Section 6 - Staff Recruitment, Management and Development			
Subject:	Policy on Staff Development		
Applicable QQI Core Standard	Staff Recruitment, Management and Development		
Date Approved by Board of Directors:			February 2021
Policy Version	1/2021	Date due for Revision	February 2024

CONTEXT

The Sector Specific Guidelines from QQI require that "the provider's quality assurance procedures for the recruitment, management and development of staff will be developed in the context of all the education and training activities and related services provided by the provider. This includes those education and training activities leading to awards of awarding bodies other than QQI, such as professional bodies and local provider provision, so that the overall commitments of staff are taken into account by the provider should the college engage with other awarding bodies other than QQI in the future".

The College aims to encourage staff and lecturers to explore new facilities, resources and activities that complement pedagogical activities through synchronous and asynchronous modes of delivery.

ICHAS endeavours to recognise excellence in teaching and in relation to Professional development of Academic Staff and recruitment is encouraged via a fair and transparent processes that recognises the centrality of teaching and learning to the College's ethos.

Innovative ideas are nurtured and developed by working with the Educational Technologist at the College and staff are encouraged to seek appropriate and innovative modes of delivery to make the student experience as interactive and positive as possible in all modes of learning.

Staff members are encouraged to participate in further research and CPD modules and other opportunities. By recognising the importance of professional and personal development as an important factor in the development of staff, the College encourages staff members as much as reasonably possible in research activities.

POLICY STATEMENT

ICHAS seeks to ensure that both academic and administrative members of Faculty are given appropriate opportunities to develop and extend their skills. The College will support and provide relevant access to resources, expertise, support and time to engage in and with

professional development activities which are relevant to the activities of the College, its staff or faculty and its students

SCOPE

Applies To	Staff	Students	Both	
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Responsible for Implementation	Vice President (Corporate Affairs), Vice President (Academic Affairs)			
Responsible for Monitoring & Review	Vice President (Corporate Affairs)	Vice President (Academic Affairs)	Registrar	Quality Assurance & Enhancement Officer
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DEFINITIONS

n/a

RELEVANT GUIDELINES/ POLICIES INFORMING THIS POLICY

- Quality and Qualifications Ireland (2016) Statutory Quality Assurance Guidelines Developed by QQI for use by all Providers
- 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).
- Quality and Qualifications Ireland (2016) Sector Specific Statutory Quality Assurance Guidelines Developed by QQI For Independent/Private Providers Coming to QQI On A Voluntary Basis
- Quality and Qualifications Ireland (2016) Policies & Criteria for the Validation of programmes of Education.
- Quality and Qualifications Ireland (2018) Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes

Linked Policies and Procedures

Linked Policies	Policy on Staff Recruitment, Management & Development
	Policy on Staff induction
	Policy on Staff Communication
	Policy on Staff Performance & Appraisal
	Policy on supporting staff engagement with Blended Learning
Linked Procedures	Procedures associated with Staff Recruitment, Management & Development.
	Procedures associated with Staff induction.
	Procedures associated with Staff Communication
	Procedures associated with Staff Development
	Procedures associated with Staff Performance & Appraisal

	Procedures associated with supporting staff engagement with Blended Learning