

## **4.2 Staff Recruitment & Performance Development to Enhance Teaching at ICD**

### **4.2.1 Recruiting Staff & Staff Induction**

Staff recruitment for academic (e.g. lecturer) and administrative roles is primarily the responsibility of the Management Team, who report to Governing Body. The Human Resource management function at ICD are primarily the responsibility of the Managing Director and HR Consultant.

During all recruitment processes for academic teaching positions, ICD uses the specific requirements (e.g. qualifications staff must have) for modules, which are detailed in the module descriptors and programme manuals (e.g. potential candidates' qualification levels (according to the NFQ), disciplinary expertise (e.g. subject areas), and prior experience requirements). These requirements are used to assess all recruitment processes for teaching staff.

### **Staff Induction**

While all new and existing ICD staff will participate in all initiatives to enhance teaching and continuous professional development, specified in section 4.2.2 (and its subsections) of the ICD QA policy, all new academic staff will participate in a formal structured induction. This induction will take place every semester when new lecturing staff are recruited. While it is recognised that a lecturer who is new to ICD may have prior lecturing experience, all lecturers who are new to ICD will be required to participate in a formal ICD induction. During the first semester teaching at ICD, all new staff will attend two induction days (one at the beginning of the semester; one in the middle of the semester). The objectives of the staff induction are:

- To support and inform staff who are new to teaching in higher education and/or new to teaching at ICD
- To develop staff knowledge, understanding, and skills in providing a learner-centred higher education where higher education students are required to display and demonstrate independent learning and critical thinking skills in learning and assessment
- To develop staff knowledge, skills and competencies in identifying and appraising the suitability of alternative teaching, learning, and assessment strategies for use in modules
- To inform and train staff regarding ICD's Teaching, Learning & Assessment Strategy
- To inform staff about the ECTS credits system and its importance in defining learner workloads for modules and assessments

- To enhance staff members' critical understanding of some of the basic principles and practices in higher education teaching, learning and assessment
- To inform staff about the importance of the relationship between modules and their respective programme(s) in both the planning, delivery, and assessment of modules
- To inform staff about how to plan effective and valid teaching and learning plans for modules
- To inform staff about the key staff at ICD and their role (e.g. Programme Directors, Admin staff, the Registrar)
- To inform staff about the governance system at ICD and how constituent committees and subcommittees operate
- To inform staff about the standard academic calendar for each year, key dates in module delivery and assessment, and how to interpret their staff timetable
- To inform staff about meetings they will be invited to attend and how they should prepare for these meetings
- To inform staff about training initiatives and continuous professional development opportunities and initiatives provided at ICD and externally
- To inform staff about internal verification of assessment instruments, second marking, and the importance and nature of the relationship between module first markers and second markers
- To inform staff about External Examination and the important role that External Examiners play in maintaining and enhancing assessment validity, reliability, consistency, and transparency
- To inform staff about academic integrity and plagiarism prevention and detection initiatives at ICD (e.g. how to use Urkund to prevent and detect plagiarism)
- To inform and train staff about how to use the ICD Moodle virtual learning environment to optimise their approach to technology enhanced teaching, learning, and assessment
- To inform staff about how the ICD library resource centre can be used by both staff and students to optimise the effectiveness of teaching, learning, and assessment
- To train staff about how to comply with GDPR in their role at ICD
- To train staff about important systems at ICD (e.g. ICD email)
- To train staff about the importance of formative and summative assessment feedback for learners and how best to approach formative and summative feedback
- To train staff about teaching, learning, and assessment in culturally diverse environments
- To train staff about communication in culturally diverse environments
- To enhance staff skills in development of engaging and diverse assessments

