as well as the findings of the literature study, a conceptual framework for a staff development programme was compiled, and eventually the staff development programme for newly appointed academics in the FoHS, UFS was developed. In this process the experience of the researcher as staff developer in the Faculty of Health Sciences, UFS played a valuable role.

The outcome represents the response to the overall researcher question, namely: **What should an outcomes-based staff development programme, which complies with adult education principles, aimed at newly appointed academic staff members in health sciences, entail?**

The research questions thus were answered successfully, and the aim and objectives of the study were achieved.

7.3 CONCLUSION

This study originated from the realisation that no formal research has been conducted into what a staff development programme aimed at addressing the learning requirements of newly appointed academic staff of the FoHS at the UFS, who are adult learners, should entail.

A study of the literature revealed several challenges that newly appointed academics face when they first enter the higher education realm, and although various recommendations are available to support and develop this cohort effectively, the question is whether these recommendations are suitable for the adult learner in our unique context. In the South African setting the role of the health sciences educator is changing and several additional challenges (to what they faces in the past as well as to what educators face in other countries) have to be faced. These challenges include teaching students who come from diverse backgrounds, and often disadvantaged backgrounds, many students are first-generation students, the student population is growing rapidly, and there is a need to make use of more innovative and new teaching-learning approaches and methods. Teaching at the UFS furthermore means teaching in a multicultural environment, and the institution follows a parallel-medium mode of instruction (up to the end of 2016, when this will change and the university switch to a single medium of instruction). Literature highlights the fact that a successful and well-planned staff development programme will ultimately enable newly appointed academics to develop a sense of belonging and offer them the necessary knowledge and skills to become efficient sooner. The goal of the study was therefore to provide quality training to newly appointed academic staff members in the FoHS, UFS, with a view to improving the overall quality of teaching-learning.

It was decided to use both qualitative and quantitative approaches to collect information from less experienced and more experienced academics in health sciences. Focus group interviews were conducted with academics who had completed the course for newly appointed lecturers between 2011 and 2013. The results provide valuable insight into the learning and support requirements of new academics in the FoHS, UFS. In addition, results from the questionnaire research, which considered input from both less experienced and more experienced academic staff members in health sciences, provided data that contributed to the development of a context-specific staff development

programme for newly appointed health sciences academics. The findings of the focus group interviews and questionnaire research were presented meticulously and discussed in Chapters 4 and 5 respectively.

The research findings, together with the theoretical background, were integrated to develop a staff development programme to orientate, support and develop newly appointed academics in health sciences. A schematic overview of the programme that was designed and developed is provided in Figure 7.1. In this study five areas of activity were identified, based on scholarly work conducted in the field. These were identified as key to the newly appointed academics establishing basic knowledge and skills, so that they can perform in their academic roles. The programme contains explicit learning outcomes, and the design considered adult learning principles, different learning styles (preferences), the learning environment, and principles of teaching-learning. Various educational approaches were selected for application in presenting the programme.

The contribution of this study includes a contextually relevant, original and functional staff development programme to orientate, develop and support newly appointed academic staff members. The programme was developed on the basis of sound scholarly work. Follow-up research is recommended to ensure the success of the implementation of the programme and for evaluation (to assess the impact of the programme).

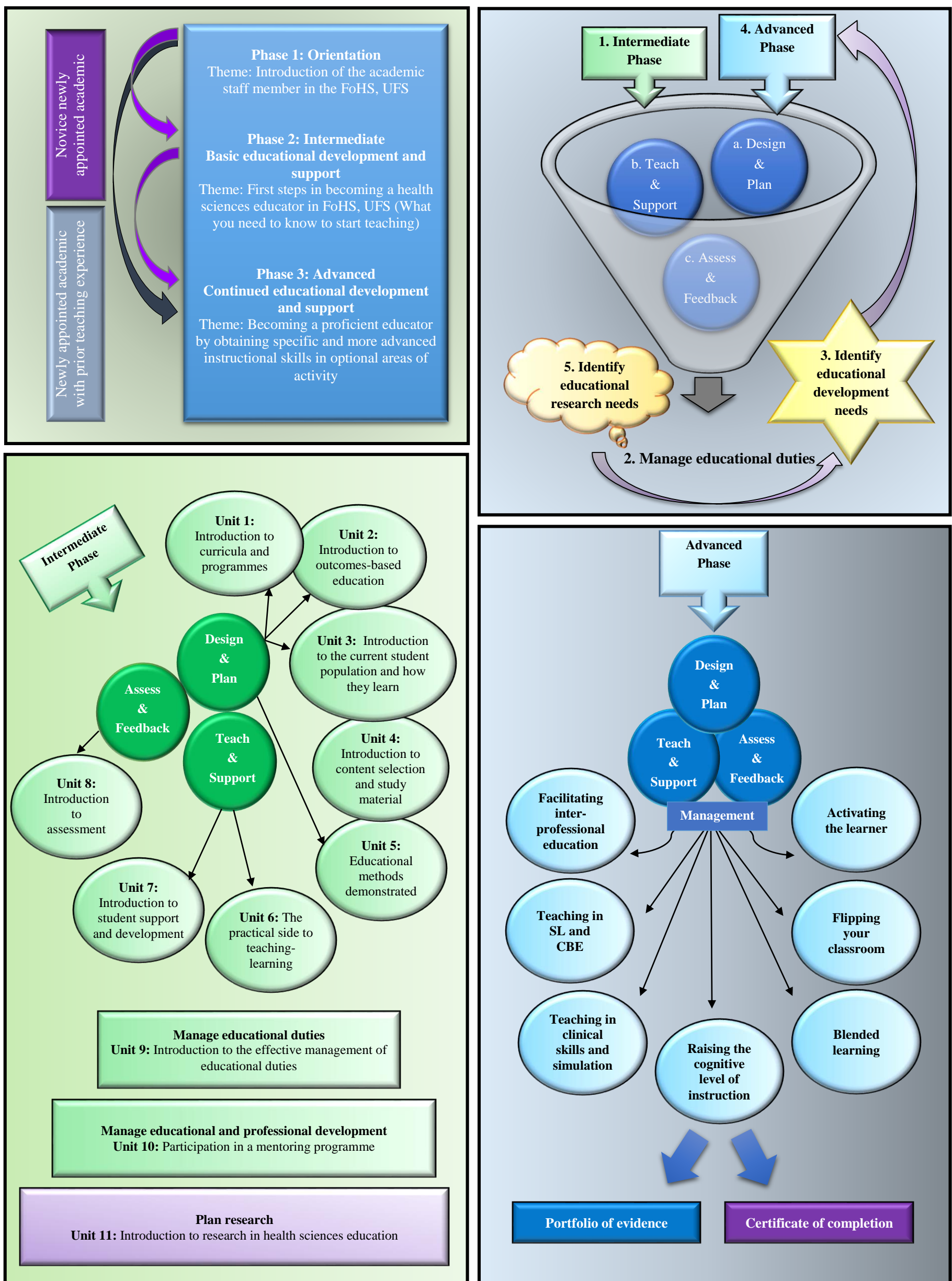


Figure 7.1: Schematic overview of the three phases in the staff development programme for the newly appointed academics in the FoHS, UFS

7.4 LIMITATIONS OF THE STUDY

The following limitations were recognised in this study:

- Although the research initially was demarcated clearly, it became rather comprehensive, as each of the three data collection methods (literature study, interviews and questionnaire survey) generated extensive data. Although the primary field of study was indicated as health professions education and staff development, it also touched on adult education principles, learning preferences and learning theories (*cf.* Chapter 2), ensuing in a broader scope. Some of the aspects merely were touched on, but may be elucidated in follow-up research or when the research findings are prepared for publication.
- In terms of the focus group interviews, participants reported that their experiences of having completed the newly appointed lecturer course earlier were based on what they could remember from the course. Some participants expressed the opinion that too much time had gone by since then to raise honest comment on those topics. It was suggested that all participants of such courses should be followed up relatively soon as this would render more up to date information.
- Although a sufficient response rate was obtained, time constraints and a heavy workload on the part of the participating academic staff members may have impacted negatively on the return rate of the questionnaires (*cf.* 3.3.3.6; 5.2). Ideally all academic members of staff should have participated in the study in order to make more generalised conclusions possible. However, in the light of the data seeming to follow the same trend and very little new data being obtained from the last questionnaire surveys, it was clear that data saturation was reached. Therefore, considering time constraints, it was decided to end data collection after four months.
- During the questionnaire survey part of the research, the researcher initially had problems to obtain a list of all academic staff members in the FoHS due to no centralised list being kept of the various employers at the FoHS. A list of names was obtained from the Faculty's administrative office and the researcher co-checked the list with the Faculty website and visited every department in the Faculty to obtain e-

mail addresses of the academic staff members who were working in the Faculty during the empirical phase of the study. This was time consuming, but seemed to have worked well in the end.

- Another factor which could have affected the response rate of the questionnaire survey research was issues with the EvaSys system. According to feedback from colleagues the internet sometimes was unresponsive and they were unable to continue to complete the survey, and then had to start over again. One colleague in particular reportedly tried four times before giving up and at that stage was no longer interested in completing the survey. This could have been the case with other colleagues too, in which case having had the backup hard copy of the questionnaire available was useful.

7.5 CONTRIBUTION OF THE RESEARCH

The overall goal of the study was to provide quality training to newly appointed academic staff members in the FoHS, UFS with a view to improving the overall quality of teaching-learning, educational research and administrative competence; to ensure continued high-level academic activities in departments, schools, the faculty and the university, and, most important, to enhance the learning success of their students who ultimately, as health care professionals will exit the institution, offering a skilful and valuable service to their communities.

The study was aimed at designing and compiling a staff development programme, based on adult education principles, with a view to orientate, develop and support newly appointed academic staff members in the FoHS, UFS.

The value of the study is found in the final outcome - a contextually relevant, original and functional staff development programme to orientate, develop and support the newly appointed academic staff member. In rendering this outcome, it is trusted that the research will make a meaningful contribution to new knowledge in the field of health sciences education.

Through disseminating the findings by means of publications and presentations at national and international conferences, an endeavour will be made to contribute to the

body of knowledge in field of HPE and staff development. Elements from this programme potentially may be adapted and used in other Health Sciences Faculties.

7.6 RECOMMENDATIONS

In order for this study to yield significant and valuable results, the following recommendations are made:

- The findings of the study should be made available to the DHSE and the Faculty Management for discussion and approval with a view to implementation to take the education and training of newly appointed academics in the FoHS a step further;
- the implementation process and the evaluation of the programme ideally should be steered by post-doctoral research conducted by the researcher (who is academic developer at the faculty concerned); and
- the findings of this study should be presented at national and international conferences and in publications in accredited higher education, health professions education and/or staff development journals.

7.7 CONCLUSIVE REMARK

This chapter concludes this thesis. The beneficiaries of this programme will be future newly appointed academic staff members in the FoHS, UFS and, in turn, the students will benefit from being taught by proficient health sciences educators. Overall this may make a contribution to the excellence of teaching and learning at the FoHS, UFS.

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APPENDICES

APPENDIX A

APPENDIX A1	EVIDENCE OF PERMISSION TO CONDUCT THE STUDY
APPENDIX A2	ETHICS COMMITTEE OF THE FACULTY OF HEALTH SCIENCES DOCUMENT

APPENDIX A1

EVIDENCE OF PERMISSION TO CONDUCT THE STUDY

APPLICATIONS FOR APPROVAL: HPE CANDIDATES 2013

(April 2013)

Ph.D. Degrees (HPE 8951)

PARTICULARS OF THE CANDIDATE	COURSE APPLIED FOR	SUMMARY OF QUALIFICATIONS	PRELIMINARY STUDY FIELD	PROPOSED PROMOTORS	RECOMMENDATION FORM HPE PROGRAMME DIRECTOR
Ms C van Wyk '0767224034	Ph.D. (HPE)	B.Sc. (Genetics) 2004 [UFS] B.Sc (Hons) Genetics 2005 [UFS] M.Sc (Med) Genetic Counselling 2008 [WITS]	<i>A structured professional development programme aimed at new lecturers in the Faculty of Health Sciences, UFS</i>	Promoter: Prof MM Nel Co-Promoter: Prof GJ van Zyl	Student adheres to the required admission criteria in the field of Health Profession Education. Recommend: to be enrolled for HPE708 Strongly recommend as PhD candidate

Dekan:
Fakulteit Gesondheidswetenskappe
Universiteit van die Vrystaat

2013 -04- 22
Dean: Faculty of Health Sciences
University of the Free State

Prof. Nel

[Signature]
22/4/13

APPROVED BY PROF MM NEL

APPROVED BY PROF GJ VAN ZYL

APPENDIX A2

ETHICS COMMITTEE OF THE FACULTY OF HEALTH SCIENCES DOCUMENT

Research Division
Internal Post Box G40
☎(051) 4052812
Fax (051) 4444359

E-mail address: StraussHS@ufs.ac.za

Ms H Strauss/hv

2014-04-15

REC Reference nr 230408-011
IRB nr 00006240

MS C VAN WYK
C/O PROF MM NEL
DIVISION HEALTH SCIENCES EDUCATION
OFFICE 130, BLOCK A
FACULTY OF HEALTH SCIENCES
UFS

Dear Ms Van Wyk

ECUFS NR 213/2013

MS C VAN WYK

DIVISION HEALTH SCIENCES EDUCATION

PROJECT TITLE: A STAFF DEVELOPMENT PROGRAMME FOR NEWLY-APPOINTED
ACADEMICS IN THE FACULTY OF HEALTH SCIENCES, UNIVERSITY OF THE FREE STATE.

1. You are hereby kindly informed that at the meeting in 8 April 2014 the Ethics Committee condoned the approval of the study after all conditions have been met when the following was received:
 - *E-mail dated 2014/03/10 from the Faculty Management of the Faculty of Health Sciences granting permission to conduct the study*
2. Committee guidance documents: Declaration of Helsinki, ICH, GCP and MRC Guidelines on Bio Medical Research. Clinical Trial Guidelines 2000 Department of Health RSA; Ethics in Health Research: Principles Structure and Processes Department of Health RSA 2004; Guidelines for Good Practice in the Conduct of Clinical Trials with Human Participants in South Africa, Second Edition (2006); the Constitution of the Ethics Committee of the Faculty of Health Sciences and the Guidelines of the SA Medicines Control Council as well as Laws and Regulations with regard to the Control of Medicines.
3. Any amendment, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.
4. The Committee must be informed of any serious adverse event and/or termination of the study.
5. All relevant documents e.g. signed permission letters from the authorities, institutions, changes to the protocol, questionnaires etc. have to be submitted to the Ethics Committee before the study may be conducted (if applicable).
6. A progress report should be submitted within one year of approval of long term studies and a final report at completion of both short term and long term studies.

