

2018

ANNUAL REPORT

CENTRE FOR
HEALTH
PROFESSIONS
EDUCATION

Academic Leadership
Enabling Environment
Quality Health Care



100
1918 · 2018



saam vorentoe · masiye phambili · forward together



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VISION

Our vision is to be a leader in the field of health professions education globally with a view to facilitating the provision of equitable and responsive health care in South Africa

MISSION

Our mission is to offer academic leadership towards establishing and sustaining an enabling environment within which meaningful learning and teaching can flourish and to influence the practice of teaching and learning drawing on existing scholarship while contributing to the body of knowledge through our own research; and informed by the principles of transformative learning; active citizenship and social accountability.

Our goals are therefore to:

- ▶ Play a leadership role in the establishment of approaches to education that are underpinned by principles of interdisciplinarity and social accountability, embrace diversity, optimise the use of learning technologies, and foster a focus on learning-centredness, student success and staff wellness.
- ▶ Initiate, co-ordinate and support the use of innovative and evidence-based teaching and learning practices at both undergraduate and postgraduate level in the Faculty of Medicine and Health Sciences (FMHS).
- ▶ Extend the capacity of experts in the field of Health Professions Education in the FMHS, as well as nationally and internationally with a specific focus on Africa.
- ▶ Make a significant contribution to the scientific basis of Health Professions Education as an academic field of study.

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Governing Board Members

Prof J Blitz

Chairperson
Vice-Dean: Learning and Teaching

Dr B Gerber

Faculty Representative
Senior Lecturer: Speech, language and hearing therapy

Prof U Chikte

Faculty Representative
Head: Department of Global Health

Prof L Frick

SU Representative
Director: Centre for Higher and Adult Education

Prof J Frantz

External Representative
Deputy Vice-Chancellor: Research and Innovation, University of Western Cape

Dr M Skead

SU Representative
Director: Centre for Teaching and Learning

Prof J Volmink

Dean: FMHS

Prof S van Schalkwyk

Director: CHPE

Chairperson's foreword

► Prof Julia Blitz

In 2017, we looked forward with anticipation to see what 2018 would hold and the Centre has indeed completed another very successful year.



The Director of the Centre continues to lead by example. Nationally, her success was acknowledged through receiving a National Excellence in Teaching and Learning Award from HELTASA. These awards are designed to spotlight academics who provide inspiration and leadership in higher education. In addition to the other roles that she has in AMEE, she chaired the Doctoral Report Award committee in 2018 and was invited to give one of the closing plenary PechaKucha presentations – literally placing Stellenbosch University on the international health professions education stage.

The valuable addition of Cecilia Jacobs to the staff of the Centre has enabled a new, multi-institution, collaborative, longitudinal study which will focus on responsive curricula. The bold decisions taken to focus on providing a platform for the expanding role of learning technologies, and to develop a holistic approach to teaching clinical communication in isiXhosa to all our undergraduate students, will stand the faculty in good stead as the Centre guides these projects in an academically and pedagogically sound manner. Many members of staff have played important roles as we responded to the university's curriculum renewal project, providing support to three of the undergraduate programmes in the faculty.

Building on her University Teaching Fellowship that was awarded in 2017, Elize Archer received a Stellenbosch

University Teaching Excellence award this year. She also took on a leadership role in the South African Association of Health Professions Educationalists (SAAHE), where she represents the Western Cape on the national Council.

It is the sub-teams and the greater team of the Centre working together to achieve its mission that enables the successes that have been highlighted here and in this annual report. Despite being a small Centre, the effect of the work done by its staff is felt widely across the faculty as each person plays their role in advancing teaching excellence and learning success. This report highlights the vast array of work that staff in the Centre undertook during 2018 and the acknowledgements they received during the year. The significant role that this Centre plays in the faculty is evident. I congratulate Professor van Schalkwyk and the CHPE team on another very successful year and look forward with eager anticipation to the contributions that they will make in the faculty, across the province, the country and the region, as well as internationally in 2019.

PROF JULIA BLITZ
Chairperson

The CHPE in action

The Centre for Health Professions Education (CHPE) is a Type 2 academic entity that falls within Stellenbosch University's CIS (centres, institutes and schools) structure, is situated in the Faculty of Medicine and Health Sciences (FMHS) and has a specific strategic focus on health professions education. The Centre's remit straddles three key domains namely: strengthening teaching and learning by fostering the professional learning of staff for their teaching roles; supporting curriculum renewal in all its facets, including advancing the adoption of innovative and relevant methods and approaches; promoting scholarly practices and engaging in health professions education research with a view to contributing to the body of knowledge in the field. This work is premised on our key principles of providing academic leadership and creating enabling environments for learning, this with a view to the provision of quality health care for all.

This report provides an overview of our activities for 2018 clustered around our four strategic goals. It highlights key achievements and offers insights with regard to our intent and purpose.

GOAL #1

To play a leadership role in the establishment of approaches to education that are underpinned by principles of interdisciplinarity and social accountability, embrace diversity, optimise the use of learning technologies, and foster a focus on learning-centredness, student success and staff wellness

The CHPE plays a leading role in advancing teaching excellence and learning success in the FMHS. We continuously strive to build our own resilience and adaptive capacity to be in the best position to enhance the wellness of students and staff. In our efforts to meaningfully address the challenges of health professions education and healthcare delivery in South Africa and beyond, we collaborate across disciplinary, social, and institutional boundaries to promote and support the development of socially responsive and contextually relevant curricula. We apply the best available evidence

to the research, development, implementation and evaluation of innovative teaching and assessment practices that foster engaged and transformative learning experiences for our diverse student population. Our leadership role extends to the following key focus areas:

Responsive teaching practices

With our faculty development offerings we aim to equip lecturers and clinicians with the knowledge and skills to optimise teaching, learning and assessment in their unique contexts. Several golden threads are woven throughout the Teaching in the Health Professions (THP), Registrar as Teacher (RaT) and Clinical Supervision/ Clinician as Teacher (CaT) courses offered by the CHPE, including learning-centeredness, student success, social accountability, interdisciplinarity, diversity, and the integration of learning technologies. Our MPhil in Health Professions Education programme recruits from a diverse postgraduate student body, which allows us to strengthen our approaches to diversity and interdisciplinarity, while preparing educational experts, leaders and scholars who can advance the field of Health Professions Education in Sub-Saharan Africa and beyond.

Direction and support for continuous programme renewal

Curriculum specialists in the CHPE provide evidence-based direction and support for learning-centred, socially responsive curriculum review and renewal processes at both programme and modular level. We incorporate guidance on the integration of the FMHS Graduate Attributes, as well as the use of ePortfolios for learning and assessment in our consultations with relevant role players. During the past year we have, for example, consulted with, and provided expert educational input into, the new BCur Nursing and MBChB programmes at undergraduate level, as well as the BSc Honours in Molecular Biology and Human Genetics and the new Postgraduate Diploma in Infectious Diseases. In addition, our Learning Technologies team provided instructional design assistance and technical support for the implementation of hybrid and blended learning approaches in the MPhil in Cancer Science (in collaboration with the Centre for Learning Technologies at SU), MSc Biostatistics, and MMed Clinical Research Protocol Writing Course.

