

Document Name and Version	8.1 Quality Assurance of Teaching Staff
Policy Number	8.1
Policies that Interact with Policy 8.1	Policy 8.2 Recruitment and Selection of Core Teaching and Teaching Support Staff Policy 8.3 Core Teaching and Teaching Support Staff Induction and Probation Policy Policy 8.4 Staff Communication Policy Policy 8.5 Staff Development Policy Policy 8.6 Core Staff Development Dialogues
Approval Body	Academic Council and Board
Date of Approval	February 2020
Date Policy Comes into Force	25 th January 2021
Date of Review	2025
Revisions	

1. Preamble.

1.1. IICP College is committed to ensuring that sufficient appropriately qualified teaching staff are employed to meet its academic, administrative and quality requirements. To this end the College monitors the quality of teaching and teaching staff in order to assess, develop and enhance the quality of its education and promote good teaching practices.

1.2. IICP College is an equal opportunities employer. It operates staff policies and practices that are fair and consistent and comply with all legislative and regulatory requirements.

2. Scope.

2.1. This overarching policy applies to all Teaching and Teaching Support Staff, unless stated otherwise in individual policies.

3. Purpose.

3.1. The purposes of this policy are:

3.1.1. To acknowledge the contribution of Staff to the quality of education provided by IICP College;

3.1.2. To provide a source of information about the teaching within IICP College;

3.1.3. To share good practice;

3.1.4. To assess the competence of Staff, and to help identify strengths and areas for support and development;

3.1.5. To apply fair and transparent processes for the recruitment and development of Staff;

3.1.6. To collect information against quality criteria;

3.1.7. To provide evidence gathered for:

- Analysis and reflection;
- Grounding judgements about the strengths of teaching and learning; and
- Identifying areas for development.

3.1.8. To develop pedagogical standards for and with teaching staff;

3.1.9. To inform Continued Professional Development of teaching staff.

4. Policy.

- 4.1. The ultimate aim of a Higher Education [HE] Quality Assurance and Enhancement framework is to enable the education provider to develop their own ethos within which they deliver quality education that meets the needs of their learners, thereby improving learner achievement and attainment of learning outcomes.
- 4.2. The professional competence, commitment and innovation of teachers – whether lecturers, tutors or support staff - are key to the delivery of quality Higher Education [HE]. This is well recognised in the HE Quality Assurance [QA] field. The “Standards and Guidelines for Quality Assurance in the European Higher Education” [ESG] (2015), for example, requires that HE Institutions assure themselves of the competence of their teachers. This responsibility is elaborated further by QQI in its Core and Sector Specific “QA Guidelines”, which identify staff recruitment, selection, appointment, appraisal and development as core QA mechanisms across sectors.
- 4.3. Quality Enhancement complements an assurance approach to quality teaching. Given the close connections between teaching quality and learning quality, the enhancement of education, and therefore of graduates, can be achieved by the enhancement of teaching. As Hénard (2010) points out, improving the quality of teaching is reliant on institutional ethos and practices, as well as on individual actions by teachers.
- 4.4. IICP College regards teaching as a central pillar of quality. IICP College’s system for the Quality Assurance and Enhancement of its teaching staff draws on both top-down approaches (quality initiatives taken by the Institution) and bottom-up approaches (those quality teaching initiatives taken by teachers that may have an influence on institutional teaching practice).
 - 4.4.1. Teacher initiatives that enhance institutional teaching quality can include informal collaboration, consultation and conversation between teachers, and between teachers and learners, about teaching and teaching practices. IICP College fosters this through the creation of physical and temporal space that allows informal contact, and also through the development of an ethos that

centres teaching as a professional practice. Examples of the facilitation of informal processes include Student Care Hour (see Student Care Policy) and the reflection time given to teaching assistants. Both of these encourage reflection on the process of teaching as well as content.

