

<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 (V2.0)
<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>Approved by</b>	Academic Council

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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> </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

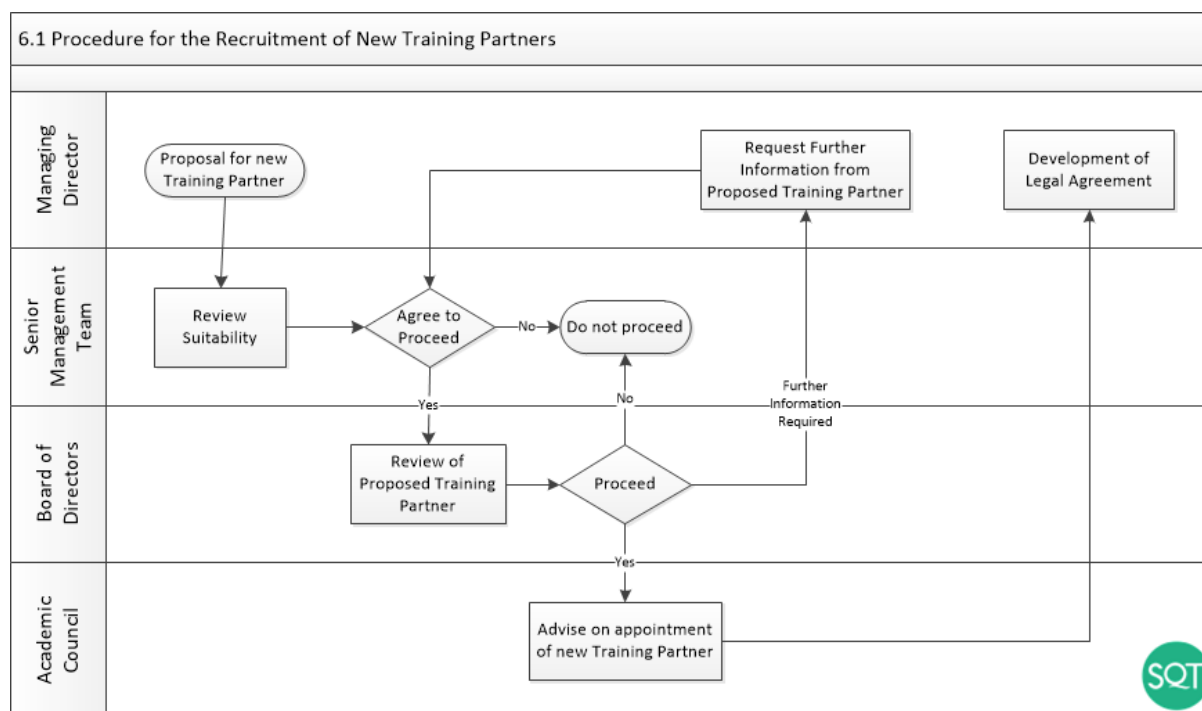
Pedagogical and technical competence is initially evaluated at the recruitment stage. It is the responsibility of the Tutor to ensure currency in the academic subject and more general pedagogy. This process is supported and facilitated by the individual Training Partners and SQT (see QAP4-4: Professional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

SQT have set the following minimum pre-requisite requirements for all newly appointed Tutors:

- 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.
- 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).
- 10 years relevant industry experience.
- Practical training / teaching and assessment experience is highly advantageous.

## 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

- i. 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.
- ii. 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.

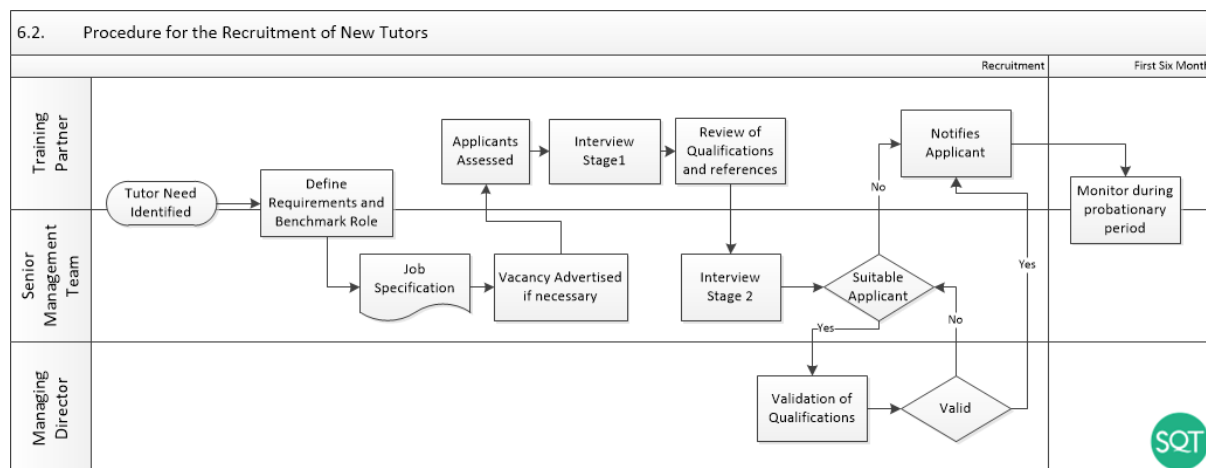
### **4. Referral to Academic Council**

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, proof of identity 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 using the Qualification Check system.
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. All elements are recorded on the Tutor Recruitment Checklist. The induction process includes both an induction with the Programme Director and with SQT.

**Induction carried out by the Programme Director:** As well as providing ongoing mentoring and support to all staff involved in the delivery of the specified programme(s), Programme Directors are required to provide a comprehensive induction to all new Tutors. This induction includes the following:

- A review of official programme documents, together with all associated material such as learner hand-outs and assessment briefs (if necessary).
- To ensure that the newly recruited Tutor has a clear understanding of the assessment standards required, he or she is asked to mark a complete assessment element (generally a project or case study) using specific grading criteria. The grade and associated marking scheme is reviewed by the Programme Director and feedback is provided. Further assessment material is internally moderated and feedback is provided, as necessary, until such time that the required grading standard is met by the Tutor<sup>1</sup>.
- Training is also provided in the use of relevant IT and software systems used to fulfil the Tutor role. (if necessary)

**Induction carried out by SQT:** An induction is also held in SQT prior to commencing programme delivery. This affords the Tutor an opportunity to meet with relevant SQT staff such as the Managing Director, Director of Quality and Academic Affairs and Course Administration Manager whom they will liaise with on an on-going basis throughout the delivery of the programme. During this induction, the Tutor is briefed on the following:

- SQT background, aims, ethos and organisation structure
- Specific responsibilities associated with the Tutor role
- Lines of communication with SQT staff and the role of relevant internal SQT personnel
- Academic and administrative procedures and regulations, including relevant documentation
- Training in the use of SQT's VLE (Moodle) and other relevant IT systems

Details of each induction are included in the Tutor Recruitment Checklist and additional records are maintained in each employee's file, which is retained by SQT.

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<sup>1</sup> Implemented for QQI programmes only



## 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