Learning technologies

In an era of rapid digital change, the Learning Technologies team provides support and direction to lecturers on the design and implementation of innovative blended learning approaches. The team consults and collaborates with leading eLearning service providers and software developers across the globe (including Elsevier Adaptive Learning, AMBOSS, Visual Dx, Pearson, iSpring, Primal Pictures, Scorpion, OSMOSIS, etc.) on an ongoing basis to ensure that we remain at the cutting edge of innovative digital learning solutions. Various emerging technologies and software options are explored in consultation with the FMHS business management team, and licenses are aligned across programmes as far as possible. We play a key role in the quality assurance and improvement of learning technology use at the FMHS, by having an active presence on relevant committees such as FELITAC, ELITAC and IKTOL, as well as working closely with the Centre for Learning Technologies at Stellenbosch Campus

Simulation and Clinical Skills Unit

The FMHS's state-of-the-art simulation and clinical skills unit (SCSU) is situated within the CHPE and forms an essential and dynamic part of the foundation to all health professional education programmes in the Faculty. Learning-centred, personalised opportunities allow all FMHS students to learn, practice and acquire clinical skills in their own time and at their own pace in a safe environment, without fear of compromising a patient or themselves. Students are optimally prepared for their clinical learning opportunities, resulting in confidence and improved performance in the clinical learning environment and, ultimately, quality patient care.

Clinical communication in isi-Xhosa and Afrikaans

The CHPE supports discipline-specific language learning through teaching isiXhosa and Afrikaans Clinical Communication to undergraduate students. These language offerings are embedded within various programmes and modules with the aim to improve quality healthcare while promoting communication in isi-Xhosa and Afrikaans.



Simulation and Clinical Skills Unit

GOAL #2

To initiate, co-ordinate and support the use of innovative and evidence-based teaching and learning practices at both undergraduate and postgraduate level in the FMHS

Faculty development

Strengthening teaching and learning in the FMHS is a key dimension of the CHPE's remit. To this end, an integrated and ever-growing portfolio of Faculty Development initiatives and activities are offered to any member of staff who is responsible for teaching and assessment whether classroom based, on the clinical training platform, or online, at both under and postgraduate level. As mentioned above, the structured faculty development programme includes the THP, RaT and CaT courses or workshops. In addition, a 'Health Professions Education Orientation Day' was presented to newly appointed lecturers in early Jan of 2018, and several lunch hour sessions where topics of new learning and teaching initiatives were discussed, were facilitated. During the year, several customised workshops were also on offer. Although planned faculty development initiatives are seen as formal and structured work of the Centre, many informal faculty engagements took place on an ad hoc basis. In many cases, these ad hoc activities support the formal activities.

The CHPE strives to be at the forefront of teaching and learning approaches and advocates for the adoption of innovative and scholarly practices in its various faculty development offerings while concurrently seeking to model these practices. Reflection, for example, as a practice is strongly emphasised during these courses with the ultimate aim of fostering transformative learning. It is important to the Centre that there is ongoing renewal of curricula and learning approaches to respond to calls for health professions graduates who can take up the challenges of health care in the country.

All the academic staff at the Centre are involved in the formal courses and are supported in some cases by faculty members or colleagues from the Stellenbosch campus that have expertise in certain fields. As we are a small team, we are grateful for those colleagues who join us on our mission to enhance teaching and learning. We seek to encourage a community of scholarly teachers and believe the respective faculty development initiatives contribute to extending this community all the time.

The CHPE's Learning Technologies team, consisting of a lecturer, an instructional designer and a technical assistant, guides and supports lecturers with the integration of learning technologies in teaching, learning and assessment at both under-and postgraduate level across

all programmes offered at the FMHS. The team provides assistance with navigation on the SUNLearn platform and the use of basic and advanced SUNLearn tools, flipping the classroom, developing SCORM packages, producing and curating lecture recordings, and creating educational videos and podcasts.

The use of blended learning approaches is encouraged and supported through consultations with lecturers, customized one-on-one or group training sessions, and hands-on support, e.g. creating adaptive and blended learning packages with iSpring software (PowerPoint plugin), using basic and advanced SUNLearn tools to create authentic online learning experiences and assessment tasks, etc. The learning technologies team also trains and supports lecturers with the use of Skype for Business, Adobe Connect and Microsoft Suite to further enhance blended learning approaches.

GOAL #3

To extend the capacity of experts in the field of HPE in the FMHS, as well as nationally and internationally with a specific focus on Africa

M Phil in HPE programme

The Masters of Philosophy in Health Professions Education (MPhil in HPE) is the CHPE's academic flagship. With this programme we are able to contribute to the development of Health Care Professionals in their role as educators both in our institution, nationally and internationally. This programme has been offered since 2008 and we have graduated 79 students in this ten year period. The year 2018 has been a very productive year for our programme with us being able to contribute to the graduation of 13 candidates. Six of these graduates were from countries outside of South Africa.

Our MPhil in HPE is available for all health care professionals that are working in a Higher Education environment. The programme's mode of delivery is a combination of face-to-face time (a week in the beginning of the year), with the greatest percentage of learning facilitated in an online environment during the rest of the academic year. This option makes it feasible for students who are working either fulltime or part time, or not locally based, to complete the programme. The programme allows health care professionals that are teachers to develop their teaching practices by exposing them to the use of e-portfolios and other learning technologies for teaching and learning in the programme. Another aim of the MPhil is to assist the students to develop their research in education skills and asking them each to produce a research assignment applied to their own contexts by the end of the programme.

Our programme has implemented various strategies to assist the students to become scholarly health professions educators and researchers such as a mentor system in year one and a longitudinal portfolio with some support and feedback during both years. Students in our programme are also in the fortunate position where they can make use of help from consultants at the Writing Centre at Stellenbosch University who can assist them in developing their writing skills.

Examples of topics that were researched by the graduates in the 2018 cohort include:

- ▶ Final-year dental students' perceptions of verbal feedback in the clinical setting.
- ▶ Clinical associate students' perceptions of factors influencing their developing professional identity.
- ▶ Exploring dentistry teachers' perceptions and understanding of the teaching and assessment of the HPCSA core competencies in an undergraduate dentistry curriculum.
- ▶ Postgraduate students' perspectives of the relationship between feedback and learning.

PhD programme

The Doctorate in Philosophy (Health Professions Education) (PhD [HPE]) requires the submission of a full research dissertation and admission to this programme is subject to approval by the programme committee. During 2018 the CHPE had one PhD graduate, Prof Julia Blitz who is the current Vice Dean: Learning and Teaching at the FMHS. Her study was entitled "Clinical teaching on an expanding training platform designing a fit-for-purpose model of faculty development for emerging clinical teachers in a resource-constrained environment"

GOAL #4

To make a significant contribution to the scientific basis of HPE as an academic field of study

In line with the CHPE's vision and mission to play a leadership role and to establish conditions in which "meaningful learning and teaching can flourish", a range of research activities provided the vehicle to promote Scholarship in HPE.

CHPE Research Day 2018: 'HPE Scholarship in the Spotlight'

A full-day programme consisted of a stimulating line-up of topics including an invited Guest Speaker, a Paediatrician Clinical Educator who had recently achieved his PhD in HPE by publication. Several doctoral and postdoctoral students, including awardees of Teaching Fellowship grants,

presented research studies in which they are currently engaged. The programme lent itself to a day of fruitful discussion around issues of clinical supervision, the use of learning technologies, student selection, distance learning, identity formation and some of the contextual influences impacting on student success such as supportive spaces and residences.