- To inform staff about the NFQ and how the NFQ level of a module is an essential defining factor in how module lecturers design and deliver their teaching, learning, and assessment strategies to maintain consistency
- To inform staff about QA procedures and how to interpret them (e.g. plagiarism policy, late assignments policy, policy on extenuating circumstances and reasonable accommodations)
- To enhance staff skills in managing both individual and team-based assessments
- To train staff in how to interpret and use MIMLOs (Minimum Intended Module Learning Outcomes) when designing and delivering their module teaching, learning, and assessment strategies and component elements
- To inform staff about the importance of students as partners in higher education and how to ensure teaching, learning, and assessment strategies are optimally collaborative and authentic, providing at least as many learning opportunities as they do assessments of learning
- To inform staff about the important role that gathering feedback from students plays in enabling evidence-based improvement of teaching, learning, and assessment strategies
- To enhance staff skills in using innovative teaching methods (e.g. flipped classroom)

QA documentation, PowerPoint presentations, strategies, guidelines and templates on all areas covered in the Staff Induction are provided for staff through the Moodle Staff Document Store.

#### **4.2.2 Continuous Professional Development to Enhance Teaching Quality**

ICD is committed to continually improving teaching and learning across its programmes. To this end, the college engages in regular reviews of individual and team performance in a manner which is consistent with the collegial and professional values of our academic staff.

The National Forum for the Enhancement of Teaching and Learning in Higher Education (2016) describe acknowledgement within the higher educational sector that there is a spectrum of activities under the overall umbrella of professional development Table 4.2.2 adapts the guidelines of the National Forum for the Enhancement of Teaching and Learning in Higher Education (2016), specifically the 'Typology of accredited and non-accredited professional development activities', by specifying initiatives at ICD Business School regarding the continuous performance management and professional development of academic staff.

**Table 4.2.2: Typology of Accredited & Non-accredited Professional Development Activities at ICD**

**Source:** Adapted from National Forum for the Enhancement of Teaching and Learning in Higher Education (2016 p. 2)

1. Collaborative Non-accredited (non-formal)	2. Unstructured Non-accredited (non-formal)	3. Structured Non-accredited (informal)	4. Accredited (formal)
Learning from these activities comes from their collaborative nature – in this case professional development is not a commodity to be consumed, it is developed through the collaborative process	These activities are independently led by the individual. Engagement is driven by the individual's needs/interests. Individuals source the materials themselves	These are externally organised activities (by an institution, network, disciplinary membership body). They are typically facilitated and have identified learning objectives	Accredited programmes of study (ECT credits)
<b>Examples (provided by National Forum for the Enhancement of Teaching and Learning in Higher Education 2016 p.2)</b>			
Conversations with colleagues  Sharing research at a conference  Peer review of teaching	Reading articles  Following social media  Watching video tutorials  Keeping a reflective teaching journal/portfolio  Preparing an article for publication	Workshops  Seminars  MOOCs  Summer Schools	Professional Certificate, Graduate Diploma, Masters, PhD in:  - Teaching & Learning - eLearning - Leadership in Education - Education Policy - Etc.
<b>ICD initiatives regarding each type of professional development activity</b>			
Collaborative processes at ICD that enable staff professional development:  1. Programme Board Meetings  2. Internal Verification of assessment instruments  3. Second marking	Initiatives at ICD to encourage and facilitate 'unstructured' professional development activities:  1. Staff access to online journal repositories (e.g. JStor)  2. Annual Award for Excellence in Research & Scholarship	Initiatives at ICD that encourage and facilitate 'structured' professional development activities:  1. ICD Teaching, Learning & Assessment Annual Seminar  2. External body seminars and training/workshops facilitated/arranged by ICD	Initiatives at ICD that encourage and facilitate Accredited professional development activities:  1. ICD supports for staff to continue accredited study  <b>* for more information see section 4.2.2.4</b>

4. External verification of assessment instruments	3. Annual Award for Excellence in Teaching	3. ICD supports for staff to engage with external bodies	
5. External examiner review of grades	4. Moodle Document Store for Staff	<b>* for more information see section 4.2.2.3</b>	
6. Research conference funding and supports	<b>* for more information see section 4.2.2.2</b>		
7. ICD training workshops			
8. Annual staff development meeting			
9. Learner feedback surveys			
10. Staff induction			
<b>* for more information see section 4.2.2.1</b>			