APPENDIX B

APPENDIX B1	LETTER OF INVITATION TO PARTICIPATE IN THE FOCUS GROUP INTERVIEWS
APPENDIX B2	CONSENT TO PARTICIPATE IN THE FOCUS GROUP INTERVIEWS
APPENDIX B3	INTERVIEW SCHEDULE FOR THE FOCUS GROUP INTERVIEWS
APPENDIX B4	SUMMARY OF THE MAIN FINDINGS OF THE FOCUS GROUP INTERVIEWS

APPENDIX B1

LETTER OF INVITATION TO PARTICIPATE IN THE FOCUS GROUP INTERVIEWS

Dear Dr/Mr/Ms

Date

Letter of Invitation to Participate in the Research

Ph.D. (HPE) project titled:

**A STAFF DEVELOPMENT PROGRAMME FOR NEWLY-APPOINTED
ACADEMICS IN THE FACULTY OF HEALTH SCIENCES, UNIVERSITY OF
THE FREE STATE**

Principal Researcher: Miss Chantel van Wyk, Lecturer, Office of the Dean, Division Health Sciences Education

Dear Colleague,

I am conducting research with the aim in identifying the current experiences of academic staff who had completed the newly-appointed lecturer course offered by the Division of Health Sciences Education in the Faculty of Health Sciences within the last three years: between 1 January 2011 to 30 June 2013.

You have been selected because you completed the course within our Division, in the last three years and we feel that your contribution in this focus group interview will be very valuable.

I therefore would like to request your participation in this research as a member of a panel of participants. Participation is voluntary and confidential. Your responses will be treated confidentially and you will remain anonymous. Should you feel concerned you may withdraw your consent and end your participation at any stage of the project. *There will be no cost payable by any participants and it should be noted that no remuneration will be received.*

The interview will take place in a group formation in the Debrief Room in the Clinical Simulation Unit, First Floor Block A, Francois Retief Building, Faculty of Health Sciences and **it will take about 60-90 minutes**. Pre-selected questions will be presented and the purpose will be to stimulate discussions between colleagues.

The focus group interview is scheduled for the following dates and times:

<input type="checkbox"/> Group 1 Thursday	27 February 2014	14:00 – 16:00
<input type="checkbox"/> Group 2 Monday	3 March 2014	09:00 – 11:00
<input type="checkbox"/> Group 3 Monday	3 March 2014	14:00 – 16:00
<input type="checkbox"/> Group 4 Monday	10 March 2014	14:00 – 16:00

Should you be willing to participate, kindly indicate the first and second best date and time above that will suit you and e-mail this document back to the researcher. You will then be contacted with further arrangements. Light refreshments will be available on the day of the Focus Group Interview for your enjoyment.

Permission to conduct the study had already been obtained by the Ethics Committee for Medical Research (number: NR 213/2013).

The results from this study will lead to the improvement of the current newly-appointed lecturers course within the Division. We hope to identify what you feel the specific developmental requirements of newly-appointed staff within the Faculty of Health Sciences are, in order for us to accommodate them in the future.

If you require further information, or wish to withdraw your participation at any stage, you can contact the principal researcher or any of the promoters as specified below.

Thanking you in advance for your consideration to take part in this research.

Yours sincerely,

Chantel van Wyk

Contact details: Researcher: Miss C. van Wyk

Lecturer, Office of the Dean, Division Health Sciences Education

Telephone: 051 405 3269/ 401 7773

E-mail: vanwykc2@ufs.ac.za

Contact details: Promoter: Prof. M.M. Nel

Head of the Division Health Sciences Education

Telephone: 051 405 3092

E-mail: nelmm@ufs.ac.za

Contact details: Co-Promoter: Prof. G.J. van Zyl

Dean of the Faculty of Health Sciences

Telephone: 051 405 3012

E-mail: vanzylgj@ufs.ac.za

Contact details: Secretariat (Ethics Committee):

Telephone: 051 405 2812/ 4017795

APPENDIX B2

CONSENT TO PARTICIPATE IN THE FOCUS GROUP INTERVIEWS

CONSENT TO PARTICIPATE IN FOCUS GROUP INTERVIEW

Dear focus group participants

Consent Form

Regarding participation in the Ph.D. (HPE) research study titled:

**A STAFF DEVELOPMENT PROGRAMME FOR NEWLY-APPOINTED
ACADEMICS IN THE FACULTY OF HEALTH SCIENCES, UNIVERSITY OF
THE FREE STATE**

I (title and full names) _____

- I have been fully informed about the research study and my participation in the study
- I agree that the focus group interview may be both video- and voice recorded and I understand that these recordings will be kept safe.
- I freely agree to participate in this project, and acknowledge that should I wish to withdraw my participation, due to unforeseen circumstances or personal choice, I would be required to sign a revocation of consent form which will be given to me by the researcher. I understand that this will not disadvantage me in any way.
- I understand that my identity and personal details will remain confidential
- I further acknowledge that I am aware that the findings in this study will be presented at appropriate congresses and forums and for publication purposes.
- I understand that I will be given a copy of the consent form to keep.
- I am aware that I can contact the researcher and/or promoters of the study at any time should I have a concern.

Signature _____

Date _____

Please E-mail, fax or hand deliver this form to:

Miss C. van Wyk

Lecturer, Office of the Dean, Division Health Sciences Education

Telephone: 051 405 3269/ 401 7773

Fax: 0866055344

E-mail: vanwykc2@ufs.ac.za

REVOCATION OF CONSENT FOR PARTICIPATION IN FOCUS GROUP INTERVIEW

Dear focus group participants

Revocation of Consent Form

(For use only for participants who initially signed consent to take part in the project but now wish to withdraw from the project)

Regarding the Ph.D. (HPE) research study titled:

**A STAFF DEVELOPMENT PROGRAMME FOR NEWLY-APPOINTED
ACADEMICS IN THE FACULTY OF HEALTH SCIENCES, UNIVERSITY OF
THE FREE STATE**

I (title and full names)_____, hereby wish to
WITHDRAW my consent to participate in the above research project.

I understand that such withdrawal WILL NOT jeopardise my relationship with the researcher nor with the Division of Health Sciences Education and Faculty of Health Sciences, UFS.

Signature _____

Date _____

Please E-mail, fax or hand deliver this form to:

Miss C. van Wyk

Lecturer, Office of the Dean, Division Health Sciences Education

Telephone: 051 405 3269/ 401 7773

Fax: 0866055344

E-mail: vanwykc2@ufs.ac.za

APPENDIX B3

INTERVIEW SCHEDULE FOR THE FOCUS GROUP INTERVIEWS

INTERVIEW SCHEDULE FOR FOCUS GROUP INTERVIEWS

TO: focus group facilitator, focus group observer and the participants,

Interview Schedule

With regards to the Ph.D. (HPE) project titled:

**A STAFF DEVELOPMENT PROGRAMME FOR NEWLY-APPOINTED
ACADEMICS IN THE FACULTY OF HEALTH SCIENCES, UNIVERSITY OF
THE FREE STATE**

A: INTRODUCTION:

Topic/research question	Proposed Time allocated
Researcher welcomes the participants and introduce the focus group facilitator	2 min
Focus group facilitator introduction to the research and explanation of the focus group procedures and rules	5-10 min
	12 minutes

B: FOCUS GROUP INTERVIEW:

TOPIC 1:Topic/research question	Proposed Time allocated
What were your experience of the newly-appointed lecturers course which you attended in the Faculty of Health Sciences? (Discuss both positive and negative experiences)	20-30 min
	30 minutes
TOPIC 2:Topic/research question	Proposed Time allocated
1. As a newly-appointed lecturer, within the last three years, what educational needs should have been addressed in the newly-appointed lecturers course? (consider what you required, as a newly-appointed lecturer in order to successfully do your job) 2. What topics which were included in the newly-appointed lecturers course which you completed should have been offered in more depth? <u>Consider the following areas:</u> Possible/specific areas of development interest: Administrational duties Duties towards Students: Scholarly Research, Scholarly Education (teaching and learning of undergraduate and postgraduate students) Duties towards Community Duties towards Own Development: Scholarly Research, Scholarly Education, Career Development, Leadership Development Other specific needs Educational environment Specific adult education requirements	20-30 min
	50 minutes

APPENDIX B4

SUMMARY OF THE MAIN FINDINGS OF THE FOCUS GROUP INTERVIEWS

Table B: Summary of the main findings of the focus group interviews

(The table continues on the next ten pages)

Focus Area	Conclusions from the significant findings	References from the literature and/or conclusions from the researcher's experience	Improvements made to the 2014-2015 course for newly-appointed lecturers
Planning and preparing the course			
1	The course should be advertised well in advance for heads of departments to plan ahead for the training of their newly-appointed academic staff members (<i>cf.</i> Table 4.3)	This is important since the academic calendar fills up as the year start and more important to consider is the clinical academic staff member's service delivery workload. The latter staff member must plan in advance if he/she will be out of the clinic.	Dates for the 2014 and 2015 courses were advertised at the end of the previous year. The final course programme were sent to the heads of schools and the presenters in the course several months before the course.
1	The course should be offered to the newly-appointed staff members as soon as possible once they start working within the Faculty (<i>cf.</i> 4.5.1.4)	There seem to be no best practice as to when a course for newly-appointed academics should be offered, examples in the literature present diverse timeframes (<i>cf.</i> 2.7.1; 2.7.3) it could probably be argued that the course should be available as soon as possible and as per the request from newly-appointed academics who participated in the current study, but this will likely depend on the Faculty's academic calendar and the availability of resources.	Due to logistic and financial reasons the 2014 and 2015 courses were scheduled once a year during the month of May. The general academic staff orientation course offered by CTL runs twice a year (January and July) and were advertised to all staff members in the FoHS. Newly-appointed academics could then attend both the general and faculty specific course.
1,4	Course attendance should be voluntarily, but strongly encouraged (<i>cf.</i> 4.5.1.3). In continued educational development the onus lies on the academic to be involved (<i>cf.</i> 4.5.4.1).	Little indication in the literature whether course attendance should be mandatory or voluntary, however Steinert suggest for making staff development attendance voluntary (<i>cf.</i> 4.5.1.3; 2.3.4).	Course attendance was still voluntary. This seemed to work well since 11 participants in 2014 and 30 participants in 2015 successfully completed the course for newly-appointed lecturers.
4	Pre-course preparation material should be provided to the newly-appointed academic staff member to be informed and prepared (<i>cf.</i> 4.5.4.1)	This could be valuable to demonstrate a flipped-classroom to the newly-appointed academics, they will feel engaged and that their contribution and participation is valued (<i>cf.</i> 2.4; 2.7.7.2). This can only be done if they prepared for a session.	This had not yet been implemented in the course for newly-appointed lecturers.

Focus Area	Conclusions from the significant findings	References from the literature and/or conclusions from the researcher's experience	Improvements made to the 2014-2015 course for newly-appointed lecturers
Planning and preparing the course (continued)			
1	Continue to offer the course over a period of two days (or more) (<i>cf.</i> 4.5.1.4)	Similar to when a course addressed at the newly-appointed academic should take place, there seem to be no best practice as to how long a course should be, examples in the literature present diverse timeframes (between one and several days) (<i>cf.</i> 2.7.3). This will probably depend on the course itself, if it is a more comprehensive course with the view to orientate the staff member and provide basic knowledge and skills of educational concepts (like the current course) it will be impossible to do in one or even in two days.	The 2014 and 2015 course for newly appointed lecturers were both three full days. Information about the course programme can be seen below this table.
1	An off-campus venue for training seems to be favoured (<i>cf.</i> 4.5.1.4)	The University of Cape Town include a two and a half day residential retreat in their new academic practitioner programme (<i>cf.</i> 2.7.3.1). There are pros and cons to this (<i>cf.</i> Table 4.3), of course it will be very much dependent on available funds.	The 2014 and 2015 course for newly appointed lecturers were both hosted in the FoHS in the DHSE seminar room. An off-campus venue could be considered in the future if finances allow for it.
1,4	The purpose (goal and objectives) of the course should be stated clearly to all participants before or early on in the programme (<i>cf.</i> 4.5.1.1) and the target population for the course should be defined (<i>cf.</i> 4.5.4.1).	The purpose of the course for newly-appointed lecturers is to orientate newly-appointed academic staff members to the Faculty and to introduce them to several basic teaching-learning skills specifically used in health sciences education. (<i>cf.</i> 2.4.2.1).	This was clearly stated when the 2014 and 2015 courses were advertised. The invitation to the courses were sent out on the Faculty e-mail platform (Medmail) and an additional personalised e-mail was sent to every Head of School and Head of Department in the Faculty. During 2014 there were 11 course participants and in 2015 there were 30 course participants (including 10 staff members from an affiliated teaching hospital).

Focus Area	Conclusions from the significant findings	References from the literature and/or conclusions from the researcher's experience	Improvements made to the 2014-2015 course for newly-appointed lecturers
Planning and preparing the course (continued)			
1	Health sciences educational terminology, as well as educational terminology <i>per se</i> , should be clarified (<i>cf.</i> 4.5.1.3).	A glossary of terms which clarify important medical education terms and concepts should be provided before the course or more time should be available to have terms clarified. This is something that is being done at Bond University in Australia (personal communication with Prof M McLean, on 14 September 2015).	This concept had not yet been introduced and is worthwhile considering.
Important aspects to include in the course			
General information			
1,3	Information about how the university and how the faculty operates should remain in the course (<i>cf.</i> 4.5.2.1). Orientation to the medical curriculum (<i>cf.</i> 4.5.3.1) should be considered.	An orientation to the university (and or faculty) seem to be included in most courses addressing the newly-appointed academic (<i>cf.</i> 2.5.3; 2.7.3), this form part of introducing the academic to their new surroundings and for them to feel part of the university.	As with the 2013 course for newly-appointed lecturers during the 2014 the dean of the FoHS presented this information to the academics, this enabled the newly-appointed staff member to not only meet the dean but to have a better idea of their surroundings. The dean was unavailable during the 2015 course and this session was presented by the head of the DHSE, but a certificate ceremony (informal get together) was offered where the newly-appointed academics were able to meet the dean.
3	The course should provide information about the most important policy and regulation documents (where to find them) (<i>cf.</i> 4.5.3.1) this should include orientation in terms of the university website.	If the newly-appointed academic knows where to find important information (on the university website or elsewhere) they will be able to help themselves to what they need, when they need is.	This is addressed in the course offered in the following years by each presenter referring to relevant and important documents and where more information could be obtained.
1	The three schools in the FoHS should receive equal attention, and examples used should be from all the schools (not only the School of Medicine) (<i>cf.</i> 4.5.1.3).	In the experience of the researcher presenters use examples from their schools and disciplines, they could however be encouraged to draw the example through to teaching in other disciplines or professions.	Presenters were reminded that course participant are affiliated with the different schools in the faculty and encouraged to address them all and to use examples that will be appropriate for everyone.

