# 6 Staff Recruitment, Management and Development

## 6.1 Policy for Staff Recruitment, Management and Development

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|---|---|
| QA Area (s) | • Staff Recruitment, Management and Development |
| Applies to | ☒ Staff only<br>☐ Learners only<br>☐ Staff and Learners |
| Policy Owner | Director of Academic Affairs and Undergraduate Programmes |

### 6.1.0 ESG Standard: Teaching Staff

*ESG Standard 1.5*

*Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of staff.*

### 6.1.1 Purpose

The purpose of this policy is to set out the principles for fair and transparent recruitment, management and development of staff at the College, in alignment with QQI's Core Statutory QA Guidelines. These inform associated procedures.

### 6.1.2 Scope

This policy applies to all part-time and full-time staff at the College, inclusive of those holding teaching, administrative, management or support roles.

### 6.1.3 Policy

#### *6.1.3.0 Policy statement*

A strategic priority within the Innopharma Education 2020 – 2025 Strategic Plan is 'our people and structures'. The College is committed to sustaining a high-quality and supportive working environment that reflects the core values of College.

- Excellence
- Integrity
- Diversity
- Innovation
- Collaboration

#### *6.1.3.1 Recruitment*

Attracting an excellent team of academic and non-academic staff committed to quality service provision is a key strategic objective for the College.

- The College is committed to implementing clear, transparent and fair processes for staff recruitment, and setting conditions of employment that recognise the importance of teaching.
- The College is committed to the selection of employees in a consistent and professional manner in accordance with the Employment Equality Acts (1998 – 2015), which does not discriminate on grounds of gender, marital status, family status,

sexual orientation, religious belief, age, disability, race or membership of the traveller community.

- The College is committed to the avoidance of any real or perceived conflict of interest. Therefore, company personnel involved in the hiring process, will avoid interviewing and/or making hiring decisions which involve family members, relations or friends.

#### *6.1.3.2 Persons Employed to Teach Learners*

The College has established the following criteria for the appointment of academic staff. A lecturer is required to have a qualification above the level at which they are being appointed to teach, ideally the minimum academic criteria are set at:

- An honours degree in a relevant Level 8 programme (NFQ), or equivalent in a discipline relevant to programmes.
- Three years' relevant post-qualification experience.
- Excellent communication and presentation skills.

#### *6.1.3.3 Desirable:*

- A qualification in teaching and learning.
- Postgraduate qualification.
- Relevant teaching, course design, and/or research experience.
- Supervision of projects at undergraduate level and possibly postgraduate level.
- Specific specialised experience.

### 6.1.4 Induction and Management

The College is committed to promoting a work environment and organisational culture that is inclusive, dynamic and team oriented. To ensure this, the College is committed to ensuring the following:

- All new staff undertake a general induction. Academic and programme administration staff additionally undertake an academic induction as per 6.3 Procedure for Induction and Management of Staff.
- All staff are provided with a job description that includes individual responsibilities and accountabilities, which is understood by the individual staff member and their manager and is regularly reviewed.
- All staff participate in an appraisal process annually, which reviews performance and sets future goals, objectives and development plans in the context of evolving operational responsibilities and career development.

### 6.1.5 Staff Development

The College is committed to the provision of opportunities for Continuing Professional Development (CPD) of all staff. Opportunities for CPD may occur internally or externally and are enhancement-focused. Although indicative activities may overlap, CPD is distinct from

Management of Staff Performance, which takes place within a more supervisory and potentially remedial context.
CPD for all staff is actively promoted by the College's leadership and management. Examples of CPD activities that the College may support include, but are not limited to, the following:

- Participation in internal training modules, workshops or seminars;
- Attendance at externally facilitated webinars, workshops, conferences or industry events;
- Membership or affiliation of the College community to professional bodies in the sector;
- Mentoring and coaching of junior staff;
- Observation of teaching by senior colleagues;
- Peer observation schemes;
- Accredited and non-accredited learning.

Support for CPD may entail:

- Time release;
- Payment for hours spent engaged in CPD activities;
- Full/partial financial support as appropriate.

To ensure that the allocation of the College's resources to CPD remains closely aligned to the College's strategy and mission, and that decision-making is conducted in a fair, transparent and appropriate manner, staff are required to follow the associated 6.4 Procedure for Staff Applications for Continuing Professional Development Support.
As the College's resources are not unlimited, the allocation of support for CPD funding always entails a consideration of factors including:

- The strategic value of the proposed activity to the College;
- The cost of the proposed activity;
- The potential impact of the proposed activity on the quality of learning and teaching, learner learning and the learner experience;
- The appropriateness of the proposed activity to career stage of the relevant staff member(s);
- The potential for benefits/learning from the proposed activity to be shared/disseminated within the College community by the relevant staff member(s);
- The workplace behaviour and performance of the relevant staff members(s);
- The length of time the relevant staff member has been employed by the College.

