

<b>Document Title</b>	Recruitment and Induction of Teaching Staff
<b>Policy Area</b>	Area 4: Staff Recruitment, Management and Development
<b>Document Code (version #)</b>	QAP4-1 (V3.0)
<b>Applies to</b>	<input type="checkbox"/> All <input checked="" type="checkbox"/> Specific ( <i>Staff involved in the delivery of programmes</i> )
	<input checked="" type="checkbox"/> Staff only <input type="checkbox"/> Learners only <input type="checkbox"/> Staff and Learners

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<b>Related legislation, policies, procedures, guidelines and local protocols</b>	<p>This policy has been designed with due regard to the following:</p> <ul style="list-style-type: none"> <li>- Core Statutory Quality Assurance Guidelines (2016), QQI</li> <li>- Sector Specific Independent/Private Statutory Quality Assurance Guidelines (2016), QQI</li> <li>- Qualifications and Quality Assurance (Education and Training) Act 2012</li> <li>- European Association for Quality Assurance in Higher Education (ENQA), et. al (2015), Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)</li> <li>- Statutory Quality Assurance Guidelines for Blended and Fully Online Learning Programmes (2023), QQI</li> </ul>
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## 1. PURPOSE

This document sets out SQT's policy and procedure with respect to the recruitment and induction of teaching staff.

There are typically two ways by which Tutors are recruited for the delivery of SQT programmes:

- i. SQT, in consultation with its Training Partners appoints New Tutors in accordance with the procedure set out in 6.2 below.
- ii. As SQT identifies a demand for a programme(s) in a new subject area (which cannot be fulfilled by an existing Training Partner), the Managing Director seeks approval from the Board of Directors for engagement of a new Training Partner. The procedure for the recruitment of new Training Partners is set out set out in 6.1 below.

## 2. SCOPE/APPLICATION

This document applies to all staff engaged in the delivery of programmes at SQT.

## 3. RESPONSIBILITY

The Senior Management Team are responsible for implementing this policy.

## 4. DEFINITIONS

- **Teaching Staff** refers to Programme Directors and Tutors.

## 5. POLICY

SQT is committed to ensuring that academic staff have sufficient experience and expertise to fulfil their designated roles and thereby enhance the teaching and learning environment for all learners. To this extent, SQT pursues employment policies and procedures that promote equality of opportunity. In addition, the organisation ensures that human resource practices adhere to internal policies as well as legal and regulatory requirements.

Sections 5.1 and 5.2 below set out the key protocols that are followed when recruiting Training Partners and Tutors.

### 5.1. Due Diligence and Risk Assessment of Training Partners

The purpose of due diligence is to establish the basis for a reliable evaluation of the feasibility of the proposed Training Partner and of the potential risks and benefits.

There are two key aspects to the due diligence process, organisational and educational/academic.

- Organisational due diligence addresses financial, commercial, and general matters, including corporate governance and capacity. SQT also needs to assure itself that the proposed Training Partner and suite of programmes are viable and fit for purpose in the context of SQT's overall strategy.
- Educational / academic due diligence focuses on the knowledge, experience, qualifications and achievements of the proposed teaching staff (i.e. Programme Directors and Tutors).

## 5.2. Pedagogical and Technical Competency of Teaching Staff

Pedagogical and technical competence is initially evaluated at the recruitment stage. It is the responsibility of the Tutor to ensure currency in the academic subject and more general pedagogy. This process is supported and facilitated by the individual Training Partners and SQT (see [QAP4-4: Professional Development of Teaching Staff](#)).

SQT has established the following minimum pre-requisite requirements for all newly appointed Tutors. In addition to these, competencies specific to synchronous online delivery via platforms such as MS Teams or Zoom are essential.

### *Academic and Professional Qualifications*

- **Educational Background:** Hold a third level degree (at a minimum) in a relevant discipline. Where an accreditation/professional body sets additional specific academic or professional qualifications, these must also be adhered to.
- **Pedagogical Qualification:** A pedagogical qualification is required. In the case of experienced Tutors who do not possess a formal pedagogical qualification, this should be completed within one year of Tutor approval. SQT's minimum requirement is the QQI accredited Training Delivery and Evaluation minor award (6N3326).

### *Industry and Practical Experience*

- **Industry Experience:** Typically, 10 years of relevant industry experience is required. However, for emerging subject matter areas such as AI and sustainability, tutors with significant expertise and less than 10 years of experience may be considered under exceptional circumstances.
- **Training/Teaching Experience:** Practical training, teaching, and assessment experience is highly advantageous.