Focus Area	Conclusions from the significant findings	References from the literature and/or conclusions from the researcher's experience	Improvements made to the 2014-2015 course for newly-appointed lecturers
Important aspects to include in the course General information (continued)			
2,3	The performance management system at the university should be explained to staff members fully employed by the university; those on joint staff establishments could be referred accordingly. Reconsider a presentation on performance management, rather consider providing this information with appropriate contact details in a resource file (<i>cf.</i> 4.5.2.5; 4.5.3.4)	Many overseas universities make use of a tenure system and for this reason information about obtaining tenure is included in their orientation and development services for their new academic staff members (<i>cf.</i> 2.7.1; 2.7.3.1; Seldin <i>et al.</i> 2010:4). This information may not be relevant to everyone (<i>cf.</i> 2.4.2) but it should be available but not necessarily included as an information session during the course.	Information about the performance management system at the UFS were included in the resource files given to the newly-appointed academics who attended the 2014 and 2015 courses. Academics were encouraged to have discussions with their line managers or to contact the Human Resource department should they wish to obtain more information.
Important aspects to include in the course Faculty expectations of the academic			
3	The roles and responsibilities of an academic staff member (on different post levels) should be clearly outlined and explained (<i>cf.</i> 4.5.3.1), taking cognisance of the different staff establishments in the faculty.	As indicated by Rice <i>et al.</i> (2000:27-38) good practice in orientating the newly-appointed academic include the communication of expectations for performance (<i>cf.</i> 2.7.1). The universities expectations of the academic and their roles and responsibilities are clearly communicated in many courses addressing the new staff member (<i>cf.</i> 2.6.2)	As with previous years (e.g. the 2013 course for newly-appointed lecturers) a session on the roles of the academic (health sciences educator) was included in the 2014 and 2015 courses. More time was allocated to this session which proved well received as there were more questions and discussions in the session during the 2014 and 2015 courses.
3	Do not only include faculty expectations of the academic in terms of their teaching role, but also the research and service delivery roles (<i>cf.</i> 4.5.4.1)	Research is becoming a very important role of the academic, with some universities being more research driven (or focused) (<i>cf.</i> 2.5.2.3) the academic should be developed and supported in this role from early on.	A focus on research were included in the 2014 and 2015 courses and resources were provided on further development and support opportunities.
2	The importance of the teaching-learning portfolio and excellence in teaching-learning awards should be emphasised from early on in the programme (<i>cf.</i> 4.5.2.2)	Introduce the concept of a teaching portfolio early in the newly-appointed academic's career –opportunity to develop their reflective practice skills, make improvements to their teaching and identify further development needs. Collect evidence early	Information about the teaching-learning portfolio and excellence in teaching-learning awards (at the UFS) were included in the 2014 and 2015 courses, and the newly-appointed academic were directed to obtain more detailed information, if and when required.

Focus Area	Conclusions from the significant findings	References from the literature and/or conclusions from the researcher's experience	Improvements made to the 2014-2015 course for newly-appointed lecturers
Important aspects to include in the course Faculty expectations of the academic (continued)			
1	For the benefit of newly-appointed academics with little or no prior teaching experience, a sound theoretical grounding should be offered first (<i>cf.</i> 4.5.1.3).	This is commonly the goal of any course addressing a new academic staff member (regardless of their prior experience and or qualifications) (<i>cf.</i> 2.5.3; 2.7.1). It is acknowledged that the adult learner bring with them prior knowledge and experience (<i>cf.</i> 2.7.4) this together with new information can serve as the foundation on which new information can be added. Many a times a novice educator may require more information on certain topics before the foundation will be sound enough to add onto.	All topics covered in the course for newly-appointed lecturers offered a theoretical grounding. In the 2014 and 2015 courses additional practical opportunities were added (e.g. group and individual activities).
Important aspects to include in the course Orientation and academic development			
	Experienced and excellent educators should be used to present the training material and the presenters should always demonstrate the use of various educational techniques and methods.	Boyd (2014:164) suggests that experienced educators should role model what a lecturer should do (<i>cf.</i> 2.7.2). The course presenters are all experienced educators, some even obtained teaching-learning excellence awards. A useful example of demonstrating the use of a teaching method (e.g. the use of simulation as teaching strategy), this should be presented in a Simulation Unit in the School of Medicine or the School of Nursing, and practically demonstrated.	This is already well established in the course for newly-appointed lecturers at the FoHS
2	Newly-appointed academics should be informed of the most commonly used educational strategies and methods as used within their school and in the FoHS (<i>cf.</i> 4.5.2.2)	The course should continue to offer both theory driven and practical opportunities with regard to the following topics: the lecture as a teaching strategy, simulation as a teaching and assessment strategy, and innovative teaching-learning strategies, specifically e-learning.	This is already well established in the course for newly-appointed lecturers at the FoHS, however the structure of the course (information flow) had been redressed. A detailed description can be seen after this table.

Focus Area	Conclusions from the significant findings	References from the literature and/or conclusions from the researcher's experience	Improvements made to the 2014-2015 course for newly-appointed lecturers
Important aspects to include in the course Orientation and academic development (continued)			
3	Offer more information and skills in terms of the online educational platform and the use of technology in health sciences education (<i>cf.</i> 4.5.3.2) offer referral for more in-depth training and development.	The e-learning platform and use of various technologies has expanded in education in the 21 st century (<i>cf.</i> 2.6.1). Newly-appointed staff members should be informed of the available e-learning resources in their institution.	A whole session was devoted to e-learning and Blackboard (the learning management system at the UFS) during the 2014 and 2015 courses for newly appointed lecturers. Academics had the opportunity to interact with technologies. Newly-appointed academics (in addition to all academic staff in the FoHS) were also invited to an e-learning showcase hosted in the FoHS (a staff development initiative introduced in 2014)
3	Continue to introduce basic concepts of assessment in the FoHS, but refer the academic for more in-depth training (<i>cf.</i> 4.5.3.2) as per assessment policy regulation.	The DHSE offers a credit bearing module in assessment and moderation in the health professions which all academic staff members in the FoHS is required to complete (at any time but preferably as soon as possible). On completion the staff member will be a qualified assessor and moderator in the FoHS, UFS. In view of this the course for newly-appointed lecturers should only orientate the academic to basic assessment concepts and offer them information about the module.	This is already well established in the course for newly-appointed lecturers.
3	Provide knowledge and skills which could assist the newly-appointed academic to be innovative and transforming in the education they offer. In addition encourage them to use new and innovative teaching techniques as well as methods and to prepare educational activities and resources accordingly (<i>cf.</i> 4.5.3.2).	A newly-appointed academic commonly fall into the trap of teaching as they were taught, although this is not necessarily wrong the academic should be offered up to date knowledge and skills in various educational concepts and encouraged to develop these skills (<i>cf.</i> 2.5.3; 2.7).	This is already well established in the course for newly-appointed lecturers.

Focus Area	Conclusions from the significant findings	References from the literature and/or conclusions from the researcher's experience	Improvements made to the 2014-2015 course for newly-appointed lecturers
Important aspects to include in the course Orientation and academic development (continued)			
2	The course should continue to make available opportunities for the newly-appointed academics to put their newly acquired knowledge and skills into practice. A good example of this is the evaluated (self, peer and expert) microteaching session (<i>cf.</i> 4.5.2.2)	Evaluated microteaching is a valued learning activity, whereby the academic can put into practice their newly-learned knowledge and skills, learn from presentations and feedback from their peers as well as from feedback from more experienced academics (<i>cf.</i> 2.7.7.6; Van Wyk & Kridiotis 2015:Online).	This is already well established in the course for newly-appointed lecturers.
2,4	Information about student support and development services should be included in the course. Include more information of the current student profile including their backgrounds, learning needs, and so forth (<i>cf.</i> 4.5.2.4), about students with disabilities (how to identify and assist them) and general information on etiquette (dealing with disruptive or disrespectful students) (<i>cf.</i> 4.5.4.2)	The student is a client and the success of the university depends on the student throughput rates. In view of the challenges in the school system in South Africa and possible discourse in the bridging between high school and university our students have very unique requirements in terms of support and development. Therefore, student support and development initiatives are imperative and newly-appointed academics should be informed about these services.	Information on of the available student support and development services offered by the FOHS and university were included in the courses in the latter years (e.g. information from the Unit for Students with Disabilities, Student Academic Services, Health and Wellness Centre and the projects on campus, for example, the No Student Hungry Programme).
4	Consider offering a more generalised course for all academic staff members in the FoHS and thereafter have more targeted group sessions (<i>cf.</i> 4.5.4.1)	If the course for newly appointed lecturers in the FoHS is offered to individual schools it will take away the opportunity for academics to meet and learn together in inter-professional teams. Group specific sessions is already available in the general staff development programme (e.g. sessions relevant for clinical staff).	During the 2014 and 2015 courses the seating in the venue was arranged in groups, a marked resource folder was allocated to each space, therefore the newly-appointed academic was allocated a seat. The academic developer tried to include staff members from all three schools (if available) and from various disciplines within schools in each group. Sessions included predetermined group activities (inter-professional group)

Focus Area	Conclusions from the significant findings	References from the literature and/or conclusions from the researcher's experience	Improvements made to the 2014-2015 course for newly-appointed lecturers
Important aspects to include in the course Encouragement of collegiality and networking			
1	The course should support the building of collegial relationships and provide opportunities for the newly-appointed academic to interact with peers and seniors (<i>cf.</i> 4.5.1.2)	Opportunities to build collegial relationships in staff development activities for newly appointed-academics are greatly supported (Boice 1992:42; Chauvin <i>et al.</i> 2013:189; Jarvis 1991:40-41; Sorcinelli in Rice, Sorcinelli & Austin 2000:27-38) and even requested by new staff members (Garrison n.d.:Online).	Emphasis was placed on this in the 2014 and 2015 courses for newly-appointed lecturers by means of including the Dean of the Faculty, the Heads of Schools, the undergraduate medical programme director, the head of the DHSE, several experienced academic staff members, less experienced academic staff members (colleagues who were recently employed and completed the course for newly-appointed lecturers). The sessions were scheduled with enough time for discussions. In addition senior colleagues were included in tea and lunch breaks for further discussions.
3	An interactive platform in the form of a newly-appointed academics' website or a blog for academic networking should be considered (<i>cf.</i> 4.5.4.1)	This is not a new concepts as is used by some overseas universities (<i>cf.</i> 2.5.3; 2.7.1; 2.7.3.1). This could improve the orientation, development and support platform of the newly-appointed academic at the FoHS, UFS tremendously.	This concept had not yet been introduced. With the increasing student population the outreach to additional education platforms in health sciences this could become a very necessary platform to develop and use. However, there should be enough human and possibly financial resources made available for such a project.
4	The newly-appointed academic should be motivated throughout the course, continued support and guidance should be offered (even after the successful completion of the programme) and the academic should be assisted to identify their specific educational development needs (<i>cf.</i> 4.5.4.1).	This is already well established in the staff development services offered by the DHSE in the FoHS and at the CTL (<i>cf.</i> 2.4). Both of the above divisions offer individual support and guidance to staff members on consultation basis.	After the 2014 and 2015 courses for newly-appointed lecturers the academic staff developer made an effort to keep in contact with the course participants. This initiative was well received and seemed to offer an opportunity for continued support and development to the academic staff member.

Focus Area	Conclusions from the significant findings	References from the literature and/or conclusions from the researcher's experience	Improvements made to the 2014-2015 course for newly-appointed lecturers
Important aspects to include in the course Encouragement of collegiality and networking (continues)			
3	Mentoring opportunities should be available for the newly-appointed academic staff member (<i>cf.</i> 4.5.4.1)	A mentoring programme is also highly suggested for newly-appointed staff members to continue learning from others (<i>cf.</i> 2.5.3; 2.7.1).	This concept had not yet been introduced in the course for newly-appointed lecturers. There are however mentoring programmes in individual departments in the FoHS, one example include the Occupational Therapy Department in the SoAHP. Successful mentoring programmes for research support in established in the Postgraduate School.
Important aspects to include in the course Academic support and support resources			
2,3	Consider introducing an information document in the form of a resource booklet or electronic toolkit where newly-appointed academics can find the information they need. Include information about who is who and the workings and functioning of administration in the FoHS (e.g. who to speak to about IT, venue bookings, finances) (<i>cf.</i> 4.5.2.3; <i>cf.</i> 4.5.3.3).	A resource file is already available to newly-appointed academics when they complete the course for newly-appointed lecturers. This file include information about who is who (important names and contact details, e.g. the Dean of the Faculty), and what is where (e.g. a map of the university and departments and schools in the FoHS)	This initiative continued in later years. More information about additional services available to academic staff members were added e.g. programmes advertising sessions presented by the Health and Wellness, CTL and the Postgraduate School.
3	Provide resources which could assist the newly-appointed academic in their research efforts. Offer insight into balancing their various roles (<i>cf.</i> 4.5.3.3).	Research is a very important aspect within the academic realm. Boice (1992:56) (<i>cf.</i> 2.5.2.3) identified the demand of research as a challenge that new academics face. The author suggest that support should be provided to address any challenges that new academics face in this area (Boice 1992:103). The FoHS and UFS has several formal support and development opportunities to assist an academic in the research endeavours, the newly-appointed academic should be informed about the available services.	Pamphlets pertaining to the services offered at the Postgraduate School at the UFS and additional information documents informing the academic about credit bearing research development courses offered in the FoHS were included in the resource files given to the newly-appointed academic staff members in the 2014 and 2015 courses.