Healthcare Systems Strengthening track at Annual Academic Day (AAD)

An HPE research session in the AAD programme of the Faculty provided a platform for a wide range of educational topics pertaining to healthcare systems. Presentations included aspects of teaching and learning such as the use of e-portfolios as well as the expansion of decentralised training in HPE. The enhancement of mental health policy as well as an instrument for measuring the levels of empathy demonstrated by medical students were also topics that featured in this session.

CHPE Writing Retreat and regular writing times

Opportunities for developing academic writing and for focusing on scholarly writing endeavours were again supported by the CHPE's annual writing retreat and the weekly writing times on Friday mornings. At the writing retreat, staff of the CHPE and affiliates from the wider Faculty dedicated time to writing of research proposals, journal articles and dissertations. Novice writers received collegial support from more seasoned authors, and in turn contributed their energy and enthusiasm to the writing sessions intended to promote scholarship in HPE. Several collaborative writing projects were enhanced by the dedicated time away from regular work. A number of articulated commitments that were successfully converted to outcomes included no less than six journal articles (published in DoHET accredited Journals, with an additional two manuscripts currently in press). A book Chapter is also in press, and graduating PhD (1) and Masters (1) students had worked on their thesis/dissertation during the writing retreat.

PhD and MPhil research projects supervision

Supervision of research projects of students in 2018 again provided an opportunity to influence the type of research undertaken, at various institutions across South Africa and further afield, to ensure relevance, and to potentially address gaps in the existing knowledge-base of HPE. The spectrum of MPhil students' research assignments being founded on issues pertaining to their own clinical practice ensured that the findings of various studies would be directly applied in clinical learning environments even where the work was not publishable or where publication would take several years to achieve. The collective insight generated in various healthcare

disciplines, particularly in aspects of clinical teaching and learning has far reaching consequences for the development of teaching and learning in HPE generally, both in South Africa and further afield in sub-Saharan African contexts.

The Vice Dean: Teaching and Learning of the FMHS completed her PhD study, supervised by the Director of the CHPE, which developed a framework for clinical teachers in resource constrained settings, which is likely to be widely transferable to contexts experiencing similar conditions (see also Goal #3).

Conferences, national and international networks involvements

CHPE's staff presented and co-presented their work at national and international conferences which offer possibilities for networking with other practitioners in HPE and Higher Education (see also Annexure 1). In 2018, a number of Keynote and plenary presentations were also delivered by the senior academic staff of the CHPE at premier education networking events.

Research outputs

The CHPE contributed to eight journal articles in 2018, mostly published in high impact journals and covering various topics of interest to a more international audience (see Annexure 1). Although the total number of outputs was somewhat lower than in recent years, the achievements were celebrated as generally being in a higher echelon of dissemination. The extended abstract by E Archer and I Meyer; for example, published in the category of 'Really Good Stuff' in Medical Education, was awarded the Journal's Henry Walton Prize as this article Teaching empathy to undergraduate medical students: "One glove does not fit all" achieved the highest number of downloads from the Really Good Stuff: lessons learned from innovation in medical education section in 2018. The official announcement of this award is to be made at the ASME Annual Scientific Meeting in Glasgow (3-5 July 2019).

Current research projects

There are a number of noteworthy ongoing research projects at the CHPE that gained traction in 2018, including explorations of how the various units or centres of HPE are structured within sub-Saharan African Universities, and the affordances of funding for innovation and research in teaching and learning. Funding was obtained for larger projects, for example, for evaluating faculty-wide programme/curriculum renewal and the development of empathy which has been the focused area of research emanating from an SU Teaching Fellowship awarded to Dr E Archer in 2016.

With the incorporation of the iXhosa department as a unit within the CHPE, there is a current research opportunity to further understand the preparation of healthcare professionals for serving in multilingual clinical contexts. See Annexure 1 for a full list of current project.



▲ 2018 MPhil first years

2018 MPhil second years ▶

Annexure 1: RESEARCH OUTPUTS 2018

Publications

Publications in Peer-Reviewed Journals

Archer E, Meyer I. Interventions aimed towards the development of patient-centredness in undergraduate medical curricula: A scoping review. *African Journal of Health Professions Education* 2018; 10(3):171-175.

Archer E, Meyer I. Teaching empathy to undergraduate medical students: 'one glove does not fit all'. *Medical education* 2018; 52(11):1191-1191.

Blitz J, De Villiers M, **Van Schalkwyk S.** Implications for faculty development for emerging clinical teachers at distant sites: a qualitative interpretivist study. *Rural and Remote Health* 2018(18): 141-152.

Cleland J, Cilliers F, **Van Schalkwyk S.** The learning environment in remediation: a review. *The Clinical Teacher* 2018; 15:13-18.

De Villiers M, Van Heerden B, **Van Schalkwyk S.** 'Going the extra mile': Supervisors' perspectives on what makes a 'good' intern. *SAMJ* 2018; 108(10):852-857.

De Villiers M, Conradie H, **Van Schalkwyk S.** Teaching medical students in a new rural longitudinal clerkship: opportunities and constraints. *Annals of global health* 2018; 84(1):58-65

Peluso M, Rodman A, Mata DA, Kellett A, **Van Schalkwyk S, Rohrbaugh R.** A comparison of expectations and experiences of medical students from high, middle and low income countries participating in global health clinical electives. *Teaching and Learning in Medicine* 2018; 30(1):45-56.

Van Schalkwyk S, Blitz J, Couper I, de Villiers M, Lourens G, Muller J & van Heerden B. Consequences, conditions and caveats: a qualitative exploration of the influence of undergraduate health professions students at distributed clinical training sites. *BMC Medical Education*, 2018;18(1), 311. <https://doi.org/10.1186/s12909-018-1412-y>

Conference presentations

Keynote / plenary presentations

Jacobs C, Keynote speaker: *Placing knowledge at the centre of how we understand 'good (enough) teaching'*. Central University of Technology, 5th Innovation in Learning and Teaching Conference, 15 June 2018.

Jacobs C, Invited speaker: *Academic literacies: enriching the theoretical stockpot*. Western Cape Inter-institutional Academic Literacies Forum, 21 September 2018

Jacobs C, Guest speaker: *Integrated Assessment*. Cape Higher Education Consortium, Regional PGDip - Assessment module, 27 September 2018.

Van Schalkwyk S, Invited speaker: *Educational competencies for global health*. Africa Day, Faculty of Medicine and Health Sciences, Stellenbosch University, 25 May 2018.

Van Schalkwyk S, Keynote speaker: *Health professions education in rural contexts: a case from South Africa* (plenary). ASME, Newcastle, UK. 11-13 July 2018

Van Schalkwyk S, Invited speaker: *Postgraduate supervision as an emerging pedagogy: implications for health profession education* (plenary). AMEE, Basel, Switzerland. 26-29 August 2018.

Van Schalkwyk S, Keynote speaker: *Educating the next generation of scientists*. CoBNEST, Spier, Stellenbosch, South Africa. 8 October 2018.

International Conference Presentations

Archer E, Meyer I. Interventions aimed towards the development of patient-centredness in undergraduate medical curricula: A scoping review. ICCH Porto. 1-4 Sep 2018.

Archer E, Bitzer EM, Van Heerden BB. Interrogating patient-centredness in undergraduate medical education using an integrated behaviour model. ICCH PORTO. 1-4 Sep 2018.

Costa M, Carvalho-Filho M, Ho M, Schuwirth L, **Van Schalkwyk S.** Equity in the global health sciences education community: levelling the playing fields? AMEE, Basel, Switzerland. 26-29 Aug 2018.