### **Online Delivery Competencies**

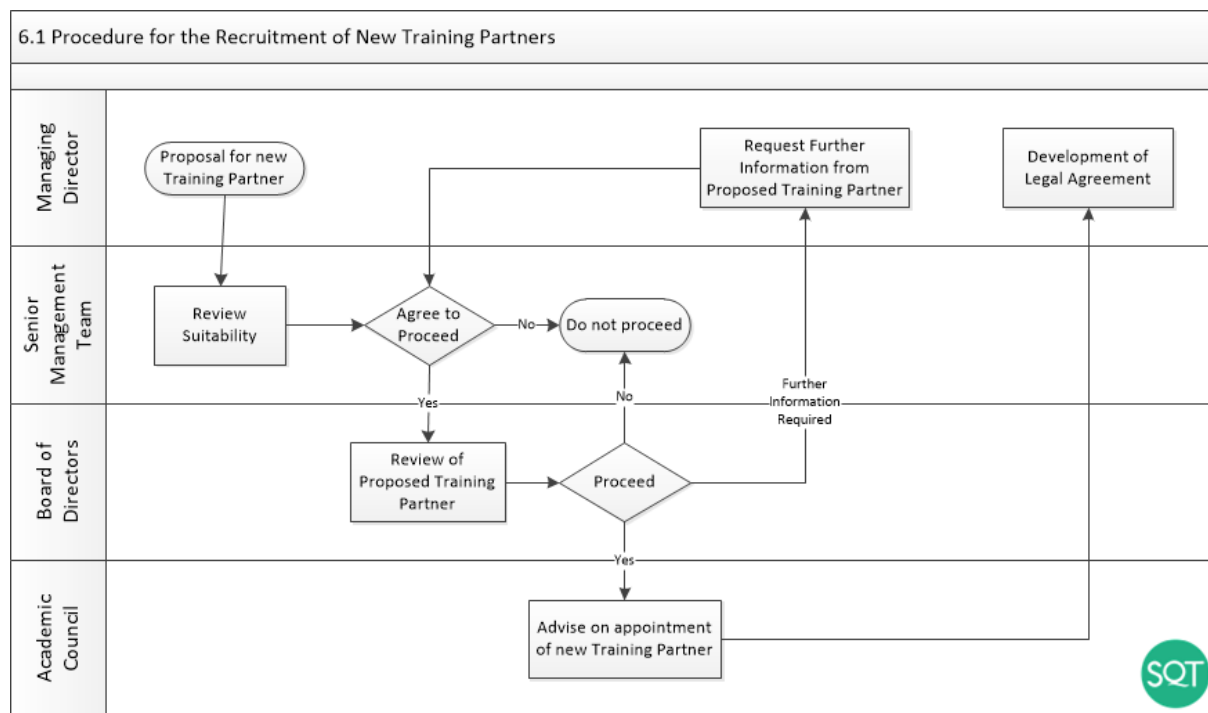
- **Technical Proficiency:** Demonstrable competence in using MS Teams and Zoom for synchronous online delivery.
- **Engagement Techniques:** Ability to engage and interact effectively with learners in a virtual environment, utilising various online tools and techniques to enhance learning experiences.
- **Adaptability:** Capability to adapt teaching methods to suit online platforms, ensuring that learning outcomes are met efficiently and effectively.

- **Assessment Skills:** Experience in designing and implementing assessments suitable for online delivery.

For Tutors who do not meet these online delivery competencies, SQT will offer upskilling opportunities through one-on-one training, mentoring and shadowing by experienced colleagues to ensure they achieve the necessary proficiency before teaching independently.

## 6. PROCEDURE FOR THE RECRUITMENT OF TEACHING STAFF

### 6.1. Procedure for the Recruitment of New Training Partners



In proposing new Training Partners, SQT implements the following approval process in order to ensure due diligence and mitigate any reputational risk to the organisation and other third parties. The following steps are adhered to when appointing a new Training Partner:

#### 1. Identification of Potential Training Partners

Opportunities for new Training Partners may arise in many different contexts. Recommendations or suggestions for suitable Training Partners may be proposed to the Managing Director or by relevant personnel within or external to SQT. The proposed Training Partner may also contact SQT directly.

#### 2. Preliminary Research on Proposed Training Partner for Consideration

- The Senior Management Team undertakes initial preliminary research of the proposed Training Partner to establish its suitability in the context of SQT's overall strategy. This may involve the review of information available within the public domain.
- If the Senior Management Team feels that the proposed Training Partner may be a good fit for SQT, the team will seek a meeting to establish the following:

- Profile, scope and reputation of the proposed Training Partner.
  - Profile of key staff members including potential resources, Programme Directors and Tutors.
  - Industry and training expertise.
  - Type of programmes to be considered.
  - Availability of resources.
  - Financial standing of the proposed Training Partner.
- iii. If the Senior Management Team decide that the proposed Training Partner should be considered by the Board of Directors, step 3 is implemented and the item is considered at the subsequent Board of Directors meeting.