#### 4.2.2.1 Collaborative processes at ICD that enable staff professional development

##### Programme Board Meetings

Held every semester, Programme Board meetings provide a forum for all academic staff involved in a programme to:

- Collaboratively discuss best practice in teaching, learning and assessment at the module and programme level
- Meet student representatives to hear the student perspective on how the teaching, learning, and assessment strategies and environment can be developed and improved
- Reflect on experiences in module delivery to collaboratively plan, with colleagues and student representatives, how teaching and assessment can be enhanced
- Receive (and provide) feedback and advice from/to colleagues and student representation on how teaching and assessment can be enhanced

- Collaboratively discuss and deliberate on strategies for enhancing academic standards among students and faculty
- Consider and make recommendations (to Academic Council via the Programme Director) regarding enhancement of the curriculum
- Discuss quality assurance policies and how they are applied in practice in teaching and assessment
- Collaboratively discuss how to continuously enhance programme-level learner workload management

### **Internal Verification of Assessment Instruments**

Internal verification of assessment instruments (e.g. assignment briefs/guidelines and examination papers and solutions/marking rubrics) entails a first marker (e.g. the module lecturer who sets the assessment) and a second marker (a colleague [lecturer or programme director]) collaborating to share their combined pool of expertise and experience to:

- Ensure all assessment elements follow the module and programme assessment strategy
- Assist the first marker in enhancing their assessment strategy to create assessments that contribute optimally towards providing learners with a learning experience (assessment for learning) and opportunity to demonstrate achievement of learning outcomes
- Provide a mechanism where first and second markers can learn from one another's assessment strategies in a context of collaborative professional development
- Ensure assessment instrument workloads are within (not substantially below or above) the module assessment strategy and ECTS credit weighting of the module

### **Second Marking**

Second marking provides a collaborative and constructive process where first and second markers can share their experience and knowledge to ensure that:

- The first and second marker are continuously enhancing their assessment skills to ensure the validity, reliability, transparency and consistency of marking/grading processes and outcomes at both the module and programme level

- Any deficiencies in grading approaches are identified and strategies for improvement are collaboratively decided

### **External Examiner Verification of Assessment Instruments**

All examinations are reviewed by an External Examiner. The External Examiner provides feedback and requirements for how internal examiners (lecturers) can:

- Improve examination papers to ensure the assessment instrument is at the correct NFQ level
- Enhance solutions/marking rubrics such that they are accurate, valid, fair, consistent and transparent
- Enhance consistency of the assessment instrument with assessments external to ICD (the NFQ level)
- Ensure examination papers and questions are clear to the learner who will attempt the paper
- Enhance their examination paper style (specifically and generally) to ensure it provides learners with optimum opportunity to demonstrate achievement of the module learning outcomes being assessed

### **External Examiner Review of Grades**

External Examiners review a sample of all graded assessments to provide feedback to internal examiners (lecturers) on how the internal examiner can:

- Enhance the transparency of their grading procedures
- Enhance the consistency of their grading procedures and make any required changes to ensure grades are consistent
- Enhance the validity and reliability of grading procedures
- Enhance their grading procedures to ensure consistency with the NFQ level of the assessment

### **Research Conference Funding and Supports**

By application to the Managing Director and/or the Head of Academic Development, all staff can avail of:

- Financial assistance (e.g. travel expenses) to attend conferences
- Non-financial assistance to attend conferences (e.g. timetabling changes to accommodate conferences during lecturing times)

### **ICD Training Workshops**

Training workshops are provided for all staff every year internally at ICD to ensure:

- Staff are continuously enhancing their skills in using innovative teaching methods (e.g. flipped classroom)
- Staff are continuously enhancing their skills in using teaching and learning technologies (e.g. Moodle)
- Staff are continuously enhancing their skills in using assessment related technologies (e.g. Moodle quizzes, Urkund plagiarism detection software)
- Staff are continuously enhancing their knowledge of quality assurance at ICD and in higher education generally

