

Table 4 Theme 2: articles/reports addressing description/evaluation of already implemented interventions

Title	Author(s)	Country	Nature of intervention/ study procedure	Major findings/conclusions	Kirkpatrick's level of evaluation
Online education during Covid-19 pandemic; an experience of Riphah International University Faculty of Health And Medical Sciences	Rahim et al., 2020 (34)	Pakistan	A survey-based descriptive study to evaluate faculty satisfaction with using e-learning resources and its related faculty development activities	Almost all (96.3%) of the faculty were satisfied with the faculty development activities; 70% disagreed that face-face lectures can be replaced by online lectures. 66.9% disagreed that they are attentive during the online lectures, 33.8% felt that preparation for online lectures requires a lot of effort and 52.5% said that learning new technologies was difficult. Major challenges faced were network issues 56.3% and lack of computer skills 64.4%.	1
Current status of faculty development of medical sciences universities in Iran: a qualitative study	Mohammaditabar et al., 2019 (35)	Iran (IR)	Analysis of faculty development activities in medical universities in the Islamic Republic of Iran based on expert views	Iranian medical universities should consider other aspects of faculty members, including individual, organizational and ethical dimensions and specialized services instead of attending only to the educational and research dimensions in the faculty's upcoming programmes. It is recommended that a comprehensive FDP be developed at medical universities with the aim of upgrading and updating faculty members' abilities.	Not applicable
Faculty development initiatives at the College of Medicine & Health Sciences (COMHS), Sultan Qaboos University, Muscat, Oman	Al Wardy, 2020 (36)	Oman	Feedback on interventions consisting of short courses, workshops, and a series of lectures	It was reported that majority of faculty development programme participants were highly satisfied with the content of the programme and also revealed positive changes in their teaching behaviours. Some of them were selected for leadership positions. Several accreditation and achievements of COMHS were partly attributed to FDPs. It was recommended to conduct longitudinal programmes with certification.	4
An overview of faculty development programme in the medical education department, Faculty of Medicine, King Abdul Aziz University	Al Shawwa et al., 2015 (37)	Saudi Arabia	A retrospective data-base study on the faculty development activities conducted by the department of medical education	The number of workshops on student assessment was the highest among other domains. Female faculty participation was generally higher. Seeking international academic accreditation and the curriculum reform were 2 major driving forces that affected faculty development programme participation. The big challenge for the medical education department was to continuously assess the emerging needs and provide targeted training.	1
The effect of multiple-choice questions workshop on the knowledge and practice of academic staff, Faculty of Medical Laboratory Sciences, University of Gezira, Sudan	Osman, 2018 (38)	Sudan	Evaluation of an faculty development workshop on the knowledge and practice of academic staff of writing multiple-choice questions	There was a significant improvement in item writing, especially in the areas of linguistics mainly grammar, spelling and punctuations.	3
The impact and effectiveness of faculty development programme in fostering the faculty's knowledge, skills, and professional competence: a systematic review and meta-analysis	Guraya, 2019 (39)	United Arab Emirates	A total of 37 studies that explored the impact of faculty development programmes on medical and allied health faculty's professional development were selected	This meta-analysis reported a mean effect size of 0.73, which reflects significant positive impact of faculty development programmes in enhancing faculty's knowledge and professional competence. This review included studies related to all medical and allied health disciplines, therefore, it was recommended for future study to conduct a more precise and dedicated analysis focused on a specific discipline.	2, 3
Effectiveness of longitudinal faculty development programmes on MCQs items writing skills: A follow-up study	Abdulghani et al., 2017 (40)	Saudi Arabia	Examining the long-term impact of faculty development programmes on the quality of multiple choice question (MCQ) items' and its effect on the students' overall competency during their yearly academic assessment	Easily and poorly discriminating questions, non-functioning distractors, and item writing flaws were decreased significantly, whereas distractor efficiency, mean score and high cognitive level (K2) questions were increased substantially during each successive academic year. Improved quality of MCQs led to increased competency level of the borderline students. Active faculty participation was the crucial element for success of longitudinal faculty development programmes.	3