Focus Area	Conclusions from the significant findings	References from the literature and/or conclusions from the researcher's experience	Improvements made to the 2014-2015 course for newly-appointed lecturers
On completion of the course			
4	The newly-appointed academic should be followed-up on after the course and assisted with any further needs they might have.	Rice <i>et al.</i> (2000:27-38) highlights two areas of good practice when working with newly-appointed academics: good practice creates flexible timelines for development and good practice enhance collegial review. Thus, good practice offer continued development opportunities and offer opportunities for ongoing discussions about the development process. Academic career development falls into the scope of practice of staff development (<i>cf.</i> 2.3.2) therefore it is the role of the academic developer to assist the academic in their development and good practice will include individual follow-up after the course for newly-appointed lecturers.	<p>The academic developer instituted an informal get together (certificate ceremony) a few months (about two months) after the course where everyone can get together once more to touch base. This had been well received.</p> <p>In addition the academic developer follow-up on each individual staff member with a personalised e-mail directly after the course and on several occasions thereafter. A mailing list was created and when there is anything important (e.g. an applicable staff development session) or new the information is sent to the academic. The academic developer also, on occasion visit the academics in their office to follow-up on how they are doing and to indemnify any additional needs they might have.</p>
1,4	There should be follow-up opportunities for continued or more in-depth educational development (<i>cf.</i> 4.5.1.3, 4.5.4.1)	Garrison (n.d.:Online) reported the need for the following further development opportunities: to opportunities to interact with colleagues (including seniors), information about how the university functions (with important procedures), a mentor programme, advisor training, effective teacher training, a website with information addressed at the new academic and information about research training opportunities (<i>cf.</i> 2.7.1).	Continued development in the form of staff development activities or more focussed training in the health professions is already well established and available at the FoHS, UFS and all newly-appointed academics are informed about these options (<i>cf.</i> 2.3.4.2).

Focus Area	Conclusions from the significant findings	References from the literature and/or conclusions from the researcher's experience	Improvements made to the 2014-2015 course for newly-appointed lecturers
On completion of the course (continued)			
4	A refresher course should be available for the more experienced and senior staff members, this course should include information about the new and authentic teaching-learning and assessment approaches (<i>cf.</i> 4.5.4.1).	In exploring new faculty (new academic staff) orientations Garrison (n.d.:Online) research also revealed the need of new staff to have a formal longitudinal programme for further development where other colleagues (not only new academics) are included in these training opportunities (<i>cf.</i> 2.7.1).	This oversight has been addressed as from 2014 when an advanced lecturer course was introduced for academic staff members in the FoHS. This course consists of discussions on innovative teaching-learning topics with a specific focus on e-learning. It was offered in addition to the existing staff development activities already in place at the FoHS.
	The newly-appointed lecturer course should not be restricted to new appointees only, but any academic staff member should be welcome to attend (<i>cf.</i> Table 4.3)	A HOD completed the newly-appointed lecturer course after having been an academic for ten years (<i>cf.</i> Table 4.3) and reported that he gained a lot from the course in the sense that he was reminded about important education principles and informed of new and innovative techniques, methods and technologies which could be used in his teaching. At the University of Cape Town they include in their new academic practitioner programme both newly-appointed academic staff and those members of staff with less than five years teaching experience (<i>cf.</i> 2.7.3.2)	The newly-appointed lecturer course is available to all academic staff members at the FoHS, this was reiterated in the course advertisement.

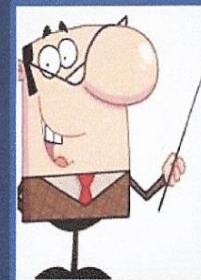
APPENDIX C

APPENDIX C1	ADVERTISEMENT OF THE QUESTIONNAIRE SURVEY
APPENDIX C2	LETTER OF INVITATION TO PARTICIPATE IN THE QUESTIONNAIRE SURVEY
APPENDIX C3	QUESTIONNAIRE SURVEY
APPENDIX C4	SUMMARY OF THE MAIN RESULTS FROM THE QUESTIONNAIRE SURVEY

APPENDIX C1

ADVERTISEMENT OF THE QUESTIONNAIRE SURVEY

How can YOU assist in developing and supporting our newly-appointed academic colleagues?



Complete a questionnaire survey
in support of the following Ph.D. HPE study:

**A STAFF DEVELOPMENT PROGRAMME FOR ALL NEWLY-APPOINTED HEALTH
SCIENCES EDUCATORS IN THE FACULTY OF HEALTH SCIENCES, UNIVERSITY OF THE
FREE STATE**

Who should complete the survey?



All health sciences educators (academic staff members)

Please complete the online questionnaire survey on/before date.

The questionnaire can be completed online at
<http://surveys.ufs.ac.za/evasys/online.php?p=SUMXH>

Alternatively, if you prefer to complete the questionnaire on paper, send me an e-mail
at vanwykc2@ufs.ac.za. Leave the completed copy with your secretary or send it back
to the researcher via internal mail.

For any further details please feel free to contact the researcher or either of the study promoters.

We appreciate your participation!

Researcher:

Miss Chantel van Wyk

Lecturer, Office of the Dean,
Division Health Sciences
Education

Telephone: 051 405 3269/
051 401 7773

E-mail: vanwykc2@ufs.ac.za

Promoter:

Prof. M.M. Nel

Office of the Dean, Faculty
of Health Sciences

Telephone: 051 401 7798 E-
mail: nelmm@ufs.ac.za

Co-Promoter:

Prof. G.J. van Zyl

Dean: Faculty of Health
Sciences

Telephone: 051 401 7798 E-
mail: vanzylgi@ufs.ac.za

Secretariat (Ethics Committee): Telephone: 051 401 7795

**LETTER OF INVITATION TO PARTICIPATE IN THE
QUESTIONNAIRE SURVEY**

Date

TO: All Educators in Health Sciences
(Academic staff members in the Faculty of Health Sciences)

Letter of invitation to participate in the research

Ph.D. (HPE) project entitled:

**A STAFF DEVELOPMENT PROGRAMME FOR NEWLY-APPOINTED
ACADEMICS IN THE FACULTY OF HEALTH SCIENCES, UNIVERSITY
OF THE FREE STATE**

Principal Researcher: Miss Chantel van Wyk
Lecturer, Office of the Dean,
Division Health Sciences
Education

Dear Colleague,

I am conducting research aimed at developing a staff development programme for newly-appointed academic staff in the Faculty of Health Sciences, University of the Free State.

An effective orientation programme may offer various benefits for a newly-appointed academic; some examples include:

- assisting with the transition from professional practitioner to health sciences educator;
- orientating the educator to the culture and structures within the University of the Free State and the Faculty of Health Sciences;
- orientating the educator in terms of the roles and responsibilities of an academic; and
- providing a very specific set of knowledge and skills with regard to teaching in health sciences.

In order to develop this orientation programme for the Faculty of Health Sciences we need your expert input. I therefore would like to request your participation in this research. **Kindly complete the questionnaire survey made available electronically by clicking on the following link:**

<http://surveys.ufs.ac.za/evasys/online.php?p=SUMXH>

Please complete it **on or before *date***. Please also note that a hard copy of the questionnaire is available on request (please contact the researcher in this regard).

The questionnaire consists of four sections (Section A to D) and each section will take about 8 to 15 minutes of your time. Instructions on how to complete the questionnaire are listed within each section. **Kindly complete this questionnaire from the point of view of what any newly-appointed health sciences educator should know.**

Participation is voluntary. However, we do urge you to take part in this study as it will greatly benefit all newly-employed academic employees within the Faculty of Health Sciences. Your responses will be treated confidentially and you will remain anonymous. *There will be no cost payable by any participants and it should be noted that no remuneration will be received.*

Permission to conduct the study has already been obtained and the study holds the following ethics number at the Ethics Committee of the Faculty of Health Sciences, UFS: *ECUFS NR 213/2013*.

The results from this study will lead to the improvement of the current staff development services offered to the newly-appointed academic staff members within the Faculty of Health Sciences. Furthermore, it will offer a continued development plan in the form of a more formal programme.

If you require further information, or wish to withdraw your participation at any stage, you can contact the principal researcher or any of the promoters as specified below.

Thanking you in advance for your consideration to take part in this research.

Yours sincerely,

Chantel van Wyk

Contact details:

Researcher:

Miss C. van Wyk

Lecturer, Office of the Dean, Division Health Sciences Education

Telephone: 051 405 3269 /401 7773

E-mail: vanwykc2@ufs.ac.za

Promoter:

Prof. M.M. Nel

Office of the Dean: Health Sciences

Telephone: 051 405 3092

E-mail: nelmm@ufs.ac.za

Co-Promoter:

Prof. G.J. van Zyl

Dean of the Faculty of Health Sciences

Telephone: 051 405 3012

E-mail: vanzylgj@ufs.ac.za

Secretariat (Ethics Committee): Telephone 051 401 7795

APPENDIX C3

QUESTIONNAIRE SURVEY

EvaSys	A STAFF DEVELOPMENT PROGRAMME FOR NEWLY-APPOINTED ACADEMICS	
University of the Free State	Evasys	
EVASYS External and Internal Users	A STAFF DEVELOPMENT PROGRAMME FOR NEWLY-APPOINTED ACADEMICS (harde kopie)	

Mark as shown: ☐ ☒ ☐ ☐ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.
 Correction: ☐ ☒ ☐ ☐ Please follow the examples shown on the left hand side to help optimize the reading results.

SECTION A: DEMOGRAPHICS

Kindly select the most appropriate answers to the questions below by ticking the appropriate box with or by giving the required information in the space provided.

1. What is your gender? ☐ Male ☐ Female
2. To which age group do you belong? ☐ 21-29 years ☐ 30-39 years ☐ 40-49 years
☐ 50-59 years ☐ 60-69 years ☐ 70-80 years
3. Please list all your qualifications.

4. Are you currently enrolled for any programme leading to a qualification? ☐ Yes ☐ No

4.1 If you answered yes in 4. please specify.

5. How long have you been employed within the Faculty of Health Sciences, UFS? ☐ 0-2 years ☐ 3-5 years ☐ 6-9 years
☐ 10-14 years ☐ 15- 19 years ☐ 20 years or more

6. Have you worked as an academic at another institution/other institutions before working at the Faculty of Health Sciences, UFS, and for how long? ☐ Yes ☐ No

6.1 If you answered yes in 6, please indicate all relevant institutions and the time period(s) you worked there

7. In which School in the Faculty of Health Sciences, UFS, have you been appointed? ☐ School of Medicine ☐ School of Allied Health Professions ☐ School of Nursing
☐ Other division or department in the Faculty



SECTION A: DEMOGRAPHICS [Continue]

8. What is your academic status at present? (You may select more than one, and under 'other' please indicate your clinical appointment status, e.g. registrar, senior clinician).

☐ Professor☐ Associate Professor☐ Senior Lecturer☐ Lecturer☐ Junior Lecturer☐ Researcher☐ Other

8.1 If you have selected other in 8. please specify

9. Please specify your type of employment at the Faculty of Health Sciences, UFS.

☐ Full/ part-time or contract position academic employed and paid by the University☐ Employed on a joint staff establishment with several hours of teaching responsibility at the UFS☐ Employed by the Department of Health with several hours of teaching responsibility at the UFS☐ Other

9.1 If you have selected other in 9. please specify

10. Please indicate an average percentage of your working hours per week that you spend on the following duties? (Nr's 10.1 to 10.8)

10.1 Student training (undergraduate)

10.2 Student training (postgraduate)

10.3 Administrative duties

10.4 Managerial duties (e.g. managing your own duties and focus areas or managing a team)

10.5 Research (your own research)

10.6 Research (supervision)



SECTION A: DEMOGRAPHICS [Continue]

10.7 Service delivery

10.8 Other (please specify)

An academic staff development orientation course is a programme designed to orientate and prepare newly-appointed academic staff members. The programme orientates staff to the university and their faculty and also provides knowledge and skills in terms of the roles and responsibilities of an academic staff member.

11. Have you completed an academic staff development orientation course at the University of the Free State?

☐ Yes☐ No

If yes please answer questions 12-13, if no kindly move on to question 14

12. Which academic staff development orientation course did you complete? (Select all relevant answers).

☐ General academic staff development orientation course offered by the University of the Free State☐ Academic staff development orientation course offered in the Faculty of Health Sciences by the Division Health Sciences Education (previously Division Education Development)☐ An orientation course within your specific school☐ An orientation course within your specific department

12.1 Other (please specify)

13. Kindly indicate the year in which you completed the orientation course (You may give an estimated date)

14. Have you ever completed an academic staff development orientation course at any other university or higher education institution?

☐ Yes☐ No

14.1 If yes in 14., please specify which institution



SECTION B: PROGRAMME FOR NEWLY-APPOINTED HEALTH SCIENCES EDUCATORS: INTRODUCTION TO SECTION B

Introduction to the section

Section B highlights aspects within several focus areas in which it is deemed **necessary** for a newly-appointed academic staff member to obtain knowledge and/or skills. This section of the questionnaire is subdivided into sections A-D, with section B being further divided into B1-B18. In each section the key ideas are indicated in bold, followed by several statements.

Kindly complete the questionnaire from the point of view of what any newly appointed health sciences educator should know.

