



# P5 S1 C1 Staff Recruitment, Induction and Development Policy



<b>Ownership:</b>	Managing Director, Academic Manager	
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<b>Reviewed by:</b>	Quality Assurance and Academic Governance Council (QAAGC), Quality Assurance Officer	
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## 1. PURPOSE AND POLICY CONSIDERATIONS

We are committed to recruiting staff that are suitably qualified and will provide a consistently high level of programme delivery and service to learners. We are committed to the continuous development of staff knowledge, ability and skills to ensure that a high-quality training environment is maintained. To enable this to happen, this Staff Recruitment, Induction and Development policy has been developed.

We intend to be an employer of choice and to employ a diverse workforce with the skills, abilities and attitudes to meet business goals and objectives. The Company's aim is to create an environment in which all people are valued and can be successful at work.

Through implementation of its Staff Recruitment and Development Policy, Forus Training intends:

1. To provide a proven way to help your managers and supervisors make consistent and reliable decisions
2. To recruit and select those people who have the appropriate skills, aptitudes and attitude to meet business needs.
3. To provide terms and conditions of employment that attract, retain, motivate and reward employees and reflect local market conditions.
4. To comply with all legislative requirements and align ourselves to good practice.
5. To invest in the development of talent and provide training and development for all employees.
6. To treat employees fairly, consistently and with respect.
7. To seek employee's views and feedback using appropriate communication channels and engage in employee consultation as and when appropriate.
8. To define the standards of performance and conduct expected of employees.
9. To maintain a systematic and professional approach in Staff Recruitment, Induction and Development achieves the objective of recruiting and retaining suitably skilled staff who are well matched to specifically to their job role.

## 2. DEFINITIONS

Independent FE&T (Further Education and Training) Advisor is the person who lends externality to the



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Governance of Forus Training. This person gives independent authoritative specialist contributions to the sitting and conduct of the Quality Assurance and Academic Governance Council QAAGC P1 S4.

External Authenticator is the person who provides externality to the assessment processes of Forus Training and independent authoritative confirmation of fair and consistent assessment of learners.

## 3. SCOPE

The scope of the Staff Recruitment, Induction and Development policy is to ensure all recruitment, induction and staff development activities are carried out using a standard format. This policy applies to employees, contractors, consultants, temporaries, and other workers, including all personnel affiliated with third parties.

## 4. POLICY STATEMENT

It is the policy of Forus Training to attract, select, and appoint the best candidates through fair and transparent systems. It aims to provide all employees with an equal opportunity to access continuous professional development in order to meet our needs as a provider and the learners who access the programmes.

## 5. PROCEDURES AND PRACTICES

Staff Recruitment, Induction and Development procedures that follow this overview, as listed below.

Any infractions of this policy in relation to Staff Recruitment, Induction and Development will not be tolerated and management will act quickly in correcting the issue if the policy or procedures are not followed.

Any employee found to have violated this policy may be subject to disciplinary action, up to and including termination of employment.

It is a requirement of Forus Training that staff and trainers attend relevant CPD training annually. This may comprise formal and informal methods and must include both andragogical and technical (subject matter) skills.

Updating Teaching and Learning Skills	Subject Area CPD
Quality Management Systems	The purpose of this award is to equip the learner with the knowledge, skill and competence to evaluate and apply requirements specific to a documented quality management system.
Training & Learning Online	The aim of the course is to provide Trainers with the knowledge and skills needed to deliver



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	effective online learning. This course also outlines the various pedagogical theories which guide the use of technology in blended or online programmes.
Data Protection Skills (GDPR)	This programme module aims to equip the learner with the knowledge, skill and competence to develop standard and, measure performance in order to operate in a Data Protection Role: <ul style="list-style-type: none"><li>● Session 1 - All about Personal Data</li><li>● Session 2 - The Right Circumstances</li><li>● Session 3 - Principles</li><li>● Session 4 - Data Subject Rights</li><li>● Session 5 - Data Security</li><li>● Session 6 - Data Breaches</li><li>● Session 7 - Roles and Responsibilities</li><li>● Session 8 - Transferring Data</li></ul>
Technology as a tool in teaching	Gaining further qualification in subject specialism
Mentoring new trainers	Membership of a professional body
Acting as an observer in Peer Reviews	Presenting at conferences
Formal education on teaching and learning	Annual Forus Training Trainer Training Day
	Reading and reviewing books or journal articles
	Planning / Running a staff / peer CPD activity



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## Steps in Recruitment

**Needs Assessment:** Determine the staffing requirements based on the programme's needs, including the number of staff members needed, specific roles or positions, and desired qualifications or expertise.