### **Annual Staff Development Meeting**

QQI (2017a) requires that, to fulfil the criteria to offer programmes leading to a QQI award, a provider HEI must ensure they make systematic and clear:

- “Arrangements for the performance of the programme’s staff to be managed to ensure continuing capability to fulfil their roles...[including] staff development opportunities...Being qualified in a discipline does not necessarily mean that a person is currently competent in that discipline. Therefore, performance management and development of professional and vocational staff needs to focus on professional/vocational competence as well as pedagogical competence” (ibid). Programme documentation, provider QA policies, and provider management must clearly articulate and have systems in place to ensure that “there are

arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance” (ibid).

To conform to QQI guidelines, annually, all staff at ICD will attend a scheduled individual Staff Development Review Meeting. The individual Staff Development Review Meeting shall be attended by the staff member (reviewee) and one other member of staff (reviewer). The reviewer will be selected by the reviewee from a panel of reviewers. The panel of reviewers will be appointed annually by Academic Council. Reviewees will be notified of who the members of the panel of reviewers are in advance of the reviewee’s annual Staff Development Review Meeting. The reviewee then selects their chosen reviewer from the panel of reviewers. The Staff Development Review Meeting will:

- Be attended by the individual staff member (reviewee) and their chosen reviewer
- Provide a forum at which the individual staff member can have a constructive conversation about their ongoing:
  - teaching skills development
  - assessment skills development
  - technology-enhanced teaching and assessment skills development
  - research activity and how to develop this area
  - development of involvement with communities of practice (e.g. academic associations and/or professional bodies)
- Provide a forum at which the individual staff member can seek financial and non-financial supports from the college with the objective of assisting the staff member to enhance their:
  - knowledge, skills, competencies and activities in teaching, research and assessment
  - ongoing learning and professional development
- Provide a forum at which the individual staff member can receive constructive feedback on how they can continue and enhance their professional development activities (accredited and non-accredited)

The outcome of the Staff Development Review Meeting will include a list of reviewee objectives that will be:

- A mutually agreed (between the reviewer and reviewee) list of objectives for the reviewee’s development over the forthcoming year
- Consulted in future Staff Development Review Meetings (for the specific reviewee) to monitor progress

After the Staff Development Review Meetings cycle concludes each year, each member of the panel of reviewers will compile a brief, non-personalised summary of collective needs and issues highlighted by the process, pertaining to staff development and performance management at the college generally. This report shall be forwarded by each member of the panel of reviewers to the Head of Academic Development who shall compile an overall non-personalised summary of the reports of the panel of reviewers, which will be:

- Reported to Academic Council for consideration, with a specific focus on how the college can enhance its staff performance management and development system and enhance its staff development supports. Academic Council will consult the Management Team and report to the Governing Body regarding any recommended changes to resourcing.
- Reported to the Management Team who will identify and implement improvements to staff training, performance management and development infrastructure at the college and report to Governing Body regarding same

**Learner Feedback Surveys** are carried out towards the end of every module delivery at ICD. Every module lecturer is required to analyse the learner feedback surveys which provide feedback on how the lecturer may improve:

- Their teaching approach/style including pace
- Their assessment strategy/style
- Their interaction with and supports/feedback provided to students

Learner feedback surveys are also analysed by the Programme Director, the Registrar, and the Programme Development Subcommittee (as part of annual programmatic review) to ensure the feedback data provided by learners is considered and acted upon to enhance teaching, learning, assessment, and the learning environment at ICD at the module, programme, and institution levels. Outcomes of this analysis are reported to the Academic Council by the Programme Development Committee. Academic Council deliberates on the findings and makes recommendations for enhancement of ICD's educational provision (e.g. teaching, learning, and assessment strategies and their implementation), including staff development and performance management initiatives.

**Staff Induction**

Please see section 4.2.1 of the ICD QA policy for information about new staff induction.