Couper I, Blitz J, Ellaway R, Greenhill J, **Van Schalkwyk S.** Context matters: exploring the role of place in health professions education. AMEE, Basel, Switzerland. 26-29 Aug 2018

Couper I, Blitz J, De Villiers M, **Van Schalkwyk S, Kent A.** A guiding framework distributed health professions training. Network: Towards Unity for Health Conference, Limerick, Ireland. 16-20 Aug 2018.

Jacobs C. I felt like I was trying to swim through molasses - curriculum renewal at a research-intensive university. HECU (international conference). Cape Town. 15-16 Nov 2018.

Louw AJN. Towards selection for success: How should we weigh selection factors. Melbourne, Australia. 11-13 Apr 2018.

Louw AJN. Optimizing residences in promoting student success amongst ECP students. University of Venda. August 2018.

Van Schalkwyk S, Blitz J, Couper I, De Villiers M, Lourens G, Muller J, Van Heerden B. The influence on distributed clinical training sites of undergraduate student placements. Global Community Engaged Medical Education Muster Conference, Mount Gambier, Australia. 15-18 Oct 2018.

National Presentations

Archer E, Meyer I. Educational Interventions to Foster Empathic Communication Skills: Medical Students' Views. SOTL. Somerset West. 30 - 31 Oct 2018.

Couper I, Van Schalkwyk S, Blitz J, De Villiers M, Lourens G, Muller J, Van Heerden B. The influence on distributed clinical training sites of undergraduate student placements. South African Association of Health Educationalists (SAAHE) Annual Conference, Durban. 27-30 June, 2018.

De Villiers M, Blitz J, **Couper I, Kent A, Van Schalkwyk S.** A framework for effective decentralised training in the health professions. South African Association of Health Educationalists (SAAHE) Annual Conference, Durban. 27-30 June, 2018.

De Villiers M, Eoyang G, Blitz J, Couper I, Kent A, **Van Schalkwyk S.** Driving decentralised training Adaptive Approaches (Workshop). SUCCEED Preconference SAAHE Workshop, Durban. 27 Jun 2018.

Groenewald J, **Louw AJN.** Optimizing residences in promoting student success amongst ECP students. Extended curriculum programmes colloquium. University of Venda, Thohoyandou. 22-23 Aug 2018.

Jacobs C. Placing knowledge at the centre of how we understand 'good (enough) teaching'. 5th Innovation in Learning and Teaching Conference. CUT, Bloemfontein. 15 Jun 2018.

Jacobs C. Academic literacies: enriching the theoretical stockpot. Western Cape Inter-institutional Academic Literacies Forum. CPUT. 21 Sep 2018.

Louw AJN. Towards selection for success: How should we weigh selection factors. SAAHE, Gateway Hotel, Durban. 27-28 Jun 2018.

Louw AJN. Towards selection for success: A focus on the low performance students with the aim to understand. SoTL, Somerset-West. 30-31 Oct 2018.

McNamee L, Rule P. Exploring personal aspirations of newly qualified doctors in a narrative study. SAAHE, Gateway Hotel, Durban. 27 - 29 Jun 2018.

McNamee L, Archer E, Carpenter HM, Peck CW, Van Schalkwyk SC. Need for dialogic feedback: reflection on current practice in Health Professions Education. SOTL. Somerset West. 30 - 31 Oct 2018.

Van Schalkwyk S, Hafler J, Bruwer T, Maley M, Margolis C, McNamee L, Meyer I, Peluso M, Schmutz S, Spak J, Davies D. Transformative learning as pedagogy for health professions: a scoping review. SOTL. Somerset West. 21-23 Oct 2018.

Volschenk M, Geiger J, Smit, L., Blitz, J; van Heerden, B. A Curriculum for Health Care in the 21st Century: Reform and Renewal of the MB,ChB Programme at the Faculty of Medicine and Health Sciences. Conference on the Scholarship of Teaching and Learning. SOTL, Somerset West. 21-23 Oct 2018.

Poster presentations:

Harmuth K. Undergraduate medical students' reporting on barriers and enablers when performing blood cultures in the hospital setting. SAAHE, Gateway Hotel, Durban. 27 - 29 Jun (& represented SOTL. Somerset West. 30 - 31 Oct 2018.)

Marais D, **Van Schalkwyk S, Barsdorf N, Willems B, Kotlowitz J.** Perceived enablers and constraints of motivation to conduct undergraduate research. SOTL. Somerset West. 30 - 31 Oct 2018.

Postgraduate Student Supervision

Doctoral studies completed

Blitz J. Clinical teaching on an expanding training platform: Designing a fit-for-purpose Faculty Development Framework for emerging clinical teachers in a resource-constrained environment. (Supervisors: Van Schalkwyk S, De Villiers M)

Masters studies completed

Bosire KO. Using mobile devices in the Bachelor of Nursing Sciences blended program at University of Nairobi: learner perceptions and experiences. (Supervisors: Van As J, Richards RR)

Carpenter HM. Postgraduate students' perspectives of the relationship between feedback and learning. (Supervisors Van Schalkwyk S, McNamee L)

Govender MM. The perceptions of basic science lecturers at Sefako Makgatho Health Sciences University on their need for health professions educator development. (Supervisors: Blitz J, Van der Merwe C)

Haroun F. Teaching medication administration to nursing students – A scoping review with a decolonial lens.

(Supervisors: Louw AJN, Van der Merwe C)

Mohammed N. Workplace-based assessment of final year students in Paediatric Dentistry at the University of the Western Cape: Is it an indication of clinical competence? (Supervisors: Smit L, Van Schalkwyk S)

Molwantwa MM. Medical Students' perceptions of their learning during longitudinal primary care clinical placements. (Supervisor: Van Schalkwyk S)

Mutabani P. Exploring enrolled nursing and midwifery students' patterns of perceptions on professionalism in their day-to-day clinical placements. (Supervisor: Chikte UME)

Omoniyi-Esan GO. Stepping on the Ladder of Integration: The Perspectives of Foundational Science Teachers on a Discipline- Based Curriculum (Supervisors: Archer E, Meyer I)

Peck CW. Final-year dental students' perceptions of verbal feedback in the clinical setting. (Supervisors: McNamee L; Archer E)

Rahim MF. Exploring the Intricacies of Physiotherapy Supervision Interactions: Perceptions of Clinical Educators and Students. (Supervisors: Archer E, Smith-Tolken A)

Sepako E. Alignment of current graduate attributes required of medical graduates of the University of Botswana to the expressed needs of users of the Botswana Health Service. (Supervisors: Snyman ISDW, Van Heerden B)

Steyn J. A retrospective content analysis of the ambulance emergency assistant refresher course outcomes as covered by FOAMed resources. (Supervisors: Van Schalkwyk S, Keiller L)

Sukrajh V. The use of peer trenching to promote learning amongst senior medical students. (Supervisor: Louw AJN)

Theron, FR. Undergraduate Medical Student's Experience of Their Clinical Rotations in a Private Hospital Setting in South Africa. (Supervisor: Louw AJN)

Thomas H. Exploring lecturers' perceptions and understanding of reflective practice in a newly implemented BSc Radiography curriculum at a South African University of Technology. (Supervisors: Volschenk M, McNamee L)

Ulzen-Chela AA. An exploration of perceptions of second year medical students at the University of Limpopo about learning history-taking through simulation. (Supervisor: Van Schalkwyk S)

Van Niekerk L. Exploring medical laboratory scientist students' experiences during their fourth-year clinical practice period. (Supervisors: Archer E, Volschenk M)

Visser M. The influence of a flipped classroom on the learning approaches of first year Speech-Language and

Hearing Therapy students. (Supervisors: Dr AJN Louw, Mr JJ van As)

Current ongoing projects

Archer E, Louw A, Van Schalkwyk S. The value of renewing a curriculum: an evaluation of the revised MPhil in HPE. N16/10/131. In progress

Archer E, Turner R. Commentatry about Empathy in doctors. Published Jan 2019 in SAMJ.

