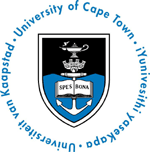
## Faculty of Health Sciences

## University of Cape Town

## Guidelines and Performance Criteria for Ad Hominem Promotion for Clinical Educator Staff

## 

**2023**





#### 

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**Scoring**

Staff are assessed with reference to four categories of work: (1) clinical education and supervision; (2) enhancement of competence and learning; (3) University leadership, management and administration; and (4) social responsiveness. This last category includes clinical service, community outreach and policy input. Staff are required to choose how to weight these four categories to reflect the balance of their own particular workload. Each category has a minimum and a maximum weighting as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** |  | **Weighting** | **Points Score** |
|  |  |  |  |
| Clinical Education and Clinical Supervision |  | 2 - 5 | 1 - 10 |
|  |  |  |  |
| Enhancement of Competence and Learning |  | 1 - 5 | 1 - 10 |
|  |  |  |  |
| Leadership, Management and Administration |  | 1 - 5 | 1 - 10 |
|  |  |  |  |
| Social Responsiveness |  | 1 - 5 | 1 - 10 |

The chosen weightings **must add up to a total of 100**. The points scored by a candidate in the four categories are then multiplied by the weighting for that category. This results in a final score of between 1 and 100.

Rank Points Score

Chief Clinical Educator 70 - 100

Senior Clinical Educator 60 - 69

Clinical Educator 50 - 59

**Guidelines**

The guidelines for the three categories in which staff are scored are designed to score staff in a realistic and appropriate fashion. With this in mind, they are weighted in such a way as to make achievement of higher scores progressively more difficult. To be rated in an appropriate category, an individual should achieve the ***majority***of the criteria within the category.

The objective of this exercise is to give departmental heads and staff a realistic appreciation of the expected performance requirement of their academic ranking. To this end it is imperative that departmental heads score the performance of the candidates in a realistic and objective fashion. Evidence to support the scores awarded should be included in Form HR175 or a separate submission.

For the rank of Chief Clinical Educator, a Master’s degree is required and a PhD is recommended. For Senior Clinical Educator, a Master’s degree in the professional area or appropriate higher education qualification (for instance in clinical education) is recommended.

The guidelines have been designed so that the normal, average performance of an individual would gain the score of 5 points. This means that the normal, expected level of performance for individuals at a clinical educator level, for example, would be a combined score of 50-59 points. In the case of staff scoring below 50 the [Procedure for Addressing Under- and Unsatisfactory Performance](http://www.hr.uct.ac.za/hr/performance/management/academic_staff/unsatisfactory_performance) must be followed. Where there is a consistent level of above expected (60+) scoring, staff may be considered for promotion to the next level or Merit Award.

## Clinical Education and Clinical Supervision

**It should be recognised that a higher score can only be awarded when the staff member has met most of the lower level criteria in the category.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 1-2 Minimal | 3-4 Limited | 5-6 Clinical Educator | 7-8 Senior Clinical Educator | 9+ Chief Clinical Educator |
| Clinical Education and Clinical Supervision | -Carries below the minimum clinical education and clinical supervision load and limited interaction with students.  -Minimal contribution to clinical demonstrations | -Carries a standard clinical education and clinical supervision load and performs adequately on student evaluations.  -Has some interaction with students and promotes some student learning **OR** an inexperienced clinical educator who is enthusiastic, flexible and adaptable and strives for improvement in class room teaching and or facilitation | - Experienced clinical educator and clinical supervisor who is enthusiastic, flexible and adaptable and strives for improvement.  - Successfully supervises students and enables student growth and development through reflection on their own experience.  - Actively engages students in learning.  -Is known for his/her collegiality and accessibility to students and colleagues.  -Has a good delivery and consistently uses the best and latest available information.  -Makes evaluation part of the learning process.  -Is sensitive to issues of diversity, academic progress of students and non-academic needs.  -Contributes to curriculum development and ensures alignment between theory and practice.  -Carries a clinical supervision load appropriate to the discipline and contributes to academic activities related to teaching and learning;  -Performs well on student evaluations/feedback.  -Develops opportunities for student learning on the clinical platform. | -Has a reputation as a good clinical educator and clinical supervisor who makes the most of learning opportunities in different clinical settings and stimulates students’ critical thinking and problem solving.  -Is responsive to opportunities offered by new technologies. -Contributes to the development of clinical teaching tools and strategies.  -Produces educational material that can be applied by colleagues in at UCT and/or other training institutions.  -Undertakes courses in higher education in order to improve or develop educational practice.  -Performs very well on student evaluations/feedback.  -Establishes opportunities for student learning on the clinical platform. | -Demonstrates the highest standard of clinical education and contributes to educational development in many different ways.  -Has an excellent understanding of the theoretical and conceptual frameworks that underpin current educational practices. -Contributes to the development of multi-disciplinary student learning practice at clinical sites (where appropriate).  -Initiates and identifies novel ideas/strategies for clinical education  -Is recognized nationally as an excellent and innovative clinical educator or mentor.  -Initiates and introduces new concepts and approaches in a number of different educational settings.  -May have been involved in international exchange of clinical education expertize  - Performs excellent on student evaluations/feedback |

