

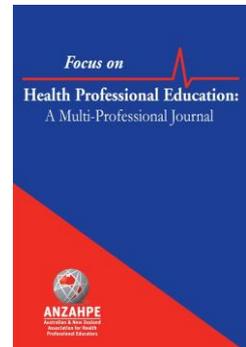


Focus on Health Professional Education: a Multi-Professional Journal (FoHPE)

Reviewer Guidelines

Focus on Health Professional Education: A Multi-Professional

Journal publishes original papers and other contributions on all aspects of health professional education, spanning undergraduate, postgraduate and continuing education. We publish a wide range of contributions, including original research, scholarly papers, systematic reviews, reports on educational innovations, short discussion papers and Innovative Teaching and Learning Practice (ITLP) papers. Papers submitted may focus on any aspect of health professional education, e.g. curriculum design and development, aspects of learning, teaching approaches, assessment, and evaluation.



Thank you for participating in the review process for *Focus on Health Professional Education*. Your role in the review process is twofold:

- (1) To use your expertise as a health professional educator to advise the Associate Editor on whether a paper is of sufficient quality to accept for publication (with or without revisions) or whether the paper should be rejected.
- (2) To inform the authors of the strengths and weaknesses of their papers, and to advise on how improvements might be made. The role of reviewers in providing constructive feedback is of considerable importance in developing scholarship in health professional education.

All papers and reviews must be treated as confidential.

THE REVIEW PROCESS

In order to achieve these two goals you will have to read the manuscript carefully – experienced reviewers often suggest a minimum approach of a first read-through without making notes to gain an overview of the paper and then a second read whilst making feedback notes. Please read each manuscript with objectivity and attention to detail.

You may have been chosen to be a reviewer either because the topic is within your area of expertise, or because you represent a typical general reader. Both perspectives are important in assessing a paper for publication.

Confidentiality

Please note that the manuscript constitutes a privileged communication and is the exclusive property of the author(s). If you wish to discuss the paper with a colleague or if you feel that a colleague would be a more appropriate reviewer, contact the corresponding Associate Editor first.

Conflict of interest

If you find that the paper concerns work with which you were involved, or if you are personally involved with any of the authors in any way which might compromise your objectivity, please reply to the invitation email with this information as soon as possible. In such a case, we would appreciate any suggestions you can make for a suitable reviewer who has no connection with the study or the authors. To view our conflicts of interest policy you will need to click the link in the email. This will take you to the review page. There is a clickable link alongside 'step 4' labelled 'CI Policy'. You can also find the conflict of interest information under the ['Author Guidelines'](#).

Timeliness

One of the goals of the Editorial Board is to complete the review process within three months from submission of the paper. **We therefore ask you to complete your review within two weeks of the date of the invitation to review.** If you have any questions regarding these guidelines, or your role as a reviewer, please reply to the Associate Editor or contact us at the editorial office.

Editorial Officer Manager: Jill Romeo (executive@anzahpe.org)

If you are unable to review the paper within this time frame, but are willing to review it, please could you negotiate with the Associate Editor.

Papers published in FoHPE

Papers may focus on any aspect of health professional education, e.g. curriculum design and development, aspects of learning, teaching approaches, assessment, and evaluation. Submissions should be grounded in the relevant literature or theoretical framework.

FoHPE publishes papers in a range of formats, each of which has different requirements, as outlined in the [Author Guidelines](#)

- original research, papers, reviews and reports
- short reports or discussion papers
- brief innovation reports
- letters to the Editor

Original Research, Papers, Reviews & Reports:

Papers should be less than 3500 words in length (excluding abstract, references and tables or figures). Appendices are negotiable if they are integral to the understanding of the paper. Submissions between 3500 and 5000 words will be considered with a supporting rationale – for example, a qualitative study may run over typical length to include an adequate presentation and discussion of the data or an extensive systematic review. Any paper over 5000 words without an explanation will be returned to the author for further editing.

Reports of completed research, both quantitative and qualitative, are welcome, and should be presented in a structured format; with an introduction and aims, methods and analysis, results, discussion and conclusions (IaMaRDc). Statements describing the limitations of the research, and what the study adds to the literature, should also be included. Scholarly papers may include reviews, discussion of theoretical and conceptual issues or trends in health professional education.

Short Reports or Discussion Papers:

These are intended to provide a brief overview of a project, initiative or a subject that is topical and would be of interest to our readers. Papers should be between 1000–2000 words in length. Up to ten references and one table or figure are allowed.

Short reports should be structured in a way that assists the reader: the laMaRDc format (outlined above) for reports on pilot studies or other research projects, the Introduction/Innovation/Evaluation/Outcomes/What next format? (outlined below) for reports on innovations, or a customised format to be determined by the author, where the rationale is explained in the accompanying cover letter.