Archer E, Meyer I. Evaluating the teaching interventions in teaching undergraduate medical students empathy submitted to Teaching and learning in medicine.

Archer E, Turner R. Validation of the JSE in our cohort of 3rd years MBChB students. Accepted for publication in Education for Health.

Archer E, Dyubeni F, Meyer I, Mhlabeni L, Ntsiki M. An exploration of empathic communication and language competency requirements for delivery of patient-centred care to isiXhosa and Afrikaans first-language speakers. A Pilot Study. Awaiting ethics approval.

Couper I. Investigating the hidden curriculum in the Stellenbosch University Faculty of Medicine and Health Sciences. Blitz J; Van Schalkwyk S. N17/02/020. Data generated.

De Villiers M, Van Schalkwyk S, Blitz J, Couper I, Moodley K, Talib Z; Young T, and others. SUCCEED project: Workshop report. Multiple publications, most recent in Medical Teacher 2019.

Espen B, Archer E, Harmuth K. Impact of various teaching innovations on a summative OSCE of 3rd year medical students: A retrospective document analysis. N18/03/027. In progress.

Jacobs C, Mhlabeni L, Dyubeni F, Masiba N. Preparing health science professionals for multilingual contexts: an illuminative evaluation. In progress.

Jacobs C, Van Schalkwyk S, Blitz J. Exploring the development and application of a responsive curriculum framework for healthcare professionals in South Africa. TL-2018-8838. In progress.

Keiller L, Van der Merwe C. Demystifying Blended Learning in Health Professions Education. N14/02/009. In progress.

Louw AJN, Blitz J, Fredericks, F. Student selection. In progress.

Louw AJN. A progress evaluation of the EDP programme. N11/03/067. Completed, preparing manuscript.

Louw AJN, Volschenk M. Curriculum evaluation focusing on generic skills implemented into the Inter-professional Phase of the curriculum. N15/08/073. Completed, presented at AAD, preparing manuscript.

Louw AJN, Carlsson Y, Blitz J, Van Schalkwyk S. Introduction to 'Teaching in Health Professions' course evaluation study. NI 6/10/136. Preparing manuscript.

McNamee L, Rule P. Dispositions of newly qualified doctors encountering a language-related dilemma in South Africa. Manuscript reviewed (SALALS), resubmitted.

McNamee L, Jacobs C, Van Schalkwyk S. Affordances of funding for innovation and research in learning and teaching (FIRLT) for enhancing scholarship in health professions education (HPE). NI 8/07/072. In progress.

Van Schalkwyk S. The PhD in HPE as public good. In progress

Van Schalkwyk S, Meyer I, Schmutz S et al. Transformative learning: a scoping review. Published in Med Educ.

Van Schalkwyk S, Meyer I. Exploring the institutional logics of Health Professions Education (and or Research) units/centres/entities in Sub-Saharan Africa.

Volschenk M. A curriculum for healthcare in the 21st century: reform and renewal of the MB,ChB programme at the Faculty of Medicine and Health Sciences, Stellenbosch University. NI 7/08/080. In progress.

Volschenk M. A Document Review of Medical and Allied Health Curricula to Determine the Current Use and Status of Portfolios in Undergraduate Health Professional Education Programmes at the Faculty of Medicine and Health Sciences, Stellenbosch University. In progress.



Annexure 2: INTELLECTUAL INPUT BEYOND THE FMHS

Elize Archer

- ▶ SAAHE member; regional and national committee secretary, 2018
- ▶ Member of the Senate Paray Nursing School, Lesotho, 2018
- ▶ Reviewer for the following journals: Medical Education, Medical Teacher, Clinical Teacher, African Journal of Primary Health Care & Family Medicine - ongoing
- ▶ Internal Examiner PhD (1)
- ▶ Internal Examiner MPhil (2)

Cecilia Jacobs

- ▶ Associate editor for the journal Critical Studies in Teaching and Learning
- ▶ Academic journal peer reviewer; SAJHE, 2018
- ▶ Academic journal peer reviewer; Alternation, 2018
- ▶ Reviewer of a scholarly journal, ASSAf, 2018
- ▶ NRF reviewer - ongoing
- ▶ External examiner PGDip, UCT.
- ▶ External examiner MEd, UCT.
- ▶ External examiner MEd dissertation, University of Johannesburg.
- ▶ International Advisory Board and Management Committee member of the LCT Centre for Knowledge-Building, University of Sydney.
- ▶ Member of international scientific committee for ICLHE (Integrating Content and Language in Higher Education) international conferences
- ▶ Member of the Southern African Applied Linguistics Association (SAALA)
- ▶ Member of the Higher Education Learning and Teaching Association of Southern Africa (HELTASA)
- ▶ NRF research grant for incentive funding for rated researchers

Alwyn Louw

- ▶ Faculty member of the Sub-Sahara FAIMER Regional Institute (SAFRI), 2008 – ongoing.
- ▶ Academic journal peer reviewer; African Journal of Health Professions Education, 2011 – ongoing
- ▶ External examiner PhD (1) and MPhil (3) students, 2018
- ▶ Internal Examiner MPhil (2), 2018
- ▶ External Moderator; PGDip, UCT, 2018
- ▶ Member Task team – Tutoring functioning, Stellenbosch University
- ▶ Member Task team – Extended Degree Programme initiative Stellenbosch University

Lakshini McNamee

- ▶ Member of SAFRI (sub-Saharan Africa FAIMER Regional Institute) – ongoing; Fellow of 2009.
- ▶ SAFRI Faculty member 2014 – 2018.
- ▶ Internal Examiner MPhil (1)
- ▶ External Examiner PhD (1)
- ▶ Seminar presentation on 'Scoping Reviews' to the PhD Cohort of CTL 18 May 2018.