**Job Description and Person Specification:** Develop clear and comprehensive job descriptions and person specifications for the programme delivery staff positions. This includes outlining the roles and responsibilities, required qualifications, skills, experience, and any specific criteria related to the programme's subject matter or teaching methodologies.

**Advertising and Promotion:** Advertise the staff positions through appropriate channels, such as job boards, educational institutions, professional networks, or relevant industry associations. Utilise targeted promotion strategies to attract a diverse and qualified pool of applicants.

**Application and Screening:** Collect applications from interested candidates and screen them based on the specified criteria. Review the application materials, such as CVs, cover letters, and any additional required documents, to assess the candidates' qualifications, relevant experience, and suitability for the programme delivery role.

**Shortlisting:** Shortlist the most qualified candidates based on the initial screening. Conduct a thorough review of their applications and identify candidates who closely match the job requirements and person specifications.

**Interview and Selection:** Conduct interviews with the shortlisted candidates to further assess their suitability for the programme delivery role. The interview process may include one or more rounds of interviews, involving panel interviews, competency-based interviews, or practical teaching demonstrations. Evaluate the candidates based on their qualifications, subject matter knowledge, teaching skills, communication abilities, and alignment with the programme's objectives.

**Reference Checks:** Perform reference checks for the final candidates to verify their past employment, teaching experience, or professional reputation. Contact their listed referees to gather insights into the candidates' capabilities, work ethics, and interpersonal skills.

**Approval Process:** Once the most suitable candidates are identified, their appointment as programme delivery staff goes through an approval process. This may involve review and approval by relevant authorities, such as the programme coordinator, department head, faculty board, or human resources department. Consider factors such as qualifications, experience, and alignment with the programme's objectives during the approval process.

**Onboarding and Training:** Once approved, provide necessary onboarding and training to the newly recruited programme delivery staff. Familiarise them with the programme's curriculum, teaching methodologies, assessment practices, and any specific guidelines or policies relevant to their role.

**Ongoing Evaluation and Professional Development:** Implement regular evaluation processes to assess the performance and effectiveness of the programme delivery staff. Offer opportunities for professional development, including workshops, training sessions, or continuing education, to enhance their teaching skills, subject matter expertise, and knowledge of evolving educational practices.

## 6. RELATED DOCUMENTS

### A. RELATED POLICIES PROCEDURES AND FORMS

[P5 Human Resources Policy](#)

[P5 S9 Staff Learning and Development Policy](#)

[P5 S10 Workable Improvement Procedure](#)

[P5 S4 C2 Job Descriptions - Roles and Responsibilities](#)



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[P5 S10 C1 Trainer Code of Conduct](#)

[P5 S6 C1 Trainer Handbook](#)

[P5 S19 C1 CPD Register](#)

### B. LEGISLATION / STANDARDS

1. Qualifications & Quality Assurance (Education & Training) Act 2012
2. Further Education & Training Act 2013
3. QQI Insights: Quality in Irish Further Education & Training – September 2019

### 7. ROLES AND RESPONSIBILITIES

It is the role of the Managing Director to recruit and appoint.

### 10. CONTACT INFORMATION

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Amendment History			
Amendment summary sheet			
Revision	Date	Amendment summary	Training Requirements
	16/12/2020	Initial release	Read and Review
002	10/12/2021	Reviewed and approved by QA Officer	Circulated to staff.
003	10/12/2022	Inclusion of Training & Learning Online The aim of the course is to provide Trainers with the knowledge and skills needed to deliver effective online learning. This course also outlines the various pedagogical theories which guide the use of technology in blended or online programmes	Circulated to staff.