

Procedures for Selection, Appointment, Appraisal and Development of Staff

1. The College undertakes to review on an annual basis (last week of June of each year) its human resources policies and procedures, particularly as they relate to selection, appointment, appraisal and development of staff involved at all levels in the delivery and support of each programme.

The College operates a strict system of criteria-based recruitment and selection, based on an equal opportunities framework that complies with the Employment Acts, the Unfair Dismissal Acts, the Equality Act 1998 and the Equal Status Act 2000.

2. Full details as to duties, remuneration, dismissal and other associated matters are set out in the document "Terms and Conditions of Employment".

3. As such, the College encourages a situation of diversity in its recruitment that does not discriminate against such factors as gender, age, background, ethnic origin, disability, family status, marital status, sexual orientation, religion, personality or work-style.

4. The College understands that managing diversity is founded on the premise that harnessing these differences will create a productive environment in which everyone feels valued, where their talents are being utilised and in which organisational goals are met.

5. The College operates an open selection process (regarding new positions or vacant existing positions) that takes into account the knowledge and skills required of a person for the particular position to be filled.

6. A job description is produced that is based on an exact clarification of what the position holder will do. In this way, the College identifies the responsibilities and other job demands of the position, as well as the abilities and experiences that a candidate will need to perform well in the position.

7. The purpose of the recruitment process is to assess the merit of each applicant and to recommend for appointment the candidate with the greatest merit, in relation to the criteria as specified for the position.

8. Candidates for a teaching position in English must possess a first degree and a recognised TEFL certificate. Candidates for a teaching position in a Business subject must possess at least a first degree in a business subject, though it is expected that successful candidates possess a masters degree, an advanced diploma or their equivalent. Candidates for an administrative position are expected to have a good educational background, with skills that are relevant to the particular vacancy.

9. The "open selection" process mentioned above involves the advertising of vacancies through employment websites and head-hunters and, as appropriate, through other public advertisement.

10. Candidates for either teaching or administrative positions must present an up-to-date curriculum vitae, at least two letters of recommendation, and a certified copy of their degree(s) and other awards.

10. An interview will be arranged at a place and time that is convenient to all parties. At this interview, there must be present with the candidate at least one of the directors and a senior colleague. In the case of certain candidates for a teaching position, it might be recommended that one of their classes is observed before a contract is signed.

11. The College offers induction training for new staff. This is overseen by the director of studies in the case of teaching staff and by the College Principal in the case of administrative staff.

12. This normally takes the form of a full day of orientation and skills training, followed by at least one week of mentoring ("buddy system") under the supervision of the Director of Studies or the College Principal, with the following activities at least being undertaken:

- a. Go through the job description and ensure that the member of staff understands the tasks and responsibilities of the job.
- b. Set out his or her objectives clearly.
- c. Identify any initial training needs and provide initial internal or external support.
- d. Organise a suitable induction programme of activities.

13. New staff are given a probationary period of three months to prove, according to quality control measures (observation of classes, student feedback, etc.), that they meet the requirements of the position.

14. One of the possible outcomes of this procedure is dismissal; however, this will not happen without appropriate guidance or warning beforehand. Dismissal might occur for the following reasons (among others):

- a. Progress does not meet objectives.
- b. Performance is deemed to be unsatisfactory.
- c. There exists a high level of incompatibility with the department where the new member of staff works.
- d. Changes in College policy.

15. Each member of staff is responsible for their own continuing development. The College expects that staff will keep up-to-date in their particular discipline and will ask for assistance with training needs and other development initiatives when this is necessary.

16. The College encourages innovative development and helps with the formulation, implementation and review of policies and procedures associated with teaching and learning activities.

17. As such, the College operates an appraisal scheme for teaching and administrative staff. This scheme supports and encourages a personal and professional developmental focus, leading to the identification of development needs that may result in such activities as staff training programmes, educational support or related activities.

18. It is the duty of the Director of Studies (for teaching staff) or the College Principal (for administrative staff) to run this scheme and to recommend to the directors any follow-up as regards training, recruitment and other issues that might arise from this appraisal.

19. The training, development and support needs of staff are reviewed once each quarter in a meeting of the Director of Studies and the College directors, the Director of Studies having undertaken a needs analysis beforehand with teaching staff and the College Principal with administrative. At this meeting it is agreed how to meet the needs of staff.

20. A general review of staff needs is undertaken at the annual quality assessment meeting held in June, in which recommendations for the following academic year are made.

21. In terms of its administrative staff, the College has as its objective: to develop and practice the skills of good communication, to understand the importance of assertive behaviour and group participation at work, to make better use of time through improved personal organisation, to enable participants to develop skills and confidence, all in order to improve the quality of service provided in their respective areas and in the College in general.

