

The provider takes responsibility for the quality of its staff and for providing them with a supportive environment that allows them to carry out their work effectively.

4.1 Staff recruitment

The provider assures itself as to the competence of its staff. There is a systematic approach to the fair and transparent recruitment and further professional development of people engaged in programme and service delivery. In particular, the provider ensures that academic and administrative staff have sufficient experience and expertise to fulfil their designated roles and thereby enhance the teaching and learning environment for students.

Policy in this area expresses provider commitment to appoint suitably qualified staff to the role of teacher/instructor/trainer/tutor and to all other roles responsible for related services and to provide opportunities for further staff development.

The general criteria and approach used in the recruitment of staff are clearly stated and transparent. Where necessary, more detailed selection criteria are used, capturing other aspects of the role required in any given context. The conditions of employment recognise the importance of teaching for relevant staff. Appraisal of teaching (including assessment) ability is a key part of the selection procedures for any persons employed to teach learners.

Procedures for recruitment address:

- 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
- Collection and use of regular and timely learner and other relevant feedback on teaching staff
- Pedagogical training and certification of teaching staff
- Performance management

4.2 Staff communication

It is clear how the views of staff members are collected and used on a periodic and on-going basis through internal self-monitoring and programme review processes. It is clear how staff members are kept informed of issues relating to their programme areas.

4.3 Staff development

The provider environment is enhancement-focused and utilises the available resources to:

- Offer opportunities for and promote the professional development of teaching staff
- Encourage scholarly activity, as appropriate, to strengthen the link between education, teaching and research
- Encourage activity to strengthen the links between education, teaching, research and other developments within fields
- Encourage innovation in teaching methods and the use of new technologies

Staff members have access to support and opportunities for development based on a systematic approach to the identification of their continuing professional training and development needs. An internal system of support for newly-qualified staff, or staff with minimal experience, is documented and in operation. A mechanism is in place to impart feedback to staff members on their strengths and on areas requiring improvement. Planning and resources are committed to identifying and addressing staff training needs.