

# Academic Staff / Faculty

Area 6

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# Definitions

**AREAS** are defined as broad components in the process, structure, content, outcomes/competencies, assessment and learning environment of basic medical education and cover:

**SUB-AREAS** are defined as specific aspects of an area, corresponding to performance indicators

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1. Mission and outcomes
  2. Educational programme
  3. Assessment of students
  4. Programme evaluation
  5. Students
  - 6. Academic staff/faculty**
  7. Educational resources
  8. Governance and administration
  9. Continuous renewal
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# SUB-AREAS

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**6.1**

**RECRUITMENT  
AND SELECTION  
POLICY**

**6.2**

**STAFF ACTIVITY  
AND STAFF  
DEVELOPMENT**

# STANDARDS

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are specified for each sub-area using two levels of attainment:

**Basic standard.** This means that the standard in principle **must** be met by every medical school and fulfilment demonstrated during evaluation of the school.

Basic standards are expressed by a »**must**«

# STANDARDS

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**Standard for quality development.** This means that the standard is in accordance with international consensus about best practice for medical schools and basic medical education.

Fulfilment of these standards will vary with the stage of development of the medical schools, available resources and educational policy

Even the most advanced schools might not comply with all standards.

Standards for quality development are expressed by a »**should**«.

# ANNOTATIONS

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are used to **clarify**, **amplify** or **exemplify** expressions in the standards. No new requirements are introduced in the annotations.

# 6.1 RECRUITMENT AND SELECTION POLICY

## 6.1.1. formulate and implement a staff recruitment and selection policy

Points to be considered in the policy

### 6.1.1.1

- Type & responsibility of Staff
- Balance among academic staff in delivering curriculum
- Balance between medical & non-medical staff
- Balance between academic and nonacademic staff
- Balance among clinical, behavioral, basic biomedical

### 6.1.1.2

Criteria of staff selected by policy (Qualification, Research)

### 6.1.1.3

How to monitor the selected staff (Job description)

Appendix: How to write a policy(policy template)

جامعة ..... كلية الطب شعار الجامعة أو الكلية	
اسم السياسة: (يجب ان يكون عنوان السياسة معبر عن المحتوى و واضح)	رقم السياسة
رقم الاصدار : (يقصد به هل هو الاصدار الاول لهذه السياسة او الثاني و هكذا)	تاريخ الاصدار:
تاريخ التفعيل :	تاريخ التحديث :
اعداد السياسة: (الدائرة المسؤولة عن الاعداد)	اعضاء لجنة الاعداد
نطاق العمل: (مجال عمل السياسة)	تنطبق على: ( المجموعات او الافراد الذين تنطبق عليهم السياسة)

# Road to evidences reporting

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**Present**



**Applied**



**Effective**

Describe what you find not only mention the No. of document



## 6.2

# STAFF **ACTIVITY** AND STAFF **DEVELOPMENT**

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Basic standards: The medical college must

6.2.1 formulate and implement a **staff activity** and **development policy** which

6.2.1.1. **balance** of capacity between **teaching, research** and service **functions**.

6.2.1.2. ensure **recognition of meritorious academic** activities

6.2.1.3. ensure that clinical service functions and research are used in teaching and learning.


6.2.1.4. ensure **sufficient knowledge by individual staff members of the total curriculum**.

6.2.1.5. include teacher training, development, support and appraisal.

# Area Answer the following Questions

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- What policies does the medical school have for ensuring that the staffing profile matches the range and balance of teaching skills required to deliver the curriculum?
- What is the medical school's policy for ensuring that teaching, research and service contributions of staff members are appropriately recognised and rewarded?
- How are teacher-student ratios, relevant to the various curricular components, taken into consideration?
- What staff development programmes exist or are proposed to enable teachers to upgrade their skills and to obtain appraisals of their teaching performance?



**Thank you for  
your attention**

Any Questions Welcome