

<b>Division:</b>	<b>Education Development &amp; Assessment and Fellowship &amp; Standards</b>	<b>Ref. No.</b>	<b>EDA-SKD-037</b>
<b>Department:</b>	<b>Skills Training and Professional Development departments</b>		
<b>Title:</b>	<b>RACS Faculty Charter</b>		

## 1. PURPOSE AND SCOPE

This Charter outlines the professional behaviour expected of faculty involved in RACS Teaching and Training and supplements the RACS Code of Conduct which outlines the professional behaviour expected of surgeons.

This charter applies to all Skills Training and Professional Development courses.

## 2. KEYWORDS

Faculty, professional behaviour, skills training, professional development, training, code of conduct

## 3. CHARTER

RACS faculty may be members of RACS or members of other medical colleges and institutions. When teaching on a course, faculty are not only representing RACS but also their own College and individual situations. As such, all faculty are expected to be familiar with this charter, promote its principles and adhere to them.

### 3.1. Skills Training and Professional Development faculty are expected to:

- 3.1.1. Adhere to and promote course principles and methodology (refer relevant faculty handbook)
- 3.1.2. Acknowledge and respect the views of all course attendees
- 3.1.3. Respect and accept the responsibility of facilitator, teacher and mentor
- 3.1.4. Prepare and plan for allocated teaching responsibilities
- 3.1.5. Respect the professional boundaries between student and teacher
- 3.1.6. Commit to and be actively engaged for the duration of each course
- 3.1.7. Effectively and appropriately communicate with course attendees
- 3.1.8. Be respectful and aware of the different beliefs, backgrounds, values and cultures of all course attendees
- 3.1.9. Be mindful of their importance as role models
- 3.1.10. Give feedback, in a respectful manner, on participants' progress and performance including assisting in remediation where necessary.
- 3.1.11. Encourage honesty, be factual, objective and constructive when providing feedback and undertaking assessment of course participants
- 3.1.12. Actively discourage and refrain from discrimination, bullying and sexual harassment

### 3.2. Support for faculty

Faculty are supported in a number of ways:

- 3.2.1. New faculty are mentored at the relevant instructor course or faculty development course and are provided with training in effective facilitation and teaching skills
- 3.2.2. Some programs run faculty workshops to provide curriculum updates and professional development opportunities to faculty

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- 3.2.3. Feedback on facilitation techniques is encouraged between faculty
- 3.2.4. Course leaders and directors are encouraged to provide feedback to course faculty on their teaching skills
- 3.2.5. Some courses are attended by qualified medical educators who are available to give direct feedback on teaching skills.

### 3.3. Breaches of the Faculty Charter

- 3.3.1. Where the charter is not followed it is recommended that one or both of the following steps is followed by the course leader/director:
  - a. Course leaders and directors are encouraged to provide direct verbal feedback to faculty in situations where the charter is not followed. This should take place in a timely manner, in an appropriate and confidential environment.
  - b. Significant breaches of the charter may also be addressed as described in step one. However if unresolved or of a serious nature, the matter should be reported through the course report for action by the relevant course committee.
- 3.3.2. Where serious breaches do occur, these may be investigated and reviewed by the relevant course committee, and may need to be addressed by usual available RACS options.
- 3.3.3. Feedback will be provided to the course leader or director advising how the breach was addressed. All feedback is treated confidentially.

### 3.4. Definitions

- 3.4.1. **Skills Faculty** are defined as directors, senior instructors, instructors, International CCrISP® and ATLS instructors, instructor candidates, potential instructors, senior coordinators, coordinators and trainee coordinators.
- 3.4.2. **Professional Development Faculty** are described as faculty, facilitators, course leads and course facilitators.
- 3.4.3. **Course attendees:** include all persons attending the RACS course including participants, faculty, observers, staff and simulated patients.

## 4. ASSOCIATED DOCUMENTS

### Policies

EDA-SKD-028 Skills Training Faculty Management

### Position Papers:

College Code of conduct (2016)

Bullying and Harassment – Recognition Avoidance and Management (2011)

**Approver** Education Board, PDSB  
**Authoriser:** Council

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