**Enhancement of competence and learning:**

**Pretext/definition:** Staff to be proactive, reflective professionals who take ownership of their own professional development by actively seeking and engaging in career-long learning.

**It should be recognised that a higher score can only be awarded when the staff member has met most of the lower level criteria in the category.**

**Note: Each Head of Department must outline what the enhancement of competence and learning entails within the discipline.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 1-2 Minimal | 3-4 Limited | 5-6 Clinical Educator | 7-8 Senior Clinical Educator | 9+ Chief Clinical Educator |
| **Enhancement of competence and learning** | -Seldom engages with new evidence in clinical teaching and practice. | -Engages with new evidence in clinical education, clinical supervision and practice in a limited way.  -Attends the minimum number of continuing professional development (CPD) events required for re-registration with HPCSA. | -Keeps up to datewith current clinical literature.  -Engages with and teaches latest approaches to management of patients.  -Attends and presents at journal clubs and other academic activities/meetings.  -Occasionally attends relevant conferences, seminars, symposia, workshops that could be CPD events and occasionally presents at these events.  -Occasionally convenes journal clubs and other practice or academic meetings. | -Recognised in his/her field for clinical/education expertise. –Has obtained a higher education qualification in his/her field or in the field of education.  -Regularly attends relevant conferences, seminars, workshops that could be CPD events and regularly presents at these events  -Occasionally invited to present at relevant conferences, workshops, seminars, symposia that could be CPD events.  -Documented innovation in application of evidence in the clinical/ educational area.  - Regularly convenes journal clubs and other practice or academic meetings.  -May have participated in research activities.  For example 1) involvement in student research e.g. coordination of fieldwork or involvement in supervision; 2) Involvement in division level research 3) Personal research for higher degree purposes | -One of the best known in his/her clinical discipline nationally.  -Has advanced study (minimum M degree) in related field.  -Regularly invited to present at relevant conferences, workshops, seminars, symposia that could be CPD events.  -Active in enhancing the clinical knowledge and skills of others in the field of clinical practice and clinical education  -May have published reports or articles (non-research) on clinical education practice.  -May have developed or contributed to best practice guidelines locally and/or nationally.  -May have acted as a clinical educational advisor/reviewer to established higher educational institutions.  -Has participated in research activities and may have published peer reviewed research articles. |