When selecting a response to a question in this section, please be reminded that:

1. all newly-appointed academic staff members should have completed the general academic staff orientation of the University of the Free State and therefore should have knowledge of the **University's infrastructure and functions**;
2. all newly-appointed academic staff should have received a basic **orientation to their department** (including how the department is organised, the goals and mission, specific functions of the unit, their duties and responsibilities, schedule and work hours and important processes in the department); and
3. **the focus of the current study is on the orientation of the newly-appointed academic staff member in the Faculty of Health Sciences and in terms of health sciences education.**

*The results of this study will be **considered in order** to develop a 20-hour orientation programme and a follow-up developmental plan for newly-appointed academics in the Faculty of Health Sciences, UFS.*

SECTION B1: THE NEWLY-APPOINTED EDUCATOR: LEARNING ABOUT THE FACULTY OF HEALTH SCIENCES - INFRASTRUCTURE

A newly-appointed health sciences educator must participate in the Faculty of Health Sciences' orientation programme. The following should be addressed (or not) in the orientation programme. Should this be done:

- 1 = in the first year of employment
2 = after the first year of employment
3 = not at all

1. Welcoming

The lecturer should:

- | | 1 | 2 | 3 |
|--|--------------------------|--------------------------|--------------------------|
| 1.1 Attend a welcoming address by the Dean | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.2 Attend a welcoming address by the Heads of Schools | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.3 Be welcomed by all of the Heads of Departments where applicable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.4 Be welcomed by the Head of the Division Health Sciences Education and the orientation course coordinator/s | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.5 Other (please specify and indicate when this should be addressed) | | | |

2. Introduction

- | | 1 | 2 | 3 |
|---|--------------------------|--------------------------|--------------------------|
| 2.1 Be formally introduced to the goal and objectives of the orientation course | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



SECTION B1: THE NEWLY-APPOINTED EDUCATOR: LEARNING ABOUT THE FACULTY OF HEALTH SCIENCES - INFRASTRUCTURE [Continue]

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 2.2 Be introduced to the three Schools and their different departments in the Faculty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.3 Be introduced to the Faculty administration and its workings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.4 Be introduced to the Division Health Sciences Education and the services offered | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.5 Other (please specify and indicate when this should be addressed) | | | |

3. About the Faculty

The newly-appointed educator should be exposed to an opportunity to

- | | 1 | 2 | 3 |
|--|--------------------------|--------------------------|--------------------------|
| 3.1 Obtain information on the vision and mission of the Faculty and each School | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.2 Learn about the Faculty structures and how they fit into the University structures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.3 Receive information about the history of the Faculty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.4 Be familiarised with the strategic plan of the Faculty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.5 Be informed of the current and planned projects in the Faculty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.6 Learn about the Faculty's achievements | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.7 Learn about the Faculty's challenges | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.8 Gain knowledge of the undergraduate programmes offered in the Faculty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.9 Gain knowledge of the postgraduate programmes offered in the Faculty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.10 Be informed of the selection criteria for various undergraduate programmes in all three schools | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.11 Be informed of the selection criteria for various postgraduate programmes in all three schools | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.12 Become fully informed about the Faculty's academic schedule | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.13 Be familiarised with specific programmes in their School | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.14 Be orientated to the parallel-medium mode of instruction used in the Faculty (and University) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.15 Conceptualise the multicultural environment in which education takes place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.16 Become informed about what the Faculty expects of health sciences educators at all post levels | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- 3.17 Other (please specify and indicate when this should be addressed)



SECTION B1: THE NEWLY-APPOINTED EDUCATOR: LEARNING ABOUT THE FACULTY OF HEALTH SCIENCES - INFRASTRUCTURE [Continue]

4. Other logistics

During the orientation programme the newly-appointed educator should:

	1	2	3
4.1 Receive a University campus map including a Faculty of Health Sciences' map	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Have a tour of the Faculty of Health Sciences' buildings and facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Have a tour of each of the three Schools in the Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Learn how to access information about the Faculty on the University website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Learn how to access Faculty policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6 Be informed how to identify who should be contacted to book venues (including the booking procedures)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7 Be informed whom to contact with queries about the <i>intranet</i> (including all procedures involved)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.8 Be informed whom to contact to query about the <i>internet</i> (including all procedures involved)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.9 Be informed whom to contact to query about <i>e-mail</i> (including all procedures involved)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.10 Be informed whom to contact to query about the <i>Faculty Medmail system</i> (including all procedures involved)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.11 Be informed whom to contact to query about the <i>Faculty Telephone system</i> (including all procedures involved)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.12 Be orientated to the Frik Scott Library (including services and available resources)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.13 Other (please specify and indicate when this should be addressed)



SECTION B2: THE NEWLY-APPOINTED EDUCATOR: A *PLANNER* OF THE CURRICULUM

As part of the Faculty of Health Sciences' orientation programme a newly-appointed health sciences educator should be exposed to the following:

1 = in the first year of employment

2 = after the first year of employment

3 = not at all

The newly-appointed educator should be granted an opportunity to:

- | | 1 | 2 | 3 |
|--|--------------------------|--------------------------|--------------------------|
| 1. Be brought to a full understanding of what a curriculum is | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Learn about the different curriculum models | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Be able to conceptualise the steps of curriculum development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Be informed about the concept of re-curriculation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Be informed about whom to contact to get assistance with curriculum planning and development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Be brought to an understanding of what a programme is | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Be informed how to distinguish between a curriculum and a programme | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Be informed about who is responsible for the programme they teach in - including the curriculum (learning plan and content) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Other (please specify and indicate when this should be addressed) | | | |



SECTION B3: THE NEWLY-APPOINTED EDUCATOR: A MODULE *PLANNER*

As part of the Faculty of Health Sciences' orientation programme a newly-appointed health sciences educator should be exposed to the following

1 = in the first year of employment
2 = after the first year of employment
3 = not at all

The newly-appointed educator should be granted an opportunity to:

- | | 1 | 2 | 3 |
|--|--------------------------|--------------------------|--------------------------|
| 1. Learn about how to define the term module | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Be informed about how a module fits into the bigger picture of a programme | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Be informed about how a module can be sub-divided into smaller teaching- learning units | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Be informed about the important aspects of modules | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Be informed about the roles and responsibilities of a module leader | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Be informed about the roles and responsibilities of a unit presenter in a module | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Be informed about the roles and responsibilities of a session presenter in a module | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Be familiarised with challenges faced by educators in module planning and development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Other (please specify and indicate when this should be addressed) | | | |

Please be reminded to complete this questionnaire from the point of view of what any newly-appointed health sciences education should know.



SECTION B4: THE NEWLY-APPOINTED EDUCATOR: A *RESOURCE DEVELOPER* IN TERMS OF MODULE GUIDES

As part of the Faculty of Health Sciences' orientation programme a newly-appointed health sciences educator should be exposed to the following

- 1 = in the first year of employment
2 = after the first year of employment
3 = not at all

The newly-appointed educator should:

	1	2	3
1. Be fully and explicitly informed about the Faculty's requirements in terms of module guide content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Be fully and explicitly informed what each School's requirements are in terms of module guide content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Be fully and explicitly informed about the health sciences educator's role in terms of module guide development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Be fully and explicitly informed about the principles applicable in selecting learning content for the module guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Learn how to use information technology as a tool to access information to use in a module guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Learn how to organise the content within a module guide according to the specifications of the Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Learn how to develop a module guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Be equipped with skills on how to best update a module guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Be presented with examples of module guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Be informed where to go to be assisted with the development of module guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Other (please specify and indicate when this should be addressed)			



SECTION B5: THE NEWLY-APPOINTED EDUCATOR: A *RESOURCE DEVELOPER* IN TERMS OF STUDY GUIDES

As part of the Faculty of Health Sciences' orientation programme a newly-appointed health sciences educator should be exposed to the following

- 1 = in the first year of employment
2 = after the first year of employment
3 = not at all

The newly-appointed educator should be granted an opportunity to:

	1	2	3
1. Become fully and explicitly informed about the Faculty's requirements in terms of study guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Comprehend what each School's requirements are in terms of study guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Become fully and explicitly informed about a health sciences educator's role in terms of study guide development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Become fully and explicitly informed about the principles used in selecting learning content for the study guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Learn how to use information technology as a tool to access information to use in study guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Learn how to organise the content of a study guide according to the specifications of the Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Learn how to develop a study guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Become equipped with skills on how to best update a study guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Be presented with examples of study guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Be informed about where to go to be assisted with the development of study guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Other (please specify and indicate when this should be addressed)			



SECTION B6: THE NEWLY-APPOINTED EDUCATOR: TEACHING-LEARNING RESPONSIBILITIES

As part of the Faculty of Health Sciences' orientation programme a newly-appointed health sciences educator should be exposed to the following:

- 1 = in the first year of employment
2 = after the first year of employment
3 = not at all

1. Educational strategies and methods

The newly-appointed educator should be granted an opportunity to:

	1	2	3
1.1 Conceptualise that there are different educational strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Become fully informed of the theory of the most commonly used educational strategies, as used in the Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Be informed and guided how to make use effectively of various educational strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Practise the use of various educational strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Conceptualise that there are different teaching methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Engage in the theory of the most commonly used educational methods, as used in the Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7 Be informed and guided how to make use effectively of various educational methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8 Practise the use of various educational methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9 Differentiate between traditional and innovative educational methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10 Be orientated on various e-learning platforms available in education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11 Learn about the e-learning platforms available at the University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.12 Be informed about whom to contact to get support with e-learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.13 Demonstrate the ability to use e-learning in their teaching-learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.14 Gain knowledge of distance education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.15 Learn more about the use of distance education in the Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.16 Comprehend integrated learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.17 Learn more about the use of integrated learning in the Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.18 Learn about the SPICES model in health sciences education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.19 Other (please specify and indicate when this should be addressed)			



SECTION B6: THE NEWLY-APPOINTED EDUCATOR: TEACHING-LEARNING RESPONSIBILITIES
 [Continue]

2. Outcomes-based education

The newly-appointed educator should be granted an opportunity to

	1	2	3
2.1 Gain an understanding of outcomes-based education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Conceptualise that different taxonomies (e.g. Bloom's taxonomy, Fink's taxonomy) may be employed to enhance students' learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Conceptualise that students can operate at different cognitive levels (e.g. knowledge, analyse)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Comprehend the difference between exit-level outcomes and module outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Comprehend the difference between module outcomes and unit outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Learn how to formulate learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 Learn about the different levels at which learning outcomes should be formulated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8 Formulate learning outcomes for their specific course or module	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9 Learn to explain the required learning outcomes to their students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.10 Be informed about how to select the appropriate educational method to attain a specific learning outcome	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.11 Other (please specify and indicate when this should be addressed)			

3. The educational environment

The newly-appointed educator should be granted an opportunity to:

	1	2	3
3.1 Understand the concept 'educational environment'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Be introduced to the key components within an educational environment(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Learn how to evaluate the educational environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Other (please specify and indicate when this should be addressed)			

4. Educational responsibilities

The newly-appointed educator lecturer should be granted an opportunity to:

	1	2	3
4.1 Learn about the teaching-learning responsibilities of a health sciences educator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Become familiarised with the different challenges health sciences educators face in teaching-learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SECTION B6: THE NEWLY-APPOINTED EDUCATOR: TEACHING-LEARNING RESPONSIBILITIES
 [Continue]

4.3 Be presented with information on how to effectively address common educational challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Become informed about all of the latest educational strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Become informed about all of the latest educational methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6 Take note of and discuss the teaching-learning policy documents of the University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7 Take note of and discuss the teaching-learning policy documents of the Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.8 Become informed of the teaching-learning modes applied in the Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.9 Observe more experienced colleagues teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.10 Learn to reflect on their teaching-learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.11 Obtain skills to make improvements on their teaching-learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.12 Learn how to prepare for educational session(s) (including time management)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.13 Learn how to structure educational session(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.14 Be informed about how to apply theoretical knowledge to an educational situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.15 Be informed about how to effectively transfer knowledge to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.16 Learn how to effectively transfer skills to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.17 Learn how to present educational session(s) that are stimulating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.18 Identify strategies to engage students better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.19 Obtain skills in terms of teaching on different educational platforms (e.g. in the classroom, clinic, community)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.20 Other (please specify and indicate when this should be addressed)			

5. Educational support

The newly-appointed educator should be granted an opportunity to:

	1	2	3
5.1 Get to know the teaching-learning representative in the Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Learn about lecturer evaluation opportunities (including self-evaluation, peer evaluation and expert evaluation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Be taught the skill of self-evaluation (of teaching)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Be made aware of staff development activities which would assist their educational development in various areas of teaching-learning (knowledge, skills and attitudes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 Other (please specify and indicate when this should be addressed)			



SECTION B7: THE NEWLY-APPOINTED EDUCATOR: AN *INFORMANT*, AS A TEACHER IN THE CLASSROOM

As part of the Faculty of Health Sciences' orientation programme a newly-appointed health sciences educator should be exposed to the following:

- 1 = in the first year of employment
2 = after the first year of employment
3 = not at all

1. General classroom concepts

The newly-appointed educator should be granted an opportunity to:

- | | 1 | 2 | 3 |
|---|--------------------------|--------------------------|--------------------------|
| 1.1 Become familiarised with the classroom set-up | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.2 Learn where and how to get access to the classrooms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.3 Learn how to formulate classroom rules | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.4 Learn more about challenges to be faced in classroom teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.5 Other (please specify and indicate when this should be addressed) | | | |

2. Basic concepts of teaching-learning in the classroom

The newly-appointed educator should be granted an opportunity to:

- | | 1 | 2 | 3 |
|---|--------------------------|--------------------------|--------------------------|
| 2.1 Learn about the general principles of teaching-learning in a classroom setup | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.2 Learn how to use electronic teaching aids | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.3 Learn how to use audio-visual aids | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.4 Learn about non-technology educational aids (e.g. teaching with a white board) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.5 Learn how to effectively allocate time preparing for a classroom teaching session | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.6 Learn more about the significance of question and answer opportunities in the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.7 To demonstrate her/his skill in employing an educational method in the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.8 Other (please specify and indicate when this should be addressed) | | | |

3. The lecture as a teaching-learning method

The newly-appointed educator should be granted an opportunity to:

- | | 1 | 2 | 3 |
|--|--------------------------|--------------------------|--------------------------|
| 3.1 Learn about the interactive lecture as a teaching-learning method | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.2 Learn how to effectively convey discipline-specific knowledge in a lecture | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



SECTION B7: THE NEWLY-APPOINTED EDUCATOR: AN INFORMANT, AS A TEACHER IN THE CLASSROOM [Continue]

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 3.3 Be guided to prepare her/his first lecture | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.4 Be shown how to present his/her first lecture | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.5 Demonstrate the ability to present a lecture (using any type of lecturing platform e.g. PowerPoint, Prezi) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.6 Identify ways in which to engage students optimally during a classroom teaching-learning session | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.7 Other (please specify and indicate when this should be addressed) | | | |

4. Group work as a teaching-learning method

The lecturer should be granted an opportunity to:

- | | 1 | 2 | 3 |
|---|--------------------------|--------------------------|--------------------------|
| 4.1 Be informed about the principles of group work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.2 Learn how to use group work effectively in the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.3 Learn how to facilitate group work effectively | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.4 Demonstrate his/her skill in facilitating group work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.5 Learn how to encourage teamwork | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.6 Other (please specify and indicate when this should be addressed) | | | |



SECTION B8: THE NEWLY-APPOINTED EDUCATOR: AN INFORMATION PROVIDER, AS A TEACHER IN THE CLINICAL SETTING

As part of the Faculty of Health Sciences' orientation programme a newly-appointed health sciences educator should be exposed to the following:

- 1 = in the first year of employment
2 = after the first year of employment
3 = not at all

1. General concepts in terms of the clinical setting (in the clinical skills or simulation units, in clinics, wards, theatres etc.)