Susan van Schalkwyk

- ▶ Editorial Board MedEd Publish
- ▶ Associate editor: The Clinical Teacher
- ▶ Academic journal peer reviewer; Academic Medicine
- ▶ Academic journal peer reviewer; BMC Medical Education
- ▶ Academic journal peer reviewer; Medical Teacher
- ▶ Academic journal peer reviewer; Studies in Educational Evaluation
- ▶ NRF reviewer: Rating proposal
- ▶ Reviewer grant proposals: ASME; SMERC
- ▶ Reviewer: Postgraduate Supervision
- ▶ Conference abstracts
- ▶ Reviewer: AMEE
- ▶ Individual member: AMEE
- ▶ Member: AMEE Research Committee
- ▶ Chair: AMEE Doctoral Report Awards
- ▶ Member South African Association of Health Educationalists (SAAHE)
- ▶ Founding member: Bellagio Global Health Education Initiative
- ▶ NRF Rated researcher
- ▶ External examiner, PhD: UJ
- ▶ Member: Committee for Learning and Teaching
- ▶ Member: Institutional Advisory Committee on Internationalisation

Mariette Volschenk

- ▶ Member South African Association of Health Educationalists (SAAHE), 2014 - ongoing
- ▶ Academic journal peer reviewer; African Journal of Health Professions Education, 2016 – ongoing
- ▶ Academic journal peer reviewer; African Journal of Primary Health Care & Family Medicine, 2018
- ▶ Chair Oath Task Team, 2017 – 2018
- ▶ Internal examiner: MPhil in Health Professions Education
- ▶ Member: IKTOL

Annexure 3: TEACHING SESSIONS/LECTURES/WORKSHOPS

Annexure 3.1: Faculty Development

Course/Activity	Departments	Participants numbers
Teaching in Health Professions course (THP)	Anatomy and Histology	3
	CHPE	1
	Ethics	1
	Global Health	2
	Human Nutrition	1
	Occupational Therapy	1
	Physiotherapy	3
	Skills Lab	3
	Speech Therapy	6
	Surgery	1
	Unknown	5
Registrars as Teachers course (RaT)	Anaesthesiology	34
	Chemical Pathology	1
	Clinical Pharmacology	1
	Family Medicine	1
	Internal Medicine	4
	Obstetrics & Gynaecology	4
	Ophthalmology	4
	Psychiatry	6
	Surgery	5
Orientation Day	CHPE	2
	Clinical Pharmacology	1
	Dermatology	1
	Family Medicine	2
	Global Health	1
	Internal Medicine	1
	Orthopaedic Surgery	1
	Physiotherapy	2
	Speech Therapy	2
Unknown	3	
Teaching and Learning session	Consultants Pathology	35
Jack Boulet (Assessment)	All	34
Lunch Hour sessions (2)	All	16
Clinical Supervision	Uppington Clinical Teachers	21
Teaching & Learning	Biochemistry Department	23
Annual Workshop	Rural Clinical School	20
Teaching and Learning sessions	Internal Medicine (3x)	33
Learning Technology	SUNLearn training (3x)	23
	Camtasia training	8
	iSpring training	10

Other Teaching activities

Alwyn Louw

- ▶ Module chair and Co-ordinator of the extended degree programme (EDP) – 2018
- ▶ Module chair of first year Undergraduate module Personal and Professional development
- ▶ Physiotherapy division workshop for undergraduate students regarding adult learning 1x per annum
- ▶ Internal supervisor for MBChB year 4 and 5 undergraduate students in the elective module

Mariette Volschenk

- ▶ Teaching in Reflective Practice and Reflective writing for the MSc Clinical Epidemiology students in their Research Proposal Writing and Grantsmanship module – 22 students (1,5 hour session)
- ▶ Internal supervisor for MBChB year 4 and 5 undergraduate students in the elective module

Elize Archer

- ▶ Internal supervisor for MBChB year 4 and 5 undergraduate students in the elective module

Annexure 3.2: M Phil in Health Professions Education

Modules	Core content
Being and becoming	<ul style="list-style-type: none"> • Introductory module • Explores the role of the academic as a teaching in the health professions
Teaching and learning	<ul style="list-style-type: none"> • Explain and understand the relationship between learning and teaching • Explain and critically distinguish between selected theories about how people learn • Determine, describe and justify a set of meaningful outcomes of teaching and learning in the context of health professions education
Curriculum development	<ul style="list-style-type: none"> • Introduce principles and theories underlying curriculum development • Apply relevant and current models of curriculum development and analysis • Comprehend various relevant regulatory frameworks and policies and its application to own context
Assessment	<ul style="list-style-type: none"> • Developing your understanding of key principles for the sound and meaningful assessment of learning, both theoretically and practically • Relate assessment principles to assessment practice by critiquing an assessment plan
Research in HPE	<ul style="list-style-type: none"> • The philosophical principles underpinning HPE research • The research process • Issues of methodology, methods, and analysis
Development of clinical skills (elective)	<ul style="list-style-type: none"> • Critically evaluate the clinical learning environment of targeted students and formulate context appropriate teaching and learning strategies • Have insight into the planning of various assessment methods relating to clinical skills. • Understand the role of simulation and how it should form an integral part of a curriculum
Faculty development (elective)	<ul style="list-style-type: none"> • Demonstrate a critical disposition towards the need for, and the ongoing nature of, staff development for health professions educators in their teaching role • Describe the factors that enable and constrain uptake of staff development activities, in order to advocate for a Community of Practice • Apply the principles of the entire curriculum development cycle (from situational analysis through to evaluation) in structuring staff development
E-portfolio	<ul style="list-style-type: none"> • Construct, examine and modify your personal teaching philosophy as it applies to your educational practice and professional development over the duration of the MPhil in HPE programme • Longitudinally map your achievement of the programme outcomes and recognise their interconnectedness, as well as their impact on your development as an educator, scholar, researcher and leader in the health professions • Critically reflect on your own learning and educational practices

Annexure 3.3: Teaching sessions in the Simulation and Clinical Skills Unit (SCSU)

	Year	Session	Skills taught		
ICM	Year 1	ICM141	Hand hygiene & vital signs (presented by the SCSU staff for ICM)		
		ICM271	Blood pressure & urine (presented by the SCSU staff for ICM) CPR (presented by the SCSU staff for ICM)		
		Respiratory	Ear examination, vital capacity and inhalers		
		Cardio	ECG workshop CPR		
Early clinical rotation	Year 3	Generic	Empathy, IV, venepuncture, sharps & PEP		
		Internal	Gastric tube insertion, 12 lead ECG, arterial punctures, blood culture, catheterisation, injections & basic ophthalmic exam		
		Obstetrics	Clinical skills, partogram & examining post-partum woman Episiotomy suturing Mechanism of labour, examination of placenta, pelvimetry, fetal skull & antenatal card, Prof Hall & Prof Steyn Abdominal & vaginal examination, Dr Cluver		
			Surgery	Primary survey, airway management, basic CPR, suturing & rectal examination	
			Paediatrics	Basic CPR, choking, oxygen therapy & anthropometry Vaccinations, breastfeeding, growth milestones & anthropometry interpretation of growth charts	
		Family Medicine	Define, understand value of empathy & importance of self-care, understand cognitive skills needed for empathic communication & practise components of empathic communication Communication skills		
		Formative Student Assessments	Sterile procedure		
		Middle clinical rotation	Year 4&5	Emergency Medicine	Resuscitation skills, emergency skills, pre-hospital medicine & disaster medicine
				Gynaecology	Bi-manual examination, vaginal speculum examination, pelvic examination, placing an IUD, breast exam & insertion of implanton
				Internal	Forensics session for completion of death certificate Defibrillation, cardioversion & ICD insertion Lumbar puncture, Dr Conradie
Paediatric	IV infusion, venous blood draw, mantoux, injections, arterial blood draw, lumbar puncture, defibrillation & simulation scenario				
Neonatal	Neonatal CPR				
Surgery	Medical emergency simulation scenario, trauma emergency simulation scenario & breast examination				
Dermatology	Fine-needle aspiration, elliptical excision, punch biopsy, nail bed decompression & cryotherapy				
Formative Student assessments	Cardioversion & Defibrillation				
Forensic medicine	Sexual assault session				
Ophthalmology	Schiotz tonometry and eye examination				
Urology	Bladder washout & catheterisation				
Paeds/Neonates	Resuscitation, intra-osseous & UVC insertion				
Obstetrics	Obstetric emergency simulation scenario				
Surgery Department (Dentistry UWC)		Suturing, IV insertion, airway management and CPR			
Dietetics		Gastric tube placement and vital signs			

*Various departments, within the MBChB programme, use the SCSU for their own teaching sessions, facilitated by their own lecturers, namely Anaesthetics, Orthopaedics, Forensic medicine, Ophthalmology, Dietetics and Physiotherapy.