**University Leadership, Management and Administration**

**It should be recognised that a higher score can only be awarded when the staff member has already met most of the lower level criteria in the category.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 1-2 Minimal | 3-4 Limited | 5-6 Clinical Educator | 7-8 Senior Clinical Educator | 9+ Chief Clinical Educator |
| Leadership, Management and Administration | -Generally makes a minimal contribution to divisional/departmental or Faculty administration. -Has a track record of being ineffective in administration when called upon to perform administrative tasks at departmental level.  -Makes minimal contribution to the management of clinical training at sites | -Contributes modestly to departmental or divisional administration; or is an established staff member who limits his/her role in administrative tasks to a minimum; or is a new appointee who has, as yet, had limited opportunity to become involved in the administrative arena, but is enthusiastic and willing and has indicated commitment and competence to do so.  -Makes a modest contribution to management of clinical training at the sites. | -Makes an adequate contribution to divisional/departmental administration.  -Delegated tasks are accomplished reliably and independently.  -Manages the administration of teaching and assessment at clinical sites.  -Makes a good contribution to the management and administration of the clinical sites.  -Tracks and gives good reports on student performance in clinical settings.  -Effective referral of students who experience academic and other problems. | -Contributes to division or departmental administrative structures or to managing components of the clinical programme that require a high degree of human and other resources and academic oversight.  -Assists in the establishment of MOUs between university and clinical sites.  -Tracks and gives very good reports on student performance in clinical settings.  -Manages (problem solving) of academic and other problems experienced by students. | -Consistent excellent track record of contributions to divisional, departmental, faculty management and administration structures that require a high degree of human and other resources and academic oversight.  -May be managing the full internship component of the training programme.  -May be managing the clinical educator staff component.  -Excellent track record of managing administrative tasks and performing them effectively and efficiently at clinical sites.  -Excellent management of establishment/maintenance of MOUs between university and clinical sites.  -Tracks and gives excellent reports on student performance in clinical settings. |

**Social responsiveness** (This includes **professional & extension services** such as Clinical Service; Community Outreach; And Policy Input and Health Systems Development.) This category has opportunities for staff to make contributions in three different but related areas: clinical service; community outreach; and policy input.

**It should be recognised that a higher score can only be awarded when the staff member has already met most of the lower level criteria in the category.**

**Please note that it is *not expected* that a staff member would have made a contribution in more than one social responsibility category**.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1-2 Minimal** | **3-4 Limited** | **5-6 Clinical Educator** | **7-8 Senior Clinical Educator** | **9+ Chief Clinical Educator** |
| Clinical Service | -Minimal involvement in clinical service, community outreach, policy input or health systems development | -Performs limited clinical duties. | -Team Player.  -Provides clinical services commensurate with the level of skills demanded of the position.  -Interacts within the local community about clinical service development needs. | -Has recognised clinical expertise and is consulted locally.  -May make a considerable contribution to a clinical unit in a facility that is recognised as a centre of excellence.  -May have planned, developed or implemented new clinical programmes benefit the community significantly. | -Has nationally recognised clinical education expertise. Is consulted nationally.  -Referee reports support clinical ability well above the norm.  -Contributes to the development of the clinical discipline with innovative projects and may contribute to the development of new services.  -Contributes substantially to professional development outside UCT. |
| Community Outreach | -Minimal involvement in clinical service, community outreach, policy input or health systems development | -Few and/or sporadic contributions to the health sector and other sectors and wider society, these interactions and consultancies make little contribution to scholarship at UCT and contributes minimally to promote the University’s stature in the community.  -Makes very little contribution to professional leadership outside the University | -Contributes to UCT scholarship via limited/occasional interactions with the health sector and other sectors and wider society.  -Makes limited, but valued health advocacy contributions, and in a limited way contributes to the stature of the University in the community.  -Makes limited contributions to professional leadership outside the University. | -Has developed some worthwhile interactions with the health sector, other sectors, and wider community (NGOs, civil society, etc.) that have also contributed to scholarship at the University.  -Has played some advocacy role in promoting the health of the public and marginal groups.  -Contributes to partnerships between UCT and communities.  -Makes some contributions to leadership in his/her discipline outside the University e.g. in a professional society. | -Broad recognition and prominent advocacy role.  -Strong interactions with the wider community, health sector and other sectors  -Is regularly consulted by civil society, private or governmental organisations.  -Regularly plays an advocacy role in promoting the health of the public and marginal groups.  -Has taken a lead in promoting partnerships between UCT and communities or in implementing intervention strategies/research findings with local benefit.  -Actively promotes the cause of health equity in scholarship.  -Has held a leadership position in a professional society/body. |
|  |  |  |  |  |  |
| Policy Input | Minimal involvement in clinical service, community outreach, policy input or health systems development | -Very limited contributions  - Occasional involvement in policy related research/ consultation  -Little or no evidence of impact. | -Team Player involved in some policy research/consultancy as member of a team but not involved in its dissemination and application.  -Little evidence of impact. | -Participates in policy making and some evidence of impact. | -Involved in national level policy processes and committees to develop and evaluate policy.  -Consulted regularly by national policy makers and invited to provide inputs and presentations.  -Inputs play major a role in influencing policy developments related to professional service delivery and health system interventions. |
| Health Systems Development | Minimal involvement in clinical service, community outreach, policy input or health systems development | -Sporadic consultations with health service or other public sector managers; occasional technical support for health systems interventions. | -Contributes to developing preventive, promotive, curative or rehabilitative services within a team.  -Applies public health skills to solving health systems problems.  -Participates as part of a team with local communities to determine needs for the development of health services.  -Interacts within the local community about clinical service development needs. | -Responsible for support to key health systems, improving their effectiveness.  -Advocates for and actively participates in health service planning and development.  -Actively engages with new structures and opportunities for clinical service development in professional area. | -Depended upon for ongoing technical support by health service or other public sector managers and planners.  -Provides unique consultant expertise for public health activities.  -Participation in provincial and national processes results in changes to service delivery and health programmes.  -Takes responsibility at a high level for the development, monitoring and oversight of key health systems functions, improving their effectiveness; or for independently initiating and participating in new initiatives to develop services within and across professional disciplines.  -Disseminates knowledge and experience locally and nationally on the development of health services and/or health systems programmes. |

