

This issue of the *African Journal of Health Professions Education* features a diverse collection of studies addressing critical issues and emerging practices in health professions education across the African continent. These studies provide valuable insights pertinent to their specific contexts and have broader implications for educators, policymakers and institutions engaged in health professions education in low- and middle-income countries. Some of the key lessons from each study are highlighted in this issue.

Strategies supporting the implementation of simulation-based education in nursing and midwifery in Malawi: A mixed method study

The study on simulation-based education (SBE) in Malawi provides valuable lessons on the importance of infrastructure in successfully implementing SBE. It emphasises the need for accessible simulation centres that are well-equipped with the necessary resources to support practical learning. Furthermore, the study highlights the importance of training educators and clinical instructors to design, implement and assess simulation scenarios effectively. The key takeaway is that successful implementation of SBE requires a holistic approach that integrates infrastructure development, educator training and collaboration between academic and clinical staff. These findings are crucial for health professions educators across Africa, where resource constraints may present challenges in incorporating advanced pedagogies such as SBE.

Exploring models, practice and strategies in mentorship within health professions education in the Southern African context: Short report

This inter-institutional collaboration examines diverse mentorship models within health professions training in Southern Africa, identifying three key approaches: top-down, ad-hoc, and supportive models. It highlighted the need for more structured mentorship programs in Health Professions Education and raised concerns around the fact that current informal, ad-hoc approaches may result in inequities in mentorship benefits, hindering the development of both faculty and students. The article advocates for formalizing mentorship to ensure equitable access to guidance and support.

In addition, the article stresses the importance of measurable outcomes in mentorship programs, such as faculty demographic transformation and research outputs, which align with national educational goals and contribute to institutional sustainability. While the top-down model offers structure, the article warns that top-down measures may stifle innovation and autonomy and advocates for balancing centralized support with flexibility to ensure effective mentoring.

An exploration of entrepreneurial knowledge and skills acquired by radiographers during radiography training at the University of Technology in KwaZulu-Natal

This study on radiography education in KwaZulu-Natal underscores the importance of incorporating entrepreneurial business skills into health professions curricula. Many radiography graduates felt unprepared to navigate the business side of healthcare, such as establishing private practices. This gap in training highlights the need for curriculum restructuring to include relevant business and entrepreneurial modules. This lesson is particularly pertinent for educators in African countries,

where graduates may face challenges in securing traditional employment, and self-employment may be a viable alternative. Promoting entrepreneurial skills in this context may improve the preparation of graduates and equip them to support the long-term sustainability of the healthcare system.

Exploring COIL as an Authentic Learning Pedagogy

The study on Collaborative Online International Learning (COIL) highlights the potential of this innovative pedagogy to enhance students' understanding of research methodologies while fostering intercultural sensitivities. The key lessons include addressing the language barriers and time zone differences and effectively leveraging digital tools to enable international collaboration. COIL also cultivates emotional intelligence, adaptability and teamwork—crucial skills for navigating global health challenges.

Factors influencing clinical supervision of undergraduate occupational therapy students during practice learning in the Global South: A rapid review

The rapid review of clinical supervision in the Global South highlights the interconnected factors influencing the quality of supervision for occupational therapy students. The key lessons include the importance of clear supervision protocols, effective communication and the provision of socio-emotional support to students. The study emphasises that quality supervision extends beyond academic guidance to include the student's overall wellbeing. For African health professions educators, these findings provide a framework for enhancing clinical supervision by ensuring supervisors are well-trained and supported to foster a positive and effective learning environment.

Designating selected roles and responsibilities for effective same-year/ level peer-assisted learning for foundation provision in health sciences education in South Africa

The study on same-year peer-assisted learning (SPAL) in South African higher education offers several important lessons. The study emphasises the need for clear role designations and decentralised administration to ensure effective implementation. SPAL addresses the educational needs of marginalised students, particularly those in extended curriculum programmes. By providing structured support and promoting collaborative learning, SPAL can enhance student success and retention, particularly for disadvantaged student populations, contributing to a more inclusive and equitable higher education system.

Learning from experience: Mitigating imposter phenomena in academia

The study on the imposter phenomenon (IP) among early-career nursing academics sheds light on a significant challenge that affects many new faculty members transitioning into academia. The study's main lesson is the importance of recognising IP and providing strong support systems for early-career academics. Mentorship, regular feedback and professional development opportunities are crucial for helping these individuals navigate the psychological challenges they face. By fostering a supportive academic environment, institutions can reduce the emotional burden of IP and enhance faculty retention. These findings apply to all health professions educators where new faculty members may face unique challenges related to resource constraints and institutional support.

Academic exclusion of health sciences students in South African higher education institutions - a rationale for institutional policy and processes

The study on academic exclusion in South African higher education provides valuable insights into the practices and rationales behind exclusion, particularly within health sciences programmes. Academic exclusion is often a response to persistent poor performance aimed at maintaining academic standards and credibility. However, it is crucial to strike a balance between upholding these standards and offering support to struggling students, ensuring fair opportunities for success. Clear, transparent policies and well-communicated appeals processes are essential in helping students understand the criteria and procedures involved. Academic exclusion can have significant emotional and financial consequences, so institutions must provide robust support systems for at-risk students. The study also calls for further research into the appeals process, which could identify best practices and enhance support mechanisms for students facing exclusion.

These findings are highly relevant for educators and policymakers who may want to consider these insights to refine academic policies, enhance student support systems, and ensure that educational practices are fair, equitable and conducive to student success.

Conclusion

The research in this issue spans a wide range of topics, all aimed at improving health professions education. From addressing curriculum gaps to fostering international collaborations, enhancing clinical supervision and supporting faculty transitions, these studies reflect the dynamic nature of health education in the African context. As health professions educators, we are tasked with equipping the next generation of healthcare professionals to meet the complex challenges of global health. These studies offer valuable evidence and inspiration to guide this mission, providing crucial insights for informing educational policies and practices on the African continent.