

**Staff Recruitment & Code of Conduct
Policy & Procedure**

DATE APPROVED	22nd September 2021
POLICY PREFIX	ED
POLICY NUMBER	23
VERSION NO	V1
REVIEW DATE	May 2024

Approved By: Academic / Governance
QA Committee

Date: 29/06/2021

Approved By: Tony O' Brien
CEO

Date: 22/09/2021

This policy pertains to **Northridge House Education and Research Centre at St Luke's Cork**, hereafter referred to as **the Centre**.

1. Purpose of Policy

The purpose of this policy is to set out the process of Staff Recruitment and Conduct.

2. Definitions

QQI – Quality & Qualifications Ireland

CPD - Continuing Professional Development

3. Scope of Policy

This policy applies to employees of Northridge House regardless of employment agreement or rank.

4. Policy Statement

The Centre is fully committed to hiring, managing and developing appropriately qualified staff in order to meet the needs of its learners. This is done by recruiting and retaining lecturers and support services employees who believe in delivering educational excellence. Each Tutor has a dedicated file ensuring that CPD is recorded, and Annual Tutor Meetings recommendations noted and signed off (see Tutor Roles and Responsibilities Policy ED24)

All recruitment is carried out in a prescribed fashion with appropriate support from the Human Resource Dept. within the wider St. Luke's Home Charity as required. The recruitment and hiring process meets all legal and regulatory requirements, such as the Employment Equality Acts 1998-2015. All Staff Centre staff are Garda vetted prior to commencement of employment.

The step-by-step process for the recruitment of staff is as follows:

Rationale outlined for any new positions. New academic positions must be approved by the Academic Committee and Programme Development Team. Non-academic positions must be approved by the Director of Education. In considering the hiring of a new tutor the Tutor requirements per module , set by the Academic Committee, will be central.

Consideration will also be given to the ability of the proposed tutor to meet and effectively deliver the learning outcomes of the module.

A job description is devised which will include:

- Essential skills, qualifications, and necessary experience
- Desired skills, qualifications, and experience necessary
- Key roles and responsibilities of the position
- A summary of the expected work activities
- Duration and terms of employment
- Any additional duties
- Learning Outcomes of the specific QZI Modules to be taught

Advertise online, through LinkedIn, the organisations website, local and national newspapers.

Applicants are screened to see if they meet the minimum criteria (Appendix 1 Course Tutor Requirements)

Shortlist a minimum of 2 candidates and call for interview. Inform the interviewee that they will be required to give a presentation as part of the interview process. Use a criteria-based rating system to score each interviewee based on preciously agreed criteria.

Decision to choose the most suitable candidate should be unanimous. If not another round of interviews will be required where the interview panel will change.

References are checked by email.

An offer of employment is made verbally followed by a formal letter. Candidate has 7 days to respond. Upon acceptance all other interviewees will be notified of the outcome of the interview process. A formal contract is then issued.

Probationary period

All new staff will serve an initial probationary period of 12 months. A Performance Review will be conducted after 6 months by the Director or Education. After this period, they are informed if they have successfully completed it, extend for a further period, or terminate. If the decision is made to terminate the employment of the individual due to roles or responsibilities of the job not being met or terminable offences as outlined in the code of conduct policy due process will be followed.

Staff Management Process:

The Centre continuously supports employees who are eager to develop professionally and provides the opportunity for ongoing professional growth. The work performance and learning of every employee is managed effectively and fairly. This is done through regular one-to-ones and ongoing feedback between the Director of Education and the tutor, including the annual review/appraisal and bi-annual meeting with all Tutors and DOE. Learner feedback is also used to coach and support teaching staff. Review meetings take place after every module is concluded between Tutor and Director of Education.

Staff Appraisal

An annual appraisal of all staff is conducted by the Director of Education in order to review performance for the previous year and to set goals for the following year. To ensure that staff training and development is in line with the education centre's strategy. To ensure that the Learner's feedback is also taken into consideration.

Staff Development

An application for CPD can be made to the Director of Education who will assess and determine relevancy to the staff member's role, career progression, and cost of request. All new hires receive induction training on joining to enable them to integrate and become productive in their job roles. A Tutor Handbook is also provided as a reference item for new hires. Tutors are supported to attend the Centre's annual conference and to take in Centre provided courses free of charge.

Staff Code of Conduct

The Staff Code of Conduct is intended to support the Centre's mission to provide high quality education. It facilitates the ethical treatment of staff a harmonious working environment for staff and a harmonious learning environment for learners.

Staff should act with honesty and integrity in all aspects of their work and respect all those with whom they liaise.

Avoid conflicts of interest that arise within their role and where conflict does arise the onus is on the staff member to notify the Director of Education.

5. Staff Communication

The Director of Education is responsible for general staff communications via the staff notice board and email bulletins. Staff have regular review meetings with the Director of Education providing a forum for two-way communication and identification of any training and development needs.

