Teaching Faculty Recruitment, Selection and Development Procedure (ED-SOP-058)

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Related Documents	HR-Pol-056 – Recruitment and Selection Policy HR-Pol-301 – Equal Opportunities Policy ED-Pol-057 – Faculty Recruitment, Selection & Development Policy HR-T-060 – Teaching Faculty Letter of Engagement

1.   Faculty - Recruitment and Selection

1.1   Programme Lead

1.1.1   Once a proposal for a new programme has been given approval to proceed with development by the Academic Board as per Education Programme Request and Approval Procedure (ED-SOP-028), the Academic Board then define the selection criteria such as qualifications, subject matter expertise and experience for a suitable Programme Lead, as part of the programme approval process.

1.1.2   The Academic Board considers and discusses suitable candidates for the role of Programme Lead. Due to the specialist nature of RCPI programmes, there may be only one suitable candidate for the role. If more than one suitable candidate is identified, the role will be brought through a competitive selection process as outlined below for all members of the Programme Board and Teaching Faculty.

1.1.3   The Academic Board is responsible for ensuring the Programme Lead meets the selection criteria.

1.2   Programme Board

1.2.1   The Academic Board and Programme Lead identify the minimum qualifications, previous work experience requirements and a role specification for the academic work required by each member of the Programme Board. In line with Programme Development Policy (ED-Pol-026) membership of the Programme Board must include both subject matter and academic expertise and;

- Meet the criteria set out by the Academic Board
- Are experts in their field
- Have experience in education or hold relevant qualifications
- Are available to complete the required workload commitment within the specified timeframe
- Are available for engagement with the education development team as appropriate

1.2.2   The Academic Board and Programme Lead will agree a range of appropriate selection activities to establish a candidate's eligibility for their role on the Programme Board including, but not limited to, interviews, presentations, and written assessment.

1.2.3   The Academic Board and Programme Lead identifies a selection of suitable candidates for Programme Board membership.

1.2.4   The Education Administrator contacts the suggested candidates to confirm their interest in the role and invite the candidate to take part in the selection process.

1.2.5   The relevant selection activity is judged and awarded by the Academic Board and Programme Lead.

1.2.6   Selected Programme Board members will be notified of their appointment by the Chair of the Academic Board.

1.2.7   The Education Administrator issues each appointed member of the Programme Board with a Letter of Engagement unless they have previously signed one.

1.2.8   Programme Board members are requested to return a signed Letter of Engagement to RCPI within two weeks of issue.

1.2.9   Returned Letters of Engagement are recorded and stored on the RCPI SharePoint site in a folder shared between HR and Education Development.

1.3   Teaching Faculty

1.3.1   The Programme Board define role specifications for each Teaching Faculty role for their programme. Teaching Faculty refers to ant faculty member that will have provide teaching and/or assessing of learning. Role specifications include information on the required experience, preferred qualifications and programme specific roles and responsibilities for each Teaching Faculty role.

1.3.2   The Programme Board will agree a range of appropriate selection activities to establish a candidate's eligibility for their Teaching Faculty role including, but not limited to, interviews, presentations, and written assessment.

1.3.3   The Programme Board identifies a selection of suitable candidates for the programme's Teaching Faculty.

1.3.4   The Programme Coordinator contacts the suggested candidates to confirm their interest in the role and invite the candidate to take part in the selection process as outlined above in 1.13.

1.3.5   The relevant selection activity is judged and awarded by the Programme Lead and relevant Module Lead(s).

1.3.6   Selected Teaching Faculty will be notified of their appointment by the Programme Lead.

1.3.7   Details of Teaching Faculty candidates that were successful at interview are added to the Faculty Spreadsheet maintained by the Postgraduate Medical Education Centre (PMEC).

1.4   Letters of Engagement

1.4.1   The Programme Coordinator drafts a Letter of Engagement (HR-T-060) for each new member of Teaching Faculty and completes Appendix 1 outlining the estimated hours of delivery and/or development and summarising the different programmes for which the person will be engaged (where it is more than one programme).

1.4.2   The Programme Coordinator sends the Letter of Engagement at least eight weeks in advance of the programme's commencement.

1.4.3   The member of Teaching Faculty returns a digital and/or written acceptance of their Letter of Engagement within two weeks of issue to them.

1.4.4   On receipt of the signed Letter of Engagement, the Programme Coordinator/Education Administrator will arrange a suitable date and time for an induction call with the new Teaching Faculty.

1.4.5   Returned Letters of Engagement are recorded and stored on the RCPI SharePoint site in a folder shared between HR and Education Development.

1.4.6   Letters of Engagement are re-issued to all Faculty every academic year for all programmes.

2.   Teaching Faculty Induction

2.1   The Programme Coordinator/Education Administrator organises induction for newly recruited Teaching Faculty.

2.2   During induction, members of Teaching Faculty are at a minimum:

- Introduced to the key aspects of their role and any associated documentation, databases and systems, as appropriate
- Given sufficient time to familiarise themselves with relevant quality assurance policies, procedures, working practices and role requirements
- Appraised of requirements, roles, responsibilities and obligations
- Enrolment and introduction to the RCPI Teaching Faculty resource homepage, located within the VLE and an overview of the contents such as:
    - "How to" Tutorials on RCPI platforms used in the development of education programmes
    - Access to online content/programmes relevant to Teaching Faculty roles
    - Access to up to date, best practice guidelines from institutions such as, but not limited to QQI, the National Forum for the Enhancement of Teaching and Learning in Higher Education (NFETL),
    - Access to all RCPI QA policies and procedures
    - Access to RCPI Technical Support
    - Access to programme administrative Support
    - Information on RCPI Wellbeing supports

3.   Faculty Support

3.1   Faculty supports detailed on the [Teaching Faculty Recruitment, Selection and Development Policy (ED-Pol-057)](#) are made available to all Faculty on request. At any time, a member of Faculty can request support on these issues from the Education Development Department. These supports may include, but are not limited to;

- Assessment training
- Support with curriculum design and development
- Advice on best pedagogical approaches suited to the subject matter
- Technical training and ongoing support
- Training sessions delivered by subject experts in teaching, learning and assessment

3.2   The Education Development department maintain the Teaching Faculty Homepage within the VLE. The Education Administrator reviews and checks the relevance of its content by surveying all Teaching Faculty annually.

4.   Teaching Faculty Performance Review

4.1   Learner feedback about the quality of teaching is collected at the end of each module/Programme via the [Programme Evaluation Form (ED-F-044)](#).

4.2   Learners may provide feedback relating to Teaching Faculty directly to RCPI by way of anonymous feedback form on the learner's support homepage, by email or written letter.

4.3   Learner feedback is collated into a Programme Feedback Report on a quarterly basis orat the end of each programme (as appropriate) by the Education Development Department and reported to the Programme Board.

4.4   Learner feedback reports are reviewed by the Programme Lead and/or Board.

4.5   Feedback in relation to the performance of a member of Teaching Faculty will be discussed with the member concerned by the Programme lead, or, where appropriate, a nominee.

4.6   This discussion includes identifying the required standard of improvement and a timeframe in which this must be achieved. Additional support and/or training or mentoring will be provided by RCPI, as appropriate and as required. Failure to improve may result in an amendment of the member of Teaching Faculty's role or termination of their employment with RCPI.

4.7   If a member of Faculty requests wellbeing support, this is provided in line with [Learner Wellbeing Policy (ED-Pol-086)](#).