Post graduate teaching is done by the Departments of Emergency Medicine, Paediatrics and Family Medicine.

The Division of Nursing and Midwifery: Critical Care, Basic and Advanced Midwifery and Primary Health Care, use the SCSU, with teaching facilitated by their own teaching staff.

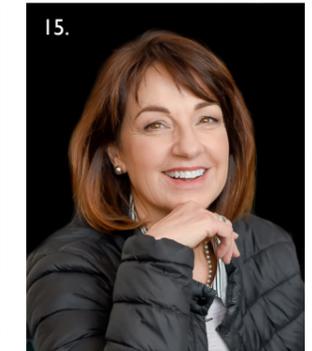
The iXhosa department, a unit within the CHPE, teaches and assesses communication skills in the SCSU.

The SCSU is utilized by many departments, and the College of Medicine, for the assessment of Objective Clinical Skills Examinations

Annexure 3.4: Clinical communication in isi-Xhosa

2018 ISIXHOSA OFFERINGS				
PROGRAMMES	Offerings	Integration	No. of students	Total contact hours
Human Nutrition (HN)	HN II 47007272 (2.5 credits)	Embedded in practical training	± 40 students (2 facilitators; 2 class groups)	62 hours (48=teaching; 14=assessment)
	HN III 47007374 (4.8 credits)	Embedded in practical training	± 40 students (2 facilitators; 2 class group)	64 hours (50=teaching; 14=assessment)
Occupational Therapy (OT)	OT II 10464278 (no separate credits)	Embedded in module	± 60 students (2 facilitators; 2 class groups)	70 hours (46=teaching; 24=assessment)
	OT III 43982374 (no separate credits)	Embedded in module	± 60 students (2 facilitators; 2 class groups)	56 hours (34=teaching; 22=assessment)
Speech, Language and Hearing Therapy (SLHT)	SLHT II SPH274 (26 credits)	Embedded in module	± 32 students (2 facilitators; 2 class groups)	29 hours (21=teaching; 8=assessment)
	SLHT III SPH374 (28 credits)	Embedded in module	± 30 students (2 facilitators; 2 class groups)	24 hours (18=teaching; 6=assessment)
	SLHT IV SPH474 (62 credits)	Embedded in clinical rotations	± 32 students (1 facilitator; 4 class rotations)	28 hours (20=teaching; 6=assessment)
Physiotherapy (PT)	PT I (3 credits)	Embedded in module	± 48 students (2 facilitators; 2 class groups)	17 hours (12=teaching; 8=assessment)
	PT II 254 (2 credits)	Embedded in module	± 50 students (2 facilitators; 2 class groups)	14 hours (6=teaching; 8=assessment)
Medicine (MBChB)	MBChB I 52388141 (20 credits)	Embedded in module	± 250 students (5 facilitators; 12 class groups)	38 hours (8=teaching; ±30=assessment*) *7 minutes per student
	MBChB II 52388271 (20 credits)	Embedded in module	± 270 students (5 facilitators; 12 class groups)	38 hours (8=teaching; ±30=assessment*) *7 minutes per student
	MBChB III 65714371 (2018 pilot)	Embedded in clinical rotations	± 180 students (3 facilitators; 4 class rotations)	1.5 hours

Staff



1. Elize Archer

Elize spends most of her time co-ordinating and facilitating modules within the MPhil in HPE programme. Her second focus area is to oversee the activities in the Simulation and Clinical Skills Centre (SCSU). She has a PhD in Health Professions Education.

2. Ms Kanita Brits

Kanita graduated from North-West University (BSc Consumer Science) and UNISA (Postgraduate Certificate in Education) and completed her PGDip in Educational Technology at the University of Cape Town (UCT). She is the Instructional designer in the CHPE. Her key focus areas include working with subject matter experts to integrate a blended learning approach. She is currently doing an MPhil in Health Professions Education (Stellenbosch University).

3. Ian Couper

Ian is the director of the Ukwanda Centre for Rural and professor of Rural Health in CHPE. He has been involved in rural health professions education and human resources development for rural health care over more than 25 years. He is part of the research module team for the MPhil in HPE.

4. Helen Dakada

Helen is the Administrative Officer responsible for the day to day office management of the Simulation and Clinical Skills Unit. She also provides administrative support for the Extended Degree Programme within the CHPE. She earned a Bachelor of Arts degree in Psychology through Unisa.

5. Fezeka Dyubeni

Fezeka is an isiXhosa clinical communication language facilitator. This year she graduated from Stellenbosch University with (MA), specialising in syllabus design for Stellenbosch University dietetics and health professionals in isiXhosa clinical communication. In 2007, Fezeka's passion for isiXhosa and promotion of multilingualism prompted Minister of Education Mr Cameron Dugmore, to recruit as part of the team that designed (SAL) syllabus for WCED primary and junior secondary schools.

6. Bronwyn Espen

Bronwyn is a Critical Care Nurse and clinical facilitator in the Simulation and Clinical Skills Unit. She is responsible for the middle, 4th and 5th year and late clinical rotation, 6th year, teaching and assessment in the MBCHB programme as well as the Introduction to Emergency Medicine in 4th year. Her main interests include using simulation scenarios for teaching communication and teamwork and the use of debriefing techniques, with reflective practice, to enhance learning and understanding post simulation. Her other interest is assessment, particularly OSCE assessment, simulation assessment and the writing of MCQs that test critical thinking.

7. Justine Geiger

Justine joined the CHPE in June 2018 as a part-time educational advisor. Her key focus areas are supporting the MB, ChB and assessment review processes. She holds a Bachelor of Science Degree in Nursing (UCT), Postgraduate Certificate in Community Nursing Science (UCT), Postgraduate Diploma in Nursing Education (SU) and a Master's Degree in Health Professions Education (SU).

8. Keryn Harmuth

Keryn is a registered Critical Care nurse and clinical facilitator. Her responsibilities include clinical teaching and training of students in the faculty, assisting with the development of study material and supportive learning resources and assisting with planning, preparation and implementation of clinical skills sessions in the Simulation and Clinical Skills Unit. She holds an MCurr with a critical care nursing focus.

9. Cecilia Jacobs

Cecilia is a senior researcher in the CHPE and an associate professor in Higher Education. She is responsible for conducting educational research, as well as postgraduate teaching and supervision. She has worked predominantly in the area of the professionalisation of academics for their teaching role and her current research focuses on the question of knowledge and the importance of its centrality in debates on higher education teaching and learning.

10. Alwyn Louw

Alwyn is involved in postgraduate teaching and supervising (MPhil and PhD in HPE) and for the coordination of the Extended Degree programme. Furthermore, he is responsible for faculty development for teaching and learning in the FMHS and is also involved with undergraduate teaching, specifically at first year level.

11. Lorraine Louw

Lorraine is an Administrative Officer for the CHPE and responsible for administrative support of the MPhil in HPE programme as well as Administrative coordinator of the Faculty Development short courses as well as the MPhil in HPE short courses.

12. Edwardene Marais

Dene is the Senior Secretary for the Centre for HPE and provides administrative support to the Director and other personnel. She is responsible for the day-to-day running of the Centre.