**OUTLINE FOR AN EXTENDED CURRICULUM VITAE**

*(These guidelines are also to be used when filling out the summary sheet)*

*It is requested that when formatting your CV, please make use of the following formatting guidelines:*

*Font : Arial, Calibri or Times New Roman*

*Font Size: 10 or 11*

**1 Qualifications, and where and when obtained**

**2 Positions held and current positions**

**3 Clinical education and clinical supervision**

3.1 Clinical education activities time per year for the past 3 years:

* List the course(s) and a summary of time spent on clinical education on each of the courses (this could include on site teaching, tutorials, group work, project supervision etc.),
* Provide an outline of the objectives of particular clinical education activities, education strategies applied, curriculum review (individual or divisional) and teaching aids/guidelines development done for the course,
* Include student feedback and ratings (formal and informal), and any other external comment, *e.g.* comments by external examiners or education experts.

3.2 Any other teaching over the past 3 years (lectures/tutorials other than the scheduled clinical education and supervision activities outlined in 3.1). Information should cover the details mentioned under 3.1, as well as whether this teaching was part of the clinical education appointment or an additional contract.

3.3 Clinical and/or other external examining at other academic institutions.

3.4 Local, national or international collaborations on clinical education and supervision programmes, content, materials, assessments, or provision of training opportunities etc.

3.5 Other training experience– *e.g.* adult/community education (this may also count towards social responsiveness).

**4 Enhancement of competence and learning**

4.1 Further learning (completed or currently registered) that may include certified short courses, postgraduate diplomas, master’s or PhD degrees; any distinctions/ feedback from these further training activities that may provide insights in level of performance e.g. course feedback or examiner reports. Indicate whether these contributed to clinical or educational insights that could be translated to clinical education and supervision practice.

4.2 Profile of CPD activities (journal clubs, lectures, seminars, workshops etc.) under the following headings: Attended only, attended and presented (indicate title and nature of contribution); invited to present (indicate title and nature of contribution).

4.3 Initiation and organization of CPD/other training opportunities: list and explain specific contribution (this may also count towards social responsiveness).

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4.4 Evidence of translation of further learning into tangible clinical education outcomes e.g. updating of content, application of novel clinical education methods, development and testing of clinical education guides (general or specific to a particular focus area; testing not necessarily research based), engagement with UCT and other local/national colleagues in this regard.

4.5 Post-graduate research supervision/ co-supervision: honours, master’s, PhD (name of student, degree, supervisor or co-supervisor), title of research project, student graduated or current, for graduated students examiner reports can be included in an appendix) (please note that a clinical educator is not required to do research supervision, but may choose to do so as part of enhancement of competence and learning).

4.6 Published articles/reports/opinion pieces that are not based on empirical research (authors, title, where published, target audience).

4.7 Books/proceedings – authored or edited (describe indicators of impact e.g. number of copies sold, prescribed text for a course etc.)