22. The College undertakes to set aside funds it deems sufficient to meet training, development and support needs. This amount is confirmed at the annual meeting held in June that is held to evaluate the quality standards of the College.

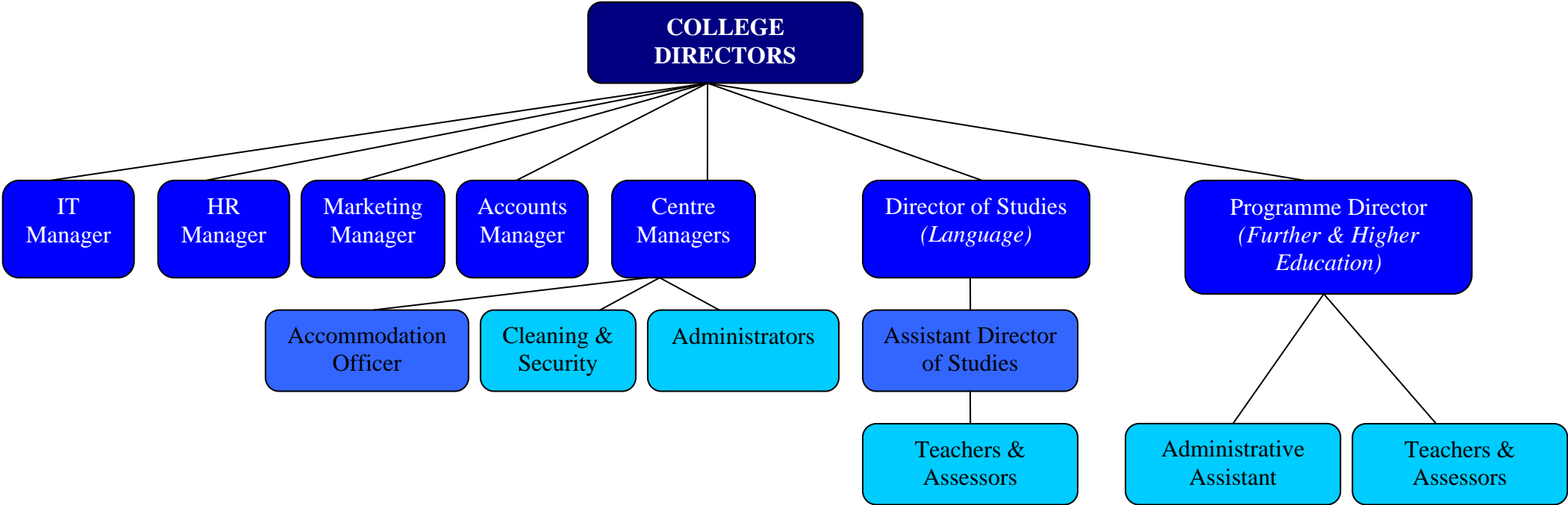
23. The College keeps an individual record of the training programmes each member of staff has undertaken.

24. The College operates a grievance procedure, in which an employee can seek redress for work-related grievances. In order to resolve problems quickly and definitively, the College encourages free communication between all staff and management and the open airing of any problems.

25. The grievance procedure provides a mechanism to resolve problems. The details of the grievance are recorded by either the director of studies (teaching staff) or the College director (administrative staff). Due consideration is given by the director or, if the matter is still not resolved, by a meeting of the directors. It is hoped that the matter can be resolved in an immediate and amicable manner.

26. It is the responsibility of the Directors of Studies to inform the teachers about the programmes in the school and to answer any questions that may arise. The teacher is responsible for delivering the programme in a competent and professional manner.

Organisation and Management



General Checklist

1. The College bases its activities on the principle that teaching methods are developed, delivered and reviewed according to teacher performance and student needs and support, as well approval and moderation by outside bodies, and general College administration (its performance and development) and the entire spectrum of internal services.

2. All records concerning these procedures and assessments will be kept in appropriate form for review and evaluation, under the auspices of the College Principal and the Academic Council. A general assessment of programme development, delivery and review is undertaken by the quality assurance team (the Assessment Manager, the Internal Verifier and the Examinations Secretary) in June of each year, at the close of the academic year.

3. The forms of evidence will be verifiable; as such, the College will keep records of all reviews available for "in-house" purposes and for the purposes of quality evaluation undertaken by Awarding Bodies.

4. The purpose of these periodic reviews is, among other objectives, to ensure that improvements are made to programmes of higher education and training and to ensure that programmes remain relevant to learner, academic and labour market needs.

To achieve the above, the College has established a checklist to look at all aspects of programme development, delivery and review.

1. Teaching Methodologies

The following is a checklist of elements involved in current teaching practice.