The newly-appointed educator should be granted an opportunity to:

	1	2	3
1.1 Become familiarised with the clinical teaching platform of the Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Gain an understanding of the rules of the clinical teaching platform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Learn what challenges are faced when teaching in the clinical setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Learn what the roles and responsibilities are of clinical educators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Other (please specify and indicate when this should be addressed)			

2. Basic concepts of teaching-learning in the clinical setting

The newly-appointed educator should be granted an opportunity to:

	1	2	3
2.1 Learn about the educational strategies used when teaching in a clinical setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1.1 Learn about bedside teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1.2 Learn how to present a clinical discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1.3 Learn how to facilitate a practical session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1.4 Learn about multi-professional education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1.5 Learn about inter-professional education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1.6 Learn about work-integrated learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1.7 Learn about simulation in education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1.8 Learn about problem-based education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1.9 Other (please specify and indicate when this should be addressed)			

	1	2	3
2.2 Learn about several competencies needed to teach in a clinical setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2.1 Be informed about how to teach effective communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2.2 Learn how to teach clinical reasoning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SECTION B8: THE NEWLY-APPOINTED EDUCATOR: AN INFORMATION PROVIDER, AS A TEACHER IN THE CLINICAL SETTING [Continue]

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 2.2.3 Learn how to teach students about appropriate behaviour | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.2.4 Learn how to teach students about professionalism | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.2.5 Learn how to teach students about ethics in health sciences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.2.6 Learn how to teach students about the nature of good clinical practice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.2.7 Be informed about how to teach students critical problem-solving | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.2.8 Be informed about how to teach health advocacy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.2.9 Other (please specify and indicate when this should be addressed) | | | |

- | | 1 | 2 | 3 |
|--|--------------------------|--------------------------|--------------------------|
| 2.3 To <i>observe</i> teaching in a clinical setting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.4 To <i>practise</i> teaching in a clinical setting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.5 To demonstrate the ability to present the use of an educational method in a clinical setting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.6 Other (please specify and indicate when this should be addressed) | | | |

3. Clinical skills and simulation units

The lecturer should be granted an opportunity to:

- | | 1 | 2 | 3 |
|--|--------------------------|--------------------------|--------------------------|
| 3.1 Learn about the clinical skills units available in the Faculty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.2 Learn how to best utilise a clinical skills unit as an educational platform | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.3 Be offered the opportunity to demonstrate a clinical skill in a clinical skills unit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.4 Learn about the simulation units available in the Faculty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.5 Learn how to best utilise a simulation unit as an educational platform | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.6 Learn how to develop a scenario for use in the simulation unit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.7 Learn how to demonstrate a scenario and simulation unit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.8 Be informed about Miller's pyramid of mastering clinical skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.9 Other (please specify and indicate when this should be addressed) | | | |



SECTION B9: THE NEWLY-APPOINTED EDUCATOR: AN INFORMATION PROVIDER, AS A TEACHER IN THE COMMUNITY

As part of the Faculty of Health Sciences' orientation programme a newly-appointed health sciences educator should be exposed to the following:

- 1 = in the first year of employment
2 = after the first year of employment
3 = not at all

1. General concepts in terms of service learning (SL)

The newly-appointed educator should be granted an opportunity to:

- | | 1 | 2 | 3 |
|---|--------------------------|--------------------------|--------------------------|
| 1.1 Be introduced to the concept of service learning (SL) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.2 Be familiarised with the SL platform of the Faculty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.3 Learn about the role of the educator in SL | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.4 Learn about the educational strategies used in SL | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.5 Learn how to prepare students for SL | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.6 Learn how to best support students in SL | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.7 Other (please specify and indicate when this should be addressed) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. General concepts in terms of community-based education (CBE)

The newly-appointed educator should be granted an opportunity to:

- | | 1 | 2 | 3 |
|--|--------------------------|--------------------------|--------------------------|
| 2.1 Be introduced to the concepts of community-based education (CBE) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.2 Be familiarised with the CBE platform of the Faculty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.3 Be informed about the different regulations with regard to teaching in the community | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.4 Learn about the role of the educator in CBE | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.5 Learn who the CBE coordinator(s) is (are) in the Faculty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.6 Learn about the educational strategies used in CBE | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.7 Learn how to prepare students for CBE | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.8 Learn how to support the students in CBE optimally | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.9 Other (please specify and indicate when this should be addressed) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



SECTION B10: THE NEWLY-APPOINTED EDUCATOR: A FACILITATOR OF LEARNING

As part of the Faculty of Health Sciences' orientation programme a newly-appointed health sciences educator should be exposed to the following:

- 1 = in the first year of employment
2 = after the first year of employment
3 = not at all

1. General learning concepts

The newly-appointed educator should be granted an opportunity to:

	1	2	3
1.1 Learn how to interpret the different learning styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Identify her/his own learning style and preference(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Learn how to identify students' learning styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Learn about various learning strategies (e.g. mind maps, think-pair-share, mnemonics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Learn about various teaching-learning techniques (e.g. simulations, role plays, case studies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Be informed about the importance of learners' prior experience(s) of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7 Be informed about the different ways in which learners learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8 Learn about common mistakes students make which affects their learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9 Know about various conceptions and misconceptions about learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10 Learn what the academic's role is as a facilitator of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11 Be taught the difference between pedagogy (teaching-'leading children') and andragogy (the art and science of teaching adults)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.12 Learn about the concepts of deep and surface learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.13 Learn how to explain to students what the action words in the outcomes, assignments and assessments mean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.14 Learn how to use the action words correctly to align teaching-learning and assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.15 Other (please specify and indicate when this should be addressed)			

2. Assisting with and supporting the learning process

The newly-appointed educator should be granted an opportunity to:

	1	2	3
2.1 Be taught ways to engage with students to enhance their learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Practise strategies that encourage active participation (active learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Learn about ways in which to motivate student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Learn about ways in which to assist students to manage learning large quantities of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Learn about ways to assist a student to plan their learning schedules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SECTION B10: THE NEWLY-APPOINTED EDUCATOR: A FACILITATOR OF LEARNING [Continue]

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 2.6 Learn how to differentiate between active and passive learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.7 Be informed how to identify students with learning concerns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.8 Gain information about <i>student support</i> services available in the Faculty and on campus | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.9 Gain information about <i>student development</i> services available in the Faculty and on campus | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.10 Learn when and how to refer students with learning concerns for assistance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.11 Learn how to teach students about the different cognitive levels at which they should function | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.12 Learn how to teach students about the application of theory in practice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.13 Know about the importance of teaching reflection skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.14 Know about the importance of teaching critical thinking skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.15 Know about the importance of teaching decision-making skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.16 Know about the importance of teaching problem-solving | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.17 Learn about the importance of providing timely and informative feedback to students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.18 Other (please specify and indicate when this should be addressed) | | | |



SECTION B11: THE NEWLY-APPOINTED EDUCATOR: A *FACILITATOR* IN TERMS OF MENTORSHIP

As part of the Faculty of Health Sciences' orientation programme a newly-appointed health sciences educator should be exposed to the following:

- 1 = in the first year of employment
2 = after the first year of employment
3 = not at all

The newly-appointed educator should be granted an opportunity to:

- | | 1 | 2 | 3 |
|---|--------------------------|--------------------------|--------------------------|
| 1. Be taught how to define the concept of a mentoring relationship | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Be provided information about of the roles of both the mentor and the mentee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Be equipped with skills to mentor colleagues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Be equipped with skills to mentor students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Learn how to identify an effective mentor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Learn how to explain the benefits of a mentoring relationship | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Learn about the different types of mentoring approaches | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Learn about the mentoring programme in the Faculty and University | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Other (please specify and indicate when this should be addressed) | | | |



SECTION B12: THE NEWLY-APPOINTED EDUCATOR: AN ASSESSOR OF STUDENT LEARNING

As part of the Faculty of Health Sciences' orientation programme a newly-appointed health sciences educator should be exposed to the following:

- 1 = in the first year of employment
2 = after the first year of employment
3 = not at all

1. General assessment concepts

The newly-appointed educator should be granted an opportunity to:

	1	2	3
1.1 Be taught how to define student assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Learn about the important principles of assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Be provided information about various methods of assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Engage in the theory of the most commonly used assessment methods, as used in the Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Learn how to differentiate between formative and summative assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Become informed about the concept constructive alignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7 Learn how to implement constructive alignment in education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8 Learn the difference between the assessment of student learning and learning through assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9 Learn about the challenges educators face with assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10 Learn about the role of moderation in the assessment process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11 Become informed about the concept quality assurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.12 Learn how to behave ethically in the assessment process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.13 Learn what rigorous but fair assessment entails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.14 Learn how to assess students with learning disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.15 Other (please specify and indicate when this should be addressed)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Assessment process

The newly-appointed educator should be granted an opportunity to:

	1	2	3
2.1 Be taught how to formulate assessment goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Learn how to plan an assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Learn how to design an assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Be taught how to identify what should be assessed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Learn how to assess students at different cognitive levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Learn how to identify how student learning (knowledge, skills and attitudes) should be assessed best	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SECTION B12: THE NEWLY-APPOINTED EDUCATOR: AN ASSESSOR OF STUDENT LEARNING
 [Continue]

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 2.7 Learn when is the best time to assess student learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.8 Learn who should be involved in the assessment process | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.9 Learn how to implement an assessment strategy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.10 Learn how to collect evidence of student learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.11 Learn how to evaluate evidence of student learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.12 Learn how to judge evidence of student learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.13 Learn the best ways to score the assessment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.14 Learn about different scoring instruments (e.g. scoring rubrics) used in assessment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.15 Learn how to record (including the reporting of) assessment results | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.16 Learn how to provide constructive feedback to students after a written assessment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.17 Learn how to debrief students after a practical assessment (e.g. a role play, simulated assessment, clinical skills assessment) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.18 Learn about the appeal process in the Faculty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.19 Learn how an assessment process is evaluated | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.20 Other (please specify and indicate when this should be addressed) | | | |

3. Additional

The newly-appointed educator should be granted an opportunity to:

- | | 1 | 2 | 3 |
|--|--------------------------|--------------------------|--------------------------|
| 3.1 Be informed about what is expected of the assessors in the Faculty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.2 Take note of the assessment policy documents of the University | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.3 Other (please specify and indicate when this should be addressed) | | | |



SECTION B13: THE NEWLY-APPOINTED EDUCATOR: AN *EVALUATOR* OF THE CURRICULUM

As part of the Faculty of Health Sciences' orientation programme a newly-appointed health sciences educator should be exposed to the following:

- 1 = in the first year of employment
2 = after the first year of employment
3 = not at all

The newly-appointed educator should be granted an opportunity to:

- | | 1 | 2 | 3 |
|--|--------------------------|--------------------------|--------------------------|
| 1. Be introduced to the concepts of curriculum evaluation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Be familiarised with the process of curriculum evaluation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Receive feedback on any changes to the curriculum | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Other (please specify and indicate when this should be addressed) | | | |



SECTION B14: THE NEWLY-APPOINTED EDUCATOR: A *ROLE MODEL* FOR STUDENTS

As part of the Faculty of Health Sciences' orientation programme a newly-appointed health sciences educator should be exposed to the following:

- 1 = in the first year of employment
 2 = after the first year of employment
 3 = not at all

The newly-appointed educator should be granted an opportunity to:

- | | 1 | 2 | 3 |
|---|--------------------------|--------------------------|--------------------------|
| 1. Be informed about how to be a role-model for students by incorporating examples of personal, professional and clinical practice experiences into education with a view to facilitate the development of critical thinking skills in students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Be introduced to the concept of life-long learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Learn how to role model effective collegial relationships | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Learn how to role model the concept of respect to students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Learn about the code of conduct for lecturers (e.g. being on time for educational sessions, dressing the part) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Learn how to act professionally and ethically towards students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Other (please specify and indicate when this should be addressed) | | | |



SECTION B15: THE NEWLY-APPOINTED EDUCATOR: A *ROLE MODEL* FOR COLLEAGUES

As part of the Faculty of Health Sciences' orientation programme a newly-appointed health sciences educator should be exposed to the following:

- 1 = in the first year of employment
2 = after the first year of employment
3 = not at all

The newly-appointed educator should be granted an opportunity to:

- | | 1 | 2 | 3 |
|--|--------------------------|--------------------------|--------------------------|
| 1. Learn how to display professional integrity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Learn about the importance on-going personal skills development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Learn the importance of building collegial relationships | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Learn about the importance of mutual respect among colleagues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Other (please specify and indicate when this should be addressed) | | | |



SECTION B16: THE NEWLY-APPOINTED EDUCATOR: AN ADMINISTRATOR

As part of the Faculty of Health Sciences' orientation programme a newly-appointed health sciences educator should be exposed to the following:

- 1 = in the first year of employment
2 = after the first year of employment
3 = not at all

1. Own administration

The newly-appointed educator should be granted an opportunity to:

- | | 1 | 2 | 3 |
|---|--------------------------|--------------------------|--------------------------|
| 1.1 Obtain skills which will assist him/her to successfully manage his/her office | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.2 Learn how to manage their diaries effectively | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.3 Gain an understanding of the UFS's policy in terms of e-mail communication | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.4 Be orientated to the use of <i>Medmail</i> in the Faculty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.5 Other (please specify and indicate when this should be addressed) | | | |

2. Administrative support

The newly-appointed educator should be granted an opportunity to:

- | | 1 | 2 | 3 |
|---|--------------------------|--------------------------|--------------------------|
| 2.1 Be introduced to administration personnel in the Faculty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.2 Learn about the role of support personnel in the Faculty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.3 Other (please specify and indicate when this should be addressed) | | | |



SECTION B17: THE NEWLY-APPOINTED EDUCATOR: A RESEARCHER

As part of the Faculty of Health Sciences' orientation programme a newly-appointed health sciences educator should be exposed to the following:

- 1 = in the first year of employment
2 = after the first year of employment
3 = not at all

1. Planning and deploying research

The newly-appointed educator should be granted an opportunity to:

	1	2	3
1.1 Learn how to define a broad research agenda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Obtain skills to know how to plan a research project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Receive information about various research paradigms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Receive information about various research methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Be orientated on writing a successful research proposal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Learn about the procedures in obtaining approval from the Ethics Committee of the Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7 Be familiarised with the important documentation regarding conducting research in the Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8 Be introduced to staff and other resources available that can assist with research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9 Learn how to manage research best	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10 Learn about the content required in a thesis/dissertation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11 Other (please specify and indicate when this should be addressed)			

2. Sourcing funding for research

The newly-appointed educator should be granted an opportunity to:

	1	2	3
2.1 Learn the processes identifying possible funding sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Receive guidance on how to obtain funding for research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Other (please specify and indicate when this should be addressed)			

3. Supervision duties

The newly-appointed educator should be granted an opportunity to:

	1	2	3
3.1 Obtain skills in sourcing undergraduate students to take part in research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Obtain skills in sourcing graduate students to take part in research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SECTION B17: THE NEWLY-APPOINTED EDUCATOR: A RESEARCHER

[Continue]

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 3.3 Become familiarised with the supervision process at the Faculty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.4 Be trained as a postgraduate supervisor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.5 Other (please specify and indicate when this should be addressed) | | | |

4. Attendance of research forums and conferences

The newly-appointed educator should be granted an opportunity to:

- | | 1 | 2 | 3 |
|--|--------------------------|--------------------------|--------------------------|
| 4.1 Be shown how to write an abstract for a research forum or conference | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.2 Receive an explanation about the rules and regulations regarding attendance of research forums and conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.3 Learn how to present research results effectively | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.4 Learn about the do's and don'ts in presenting at conferences and forums | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.5 Other (please specify and indicate when this should be addressed) | | | |

5. Research support and encouragement

The newly-appointed educator should be granted an opportunity to:

- | | 1 | 2 | 3 |
|---|--------------------------|--------------------------|--------------------------|
| 5.1 Learn how to manage research time effectively | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.2 Gain an understanding of the relevance of collaborative research | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.3 Obtain skills to adopt early research productivity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.4 Learn about the rewards available in the Faculty in terms of completing research | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.5 Gain an understanding of the publication process | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.6 Become familiarised with the policy documents of the UFS regarding of doing research and publishing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.7 Become informed of the incentives for which academics qualify when publishing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.8 Be able to identify their own strengths and weaknesses in terms of research | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.9 Get to know which support services are offered at the Postgraduate School | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.10 Get to know which support services and initiatives are available in the Faculty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.11 Gain an understanding of the concept of National Research Foundation (NRF) rating | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



SECTION B17: THE NEWLY-APPOINTED EDUCATOR: A RESEARCHER

[Continue]

5.12 Other (please specify and indicate when this should be addressed)

--



SECTION B18: THE NEWLY-APPOINTED EDUCATOR'S: ACADEMIC CAREER DEVELOPMENT

As part of the Faculty of Health Sciences' orientation programme a newly-appointed health sciences educator should be exposed to the following:

- 1 = in the first year of employment
2 = after the first year of employment
3 = not at all

1. Planning a career path

The newly-appointed educator should be granted an opportunity to:

	1	2	3
1.1 Learn how to identify their own strengths, weaknesses, opportunities and threats in order to conduct a SWOT analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Learn how to set clear goals for their career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Learn about common mistakes that newly-appointed academics make in terms of their careers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Learn how to avoid the common mistakes that newly-appointed academics make in terms of their careers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Learn whom to contact regarding specific career development queries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.6 Other (please specify and indicate when this should be addressed)

2. Developing as a professional educator

The newly-appointed educator should be granted an opportunity to:

	1	2	3
2.1 Learn how to identify areas of strengths and weaknesses in terms of <i>teaching-learning</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Learn how to identify areas of strengths and weaknesses in terms of <i>research</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Learn how to identify areas of strengths and weaknesses in terms of <i>professional duties</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Learn how to balance the competing demands of teaching, research, and service delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Learn how to balance the competing demands of personal and professional responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Learn how to prioritise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 Learn more about the Teaching and Learning Excellence Awards at the UFS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8 Learn how to compile a professional portfolio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9 Learn how to compile a teaching portfolio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.10 Other (please specify and indicate when this should be addressed)



SECTION B18: THE NEWLY-APPOINTED EDUCATOR'S: ACADEMIC CAREER DEVELOPMENT
 [Continue]

3. Support resources

The newly-appointed educator should:

- | | 1 | 2 | 3 |
|---|--------------------------|--------------------------|--------------------------|
| 3.1 Have access to a general educational information booklet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.2 Be provided with a health sciences educational guide | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.3 Be provided with a health sciences educational workbook | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.4 Have access to a website for newly-appointed academics which entails educational information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.5 Have access to a website for newly-appointed academics which entails information about valuable resources | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.6 Be provided with a resources booklet about services available at the University | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.7 Be provided with a resources booklet about services available in the Faculty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3.8 Other (please specify and indicate when this should be addressed)

4. Professional development – developing soft skills

The newly-appointed educator should be granted an opportunity to:

- | | 1 | 2 | 3 |
|---|--------------------------|--------------------------|--------------------------|
| 4.1 Learn effective time management skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.2 Learn how to build professional relationships | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.3 Learn how to ask for feedback in the workplace | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.4 Learn how to communicate effectively in an academic milieu | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.5 Learn what professionalism entails | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.6 Learn how to internalise failure | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.7 Learn how to get to know their students most effectively and understand their backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.8 Learn how to cope with excessive student demands | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4.9 Other (please specify and indicate when this should be addressed)

5. Professional development – collegiality

The newly-appointed educator should be:

- | | 1 | 2 | 3 |
|---|--------------------------|--------------------------|--------------------------|
| 5.1 Receive information about how to integrate into the academic community | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.2 Receive information about how to build collegial relationships | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.3 Receive guidelines and tips on networking with colleagues at other Universities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



SECTION B18: THE NEWLY-APPOINTED EDUCATOR'S: ACADEMIC CAREER DEVELOPMENT
 [Continue]

5.4 Be granted opportunities to form part of various committees within the Faculty

☐☐☐

5.5 Other (please specify and indicate when this should be addressed)

6. Personal development

The newly-appointed educator should:

	1	2	3
6.1 Learn how to set personal goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Master skills on how to deal with crises situations in an appropriate way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Be provided information about where to seek help and support with health or personal problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4 Be guided in the art of self-expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5 Learn how to best ensure work-life balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6 Learn how to identify their own <i>beliefs</i> in terms of personal development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.7 Learn how to identify their own <i>needs</i> in terms of personal development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.8 Learn how to identify their own <i>wants</i> in terms of personal development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.9 Other (please specify and indicate when this should be addressed)



SECTION C: THE ROLES OF A NEWLY-APPOINTED HEALTH SCIENCES EDUCATOR

Question 1: Please indicate the level of importance in terms of possible roles of the newly-appointed health sciences educator:

	Very important	Somewhat important	Not important at all	Unsure
1.1 Role as a <i>planner</i> of the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Role as a <i>planner</i> of modules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Role as a <i>resource developer</i> in terms of module guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Role as a <i>resource developer</i> in terms of study guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Role as an <i>information provider</i> , as a teacher in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Role as an <i>information provider</i> , as a teacher in the clinical setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7 Role as an <i>information provider</i> , as a teacher in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8 Role as a <i>facilitator</i> of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9 Role as a <i>facilitator</i> in terms of mentorship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10 Role as an <i>assessor</i> of student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11 Role as an <i>evaluator</i> of the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.12 Role as a <i>role model</i> for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.13 Role as a <i>role model</i> for colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.14 Role as an administrator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.15 Role as a researcher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 2: Read the statements below and indicate whether you agree, disagree or are not sure.

The newly-appointed health sciences educator should:

	Agree	Do not agree	Unsure
2.1 Be offered a less loaded teaching schedule, at first	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Should teach their first few classes/sessions under supervision of a more experienced educator or a mentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Have the opportunity to discuss their teaching experience with their a mentor or a line manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Receive continued support in terms of teaching-learning practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Be offered the opportunity to receive continued teaching evaluation with feedback from peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Be offered the opportunity to receive continued teaching evaluation with feedback from more experienced colleagues (from the same discipline)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 Be offered the opportunity to receive continued teaching evaluation with feedback from an educationalist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SECTION C: THE ROLES OF A NEWLY-APPOINTED HEALTH SCIENCES EDUCATOR [Continue]

2.8 Be offered the opportunity to complete a teaching learning-module (1-year module) in the Health Professions Education (HPE) Programme (for staff development and/or degree – in HPE - purposes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9 Complete formal assessor (including moderator) training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.10 Be offered time to spend on their own research (during working hours)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.11 Be encouraged to complete higher degrees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.12 Be encouraged to take part in further research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.13 Receive continued support in terms of their research development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.14 Receive support in writing academic papers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.15 Receive support in planning a successful research career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.16 Be offered guidance and support in the publication process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.17 Be encouraged and supported in obtaining NRF rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.18 Be individually considered in terms of their academic career development needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.19 Have the opportunity, on a regular basis, to discuss their career path with their line manager, mentor or peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.20 Receive continued support in terms of their scholarly development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.21 Have the opportunity to network with other colleagues in the Faculty during informal events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.22 Have the opportunity to network with other colleagues in the Faculty during formal events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.23 Participate in mentorship relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.24 Be offered the opportunity to interact with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.25 Be offered the opportunity to interact with more experienced colleagues in the Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.26 Be offered the opportunity to interact with more experienced colleagues across campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.27 Be encouraged to work in a community of scholars - collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 3: Health sciences educators teach in a multicultural environment, what is your opinion on this aspect?

Question 4: Health sciences educators teach in a parallel-medium instruction environment, what is your opinion on this aspect?



SECTION D: GENERAL

Question 1: Does any form of induction or an orientation process for newly-appointed health sciences educators exist in your Department/School (if yes, please provide more details)?

Question 2: In your opinion, what type of academic staff development activities should be in place for newly-appointed health sciences educators at the UFS?

	Yes	No	Unsure
2.1 Self-directed learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Formal lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Microteaching sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Online educational sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 Group-work activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8 Simulated learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9 Directed Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.10 Other (please specify)			

Question 3: Do you have any other suggestions in term of successfully orientating the newly-appointed academic in health sciences?

Question 4: Which other specific topics should be included in an orientation programme, about which newly-appointed health sciences educators should be orientated?

Question 5: When would you say is the best time to offer an orientation programme for the newly-appointed health sciences educator?

Question 6: Kindly provide your thoughts about making the academic staff development orientation programme in the Faculty of Health Sciences mandatory to all newly-appointed academics.



APPENDIX C4

SUMMARY OF THE MAIN RESULTS FROM THE QUESTIONNAIRE SURVEY

Table C: Summary of the main results from the questionnaire survey
(The table continues on the next ten pages)

Role	What should be considered to include in the staff development programme	
	in the first year	after the first year
Planner of the curriculum (<i>cf.</i> 5.4.2.1)	<ul style="list-style-type: none">• be informed about who is responsible for the programme that they teach in;• should understand what a curriculum is;• should understand what a programme is; and	For those interested: <ul style="list-style-type: none">• planning, developing and evaluating curriculums and programmes; and

	<ul style="list-style-type: none"> • know how to distinguish between the two concepts 	<ul style="list-style-type: none"> • Know who to contact to get assistance with this.
A module planner (cf. 5.4.2.2)	<ul style="list-style-type: none"> • the term module should be defined; • the position of the module in a programme should be indicated; • the concept of units or sessions should be clarified and their position in a module outlined; and • the roles and responsibilities of all parties involved outlined <p>(Peer coaching could be used to address this)</p>	<p>For a module leader and those interested:</p> <ul style="list-style-type: none"> • be offered further development and support opportunities in terms of planning, developing, updating and evaluating modules.
A resource developer in terms of module guides (cf. 5.4.2.3)	<ul style="list-style-type: none"> • be aware of a range of resources and how they may be used effectively; • know what is a module guide, including the contents as per the UFS and FOHS requirements; and • learn how to use the module guide plan teaching and assessment accordingly. 	<p>For a module leader and those interested:</p> <ul style="list-style-type: none"> • be offered further development and support opportunities in terms of planning, developing, updating and evaluating module guides.
A resource developer in terms of study guides (cf. 5.4.2.4)	<ul style="list-style-type: none"> • be informed of the FoHS and the school's requirements of study guides • know what is a module guide, including the contents as per the UFS and FOHS requirements; and • learn how to make use the study guide in teaching-learning. 	<p>For those interested:</p> <ul style="list-style-type: none"> • be offered further development and support opportunities in terms of planning, developing, updating and evaluating study guides.
Teaching-learning responsibilities (cf. 5.4.2.5)	<p>Educational strategies and methods</p> <ul style="list-style-type: none"> • know who to contact to get support with e-learning; • be orientated towards e-learning platforms; • know what e-learning platform/s are available at the UFS; • learn about different teaching strategies and methods; • be orientated to integrated learning; • be able to practice the use of various educational strategies and methods <p>(Sessions should be practical so that the academic can take it back and apply it)</p>	<p>Educational strategies and methods</p> <ul style="list-style-type: none"> • continue to learn about various educational strategies and methods; • keep up to date with the latest educational strategies and methods; • continue to practice the use of various educational strategies and methods; • obtain skills to make improvements on their teaching-learning; and • learn about distance-learning only if/when applicable.

Role	What should be considered to include in the staff development programme	
	in the first year	after the first year
Teaching-learning responsibilities (cf. 5.4.2.5) (continued)	Outcomes-based education <ul style="list-style-type: none"> understand the general concept outcomes-based education; conceptualise that different taxonomies; conceptualise that students can operate at different cognitive levels; comprehend the difference between exit-level; outcomes and module outcomes; comprehend the difference between module outcomes and unit outcomes; learn how to formulate learning outcomes; learn about the different levels at which learning outcomes should be formulated; formulate learning outcomes for their specific course or module; learn to explain the required learning outcomes to their students; and be informed about how to select the appropriate educational method to attain a specific learning outcome. 	Outcomes-based education <ul style="list-style-type: none"> continue to learn how to formulate learning outcomes; and demonstrate knowledge on how to formulate outcomes (at different levels) accordingly
	The educational environment <ul style="list-style-type: none"> understand the educational environment in which they will teach; know of the pitfalls of the educational environment; and learn concepts as to optimising the educational environment to ensure that learning takes place. 	
	Teaching-learning responsibilities <ul style="list-style-type: none"> conceptualise the health sciences educator's teaching-learning roles and responsibilities (e.g. preparing for educational session/s, structuring of educational session/s, transferring knowledge to students, transferring skills to students, presenting stimulating educational session/s and ways of better engaging students. (The programme should be encouraging, developing an enjoyment for teaching)	
	Educational support <ul style="list-style-type: none"> know who is the Faculty's teaching-learning representative; be informed of lecturer evaluation opportunities available; and be informed about the staff development activities available 	Educational support <ul style="list-style-type: none"> skill of self-evaluation (of teaching); and obtain reflective practices skills.
An informant as a teacher in the classroom (cf. 5.4.2.6)	General classroom concepts <ul style="list-style-type: none"> become familiarised with the classroom set-up; learn where and how to get access to the classrooms; learn how to formulate classroom rules; learn more about challenges to be faced in classroom teaching; and learn how to manage difficult and disgruntled students. 	

