

Table 6 Theme 4: articles/reports addressing proposed recommendations and guidelines for conducting faculty development programmes (FDPs)

Title	Author(s)	Country	Nature of intervention/study procedure	Major findings/conclusions	Kirkpatrick's level of evaluation
Report on the intercountry meeting on strengthening medical education in the Eastern Mediterranean Region, Cairo, Egypt	WHO, 2015 (63)	EMR	A large, intercountry meeting for discussing the current status of medical education in the EMR	Challenges include lack of interest and apathy at institutional and personal levels and lack of leadership. faculty development programmes should be conducted on a regular basis and linked to faculty promotion criteria.	Not applicable
Review of medical education in the Eastern Mediterranean Region: challenges, priorities, and a framework for action	WHO, 2015 (64)	EMR	Mixed method study –s literature search, survey, and in-depth interviews to provide a framework, describing how the different contextual and system variables influence policies and quality of medical education	Most faculty development programmes are ad hoc and are not based on needs assessment. Need to strengthen faculty development to cover competencies as effective medical educators. faculty development should be comprehensive and address areas such as educational leadership.	Not applicable
Transforming and scaling up health professionals' education and training: World Health Organization guidelines 2013	WHO, 2013 (1)	EMR	Guidelines for regional and country-based policy and technical dialogues, health, finance and labour, on how best to finance health professionals' training and prepare health professionals for the 21st century	5 key areas identified were: education and training institutions, accreditation, regulation, financing and sustainability, monitoring and evaluating, and governance and planning.	Not applicable
The components of the development of faculty members at universities of medical sciences in Iran and the world: a systematic review	Mohammaditabar et al., 2018 (65)	Iran (IR)	A systematic review on the components of faculty development at Iranian universities of medical sciences and across the world	Four dimensions of individual, professional, educational, and organizational development were identified. faculty development programme programmes should be designed to target specific subgroups and cover a wide range of skills, not just education.	Not applicable
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 of 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 faculty development programme be developed at medical universities with the aim of upgrading and updating faculty members' abilities.	Not applicable

<tablenote>EMR = Eastern Mediterranean Region.
FDP = faculty development programme.