- Lesson planning, including the effective evaluation of lessons and programmes of work.
- Each teacher should be familiar with the best practice techniques for teaching his or her allotted subject(s).
- In certain programmes, teachers should have techniques for teaching learners how to communicate in English.
- Teachers should be skilled at classroom management of learners and available resources.
- Teachers should be able to adapt course books, materials and resources, and adapt authentic materials to the classroom.
- Teachers should be familiar with the background to the subject they are teaching and its current state, achievements, practitioners and techniques; and how to use this knowledge effectively in the classroom.
- There should be a basic concept of and terminology for analysing and describing the subject they are teaching, with the many influences on it in society. There should also be an awareness of some of the practical implications of some significant differences in the subject with reference to other cultures.
- It is essential that teachers are aware of current learning theories and teaching methodologies relevant to the subject they have been assigned.
- Part of the teacher's methodology must include monitoring and evaluating learners' needs, competence and achievements. The teacher should also be aware of the methods used in the school for placement, progress and transfer.
- Reflective practice is also encouraged. Evidence of this can be seen in the scheme of work that the teachers are required to fill out before each lesson. Teachers are asked to reflect on what went well and what could have been done better in the lesson.

- Each teacher brings a unique style of teaching to the classroom and builds up a rapport with the class. Teachers are encouraged to share experiences with their colleagues, so that new ideas can be generated.
- After lessons, it is the teacher's responsibility to ensure that the classroom is left tidy for the following class. Courtesy helps in the day to day running of the school.
- Conclusion and monitoring: We at DBL College believe in having a wide and varied curriculum and undertake to monitor it and update it at regular intervals.

1. TEACHING DEVELOPMENT, DELIVERY AND REVIEW

Teaching Strategy Development

The development and establishment of the college's teaching strategy, and proper records kept documenting this.

Teaching Planning

The formulation of plans for the implementation of the college's teaching strategy, and proper records kept documenting this.

Teaching Performance Management

Data on, and analyses of, performance against the plans for the implementation of the college's teaching strategy, and proper records kept documenting this.

Reports of performance against the plans for the implementation of the college's teaching strategy, and proper records kept documenting this.

The conduct and results of audits and reviews of teaching performance, and responses to the results, and proper records kept documenting this.

Teaching Policy Development

The development and establishment of the college's teaching procedures, and proper records kept documenting this.

Teaching Quality & Standards Management

The development of the college's internal quality assurance processes, and proper records kept documenting this.

The conduct and results of formal internal reviews of teaching quality and responses to the results, and proper records kept documenting this.

The conduct and results of external reviews and audits of teaching quality and standards, and proper records kept documenting this.

Financial Support for Teacher Development, Delivery and Review

Sufficient budget allocation to support teacher development, delivery and review.

Section 8

Procedures for Evaluating Premises, Equipment and Facilities

1. The College undertakes to review on an annual basis (last week of June of each year) its premises, equipment and facilities, with a view to ensuring that they are adequate and effective in relation to the programmes of higher education and training provided.
2. The central focus of this review will be the successful learning by learners on these programmes.
3. All records concerning these procedures and assessments will be kept in appropriate form for review and evaluation, under the auspices of the College Principal and the Academic Council. A general assessment of programme development, delivery and review is undertaken by the quality assurance team (the Assessment Manager, the Internal Verifier and the Examinations Secretary) in June of each year, at the close of the academic year.
4. The forms of evidence will be verifiable; as such, the College will keep records of all reviews available for "in-house" purposes and for the purposes of quality evaluation undertaken by Awarding Bodies.
5. The purpose of these periodic reviews is, among other objectives, to ensure that improvements are made to programmes of higher education and training and to ensure that programmes remain relevant to learner, academic and labour market needs.

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General Checklist

PROPERTY AND FACILITIES

Property Acquisition

The activities involved in acquiring ownership or use of properties by purchase, transfer, donation, lease or rental.

Property Development

The activities involved in developing properties to meet changing institutional needs or to comply with changing statutory or regulatory requirements.

Developing properties includes: changing the use of properties; constructing new properties; undertaking conservation or restoration work on existing properties; extending, altering and reconfiguring existing properties; decontaminating land.

Activities include: undertaking feasibility studies and consultations; developing specifications; drawing up building plans; obtaining planning consents; carrying out inspections of completed works and obtaining necessary certifications.

Property Maintenance

The activities involved in maintaining properties.

Activities include: conducting general inspections of properties; carrying out routine maintenance on properties; carrying out repairs to properties; preventing and exterminating pests from properties; carrying out inspections to determine the presence of hazardous materials in buildings or on land; removing hazardous materials from properties; undertaking 'making good' works prior to disposal of properties.

Property Disposal

The activities involved in disposing of properties no longer required by the college through sale, transfer, termination of lease, auction, donation or demolition.

