A STUDY OF THE DYNAMICS OF ACADEMIC STAFF DEVELOPMENT AT THE MEDICAL UNIVERSITY OF SOUTHERN AFRICA IN AN ERA OF EDUCATIONAL TRANSFORMATION

By

Salochana Hassan
{MSc (Biochemistry), H.D.E., D.T.E. (cum laude), MEd. (Didactics)}

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Supervisor: Prof. W.J. Fraser
DECLARATION

I declare that the dissertation, which I hereby submit for the degree Philosophiae Doctor at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at any other institution.

..................................

S. Hassan
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DEDICATION

For Johara
ABSTRACT

A STUDY OF THE DYNAMICS OF ACADEMIC STAFF DEVELOPMENT AT THE MEDICAL UNIVERSITY OF SOUTHERN AFRICA IN AN ERA OF EDUCATIONAL TRANSFORMATION

BY

Salochana Hassan

Supervisor: Professor W.J. Fraser
Department: Curriculum Studies
Degree: Philosophiae Doctor

Recent global occurrences pertaining to the knowledge explosion, globalization and advances in technology are in one way or another affecting the functions of many higher education institutions, nationally and internationally. While there is a major drive to reshape the higher education landscape, few institutions are adequately geared towards making an optimum contribution to this type of change. The vision of practice that underlies the educational transformation agenda requires that most educators rethink their own practice, construct new classroom roles and expectations about learners and teach in ways they have, hitherto, never taught before. Unsurprisingly, most academics are under-prepared to cope with the demands of educational transformation and therefore, academic staff development in the andragogical applications of new technology, innovation and change, is fundamental to the process of educational transformation.

Against this background, this dissertation examines the multifaceted elements of educational transformation in higher education and their implications for tertiary educators, juxtaposed with the dynamics and pertinence of academic staff development. The epistemological perspectives that were applied were two-fold; comprising interpretative (qualitative) and positivist (quantitative) approaches. The
use of these empirical research methods helped explore the role and involvement of management, as well as the needs and perceptions of academic staff regarding academic staff development, contextualised at the Medical University of Southern Africa, within a climate of educational transformation. This was undertaken to assess the rationale for the non-responsiveness of management and academics towards the imperatives of educational transformation and the nexus with academic staff development.

The study demonstrated that a cacophony of constraints, mostly related to the fragmented nature of existing staff development initiatives, including a lack of finance and staff shortages, are restricting the meaningful implementation of educational transformation arrangements. Hence, altering the modus operandi of the activities of higher education institutions is not a task that can be easily accomplished. The demands of educational transformation relate not only to significant cultural shifts, but are labour-intensive and resource dependent as well.
KEY WORDS

Educational transformation
Academic staff development
Curricula innovations
Information and communication technologies
Interpretative
Positivist
Knowledge society
Quality assurance
Equity and redress
Scholarship
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<tr>
<td>ADC</td>
<td>Academic Development Committee</td>
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<tr>
<td>APC</td>
<td>Academic Planning Committee</td>
</tr>
<tr>
<td>AQF</td>
<td>Australian Qualifications Framework</td>
</tr>
<tr>
<td>BEd</td>
<td>Bachelor of Education</td>
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<tr>
<td>CADS</td>
<td>Centre for Academic Development Services</td>
</tr>
<tr>
<td>CBAM</td>
<td>Concerns-based Adoption Model</td>
</tr>
<tr>
<td>CBE</td>
<td>Computer-based Education</td>
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<tr>
<td>CD</td>
<td>Compact disc</td>
</tr>
<tr>
<td>CDC</td>
<td>Curriculum Development Committee</td>
</tr>
<tr>
<td>CHE</td>
<td>Council of Higher Education</td>
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<tr>
<td>DVC</td>
<td>Deputy Vice-Chancellor</td>
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<tr>
<td>EHE</td>
<td>Enterprise in Higher Education</td>
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<tr>
<td>ETQA</td>
<td>Education and Training Quality Assurers</td>
</tr>
<tr>
<td>FETC</td>
<td>Further Education and Training Certificate</td>
</tr>
<tr>
<td>FOTIM</td>
<td>Foundation of Tertiary Institutions in the Northern Metropolis</td>
</tr>
<tr>
<td>HBU</td>
<td>Historically Black University</td>
</tr>
<tr>
<td>HDE</td>
<td>Higher Diploma in Education</td>
</tr>
<tr>
<td>HDI</td>
<td>Historically Disadvantaged Institution</td>
</tr>
<tr>
<td>HEI</td>
<td>Higher Education Institution</td>
</tr>
<tr>
<td>HEQC</td>
<td>Higher Education Quality Committee</td>
</tr>
<tr>
<td>HOD</td>
<td>Head of Department</td>
</tr>
<tr>
<td>HPCSA</td>
<td>Health Professional Council of South Africa</td>
</tr>
<tr>
<td>html</td>
<td>Hypertext markup language</td>
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<tr>
<td>Fe</td>
<td>Expected frequency</td>
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ICT: Information and Communications Technology
IPA: Individualised Process Assessment
MBChB: Bachelor of Medicine and Bachelor of Surgery
MDent: Master of Dentistry
MEd: Master of Education
MEDUNSA: Medical University of Southern Africa
MEQ: Modified Essay Question
MMed: Master of Medicine
MPhil: Phiolosophiae Master
MRC: Medical Research Council
NAP: New Academic Policy
NCHE: National Commission of Higher Education
NCIHE: National Commission of Inquiry in Higher Education
NRF: National Research Foundation
NSBs: National Standards Bodies
NSPH: National School of Public Health
NQF: National Qualifications Framework
NZQA: New Zealand Qualifications Authority
OBE: Outcomes-based Education
OSCE: Objectively Structured Clinical Examination
OSPE: Objectively Structured Practical Examination
PGCHE: Postgraduate Certificate in Higher Education
PBL: Problem-based Learning
QA: Quality Assurance
QAA: Quality Assurance Agency
QAANZ: Quality Assurance Authority of New Zealand
QAC: Quality Assurance Committee
QPC: Quality Promotion Committee
QVB: Quality Validation Body
ROM: Read only memory
RPTIM: Readiness, Planning, Training, Implementation, Maintenance
SAARDHE: South African Association for Research and Development in Higher Education
SAQA: South African Qualifications Authority
SAS: Statistical Analysis System
SAUVCA: South African Universities Vice-Chancellor's Association
SGBs: Standards Generating Bodies
UED: University Education Diploma
UK: United Kingdom
UNIN: University of the North
WPET: White Paper on Education and Training
www: World-wide web