4.8 Research outputs

4.8.1Publications

Peer-reviewed articles/letters (authors, title, journal reference, journal impact factor of the journal and number of citations); distinguish between local and international publications

Published conference abstracts (in a journal or conference proceedings); distinguish between national and international conference proceedings

4.8.2 Conference attendance (distinguish between national and international conferences):

Title of the conference, date, venue and activities as listed below for each conference

* Delegate scholarly contributions: author(s), title, poster or oral presentation.
* Invited presentations: title, plenary or other.
* Invited session chair at conferences.

4.8.3 Current research activities

* Non-degree purposes: Title of project(s); role (primary investigator, co-investigator, collaborator etc.); funding (name of grant holder); progress/current status.
* Degree purposes: Title of thesis/dissertation, funding, current status, first year of registration.

4.8.4 Scientific peer review activities

* Review of research papers for scientific peer reviewed journals: list journals and number of papers reviewed per year
* Membership of editorial board of scientific/CPD journals: journal(s) and position.
* Review of human research ethics applications: Mention ethics review board e.g. UCT FHS-HREC and number of protocols reviewed per year.

**5 Leadership, Management & Administration**

5.1 Administrative and advisory contributions at Divisional, Departmental, Faculty or University level.

5.2 Position in the divisional leadership hierarchy and examples of leadership contributions/activities.

5.3 Clear outline of contributions made to division or departmental management and administrative structures or to managing components of the clinical programme.

5.4 Contribution to management of academic and other problems experienced by students.

5.5 Hospital/Clinical/community based learning sites: management and leadership roles.

5.6 Leadership positions in professional or other organisations (this may also count towards social responsiveness)

5.7 Extension services, or services to industry, government and NGOs, including participation in committees and councils, contributions to policy forums, or any other contribution to outside bodies, based on academic knowledge and skills.

**6 Social responsiveness (Clinical Service, Community Engagement, Policy Input and Health Systems & Social Cluster Development)**

6.1. Clinical and community health service delivery

* Running of patient clinics or other activities in the community outside student training hours.
* Community education via engagement with popular media on topical/controversial issues in the profession (TV, radio talks).
* Contributions to the development of health care professionals (e.g. CPD activities and contributions to professional organizations).

6.2 Participation in extension services.

6.3 Contributions to and impact of policy input (local, national, NGOs…).

6.4 Contributions to Health Systems Development.

**7 Membership of formal bodies (national and international)**

7.1 Professional societies (membership, office held – current or past).

7.2 Expert consultation groups.

7.3 HPCSA registration (board, number, office held – current or past).

**8 Recognition from peers**

8.1 Honours, awards, prizes

8.2 Research or other grants

8.3 Collaborations on clinical education matters/research etc.: local, national and international.

**9 Transformation**

In each of the four sections, Clinical Education, Enhancement of Competence and Learning, Leadership and Management/ Administration and Social Responsiveness, where possible, candidates should clearly indicate how they have contributed to transformation.

The values embedded in the current 2023 Faculty’s transformation framework strategy (see <http://webcms.uct.ac.za/sites/default/files/image_tool/images/116/UCT_FHS_Transformation%20Framework%20Document_final-draft.pdf> ) should be specifically considered. These are: diversity, Africanism, institutional climate and dialogue, shared responsibility, understanding discrimination, institutional realities, people-centred/humanism, candid reflection, institutional support, transparency and accountability.

**10 Comments**

Staff are invited to comment on areas which could not be included in this portfolio or extended CV. For example, a staff member may wish to place his/her achievement into a context, such as the load which he/she is required to carry.

|  |  |  |
| --- | --- | --- |
| HR175 | **PERFORMANCE ASSESSMENT**  Academic Staff | whitebacklogo |

NOTES

* Forms must be downloaded from the UCT website: <http://forms.uct.ac.za/forms.htm>
* Details of UCT policy on performance planning, performance reviews and staff development (academic staff) may be found at <http://www.hr.uct.ac.za/hr/performance/management/academic_staff/performance_planning/>
* The faculty’s performance evaluation guidelines should be consulted for the evaluation of high achievers.

|  |  |  |  |
| --- | --- | --- | --- |
| Staff Member |  | Year |  |
| Department |  | Date |  |
| Purpose | To establish performance category | | |

**HOD’S COMMENTS**

*Complete in the absence of other documentation or, alternatively, attach the Annual Review Record.*

|  |  |
| --- | --- |
| Teaching |  |
| Research |  |
| Management, Leadership and Administration |  |
| Social Responsiveness |  |

