




## **Procedures Relating To Policy for Recruitment Management and Development**

1. Procedure for Recruitment of Contracted Tutors/Trainers
2. Policy and Procedure for Selection and Appointment of External Experts for Blended Learning Programmes
3. Procedure for Monitoring and Managing Tutor Performance

County Roscommon Disability Support Group CLG

County Roscommon Disability Support Group CLG			
TRAINING DEPARTMENT- STANDARD OPERATING PROCEDURE			
<b>Title of Procedure:</b>	Recruitment of Contracted Tutors/Trainers	<b>Version No.:</b>	002
		<b>Owner/Resp:</b>	BOM/AB
<b>Associated Policy:</b>	Staff Recruitment Management & Development	<b>Adaption Date:</b>	Feb2021
		<b>Review Date:</b>	Feb2027



### Purpose

We recruit applicants who we believe will provide the best quality training, learning opportunities, and support services for our learners, tutors are key to the successful delivery of our programmes. It is the policy of the company that there is fair and open competition when conducting interviews. The shortlisting and interview process follows best practices in relation to equal opportunities. Selection for appointment is based on merit.

### Responsibility

- The BOM has overall responsibility for staffing in the company which includes the training department.
- The Academic Board maintains oversight of the staffing of the training department and makes recommendations to the BOM.

### Scope

- The procedures described here refer to the recruitment, management and development of tutors and programme leaders.

### Supporting Documents

- Score Sheet
- Recruitment Guidelines

- Application Forms
- Reference Check

### **Key Steps for Implementation**

- Positions are advertised by the HR/Administrator using the appropriate media, newspaper, websites, etc. The advertisement will contain details specifically pertaining to the job with a closing date for receipt of applications.
- All applications received are acknowledged by letter/email. Those requiring further information about the organisation/post will be forwarded such information.
- If no applicants are deemed suitable the position is re-advertised
- A file is established for each applicant in which the following is recorded:
  - Date of receipt of application
  - Curriculum Vitae and cover letter
  - Date and copy of the letter of acknowledgment.
  - Copy of letter for interview.
  - Score sheet for interview
  - Referees' checklist completed.
  - Follow-up phone calls regarding references recorded in writing.
  - Letter offering position/ placing applicant on a panel/ regret.
- Candidates are selected for interview by HR/Administrator and the Senior Manager.
- Interviews are held by designated members (usually 3) from the interview panel approved by the board of Management.
- An interview score sheet is kept by the Interviewers and will be used to score the candidate's suitability. Each candidate is also required to present a 15-minute presentation on their subject area.
- The candidate's fluency in the English Language will be verified at the Interview.

- For the purposes of verification, candidates must produce original education and/or training certificates and/or transcripts of results if the certificate is not yet available.
- Unsuccessful applicants are issued with a regret letter and are not called for an interview.
- Following the interview process the Board of Management holds a meeting to decide on a suitable candidate from the nominations received from the selection committee.
- All candidates are informed of the decision of the Board in writing at the earliest possible time.
- Successful applicant must supply two written references one of which must come from the most recent employer.
- The organisation will retain records of interview notes, application forms, etc. for a period of 12 months in compliance with the Employment Equality Acts 1998-2011, the organisation's Equal Opportunities and Data Protection policy and procedure.
- This policy will be subject to review in accordance with the training department's needs or changes in regulation, legislation, or other such situations.

#### **References:**

- Interview Equal Opportunity Policy
- Training Department QAM- Staff Recruitment, Management & Development
- Recruitment Selection and Retention of Staff Policy Procedure
- Interview Policies and Procedures.
- Reference Checking Policy
- Training and Development Polic

## County Roscommon Disability Support Group CLG

### TRAINING DEPARTMENT– Policy & Procedure



<b>Title of Procedure:</b>	Policy & Procedure for Selection and Appointment of External Experts for Online Learning Programmes	<b>Version No.:</b>	001
		<b>Owner/Resp:</b>	TQO
<b>Associated Policy:</b>	Recruitment	<b>Adaption Date:</b>	Nov 2024
		<b>Review Date:</b>	Nov 2027

### Policy Overview

County Roscommon Disability Support Group CLG (RSG) is dedicated to providing high-quality online learning programmes. To achieve this, we sometimes engage external experts, including subject matter specialists, external authenticators, evaluators, and programme designers. This policy outlines the procedures for selecting and hiring these experts in a fair and transparent manner and defines how they collaborate with the programme team to meet learners' needs and achieve programme goals.

### Purpose

This policy serves two main objectives:

1. To provide clear guidelines for identifying, selecting, and contracting external experts.
2. To establish processes for effective collaboration between the programme team and external experts to enhance learning outcomes.

### Scope of Policy

This policy applies to all RSG staff involved in hiring and collaborating with external experts to support online learning initiatives.

## **Key Documents**

- Service Agreement Template:
- Register of External Experts: Assessment Planning and Design Procedure
- QAM: 5.1
- Interview Equal Opportunity Policy
- Training Department QAM- Staff Recruitment, Management & Development
- Interview Policies and Procedures.
- Reference Checking Policy
- Training and Development Policy

## **Roles and Responsibilities**

### **Training and Quality Officer (TQO)**

- Advertise and contact potential candidates.
- Verifies qualifications and experience.
- Submits hiring proposals to Senior Management and consults the Academic Board as needed.
- Drafts and signs contracts with confirmed candidates.
- Records expert details in the Register of External Experts.

### **Senior Management**

- Reviews hiring proposals and approves budgets.
- Confirms candidate suitability.

### **Academic Board**

- Ensures candidates align with the academic goals of the online programme

## **Hiring Procedure Finding Qualified Candidates**

- TQO identifies candidates through recommendations from trusted sources, including QA advisors, Academic Board members, and online learning professionals.
- Ensures candidates have relevant experience, such as online course design or digital teaching expertise.