Table 4 Theme 2: articles/reports addressing description/evaluation of already implemented interventions (concluded)

Title	Author(s)	Country	Nature of intervention/ study procedure	Major findings/conclusions	Kirkpatrick's level of evaluation
Faculty development programmes improve the quality of multiple-choice questions items' writing	Abdulghani et al., 2015 (41)	Saudi Arabia	Evaluation of long-term faculty development programme in order to improve the quality of MCQ item' writing, following a 2-day workshop conducted for 25 newly recruited faculty.	Significant improvement was found in the difficulty index values of pre- to post-training. Also, non-functioning distractors and item writing flaws were less often reported in the post-training items, leading to better achievement from students. The limitations of the study included: single groups of faculties and students and future workshops to include more assessment tools for different contexts and other forms of examinations.	4
Mentoring programme for faculty in medical education: South-Asian perspective	Shamim, 2013 (42)	Pakistan	Provision of an insight into the mentoring programmes for faculty development	Formal faculty mentoring programmes in medical education can be beneficial for faculty and institutes of South Asia in improving the standards of education and research possibilities. It was recommended that sociocultural contexts should be given primary importance while implementing mentoring programmes.	No evaluation was done
Faculty members' experiences about participating in continuing education programmes in 2016–2017: a qualitative study.	Pourghane et al., 2018 (43)	Iran (IR)	Qualitative study, evaluating a continuing education programme through eliciting the experiences of faculty members who participated in at least 3 continuing education programmes.	Three main themes that emerged were “continuous strategic education”, “push for coercion of education” and “shaky background”. Continuing education programmes addressing poor teaching, planning malfunction and inefficient evaluation were shown to be essential for successful and motivating FD.	1
Evaluation of the Joint Master of Health Professions Education: a distance learning programme between Suez Canal University, Egypt, and Maastricht University, The Netherlands	Talaat et al., 2013 (44)	Egypt	A descriptive study to evaluate the Joint Masters programme (process-based, formative programme evaluation)	Main strengths of the Joint Masters programme were identified as capacity building and career development in health professions education. Flexibility, partnership with a European university, distance learning skills, and lifelong learning skills were other points of strengths. The programme had a positive impact on the learners in terms of increasing their knowledge and skills. 87% of students were satisfied with the programme and 90% would recommend this to their friends. Dependence, reluctance and lack of commitment among few participants were regarded as a weakness of the programme.	1, 2
Role of Suez Canal University, Faculty of Medicine in Egyptian Medical Education Reform	Hosny et al., 2016 (45)	Egypt	Description of factors on how the Faculty of Medicine, Suez Canal University in Egypt initiated a change in medical education inside and outside Egypt since its establishment in 1978	The Center for Research and Development conducted multiple international and national workshops. The faculty medical education department offers Masters and PhD programmes as well as a joint Masters programme in medical education with Maastricht University. Community-based education, problem-based learning, integration between basic and clinical sciences, student-centred education, Comprehensive evaluation and evidence-based medicine were some of the reforms by the Faculty of Medicine, Suez Canal University.	Not applicable
Factors to be considered in designing a faculty development programme for medical education: local experience from the Western region of Saudi Arabia	Algahtani et al., 2020 (46)	Saudi Arabia	A descriptive study was conducted in multiple universities in the Western Region of Saudi Arabia about their perception of faculty development programmes	Many faculty members perceived that FDPs were motivating the teachers to become better by establishing a positive climate for teaching and learning through skilled and dedicated staff support. The items that were most preferred were “become better teachers” followed by “improving students’ learning”, the other items perceived as important were “serve personal needs”, “facilitate effective pedagogy” “foster faculty career development”, “providing food and refreshments”, “cultural tradition of support” and “grant funding”.	1

FDP = faculty development programme
MCQ = multiple choice question.