Discussion papers should be structured in a way that assists the reader, in a customised format to be determined by the author. The rationale for the format should be explained in the accompanying cover letter.

Innovative Teaching and Learning Projects (ITLP):

This category provides an opportunity for authors to share their innovations in a brief report without producing a full research paper. The ITLP accommodates small-scale innovations in healthcare education and is particularly designed for emerging 'hot topics'. Each ITLP submission should be limited to 800 words of main text, three references and one figure or table. No Abstract is required.

Submissions must be structured under the following headings:

- Introduction - What is the background or context for your innovation?
- Innovation - What did you do?
- Evaluation - How did you measure the impact of the innovation?
- Outcomes - What were the results, what did you find?
- What next? - What was the impact? What further research is needed? How might this innovation be relevant in other settings?

ITLP submissions will be assessed for innovation, evaluation methodology, wider application, and their potential as a stimulus for development and new ideas.

Letters to the Editor:

FoHPE publishes three issues a year and therefore it is difficult for letters to the Editor to be topical. However, we will consider letters reflecting on recent subjects or studies presented in recent journals. Letters must be less than 500 words, have no more than three references, and no tables or figures.

Practical Information about Submitting Your Review

In the email inviting you to review, there will be a link that takes you to the review page on the FoHPE website. There you will be able to open the manuscript file and complete your review online. The online review form has a mix of check boxes, drop-down lists and free text.

Please do not edit or annotate the original manuscript document.

The process:

Initially, please consider the following basic requirements:

- The 'guideline for authors' has been followed ([click here](#) to review guidelines)
- The manuscript falls within the scope of the journal (theory, research or practice relevant to health professional educators)
- The quality of the writing is of a suitable standard (or could be made so)
- The research makes a contribution to what is already known

PLEASE COMPLETE THE ONLINE REVIEW FORM.

CHECK BOXES: These cover the broad aspects of the submission. Please respond to each of these questions.

STUDY METHODOLOGY: As papers on health professional education may include both quantitative, qualitative and mixed method studies, you will be asked to make further decisions based on the methodology used in the particular study being reported. These relate to the methods and interpretation.

REPORT FOR AUTHOR: You will be expected to enter some detailed feedback and most reviewers find it easier to write this offline in a document and then to cut and paste this into the relevant text box online. Many reviewers find it useful to make comments under the same headings used in the paper (e.g. introduction or methods). You may also find it helpful to consider the questions posed below:

- Are you clear about the purpose of this paper? If not, indicate this to the author and explain why, as far as is possible.
- Is the paper anchored in the relevant literature (professional, discipline-based, educational) and are the references up-to-date?
- Where appropriate, has a research question or problem area been identified? Does the paper address that issue directly? How?
- Where appropriate, are the methods and analyses appropriate for the research question posed?
- Where appropriate, are the results or outcomes clearly expressed?
- Where appropriate, are the conclusions clear and valid? Are they supported by the results? Are there implications for future practice or research?
- Where appropriate, were the limitations of the study discussed?
- Where appropriate, have any ethical issues (including consent) been addressed?

Please aim to be constructive and specific.

You should make an overall comment on presentation and style. You may recommend detailed specific typographic or grammatical changes where they are crucial to the meaning of the text. However, these will generally be dealt with at the copy-editing stage.

Please number or use bullets for each comment and where possible refer to the Page and Line number. This will enable the authors to respond systematically and ease your task if their corrections are forwarded back to you for further comment. If the manuscript requires extensive work on syntax or punctuation you should report this in your review. You should indicate clearly any revisions or changes you recommend for the paper, particularly if you have ticked the Accept with Amendment category.

Your comments will be sent to the author(s) exactly as submitted by you and should therefore provide tactful, critical and constructive feedback. This is an important part of the commitment by the Editorial Board of the journal to providing advice and feedback to authors regardless of whether the paper is accepted or rejected. Bear in mind that ANZAHPE is a professionally and culturally diverse group. The Editorial Board is committed to providing advice and encouragement to novice researchers and writers whose first language is not English.

Please do not mention in this section whether you think the paper should be accepted or rejected. Please do not add your name as we are currently operating a blind review process.

CONFIDENTIAL COMMENTS TO THE EDITOR: Private comments to the editorial office may be entered into the separate marked text box. This information is not shared with the author(s). This report is intended to assist the Associate Editor and the Editor in decision-making. *Completion of this section is optional.*

This guide and a '**Beginners guide to reviewing a manuscript**' are available on the journal submission information pages of the [ANZAHPE website](#).

We are very grateful to all our reviewers for their time and expertise.

FoHPE acknowledges the contribution of reviewers in the last issue of each volume of the journal. We acknowledge reviewers who have been active in the preceding twelve months.