**PERFORMANCE ASSESSMENT** (tick)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Good |  | Under Performance |  | Unsatisfactory Performance |  | |
| High Achiever |  | To be considered for | Ad Hominem Promotion | |  | |
| Recognition of Excellence (Professors) | |  | |
| Merit Award (Lecturer, Senior Lecturer, Associate Professor) | |  | |
| Are you still on probation? (tick) | | | | | Y | N |

**PERFORMANCE SCORES ACCORDING TO FACULTY GUIDELINES**

*It is not necessary to complete this section where the HOD and staff member agree on assessment as ‘Good’.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | Staff Member’s Scoring  (rating\*weighting) | Total | HOD’s Scoring  (rating\*weighting) | Total |
| Teaching |  |  |  |  |
| Research |  |  |  |  |
| Management, Leadership & Admin |  |  |  |  |
| Social Responsiveness |  |  |  |  |
| Total | |  | Total |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| HOD | Comment |  | | |
| Signature |  | Date |  |
| Staff Member | Comment |  | | |
| Signature |  | Date |  |



**FACULTY OF HEALTH SCIENCES**

***SUMMARY INFORMATION SHEET***

***(to be completed by candidates)***

Please fill information in where appropriate on this form. If you have no information for a particular category, enter “Not Applicable”. Where appropriate, and where not indicated otherwise, information should be provided for the **PRECEDING** **THREE** year period.

**Personal Details**

|  |  |
| --- | --- |
| Name: | Department: |
| **Employment history at UCT** | |
| Position: | Period of appointment: |

**Performance Summary**

***1. Performance area: Clinical Education and Clinical Supervision***

* 1. **Summary of clinical education and clinical supervision (past 3 years):** Course(s) and a summary of time spent on clinical education/supervision activities e.g. site teaching, tutorials, group work, project supervision etc.) (please add lines as necessary)

|  |  |  |
| --- | --- | --- |
| Course | Type of education/supervision activity | Contact hours |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |
| --- |
| Brief summary of student feedback on clinical education and clinical supervision |
|  |

* 1. **Any other clinical education/teaching:** Lectures/tutorials other than the scheduled clinical education and supervision activities (mention only)

|  |  |  |  |
| --- | --- | --- | --- |
| Course | Type of clinical education/lecturing activity | Contact hours | Covered by CE position OR additional contract |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

* 1. **External examining:** Clinical and/or other external examining at other academic institutions over the past 3 years

|  |  |  |
| --- | --- | --- |
| Year | Course/thesis/dissertation | Institution e.g.. University |
|  |  |  |
|  |  |  |
|  |  |  |

* 1. **Collaborations:** Local, national or international collaborations on clinical education

|  |  |  |
| --- | --- | --- |
| Year(s) | Institution | Nature of collaboration (specific reference to clinical education and supervision activities |
|  |  |  |
|  |  |  |
|  |  |  |

***2. Enhancement of Competence and Learning***

**2.1 Achievement of further learning:** *Completed* certified short course(s), post graduate diploma, masters, PhD etc.

|  |  |  |
| --- | --- | --- |
| Year completed | Qualification name | Contribution to clinical or educational insights |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**2.2 Achievement of further learning:** *Registered for* post graduate diploma, masters, PhD etc.

|  |  |  |
| --- | --- | --- |
| Year of FIRST registration | Qualification name | Potential contribution to clinical or educational insights |
|  |  |  |
|  |  |  |
|  |  |  |

**2.3 CPD activities:** Journal clubs, lectures, seminars, workshops, symposia, scientific conferences etc. (past 3 years)

|  |  |  |  |
| --- | --- | --- | --- |
| Year | Name event/activity (local, national, international) | Contributed to initiation/ organization of the event | Presentation yes/no  If yes; Invited yes/no |
|  |  |  |  |
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**2.4 Contributions to enhancement of the practice of clinical education and clinical supervision:** Identification or development of novel clinical education methods, clinical education guides, engagement with local/national colleagues in this regard

|  |  |
| --- | --- |
| Activity | Potential contribution to clinical or educational insights |
|  |  |
|  |  |
|  |  |