### 6.1.6 Responsibility

- The **Head of Quality Assurance and Admissions** is responsible for monitoring and maintaining the overall alignment of the College's policy and procedures pertaining to Staff Recruitment, Management and Development to QQI's guidelines and policy statements.
- The **Head of Teaching & Learning and Learner Support** is responsible for the collection, review and monitoring of staff and learner feedback in relation to appraisal of teaching performance and initiating any necessary actions to address issues or concerns arising from feedback.

- The **Director of Academic Affairs and Undergraduate Programmes i**s responsible for recruitment, appointment and induction of staff in the Operations branch of the College. This includes Administrative Staff.
- The **Director of Academic Affairs and Undergraduate Programmes** and **Registrar** are jointly responsible for the recruitment, appointment and induction of faculty staff. This includes all staff employed in teaching and learner support roles.
- The **Candidate** is responsible for ensuring all information submitted to the College in their CV and Application is up to date, accurate and verifiable.
- The **Academic Council** is responsible for approving policy and associated procedures pertaining to staff development, making recommendations to the **Board of Directors** on resource allocation for staff development, and delegating appropriate functional responsibility for managing staff development to the **Director of Academic Affairs and Undergraduate Programmes**.

### 6.1.7 Related Legislation, Regulation or Guidelines

- Core Statutory Quality Assurance Guidelines 2016 (QQI).
- Sector Specific (Independent/Private) Statutory Quality Assurance Guidelines 2016 (QQI).
- The Employment Equality Acts (1998 – 2015)

## 6.2 Procedure for Recruitment of Staff

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|---|---|
| QA Area (s) | • Programmes of Education and Training |
| Applies to | ☒ Staff only<br>☐ Learners only<br>☐ Staff and Learners |
| Policies this Procedure relates to | Policy for Staff Recruitment, Management and Development |

### 6.2.0 Procedure

1. The decision to recruit an employee is made by the Board of Directors on the recommendation of the Executive Management Team, in response to an identified need within the College. The needs of the organisation are reviewed annually as part of the planning process or more frequently if required.
2. When the need for a new resource is identified a job description is created by HR. This includes responsibilities and accountabilities and outlines the minimum qualification requirements along with personal skills and experience.
3. The HR function in the College identifies appropriate internal personnel to participate in an interview board and facilitate the recruitment process through the review of applications and the interview process.
4. All CVs received based on the job criteria are reviewed and shortlisted by the Interview Board to identify potentially suitable candidates for interview.
5. The decision to hire a candidate is made by consensus of the interviewers. Candidates are ranked in terms of suitability and the process proceeds to offer stage with the most suitable candidate.
6. Selection is based on merit and those who are successful demonstrate their suitability for appointment according to predetermined job-related selection criteria which is consistently applied throughout the recruitment process. The application of the College's Equality and Diversity policy also includes accommodating as much as possible the special needs of individuals to facilitate their participation in the recruitment and selection process.
7. When a suitable candidate is identified relevant references are checked and authenticated copies of academic transcripts are requested.
8. Once pre-hiring activities are completed successfully, a proposal that an offer of employment be extended to the preferred candidate is prepared for the Board of Directors.
9. Should the Board of Directors agree to appoint the person an offer of employment is made, verbally and then in writing.

10. All employees are invited to commence employment with the College subject to a probationary period of 6 months.
11. Once accepted, an employee HR file is created including CV, Copy of signed contract & copy of academic transcripts. (Sample Contract Ref: QAR 2)

## 6.3 Procedure for Induction and Management of Staff

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|---|---|
| QA Area (s) | • Programmes of Education and Training |
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### 6.3.0 Induction

It is the responsibility of the **Director of Academic Affairs and Undergraduate Programmes with support from HR Manager** to ensure all new staff undertake a general induction that includes:

- Introduction to the College including background, ethos, structures, strategies and plans.
- Academic and administration procedures and regulations (including the College's Equality and Diversity policy).
- Overview of the IT and communications systems.
- Overview of health and safety requirements.

In addition, it is the responsibility of the **Director of Academic Affairs and Undergraduate Programmes** to ensure all academic and programme administration staff undergo an academic induction that covers:

- Roles and responsibilities of academic and administration staff.
- QA Policies and Procedures.
- Other relevant material from awarding bodies.
- Learner supports available.
- Staff development opportunities.
- Programme Document and Approved Programme Schedule.
- Introduction to the Virtual Learning Environment.
- Introduction to Teaching, Learning and Assessment at the College.
- Introduction to Staff Handbook which includes but not limited to the Learner Charter, Standards for Blended Learning, Assessment and Standards, Reasonable Accommodation, Academic Misconduct, Dealing with Complaints & Disciplinary Breaches.