### **3. Referral to Board of Directors**

- i. The Managing Director presents the proposal for the approval of the proposed Training Partner
- ii. In reaching its decision, the Board of Directors must consider the following:
  - Due diligence and risk assessment in line with the principles set out in 5.1 above.
  - Programme development and provision requirements.
- iii. The Board of Directors may decide to:
  - Accept the proposal, at which point the proposal is advised at the next Academic Council meeting.
  - Reject the proposal, at which point the Managing Director contacts the proposed Training Partner and informs them of the decision.
  - Request further information, at which point the Managing Director requests further information from the proposed Training Partner.

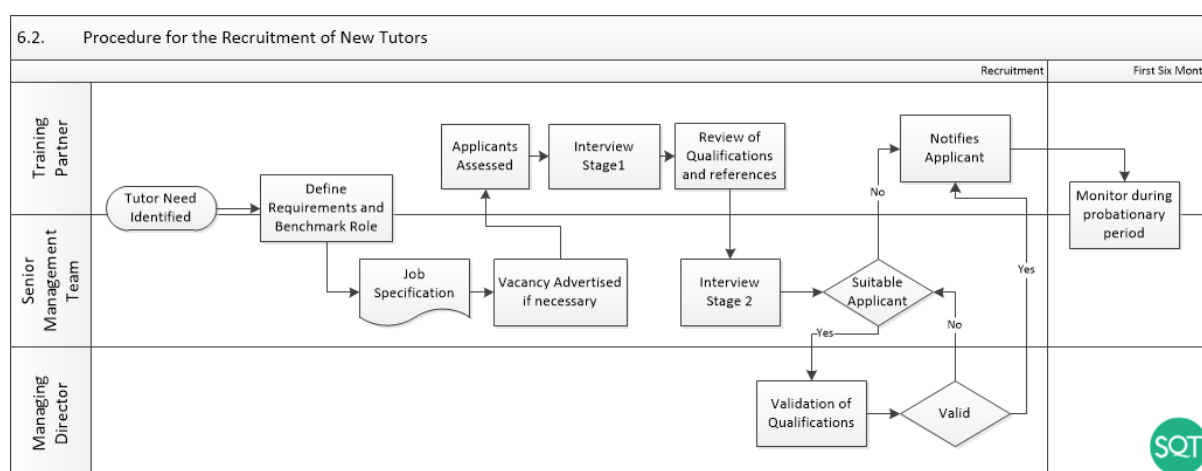
### **4. Referral to Academic Council**

The Academic Council is advised of the appointment of new Training Partners.

### **5. Development of Legal Agreement**

The final stage in the process is the development and signing of a legal contract, which binds the Training Partner and its Tutors to adhering to SQT's policies and procedures.

## 6.2. Procedure for the Recruitment of New Tutors



The Training Partner, in consultation with SQT at each stage of the process, has responsibility to recruit, induct, review and oversee CPD processes for their Tutors. New Tutors are appointed in accordance with the procedure set out below.

1. As a new Tutor requirement is identified by SQT and/or the Training Partner, discussions are held by both parties to establish the requirements of the successful candidate (in addition to those set out in 5.2 above).
2. SQT benchmarks candidate profiles with those of similar providers, as necessary, when developing specifications for the role.
3. Vacancies are advertised using appropriate mediums such as the Training Partner and/or SQT websites, regional and national newspapers. In some cases, Tutors are recruited on the basis of prior experience with SQT and/or the Training Partner.
4. All applicants are assessed based on their abilities and experience against key criteria for the post, as outlined in the agreed job specification. Suitable candidates are interviewed by the Training Partner.
5. In all cases, the successful candidate must submit copies of relevant qualifications and transcripts, together with a curriculum vitae and other relevant supporting documentation to the Training Partner.
6. The Training Partner provides all relevant documentation to SQT in advance of a meeting with the Senior Management Team. A final decision is made at this stage on the suitability of the candidate.
7. Documentation for successful candidates is maintained in accordance with SQT's retention schedule and qualifications are validated by SQT as necessary.
8. All appointments are made subject to a minimum six-month probationary period. During this probationary period, the Tutor's role is closely monitored by both SQT and the Training Partner through ongoing review of learner and company feedback.

9. A Tutor Recruitment Checklist Form (F33) is completed and maintained to safeguard compliance with all aspects of this procedure.

## **6.3. Procedure for the Induction of Teaching Staff**

Newly appointed Teaching Staff are required to complete a thorough induction process prior to delivering any programme at SQT. This induction process includes elements designed for both on-site and synchronous online learning via MS Teams and Zoom. All elements are recorded on the Tutor Recruitment Checklist Form (F33).