**2.5 Undergraduate and post graduate research supervision**

Number of all *graduated students* in each category

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Fourth year group research project | Honours research project | Master’s mini dissertation | Master’s full dissertation | PhD | Other |
|  |  |  |  |  |  |

Number of all *currently registered students* in each category

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Fourth year group research project | Honours research project | Master’s mini dissertation | Master’s full dissertation | PhD | Other |
|  |  |  |  |  |  |

**2.6 Publications summary (last 5 years)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Publication type | No. first author | No. senior author | No. other author | Total |
| Peer-reviewed articles/letters |  |  |  |  |
| * International |  |  |  |  |
| * Local |  |  |  |  |
| Non peer-reviewed articles/letters/opinion pieces |  |  |  |  |
| * International |  |  |  |  |
| * Local |  |  |  |  |
| Books/proceedings – authored or edited |  |  |  |  |
| Other contributions/reports (e.g. policy research documents) |  |  |  |  |

**2.7 Research funding Record (last 5 years)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title of project | Grant source | Amount of Funding | Own Role | Collaborators |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**2.8 Peer review of scientific papers (last 3 years)**

|  |  |  |
| --- | --- | --- |
| Journal | Number of papers | On editorial board of journal yes/no |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**2.9 Peer review of protocols for ethical approval (last 3 years)**

|  |  |  |
| --- | --- | --- |
| Ethics committee e.g. Faculty of Health Sciences Human Research Ethics Committee | Year | Number of reviews |
|  |  |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| ***3. University Leadership, Management and Administration*** | | |
| **3.1 Programme/Course Convenor (last 3 years)** | | |
| Year | Programme | Number of students |
|  |  |  |
|  |  |  |
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| **3.2 Divisional/Departmental Duties/leadership positions; make specific reference to activities/positions that relate to clinical education and management of internship student challenges (last 3 years)** |
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| **3.3 Faculty Committees (last 3 years)** |
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| **3.4 University Committees (last 3 years)** |
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| **3.5 Hospital/Clinical/community based learning sites: Management, administration & leadership.** |
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| ***4. Social Responsiveness*** |
| **4.1 Clinical service** |
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| **4.2 Community outreach** | |
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| **4.3 Policy input** |  |
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| **4.4 Health Systems Development** |  |
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***5. Transformation***

Summarize contributions to transformation in Clinical Education and Clinical Supervision, Enhancement of Competence and Learning, Leadership and Management/ Administration and Social Responsiveness.

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| Clinical Education and Clinical Supervision |
|  |
| Enhancement of Competence and Learning |
|  |
| Leadership and Management/ Administration |
|  |
| Social Responsiveness |
|  |

Please use the below template when submitting your list of referees

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Title and name of reviewer |  |
| Email address |  |
| Institution/Organisation where based |  |
| Association with reviewer |  |
| Reason for nomination |  |

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| --- | --- |
| Title and name of reviewer |  |
| Email address |  |
| Institution/Organisation where based |  |
| Association with reviewer |  |
| Reason for nomination |  |

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| --- | --- |
| Title and name of reviewer |  |
| Email address |  |
| Institution/Organisation where based |  |
| Association with reviewer |  |
| Reason for nomination |  |

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| Title and name of reviewer |  |
| Email address |  |
| Institution/Organisation where based |  |
| Association with reviewer |  |
| Reason for nomination |  |

|  |  |
| --- | --- |
| Title and name of reviewer |  |
| Email address |  |
| Institution/Organisation where based |  |
| Association with reviewer |  |
| Reason for nomination |  |

**2023 Ad Hominem Promotion Application Cover Sheet and Checklist**

|  |  |
| --- | --- |
| **Name:** |  |
| **Department:** |  |
| **For promotion to:** |  |

Please ensure that all documents noted below are completed and form part of your final application document that is submitted to HR.

|  |  |  |
| --- | --- | --- |
| **Appendix** | **Required Ad Hominem Application documents and order of presentation** | **Completed** |
| Cover Page | Completed checklist |  |
| **1** | HR175 **(completed and signed by applicant and HOD)** |  |
| **2** | HR174 **(completed and signed by applicant and HOD)** |  |
| **2** | Extended CV (**completed as per the Faculty guidelines**) |  |
| **3** | Summary Information Sheet |  |
| **4** | Reviewer Contact details |  |

**Applicant Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Received by HR**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**