What should be considered to include in the staff development programme		
Role	in the first year	after the first year
An informant as a teacher in the classroom (cf. 5.4.2.6) (continued)	Basic concepts of teaching-learning in the classroom <ul style="list-style-type: none"> learn about the general principles of teaching-learning in a classroom setup; learn how to use electronic teaching aids; learn how to use audio-visual aids; learn how to use non-technology educational aids; learn how to effectively allocate time preparing for a classroom teaching session; conceptualise the importance of using questioning in a classroom session; and demonstrate her/his skill in employing an educational method in the classroom. 	<ul style="list-style-type: none"> basic concepts of teaching-learning in the classroom; and continue making use of knowledge and skills to effectively teach in a classroom.
	The lecture as a teaching-learning method: <ul style="list-style-type: none"> learn about the interactive lecture as a teaching-learning method; learn how to effectively convey discipline-specific knowledge in a lecture; be guided to prepare her/his first lecture; be shown how to present his/her first lecture; demonstrate the ability to present a lecture (using any type of lecturing platform e.g. PowerPoint, Prezi); identify ways in which to engage students optimally during a classroom teaching-learning session <p>(Presentations should be interesting and the use of technology should be demonstrated as opposed to informing the educator about it in a lecture)</p>	<p>The lecture as a teaching-learning method:</p> <ul style="list-style-type: none"> continue making use of knowledge and skills to present effective and engaging lectures.
	Group work as teaching method: <ul style="list-style-type: none"> be informed about the principles of group work; learn how to use group work effectively in the classroom; learn how to facilitate group work effectively; demonstrate his/her skill in facilitating group work; and learn how to encourage teamwork. 	Group work as teaching method: <ul style="list-style-type: none"> continue making use of knowledge and skills to effectively facilitate groupwork.
An informant as a teacher in the clinical setting (cf. 5.4.2.7) Only for clinical educators	General concepts in terms of the clinical setting (in the clinical skills or simulation units, in clinics, wards, theatres etc.) <ul style="list-style-type: none"> become familiarised with the clinical teaching platform of the Faculty; gain an understanding of the rules of the clinical teaching platform; learn what challenges are faced when teaching in the clinical setting; and learn what the roles and responsibilities are of clinical educators. 	Teaching-learning in the clinical setting – educational strategies and methods: <ul style="list-style-type: none"> be introduced to the different educational strategies and methods used; observe teaching in a clinical setting; be offered the opportunity to demonstrate the use of various educational strategies and methods in the clinical field;

Role	What should be considered to include in the staff development programme	
	in the first year	after the first year
An informant as a teacher in the clinical setting (cf. 5.4.2.7) (continued)	Basic concepts of teaching-learning in the clinical setting <ul style="list-style-type: none"> learn that there are several educational strategies used when teaching in a clinical setting; and learn about the availability of clinical skills and simulation units to be used in clinical training. 	<ul style="list-style-type: none"> learn how to teach various competencies important in health sciences education; learn how clinical skills and simulation units can be used in training; learn how to develop teaching specific for use in such a unit; and demonstrate teaching in such a unit.
An informant as a teacher in the community (cf. 5.4.2.8)	<ul style="list-style-type: none"> be introduced to the concepts SL and CBE; and learn how this is used in FoHS 	<ul style="list-style-type: none"> For those interested: be offered training to teach in these settings
A facilitator of learning (cf. 5.4.2.9)	General learning concepts: <ul style="list-style-type: none"> identify her/his own learning style and preference(s); learn how to identify students' learning styles; learn about various learning strategies (e.g. mind maps, think-pair-share, mnemonics); learn about various teaching-learning techniques (e.g. simulations, role plays, case studies); be informed about the importance of learners' prior experience(s) of learning; be informed about the different ways in which learners learn; learn about common mistakes students make which affects their learning; know about various conceptions and misconceptions about learning; learn what the academic's role is as a facilitator of learning; learn about the concepts of deep and surface learning; learn how to explain to students what the action words in the outcomes, assignments and assessments mean; and learn how to use the action words correctly to align teaching-learning and assessment 	<ul style="list-style-type: none"> be taught the difference between pedagogy (teaching- 'leading children') and andragogy (the art and science of teaching adults); learn how to apply concepts of deep and surface learning; and learn how to adapt their teaching to accommodate the majority (if not all) learning preferences.
	Assisting with and supporting the learning process: <ul style="list-style-type: none"> learn about ways to motivate student learning (engaging students and encouraging active participation); learn about ways in which to assist students to manage learning large quantities of work; learn about ways to assist a student to plan their learning schedules; be informed how to identify students with learning concerns and how to refer them; gain information about student support and development services available in the Faculty and on campus; 	

	What should be considered to include in the staff development programme	
Role	in the first year	after the first year
A facilitator of learning (<i>cf.</i> 5.4.2.9) (continued)	<ul style="list-style-type: none"> • learn how to teach reflection skills, critical thinking skills, decision-making skills and problem-solving; and • learn about the importance of providing timely and informative feedback to students. 	
A facilitator in terms of mentorship (<i>cf.</i> 5.4.2.10)	<ul style="list-style-type: none"> • is aware of mentoring opportunities (if available) in their School. 	<ul style="list-style-type: none"> • learn how to define the concept of a mentoring relationship; • understand the roles of both the mentor and the mentee; and • learn about the mentoring programme in the Faculty
An assessor of student learning (<i>cf.</i> 5.4.2.11)	<p>General assessment concepts;</p> <ul style="list-style-type: none"> • be taught how to define student assessment; • learn about the important principles of assessment; • be provided information about various methods of assessment; • engage in the theory of the most commonly used assessment methods, as used in the Faculty; • learn how to differentiate between formative and summative assessment; • become informed about the concept constructive alignment; • learn how to implement constructive alignment in education; • learn the difference between the assessment of student learning and learning through assessment; • learn about the challenges educators face with assessment; • learn about the role of moderation in the assessment process; • become informed about the concept quality assurance; • learn how to behave ethically in the assessment process; • learn what rigorous but fair assessment entails; and • learn how to assess students with learning disabilities. 	<p>HPE training!!!</p> <p>(There should be follow-up after formal assessment training for assessors to build onto their knowledge especially after they have experienced the assessment processes first hand)</p>
	<p>Assessment process</p> <ul style="list-style-type: none"> • be taught how to formulate assessment goals; • learn how to plan an assessment; • learn how to design an assessment; • be taught how to identify what should be assessed; • learn how to assess students at different cognitive levels; • learn how to identify how student learning (knowledge, skills and attitudes) should be assessed best learn; when is the best time to assess student learning; 	

Role	What should be considered to include in the staff development programme in the first year	after the first year
An assessor of student learning (<i>cf.</i> 5.4.2.11) (continued)	<ul style="list-style-type: none"> • learn who should be involved in the assessment process; • learn how to implement an assessment strategy; • learn how to collect evidence of student learning; • learn how to evaluate evidence of student learning; • learn how to judge evidence of student learning; • learn the best ways to score the assessment; • learn about different scoring instruments (e.g. scoring rubrics) used in assessment; • learn how to record (including the reporting of) assessment results; • learn how to provide constructive feedback to students after a written assessment; • learn how to debrief students after a practical assessment (e.g. a role play, simulated assessment, clinical skills assessment); • learn about the appeal process in the Faculty; and • learn how an assessment process is evaluated. 	
An evaluator of the curriculum (<i>cf.</i> 5.4.2.12)		<ul style="list-style-type: none"> • be introduced to the concepts of curriculum evaluation; • be familiarised with the process of curriculum evaluation; and • receive feedback on any changes to the curriculum.
A role model for students (<i>cf.</i> 5.4.2.13)	<ul style="list-style-type: none"> • be informed about how to be a role-model for students by incorporating examples of personal, professional and clinical practice experiences into education with a view to facilitate the development of critical thinking skills in students • be introduced to the concept of life-long learning • be reminded to role model effective collegial relationships • be reminded to role model the concept of respect to students • learn about the code of conduct for lecturers (e.g. being on time for educational sessions, dressing the part) • be reminded to act professionally and ethically towards students 	(With reference to the statement: learn how to role model effective collegial relationships a respondent left an additional comment which can be read in the Table below. Since we are training health care professionals who will be required to act professionally and ethically and work together in effective teams it is important that the students are exposed to educators and professionals role-modelling this)
A role model for colleagues (<i>cf.</i> 5.4.2.14)	<ul style="list-style-type: none"> • be reminded to display professional integrity • learn about the importance of showing on-going interest in personal skills development • learn the importance of showing interest in building collegial relationships 	(The importance of more experienced educators' role modelling scholarship in teaching learning was also highlighted by Boyd (2014:164) (<i>cf.</i> 2.4.2.2).)

What should be considered to include in the staff development programme		
Role	in the first year	after the first year
A role model for colleagues (cf. 5.4.2.14) (continued)	<ul style="list-style-type: none"> be reminded of the importance of mutual respect among colleagues learn lines of communication in department, school and faculty 	(It might be worthwhile reminding the more experienced educators in the Faculty of this and to highlight it for the newly-appointed educators who will be someone else's role model in the future)
An administrator (cf. 5.4.2.15)	Own administration <ul style="list-style-type: none"> obtain skills which will assist him/her to successfully manage his/her office; learn how to manage their diaries effectively; and gain an understanding of the UFS's policy in terms of e-mail communication. 	(Since many academic staff members are in charge of their own administration it could be worth their while obtaining skills to best manage their office and/or diaries. One participants suggested an online platform to share the important information on by writing: "Online courses, seminars, time management, how to deal with rivers of emails")
	Administrative support <ul style="list-style-type: none"> be introduced to administration personnel in the Faculty; learn about the role of support personnel in the Faculty; and be sensitised lines of communication. 	
A researcher (cf. 5.4.2.16)	<ul style="list-style-type: none"> newly-appointed educators should be introduced to staff and other resources available that can assist with research during their first year of employment. <p><i>(The focus in the first year should be on the teaching and learning strategies and after the first year, when new lecturers are settling in will be more appropriate for research training")</i></p> <p><i>(These should be addressed in a separate orientation)</i></p> <p><i>(This role should not be duplicated with the post graduate and research office of the UFS doing excellent work")</i></p>	Planning and deploying research <ul style="list-style-type: none"> learn how to define a broad research agenda; obtain skills to know how to plan a research project; receive information about various research paradigms; receive information about various research methods; be orientated on writing a successful research proposal; learn about the procedures in obtaining approval from the Ethics Committee of the Faculty; be familiarised with the important documentation regarding conducting research in the Faculty; be introduced to staff and other resources available that can assist with research; learn how to manage research best; and learn about the content required in a thesis/ dissertation.

	What should be considered to include in the staff development programme	
Role	in the first year	after the first year
A researcher (cf. 5.4.2.16) (continued)		Sourcing funding for research <ul style="list-style-type: none"> • learn the processes identifying possible funding sources; and • receive guidance on how to obtain funding for research.
		Supervision duties <ul style="list-style-type: none"> • obtain skills in sourcing undergraduate students to take part in research; • obtain skills in sourcing graduate students to take part in research; • become familiarised with the supervision process at the Faculty; and • be trained as a postgraduate supervisor.
		Attendance of research forums and conferences <ul style="list-style-type: none"> • be shown how to write an abstract for a research forum or conference; • be explained the rules and regulations regarding attendance of research forums and conferences; • learn how to present research results effectively; and • learn about the do's and don'ts in presenting at conferences and forums
		Research support and encouragement <ul style="list-style-type: none"> • Learn how to manage research time effectively • Gain an understanding of the relevance of collaborative research • Obtain skills to adopt early research productivity • Learn about the rewards available in the Faculty in terms of completing research • Gain an understanding of the publication process • Become familiarised with the policy documents of the UFS regarding of doing research and publishing

	What should be considered to include in the staff development programme	
Role	in the first year	after the first year
A researcher (<i>cf.</i> 5.4.2.16) (continued)		<ul style="list-style-type: none"> • become informed of the incentives for which academics qualify when publishing; • be able to identify their own strengths and weaknesses in terms of research; • get to know which support services are offered at the Postgraduate School; • get to know which support services and initiatives are available in the Faculty; and • gain an understanding of the concept of National Research Foundation (NRF) rating
Academic career development (<i>cf.</i> 5.4.2.17)	Support resources <ul style="list-style-type: none"> • have access to a general educational information booklet; • be provided with a health sciences educational guide; • be provided with a health sciences educational workbook; • have access to a website for newly-appointed academics which entails educational information; • have access to a website for newly-appointed academics which entails information about valuable resources; • be provided with a resources booklet about services available at the University; and • be provided with a resources booklet about services available in the Faculty. 	
		Planning a career path <ul style="list-style-type: none"> • learn how to identify their own strengths, weaknesses, opportunities and threats in order to conduct a SWOT analysis; • learn how to set clear goals for their career; • learn about common mistakes that newly-appointed academics make in terms of their careers; • learn how to avoid the common mistakes that newly-appointed academics make in terms of their careers; and

	What should be considered to include in the staff development programme	
Role	in the first year	after the first year
Academic career development (cf. 5.4.2.17) Continued)		<ul style="list-style-type: none"> learn whom to contact regarding specific career development queries.
	Professional development –developing soft skills <ul style="list-style-type: none"> learn effective time management skills; be reminded to build professional relationships; learn how to ask for feedback in the workplace; learn how to communicate effectively in an academic milieu; be reminded what professionalism entails learn how to internalise failure; learn how to get to know their students most effectively and understand their backgrounds; and learn how to cope with excessive student demands. Professional development – collegiality receive information about how to integrate into the academic community; and receive information about how to build collegial relationships. 	Professional development – collegiality <ul style="list-style-type: none"> receive guidelines and tips on networking with colleagues at other Universities; and be granted opportunities to form part of various committees within the Faculty.
		Developing as a professional educator <ul style="list-style-type: none"> learn how to identify areas of strengths and weaknesses in terms of <i>teaching-learning</i>; learn how to identify areas of strengths and weaknesses in terms of <i>research</i>; learn how to identify areas of strengths and weaknesses in terms of <i>professional duties</i>; learn how to balance the competing demands of teaching, research, and service delivery; learn how to balance the competing demands of personal and professional responsibilities; learn how to prioritise; learn more about the Teaching and Learning Excellence Awards at the UFS; learn how to compile a professional portfolio; and learn how to compile a teaching portfolio.

	What should be considered to include in the staff development programme	
Role	in the first year	after the first year
Academic career development (cf. 5.4.2.17) Continued)	Personal development <ul style="list-style-type: none"> • learn how to set personal goals; • master skills on how to deal with crises situations in an appropriate way; • be provided information about where to seek help and support with health or personal problems; • be guided in the art of self-expectations; • learn how to best ensure work-life balance; • learn how to identify their own <i>beliefs</i> in terms of personal development; • learn how to identify their own <i>needs</i> in terms of personal development; and • learn how to identify their own <i>wants</i> in terms of personal development. 	
	(The researcher agrees with the comment in terms of not overwhelming the newly-appointed educator. The point of the orientation programme will not be to intimidate the educator, but rather to assist them in their scholarly journey (cf. 5.4.2.7))	