### **INDUCTION BY THE PROGRAMME DIRECTOR**

Programme Directors provide ongoing mentoring and support to all Tutors involved in the delivery of specified programmes. They are required to conduct a comprehensive induction for all new Tutors, which includes the following:

#### **1. Programme and Material Review**

- Review of official programme documents and all associated materials such as learner hand-outs and assessment briefs (if necessary).

#### **2. Assessment Standards**

- Ensure the Tutor understands the assessment standards required by marking a complete assessment element (generally a project or case study) using specific grading criteria. The grade and associated marking scheme are reviewed by the Programme Director, and feedback is provided. Further assessment material is internally moderated with feedback provided until the required grading standard is met by the Tutor.

#### **3. Synchronous Online Delivery Training**

- Detailed training on the functionalities of MS Teams and Zoom, focusing on synchronous online delivery, including breakout rooms, screen sharing, recording sessions, and interactive tools. This is also carried out during shadowing sessions completed with experienced Tutors and/or Programme Director prior to programme delivery.
- Specific training on best practices for synchronous online delivery, including engaging students, managing online classrooms, and utilising features of MS Teams and Zoom effectively.

### **INDUCTION BY SQT**

An induction session is held at SQT before the commencement of programme delivery, providing an opportunity for Tutors to meet key SQT personnel, such as the Managing Director, Director of Quality and Academic Affairs, and Operations Projects Manager. These staff members will be the main points of contact for the Tutor throughout the programme delivery. During the induction, the Tutor will be briefed on the following areas:



## **1. SQT Overview**

- Background, aims, ethos, and organisational structure of SQT.

## **2. Tutor Responsibilities**

- Specific responsibilities associated with the Tutor role, including expectations for teaching, learner support, and administrative duties.

## **3. Communication Lines**

- Clear lines of communication with SQT staff, outlining the roles and responsibilities of key internal personnel with whom the Tutor will interact.

## **4. Academic and Administrative Procedures**

- Comprehensive overview of SQT's academic and administrative procedures and regulations. Tutors will be provided with guidance on relevant documentation, including programme guidelines, assessment protocols, learner engagement expectations, and grading procedures.
- Assessment Protocols: An overview of SQT's quality system for learner assessment, including procedures for designing assessments, marking, moderation, and ensuring academic integrity. Tutors will also be informed of the protocols for providing feedback and managing assessment-related documentation in line with SQT's quality assurance processes.

## **5. IT and Software Training**

- Administrative Software: A tutorial dedicated to administrative software training, focusing on the Management Information System (MIS) for managing learner records, registration, and progress tracking, and Coursecheck, SQT's course feedback system. Tutors will learn how to use these platforms to track learner data, manage course feedback efficiently, and ensure proper documentation of learner performance and engagement.

## **6. Tutor Resource Portals**

- On appointment, Tutors are granted access to dedicated Tutor Resource Portals on Moodle (as outlined in [QAP 4-4: Professional Development of Teaching Staff](#)). These portals provide access to learning resources, quality assurance guidelines, and administrative resources necessary for teaching and assessment.

On appointment, teaching staff are provided with access to dedicated Tutor Resource Portals on Moodle (see [QAP 4-4: Professional Development of Teaching Staff](#)). All details of the induction process are recorded in the Tutor Recruitment Checklist and additional records are maintained in each Tutors file, which is retained by SQT.

## 7. POLICY MONITORING

Responsibility	Frequency	Methods
Director of Quality and Academic Affairs – Document Update	Per QA audit schedule	<ul style="list-style-type: none"> <li>- Review of documentation as set out in QAP2-1: Ongoing Review and Update of QA Documents.</li> </ul>
Senior Management Team	Ongoing	<p>Information regarding the effectiveness of the recruitment, selection and induction process is obtained through a number of means including:</p> <ul style="list-style-type: none"> <li>- Review of Tutor course ratings and learner feedback</li> <li>- Feedback from Programme Directors and Training Partners</li> <li>- Review of output from peer review</li> <li>- Review of PINS, complaints log</li> </ul>

## 8. DOCUMENT CONTROL

Version No	Approval Date	Description of Revision	Originator	Approved By
2.0	14/12/18	<p>New document format.</p> <p>Policy and procedure updated to include procedure for recruitment of Training Partners and protocols such as due diligence and technical / pedagogical requirements of teaching staff.</p>	Senior Management Team	Academic Council

3.0	15/11/24	Updates to include competencies for online delivery of synchronous programmes and new procedures for the induction of teaching staff.	Senior Management Team	Academic Council
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