Teaching Faculty Recruitment, Selection and Development Policy (LID-Pol-057)

Document Title	Teaching Faculty Recruitment, Selection and Development Policy
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Related Documents	HR-Pol-056 – Recruitment and Selection Policy HR-Pol-301 – Equal Opportunities Policy LID-SOP-058 – Teaching Faculty Recruitment, selection and Development Procedure HR-T-060 – Teaching Faculty Letter of Engagement

1. Purpose

This policy sets out RCPI's approach to recruitment, selection and development of Faculty for engagement in the design, delivery, assessment, and review of education programmes. The policy ensures faculty have sufficient competency and experience to fulfil the requirements of their role.

2. Scope

This policy applies to all those involved in the recruitment and selection, induction, continuous professional development, and performance review of Faculty.

3. Responsibilities

The Head of Function is responsible for the implementation of this policy.

4. Guiding Principles – Recruitment, Selection and Development of Faculty

4.1 Recruitment and Selection

Faculty are recruited according to programme requirements, as and when required by RCPI. This process is managed by the Learning, Innovation and Development Department in accordance with the Teaching Faculty Recruitment, Selection and Development Procedure (LID-Pol-058). The term *Faculty* encompasses all persons contracted to provide key academic services to RCPI in areas including, but not limited to, programme design, development, delivery, assessment and board membership. All programme, exam and Academic Board members fall under this category as well as all persons that deliver and assess learning. A member of RCPI Faculty may fall into one or more of these categories under the term Faculty.
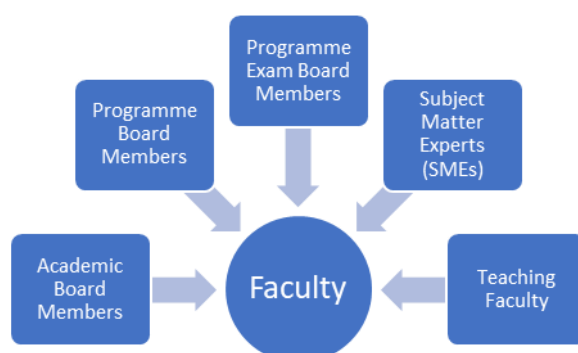

Figure 4-1 Composition of RCPI Faculty

The Academic Board defines the criteria for appropriate Programme Leads and Programme Boards, taking consideration of relevant qualifications, experience and expertise required to fulfil these roles specific to each programme.

Once established, the Programme Board is responsible for defining role specifications for each Teaching Faculty role. Role specifications must include information on the required experience, preferred qualifications and programme specific roles and responsibilities for each Teaching Faculty role. The selection of Teaching Faculty involves, but is not limited to, interview, presentation, or specific assignment. Any activity selected will be relevant and appropriate to the role specification.

RCPI is committed to creating an environment that promotes equality where all members of Teaching Faculty are treated equally regardless of gender, civil status, family status, sexual orientation, religious belief, age, disability, race or membership of the travelling community.

4.2   Teaching Faculty Induction

RCPI provides Teaching Faculty with supports appropriate to their role including:

- Teaching faculty Induction
- Technical training and ongoing support, where required or requested
- Support and training in assessment
- Online training materials and resources appropriate to their role as Teaching Faculty
- A dedicated education team including a Programme Coordinator, and a Learning Experience Designer
- RCPI IT Services provides Teaching Faculty with IT and RCPI systems related support
- Wellbeing resources and support are available to Teaching Faculty in accordance with RCPI's HR Health and Safety Policy (HR-Pol-305).

4.3   Faculty Support

To ensure pedagogical standards for faculty are maintained:

- Learning Experience Designers support Faculty members in the development of all programmatic educational content, assessments, and assignments. The Learning Experience Designer can arrange training with the Learning Technologist to use the Virtual Learning Environment (Brightspace).

4.4   Faculty Continuous Professional Development

- RCPI provides Faculty with resources relevant to improving teaching and learning via the Teaching Faculty Resource page on the VLE. These resources are reviewed and updated frequently to ensure current and relevant practices are maintained.

- RCPI provides opportunities for Faculty to network and share ideas at Faculty specific events and workshops to support pedagogy development.

- Faculty are afforded the opportunity to attend conferences, symposia and other educational events if deemed appropriate for their position as Faculty for RCPI.

- Teaching Faculty have opportunities to nominate themselves as a member of Programme Board and/or Academic Board.

- Faculty feedback is formally sought as part of the Programme Monitoring Policy via the Programme Evaluation Form – Faculty (LID-F-044-B). This feedback is analysed and added to the Programme Report and helps inform the development of further faculty supports.

4.5   Teaching Faculty Performance Review

- RCPI promotes high professional standards from all Teaching Faculty in line with RCPI's policies and procedures.

- RCPI requires all Programme Leads to continually monitor the performance of Teaching Faculty, provide feedback as appropriate and take any necessary action to address areas of concern and/or promote areas of excellent practice.

- Teaching Faculty are provided with specific deliverables of their role as set out in the role specification. Fulfilment of these deliverables is monitored by the Programme Lead and all other relevant stakeholders in line with RCPI's Programme Monitoring and Review Policy (LID-Pol-097)
  - Deliverables may include, but not be limited to, requirements and obligations of the role as per the role specification, communication, record-keeping protocols, timeliness, attendance and other commitment requirements

- Mechanisms for monitoring Teaching Faculty performance may include, but are not limited to, the following:
  - Programme Lead observations
  - Learner feedback
  - Programme Evaluation Form (LID-F-044)
  - Peer observations
  - Assessment data analysis
  - Formal and informal routes such as programme boards and programme discussion forums

- At the end of each academic year, each member of Teaching Faculty will meet with their Programme Lead and Learning Experience Designer to discuss future plans for the programme and provide and receive feedback.
- Feedback analysis may result in amendments to the role of Teaching Faculty. If this occurs, additional support measures may be implemented as appropriate, including revisiting training materials provided for Teaching Faculty, provision of a mentor or direction to appropriate training.
- RCPI endeavours to support members of Teaching Faculty in enhancing teaching and learning and achieving and maintaining the professional standard expected of them, it reserves the right to terminate a member of Teaching Faculty if they do not deliver upon their contracted activities reasonably and properly

5. Reference Documents

ENQA (2015) Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

Quality Qualifications Ireland (2016) Core Statutory Quality Assurance Guidelines

https://www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf

Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (2018)

https://www.qqi.ie/Publications/Publications/Statutory%20QA%20Guidelines%20for%20Blended%20Learning%20Programmes.pdf

QQI - Quality Assuring Assessment Guidelines for Providers (2013)

https://www.qqi.ie/Downloads/Quality%20Assuring%20Assessment%20-%20Guidelines%20for%20Providers%2C%20Revised%202013.pdf