13. Ntsiki Masiba

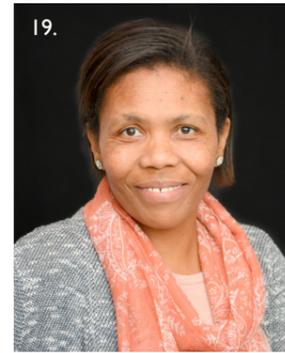
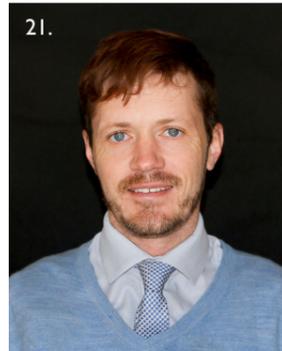
Ntsiki joined the CHPE as a language facilitator in 2018 and is mainly involved in offering Clinical Communication Skills in isiXhosa, to undergraduate programmes. She comes with a Bed honours degree from Stellenbosch University.

14. Lakshini McNamee

Lakshini is an Advisor at the CHPE. She provides guidance to faculty and postgraduate students on matters of teaching and learning, curriculum design, and conducting educational research. She has a BSc (Hons) Biochemistry (UK); DipClinChem (UZ); MEd and PhD (UKZN) in Higher Education.

15. Ilse Meyer

Ilse joined the CHPE as a senior research assistant in 2017 she is a registered Physiotherapist who graduated from Stellenbosch University (BSc in Physiotherapy and MPhil in HPE). She worked as a clinician in various government and private hospitals as well as in private practice. She continued her career as lecturer, clinical supervisor and clinical coordinator at the Physiotherapy division.



16. Linda Mhlabeni

Linda is an isiXhosa Clinical Communication course language facilitator. She obtained her Master's degree in Education (M Ed) from UCT. She is presently enrolled at SU for PhD in language education at the Department of Curriculum Studies. Her research foci are language acquisition and implementation of technology during language teaching and learning.

17. Darryl Pinetown

Darryl is a member of the learning technologies team in the CHPE. He provides technical assistance with lecture recordings and provides staff training on using Techsmith Relay to podcast lectures. He also provides training and support with navigation on the SUNLearn platform, use of basic and advanced SUNLearn tools, and the use of Adobe connect, Skype for Business and Microsoft Suite as a means to support the integration of blended learning approaches.

18. San Schmutz

San assists with the facilitation of the Integrated Portfolio and the Clinical Skills Development Modules respectively. She is a lecturer in the Division of Physiotherapy and a research assistant in the CHPE. She holds a BSc Physiotherapy degree and a MPhil in HPE degree.

19. Anna Skotz

Anna is the laboratory assistant in the Simulation and Clinical Skills Unit. She is responsible for the day to day running of the unit, looking after manikins and equipment, assisting lecturers, facilitators and students with equipment and consumable stock, and supporting students' learning needs.

20. Cornelia Smuts

Cornelia is a registered Critical Care nurse who obtained her nursing degree BCur at Stellenbosch University in 1994. She is a clinical facilitator in the Simulation and Clinical Skills Unit. Her responsibilities include teaching and training of the 3rd year medical students, planning and implementation of the NMFS clinical skills programme, planning, organising and implementation of clinical skills sessions and OSCEs, and assisting with the development and implementation of study material.

21. Janus van As

Janus was Head of the Unit for Learning and involved in the MPhil in Leadership and supervision. He recently joined Glasgow Caledonian University Business in London as Learning Technologist and Lecturer. He is currently busy with a Doctorate in Business Administration, focussing on the management of Learning Excellence.

22. Susan van Schalkwyk

Susan is the director of the CHPE and professor in Health Professions Education. She has a PhD in Higher Education and is responsible for providing strategic leadership with a view to enabling the entire team towards the fulfilment of the Centre's vision and mission while contributing to various aspects of its academic and faculty development remit.

23. Mariette Volschenk

Mariette is a lecturer at the CHPE. Her key focus areas include learning technologies, postgraduate teaching and supervision (MPhil in HPE), and programme renewal. She has a special interest in the impact of electronic portfolios on student learning. Mariette holds a Master's degree in Health Professions Education, and is currently a PhD candidate in Health Professions Education studies at the CHPE.

Collaborators on our postgraduate programmes

Eli Bitzer

Prof Eli Bitzer is an emeritus professor at Stellenbosch University. He has worked in the field of higher education for over 40 years, has published widely and was the editor or co-editor of six scholarly books. He has also successfully supervised 87 masters and doctoral students. Professor Bitzer is an NRF-rated researcher in the established researcher category, has received the rector's award for excellence in educational research at Stellenbosch University as well as the chancellor's award for a lifelong contribution to promoting excellence in research at the institution. His current interest is promoting postgraduate supervision, supporting academic publishing and facilitating curriculum renewal. He is currently also a co-supervisor for a PhD student in HPE.

Marietjie de Villiers

Prof Marietjie de Villiers is a Professor in Family Medicine and Primary Care and has a Masters and Doctorate in Family Medicine. She is a tutor in the MPhil in Health Professions Education programme, in the Curriculum development and analysis module, the Being and Becoming contact session, and supervises students' research assignments.

Lianne Keiller

Lianne is the Learning Technology Systems Manager for Stellenbosch University. She has a B.Sc. in Physiotherapy and an MPhil in Health Sciences Education.

Rose Richards

Rose runs the Writing Lab in Stellenbosch University's Language Centre and teaches academic writing for the MPhil in the HPE programme. She has Honours and Masters degrees in English Literature and a PhD in Psychology.

Liezl Smit

Liezl assisted as supervisor for a MPhil thesis. She is a paediatrician working in the Emergency and Ambulatory Unit of Tygerberg Hospital. After obtaining her Masters degree in Paediatrics (SU), she obtained a Masters in Child Health (Warwick University, UK) and Masters in Health Science Education (SU).

Charmaine van der Merwe

Charmaine is an Advisor at the Centre for Teaching and Learning and co-supervise students on the MPhil in HPE programme. She has a BCur and Advanced diploma in Critical Care Nursing, as well as an MPhil in Higher Education.

Ben van Heerden

Ben is the director of the MB,ChB Unit and programme coordinator of the MB,ChB programme. He is the module chair of the Leadership in Health Professions Education (HPE) module in the MPhil in HPE programme. He has an MB,ChB degree and subsequently did an MSc in Medical Sciences (Nuclear Medicine) and then the MMed in Internal Medicine.

Monique Visser

Monique is a lecturer in the Division of Speech-Language and Hearing Therapy, but also serves on the integrated portfolio team of the MPhil in HPE programme. She holds a Masters degree in Speech Pathology and a MPhil in HPE.

Paul Worley

Prof Paul Worley is an academic rural doctor and Dean of Medicine at Flinders University, Adelaide. He works in the science of rural community based medical education, and its impact on addressing the maldistribution of doctors for rural and underserved areas, has changed the face of medical education and rural medical workforce policy nationally and internationally. His leadership of junior doctor training in general practice has transformed the transition from medical school to post-graduate training for general practice. He is a past President of the Rural Doctors Association of South Australia (SA), a previous national Vice President of ACRRM, and a current Council Member of the AMA (SA). He has a longstanding connection with the FMHS. During 2017, he was appointed as Extraordinary professor within the CHPE and currently also a co-supervisor for a MPhil in HPE student.