Academic staff with limited teaching experience are assigned a mentor from the academic faculty to support them in the first academic year and provide guidance on pedagogy and assessment. This may include observation of teaching by the mentor.

### 6.3.1 Management

The staff appraisal process supports the cyclical review of performance of roles, the achievement of goals and objectives, and the implementation of staff development plans. It also focuses on future goals, objectives and development plans in the context of evolving operational responsibilities and career development.

Each member of staff will typically have:

- A job description that includes individual responsibilities and accountabilities, which is understood by the individual staff member and their manager.
- Individual goals and objectives.
- Development plans if needed in support of the achievement of these goals.

Each member of staff will participate annually in a formal appraisal with their manager. This will include:

- A review of the staff member's job description;
- A review of the staff member's performance against the job description;
- A review of progress toward individual goals and objectives set at the previous meeting;
- Discussion of goals and objectives for the coming year in the context of the College's Strategic Plan and the individual's work area;
- Discussion of possible CPD activities for the coming year.

Informal reviews are carried out to review progress and updates based on evolving business plans and objectives.

## 6.4 Procedure for Staff Applying for Continuing Professional Development Support

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### 6.4.0 Procedure

1. The staff member applying for CPD support is encouraged to seek advice and input on their proposed application informally from their manager prior to submitting a formal application.
2. The staff member applying for CPD sends a written request to their manager outlining the following:
    I. The specific nature of the CPD they wish to engage with (e.g. formal study, industry event or conference attendance; this should include dates, locations and other practical information);
    II. The specific nature of the support requested from the College (e.g. allocated time, financial support, mentoring);
    III. The potential value/benefit of the CPD to the staff member as an individual;
    IV. The potential value/benefit to the College as a community.
3. The staff member's manager considers the application, referring to the criteria outlined in the Policy for Staff Recruitment, Management and Development.
4. Where the request has *no or negligible* resource implications the relevant manager may approve the request as they deem appropriate, and communicate the outcome directly to the staff member.
5. Where the request has significant resource implications, for academic staff the relevant manager brings the request to the **Academic Council** (for recommendation). All requests are sent to the **Executive Management Team** (for approval) along with the manager's recommendation to approve or not approve the request.
6. A decision is reached, and the outcome communicated to the staff member by their manager.
7. Where an application is approved, this may be conditional. Any conditions will be communicated to the staff member at the same time the outcome is communicated. *An example of a condition would be: attendance at a conference being sponsored by*

*the College is conditional to the staff member facilitating a CPD session for peers based on learning from that conference after their return.*

## 6.5 Policy for Equality

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|---|---|
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| Policy Owner | Director of Academic Affairs and Undergraduate Programmes |

### 6.5.0 ESG Standard: Teaching Staff

*ESG Standard 1.5*

*Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of staff.*

### 6.5.1 Purpose

#### *6.5.1.0 Overview and Objective*

The College recognises the educational and organisational benefits of having a diverse community of staff and students and continues to build and maintain an inclusive environment which promotes equality, values diversity and respects the rights and dignity of all.

The College is committed to a culture where equality is embodied in non-discrimination towards all employees, applicants for employment, and students. To this end, the College aims to ensure that all individuals (employee, potential employees and students) are treated fairly and equally, with dignity and respect irrespective of: Gender, Civil Status, Family Status, Sexual Orientation, Religion, Age, Disability, Race or Membership of the Traveller Community.

#### *6.5.1.1 Objectives of Equality Planning*

The purpose of the Equality Policy is to promote an affirmative place of learning and work that provides for equal opportunities for all current, future and potential staff and learners and where their dignity is protected and respected at all times.

#### *6.5.1.2 Recruitment and Selection of Staff*

Selection is based on merit, qualifications, abilities, skills, knowledge and attitude to perform a job effectively, efficiently and to the standards required now and into the future. Successful candidates must successfully demonstrate their suitability for appointment according to predetermined job-related selection criteria which is consistently applied throughout the recruitment process. The application of the Equality Policy also includes accommodating as much as possible the special needs of individuals to facilitate their participation in the recruitment and selection process.

#### *6.5.1.3 Responsibility*

The College is committed to the active implementation of equality. College senior management have responsibility for ensuring the implementation of the policy in the workplace and promoting a culture that supports the policy.

#### *6.5.1.4 Role of Staff*

All staff have an important role to play in ensuring equality throughout the College and have a particular responsibility to engender respect for difference and to accommodate diversity. College staff are required to support the College's commitment to maintaining a work and academic environment free of harassment and bullying.

The College recognises that harassment and bullying can severely damage working conditions. Neither will be tolerated in the activities of the College.

#### *6.5.1.5 Equality Induction*

All staff are familiarised with the Equality Policy at their induction. All staff will receive any updates that are made to this policy to ensure its effective and consistent implementation.