## **Contacting Candidates**

TQO explains the role, responsibilities, and expectations.

- Requests proof of qualifications, including resumes, work samples, references, and certifications in online education.

## **Approval Process**

- TQO submits candidate details and estimated hiring costs to Senior Management for review and approval.
- The Academic Board reviews the candidate's qualifications to ensure alignment with programme objectives.

## **Final Candidate Discussion**

- TQO discusses specific tasks, timelines, and deliverables with the candidate.

## **Drafting and Finalising Contracts**

TQO uses the Service Agreement Template to draft contracts covering:

- Work scope and deliverables.

- Intellectual property and data security rules.
- The contract is signed by both parties before work begins.

### **System Access and Orientation**

- TQO provides necessary login credentials for systems like GiraffePad and offers orientation on programme requirements.

### **Record Keeping**

- TQO updates the Register of External Experts and submits the signed contract to RSG Recruitment for storage.

### **Compliance and Review**

This policy is reviewed every two years to ensure it reflects best practices in quality, fairness, and collaboration in online learning.

### **Collaboration Between the Programme Team and External Experts**

#### **Identifying Needs**

- The programme team works with subject experts to define learners' needs and programme objectives.

#### **Technology and Tools**

- External experts recommend additional tools to enhance GiraffePad's functionality and align with programme goals.



## **Assessment Design**

- Experts and the programme team co-create assessments that measure learning outcomes and integrate seamlessly with GiraffePad for tracking progress.

## **Implementing Solutions**

- The team collaborates with e-learning experts to maximise the use of GiraffePad, including creating training materials for tutors and learners.

## **Training and Support**

- The TQO and Programme Lead provide ongoing training to tutors and staff on GiraffePad and related resources to ensure they can support learners effectively.

## **Feedback and Improvement**

- Feedback is collected from learners and tutors to identify areas for improvement. The programme team and experts use this input to refine GiraffePad usage and the curriculum.

## **Continuous Improvement**

- The programme team regularly reviews assessment data and learner feedback to ensure the programme and technology meet learners' needs.

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County Roscommon Disability Support Group CLG

County Roscommon Disability Support Group CLG			
TRAINING DEPARTMENT- STANDARD OPERATING PROCEDURE			
<b>Title of Procedure:</b>	Monitoring and Managing Tutor Performance	<b>Version No.:</b>	003
		<b>Owner</b>	TQO
<b>Associated Policy:</b>	<b>Staff Recruitment, Management &amp; Development</b>	<b>Adaption Date:</b>	Feb2021
		<b>Review Date:</b>	Feb 2027



### Purpose

To ensure that we are aware of the standards of tutor performance and have steps in place to deal with poor performance.

### Scope

All tutors

### Supporting Documents

- Corrective Action Plan Template
- Tutor Contract

### Steps for Implementation

The Training and Quality Officer monitors tutor performance using:

- . Learner feedback on tutor performance – formal and informal
- . Tutors' feedback and self-evaluation of their performance
- . Record of learner attendance face-to-face and virtual classroom
- . Record of tutor attendance and punctuality
- . Feedback from external authentication reports/assessment results
- . Complaints
- . Feedback from occasional focus group meetings with learners (without a tutor being present).
- . The TQO follows up with the tutor if required.
- . All tutors are provided with a copy of our tutor handbook.

- All tutors are inducted by the Programme Lead and the Training and Quality Officer.
- Tutors must sign to confirm that they have read the tutor handbook and received a comprehensive induction.
- We hold a designated training day for all tutors involved in the delivery of our programmes. All tutors are expected to attend and contribute to the agenda. Training day includes presentations, workshops and discussions and provides the opportunity for tutors to provide feedback, make suggestions for programme improvements and network with their peers. Tutors have plenty of opportunities to ask questions and benefit from group discussions. We evaluate these events and use the feedback to enhance future events. Details of attendance are added to the tutor's CPD log.
- The TQO monitors tutor training needs including training needs with Blended Learning delivery. Tutors can avail of the CPD/upskilling tutorials for tutors, available on our online portal on GiraffePad.
- We encourage our tutors to work collaboratively with each other to share good practices. The TQO and Programme Lead encourage and occasionally coordinate when required peer observations, particularly in the virtual classroom.
- We advise, support, and encourage all tutors to take ownership of continuing professional development. We expect tutors to keep up to date with research and changes in their areas of expertise. This is highlighted in the tutor handbook and discussed at induction.
- If the Training and Quality Officer is concerned about a tutor's performance, she collates the evidence and discusses her concerns with the Programme Leader (unless the concern is around the Programme Leader's performance). Examples of issues which may cause concern include poor attendance/timekeeping, trainer rapport with learners, tutor communications with other members of the programme team, quality of learning materials, and failure to induct and support

learners. The Training and Quality Officer invites the tutor to meet her and the Programme Leader to discuss the concerns (face-to-face if possible).

- The Training and Quality Officer details the concerns with the evidence and after discussing the issues, agrees on a corrective action plan.
- The Training and Quality Officer and Programme Lead arrange a follow-up meeting with the tutor where they review progress.
- If additional training or support is needed e.g., training in the virtual classroom or using GiraffePad, the Training and Quality Officer examines the options and the budget and organises in-house training if possible.
- The Training and Quality Officer monitor the performance of the tutor and if the tutor does not meet required standards, the Training and Quality Officer advises senior management who may approve the termination of the contract.
- The Training and Quality Officer informs the tutor in writing and maintains details of all communications, minutes of meetings and agreed corrective plans on the tutor's file which is maintained in line with our data retention/destruction schedule.