Communication with staff is achieved by: Training Plans & CPD logs, Line Manager Review & 2-way feedback, Tutor and Administration Handbooks and informal communications.

6. Associated Documentation

7. Referenced Policies

- Quality Assurance Policy
- Tutor Roles & Responsibilities Policy
- Tutor Handbook
- Admin Handbook
- Learner Handbook
- Staff code of conduct www.teachincouncil.ie

8. Monitoring and Review

This policy will be reviewed periodically and as required

Appendix 1 Course Tutor Requirements Criteria Northridge House Education & Research Centre at St. Luke's Charity GLG

QQI Requirements for Tutor Providing QQI Courses at Northridge House - Specific to Level 5 Healthcare Support

Primary Professional Qualification	Educational Qualification	Education Experience (years)	Professional Experience in the field (years)	Additional Expertise	
Qualified General Nurse	Relevant training certificate (e.g., Train the Trainer QQI Level 6) and 4 years post qualification training experience.	<p>Previous experience in delivering training and assessments on programmes leading to a Certificate in Healthcare Support at QQI Level 5.</p> <p>Minimum 2 years teaching experience post qualification plus Healthcare experience.</p>	6 years' work experience in nursing / healthcare including 2 years post-qualification experience in a healthcare setting - Care of the Older Person preferred.	<p>Experience in work placement activities with adult learners is desirable.</p> <ul style="list-style-type: none"> • Excellent facilitation, communication and organisation skills coupled with an ability to develop and implement training modules on an individual basis. • Ability to motivate and manage individuals and 	

				<p>groups, giving supportive help and constructive feedback.</p> <p>Ability to communicate effectively both orally and in writing.</p> <p>Proactive approach to supporting and developing others.</p> <p>Strong interpersonal skills – ability to build key relationships.</p>	
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Approval by Steering Group:

Date

Approval by Academic Committee:

Date

QQI Requirements for Tutor Providing QQI Courses at Northridge House

Requirements for Level 6 Gerontology Module

Primary Professional Qualification	Educational Qualification	Education Experience (years)	Professional Experience in the field (years)	Additional Expertise	
Qualified General Nurse	<p>Relevant training certificate (e.g., Train the Trainer QQI Level 6) and 4 years post qualification training experience.</p> <p>Strong I.T. and interpersonal skills.</p>	<p>Previous experience in delivering training and assessments on programmes leading to a Certificate in Healthcare Support at QQI Level 5.</p>	<p>6 years' work experience in nursing / healthcare including 2 years post-qualification experience in a healthcare setting - Care of the Older Person preferred.</p> <p>Expertise in the area of Leadership and</p>	<p>Experience in work placement activities with adult learners is desirable.</p> <ul style="list-style-type: none"> • Excellent facilitation, communication and organisation skills coupled with an ability to develop and implement training modules on an individual basis. • Ability to motivate and manage individuals and groups, giving supportive help and 	



QAI AWARD

				constructive feedback. Proactive approach to supporting and developing others Strong interpersonal skills	
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Approved by Steering Committee:

Approved by Academic Committee :

Requirements for Tutor Providing QAI Courses at Northridge House Level 6 Management Modules

Human Resource Management 6N3750

Primary Professional Qualification	Educational Qualification	Education Experience (years)	Professional Experience in the field (years)	Additional Expertise	
Minimum Level 7 within a Business Discipline, preferably Human Resource Management	Special Purpose Award in Learning & Development 6S3372	3 Years +	In excess of 5 years within a HR related field	Competence and capability in Employment Law	

Supervisory Management 6N4329

Primary Professional Qualification	Educational Qualification	Education Experience (years)	Professional Experience in the field (years)	Additional Expertise	

Minimum Level 7 within a Business Discipline, Human Resource Management/Learning and Development	Special Purpose Award in Learning & Development 6S3372	3 Years +	In excess of 5 years within a Supervisory Management, or HR related field	Competence and capability in Human Resource Management/Employment Law and Supervisory Management	
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Training & Development Evaluation 6N3326

Identification of Training Needs and Design 6N3325

Training Delivery &

Primary Professional Qualification	Educational Qualification	Education Experience (years)	Professional Experience in the field (years)	Additional Expertise	
Minimum Level 7 within a Business Discipline, preferably Human Resource	Special Purpose Award in Learning & Development 6S3372	3 Years +	In excess of 5 years within a HR or Learning and Development related field	Competence and capability in Human Resource Management	

Management/Learning and Development					
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Team Leadership. 6N1948

Primary Professional Qualification	Educational Qualification	Education Experience (years)	Professional Experience in the field (years)	Additional Expertise	
Minimum Level 7 within a Business Discipline and or Human Resource Management	Special Purpose Award in Learning & Development 6S3372	3 Years +	In excess of 5 years within a Leadership/Strategic HRM related area	Competence and capability in Human Resource Management and Organisational behaviour	