Activities include: obtaining valuations; undertaking surveys.

Property Compliance Management

The activities associated with complying with statutory or regulatory requirements relating to the ownership, occupancy and management of properties.

Activities include: conducting required internal inspections; facilitating inspections by enforcing authorities; ensuring the proper maintenance of legally required certification (e.g. fire certificates).

Property Security Management

The activities involved in planning, implementing and reviewing measures to protect properties from accidental or intentional damage and to prevent unauthorised access.

Activities include: conducting security inspections; conducting routine surveillance operations (e.g. guarding, patrol and CCTV surveillance) to prevent and detect unauthorised access to properties; responding to, and investigating, security breaches or incidents.

Property Leasing-out

The activities involved in leasing property to third parties.

Facility Development

The activities involved in designing and fitting-out facilities within buildings.

Facilities include offices, teaching rooms, laboratories, workshops, storage facilities, grounds and common areas.

Activities include: specifying facilities requirements; drawing up interior design schemes; decorating; laying floor coverings; installing fixtures and fittings (e.g. lighting, floor coverings, internal decoration, furniture and furnishings).

Facility Maintenance

The activities involved in maintaining the internal decoration, fixtures and fittings in facilities.

Activities include: inspecting facilities; carrying out planned preventive maintenance works; carrying out repairs.

Facility Security Management

The activities involved in planning, implementing and reviewing security measures to prevent unauthorised access to facilities.

Activities include: undertaking security inspections and surveillance operations to prevent and detect unauthorised access to facilities; responding to security breaches or incidents.

Facility Compliance Management

The activities associated with complying with statutory or regulatory requirements relating to the ownership, occupancy and management of facilities.

Activities include: conducting required internal inspections; facilitating inspections by enforcing authorities.

Facility Relocation Management

The activities involved in relocating facilities within the same building, or to other buildings.

EQUIPMENT & CONSUMABLES MANAGEMENT

The function of managing equipment and consumables purchased by the college.

Equipment includes instruments, tools, machines, plant, vehicles, interior fixtures and fittings, furniture and furnishings, personal protective equipment.

Consumables include stationery, janitorial supplies, decorating materials, cleaning materials, first aid supplies, food, uniforms and protective clothing.

Equipment & Consumables Management Strategy Development

The activities involved in developing and establishing the college's strategy for the acquisition, control and management of equipment and consumables.

Equipment & Consumables Management Planning

The activities involved in developing plans to implement the college's equipment and consumables management strategy.

Equipment & Consumables Management Performance Management

The activities involved in monitoring the college's performance against the plans for implementing its equipment and consumables management strategy.

Activities include: developing performance indicators and measurement mechanisms; measuring, monitoring and analysing performance; conducting formal reviews of performance and responding to the results, including preparing and implementing action plans to address under-performance or other issues raised.

Equipment & Consumables Management Policy Development

The activities involved in developing and establishing the college's equipment and consumables management policies.

Equipment & Consumables Management Procedures Development

The activities involved in developing the college's equipment and consumables management procedures.

Equipment & Consumables Selection

The activities involved in selecting equipment and consumables.

Activities include: developing specifications of requirements; identifying sources of supply; evaluating and selecting items.

Equipment & Consumables Storage

The activities involved in storing equipment and consumables.

Activities include: monitoring storage conditions to ensure compliance with technical standards and/or legal requirements; monitoring the condition of items held in storage; maintaining the stock inventory; monitoring and maintaining stock levels; controlling the allocation/issue of items from storage.

Equipment & Consumables Installation / Commissioning

The activities involved in installing/commissioning equipment and consumables and, where appropriate, connecting and configuring them for use.

Activities include: conducting pre-commissioning inspections/examinations; conducting post-installation inspections/examinations to ensure compliance with technical standards and/or legal requirements.

Equipment & Consumables Inspection & Testing

The activities involved in inspecting and testing equipment and consumables to ensure compliance with technical standards and/or legal requirements.

Equipment & Consumables Maintenance

The activities involved in maintaining the college's equipment in sound working order to meet technical standards or legal requirements.

Activities include: undertaking planned preventive maintenance work on equipment; repairing equipment; modifying equipment.

Equipment & Consumables Disposal

The activities involved in disposing of surplus or redundant equipment and consumables. Disposal may be by donation, sale or destruction.

Activities include: authorising disposal; identifying and evaluating alternative methods of disposal; undertaking cleaning/sanitisation of equipment and consumables prior to disposal; providing any necessary certification (e.g. of safety) or documentation (e.g. maintenance history) to recipients of sold or donated equipment and consumables; where appropriate (e.g. for vehicles), administering transfer of ownership of equipment and consumables and retaining necessary documentation.