4.4.2. Institutional initiatives include, centrally, the Selection, Induction, Monitoring, Staff Development Dialogues with and the Development of staff. In addition to providing information for enhancement, these initiatives raise awareness of, and foster, quality teaching.

5. Procedures

5.1. The full spectrum of HR policies and procedures operated by the College is detailed in the staff document: IICP College. (2008). *Employee Handbook*.

5.2. IICP College's QAM details the Quality Assurance and Quality Enhancement policies aimed at quality assuring teaching staff.

5.3. Quality Assurance and Enhancement policies include, centrally:

5.3.1. Recruitment and selection of Core Staff:

5.3.1.1. Practices for the recruitment and selection of Core Staff are carried out in a manner that is transparent, fair and consistent. The policy complies with the College's Equal Opportunities Policy (IICP College. (2008). *Employee Handbook*).

5.3.2. Core teaching staff induction and probation policy:

5.3.2.1. This policy is intended to enable new Core Staff to settle into the College; to become familiar with their role; to acquaint themselves with IICP College's policies, procedures and practices; as well as to self-assess and be assessed against the requirements of their role.

5.3.3. Staff communication policy:

5.3.3.1. This policy identifies the various channels of communication within IICP College and their intended use.

5.3.4. Staff Development policy:

5.3.4.1. This policy provides Teaching and Teaching Support staff with the opportunity to develop their knowledge, skills and abilities through a blend

of learning methods including on the job learning, supervision, line management, in-house training, and external courses, conferences and seminars.

5.3.5. *Core Staff Development Dialogues:*

5.3.5.1. Core Staff Development Dialogues provide Core Teachers and Teaching Support staff with the opportunity to reflect on their teaching practice, and to discuss job performance and career development opportunities.

6. Regulatory context.

6.1. This section of the QAM operates under the following Higher Education Regulations:

Regulation	Section	Requirements	IICP College Policy
QQI QA Core (QA) Guidelines (April 2016)	Procedures for recruitment (section 4)	<ul style="list-style-type: none"> • Roles, responsibilities and codes of conduct. • Academic/professional/technical standards for all staff and how these are maintained and enhanced. • Pedagogical standards for teaching staff and how these are maintained and enhanced. • Benchmarking staff profiles (at programme level) with those of similar providers. • Recruitment, selection, probation and tenure. 	<ul style="list-style-type: none"> • Recruitment and selection of teaching staff; Staff contracts. • Recruitment and selection of teaching staff; Staff contracts; Induction/ probation policy; Staff development policy; Staff Development Dialogues. • Induction/Probation; Staff development policy; Staff Development Dialogues • Induction/Probation; Staff Development Dialogues. • Programme monitoring; Teaching and learning strategy; Learner feedback policy; Staff development policy.

		<ul style="list-style-type: none"> • Collection and use of regular and timely learner and other relevant feedback on teaching staff. • Pedagogical training and certification of teaching staff. 	<ul style="list-style-type: none"> • Programme monitoring; Learner feedback policy; Staff Development Dialogue; Staff Development policy; • Staff Development policy; Staff Development Dialogues
	<p>Staff development (section 4.3). The provider environment is enhancement-focused and utilises the available resources to:</p>	<ul style="list-style-type: none"> • Offer opportunities for and promote the professional development of teaching staff. • Encourage scholarly activity, as appropriate, to strengthen the links between education, teaching and research; and the links with other developments within fields • Encourage innovation in teaching methods and the use of new technologies 	<ul style="list-style-type: none"> • Staff Development Dialogue policy; Staff development policy. • Staff development policy; Staff Development Dialogue; Staff development policy; • Staff Development Dialogue; Staff development policy; Teaching and learning strategy.
ESG ¹	Teaching staff (Section 1.5):	<ul style="list-style-type: none"> • Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff 	IICP College <i>Quality Assurance Manual</i> ; Section: Quality Assurance of Teaching Staff

¹ 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)*, 2nd edn, Available at https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf (Accessed 20 October 2018).