#### **4.2.2.2 Initiatives at ICD to encourage and facilitate unstructured professional development activities**

##### **Staff access to online journal repositories (e.g. JStor)**

ICD staff can access all of the ICD Library resources, including journal repositories (e.g. JStor) to access materials for use in teaching, assessment, or faculty research activities. These resources provide a support/resource for staff who may be preparing an article for publication in a journal or at a conference. Any staff member who is attending a conference can apply for financial (e.g. registration fees; travel expenses) or non-financial (e.g. timetabling amendments) supports by applying to the Managing Director or the Head of Academic Development.

##### **Annual Award for Excellence in Research & Scholarship**

From 2020 onwards ICD will present one staff member per year with the ICD Annual Award for Excellence in Research & Scholarship. The criteria for this award include:

1. Staff may nominate themselves or a colleague(s) by sending a two page summary of why the staff member should be considered for the award
2. The deadline for each annual award nominations period is before 30 June of each calendar year
3. Nomination letters should be sent to the Head of Academic Development
4. The award winner will be selected by a panel of three or more academic staff (none of whom may be nominees for an award)
5. The award winner will satisfy one or more of the following criteria:
  - a) A high-quality journal article published by the nominee (in the previous 18 months up to the deadline)
  - b) A high-quality research conference/seminar paper presented by the nominee (in the previous 18 months up to the deadline)
  - c) The nominee secures research funding (in the previous 18 months up to the deadline)
  - d) The nominee completes an accredited qualification in the previous 18 months (e.g. a masters or PhD)

### **Annual Award for Excellence in Teaching**

From 2020 onwards ICD will present one staff member per year with the ICD Annual Award for Excellence in Teaching. The criteria for this award include:

1. Staff may nominate themselves or a colleague(s) by sending a two page summary of why the staff member should be considered for the award
2. The deadline for each annual award nominations period is before 30 June of each calendar year
3. Nomination letters should be sent to the Head of Academic Development
4. The award winner will be selected by a panel of three or more academic staff (none of whom may be nominees for an award)
5. The award winner will satisfy one or more of the following criteria:
  - a) Innovation in (or distinctive approaches to) teaching
  - b) Innovation in (or distinctive approaches to) assessment
  - c) Innovation in (or distinctive approaches to) technology enhanced teaching
  - d) Innovation in (or distinctive approaches to) technology enhanced assessment
  - e) Excellence in assessment and feedback to learners
  - f) Teaching support excellence
  - g) Excellent new lecturer (who has been recruited in the previous 18 months up to the deadline for nomination submissions)

**The Moodle Document Store for Staff** provides staff continuous access to materials relating to quality assurance, teaching, learning and assessment strategies, and tutorials in how to use ICD systems such as Moodle, the ICD library resources, and Urkund plagiarism detection/prevention software.

#### **4.2.2.3 Initiatives at ICD that encourage and facilitate structured professional development activities**

##### **ICD Teaching, Learning & Assessment Annual Seminar**

Starting in 2020, an annual ICD seminar will take place, to be ordinarily scheduled during July, August or September. The goal of the seminar will be to enable internal and external colleagues to share, discuss, and reflect on best practice in higher education, with the goal of developing all attendees' skills and knowledge. The criteria of this seminar series include:

1. ICD staff and external colleagues will be invited to present papers and/or reflections on:
  - a) Teaching and learning
  - b) Assessment
  - c) Technology enhanced teaching and learning
  - d) Technology enhanced assessment
  - e) Academic integrity and plagiarism
  - f) Diversity in the classroom
  - g) Innovative approaches to teaching and learning
  - h) Innovative approaches to assessment
  - i) Distinctive approaches to team assessments
  - j) Quality assurance in education
  - k) Authentic assessment
2. The submissions to present will be assessed by a panel to select the final list of presentations to be delivered
3. All submissions to present must be available to visit ICD to deliver their presentation on the assigned date
4. The seminar will take place at ICD

##### **External body seminars and training/workshops facilitated/arranged by ICD**

The goal of this initiative is to ensure ICD staff engage with external bodies to continuously develop our knowledge, skills, and competencies as educators. The criteria for this initiative are as follows:

1. No less than twice per academic year an external body will be invited to visit ICD to train, deliver a seminar to, or coordinate a workshop with, ICD staff
2. The topics of these seminars will include:
  - a) Teaching, learning, and assessment strategies in higher education
  - b) Technology enhanced teaching
  - c) Technology enhanced assessment
  - d) Culturally diverse higher education settings
  - e) Innovative approaches to teaching
  - f) Innovative approaches to assessment
  - g) Quality assurance in higher education
  - h) Learner-centred higher education
3. The external bodies will include recognised higher education bodies or professional bodies (e.g. ICOS, QQI, National Forum, Pearson, ACCA, Urkund)

#### **ICD Supports for Staff to Engage with External Bodies: Communities of Practice**

ICD promotes and facilitates all academic staff developing and maintaining relationships with communities of practice in their respective fields. This includes reviewing, and approving as appropriate, any financial or non-financial assistance, which is provided to academic staff to ensure they are encouraged to attend conferences, engage in research seminars, and membership of academic and professional associations and bodies. All staff are encouraged to liaise with the Managing Director or Head of Academic Development and submit requests for financial and/or non-assistance pertaining to developing or maintaining relationships with communities of practice (academic [e.g. membership of an academic research association] or professional [e.g. membership of ACCA]).

#### **ICD Supports for Staff to Engage with External Bodies: the National Forum**

All staff are strongly encouraged to attend, at least once per calendar year, a National Forum event (see [teachingandlearning.ie/new-events/national-seminar-series/](http://teachingandlearning.ie/new-events/national-seminar-series/)). The National Forum for the Enhancement of Teaching and Learning in Higher Education provides a national seminar series with the objective of enhancing teaching, learning, assessment, student engagement, and student success across educational disciplines in Ireland. While many of these are provided for free, by application to the Managing Director or the Head of Academic Development, any ICD staff member can apply for:

- Financial assistance to attend (e.g. travel expenses) a National Forum event
- Non-financial assistance to attend (e.g. timetable adjustments) a National Forum event

#### **4.2.2.4 Initiatives at ICD that encourage and facilitate Accredited professional development activities**

##### **ICD supports for staff to continue accredited study**

All ICD staff, academic and non-academic, are encouraged to continue their studies according to the following policy:

1. All staff at ICD should contact the Managing Director or the Head of Academic Development to apply for financial (e.g. course fees) or non-financial (e.g. timetabling or working hours amendments) assistance to register on an accredited programme of study
2. Accredited programmes of study of all types will be considered on a case by case basis
3. Accredited programmes of study may be discipline specific
4. Accredited programmes of study may include teaching and learning qualifications

#### **4.2.3 Staff Access to QA Policy**

The quality assurance policy and all other key quality assurance documents and internal reports are available to staff via the internal staff-accessible Moodle document store for staff.

#### **4.2.4 Ensuring Availability of Staff**

##### **Lecturer Availability for Module Allocations**

As a small college, ICD takes a specific, ongoing, and proactive approach to ensuring adequate staffing availability to ensure timely and high-quality delivery of all programmes. The college Registrar confirms availability with all contract teaching staff prior to the commencement of each academic year.

##### **Contingency Measures to Cater for Situations where a Tutor/Lecturer is not Available:**

ICD has two contingency measures in place to cater for situation where a lecturer or tutor may be unavailable for any reason:

- Strategically, the Managing Director monitors staffing needs and staffing availability to ensure that there is a minimum of at least two academic staff who are competent to deliver each specific module. This is also essential for the purposes of second marking procedures.
- Classes are typically rescheduled in the event of leave or absence. ICD has a policy of not cancelling classes. Postponed classes can also occur for various other reasons such as adverse weather conditions and weather alerts. ICD will always consult with any student cohorts affected to ensure that they are included in any decision making around moving class slots

##### **Staff attendance at meetings:**

ICD regularly has staff meetings (e.g. Academic Council, Programme Boards, Exam Boards), which are integral to ongoing review, improvement, and delivery of all programmes.

