

Queen's Foundation - Recruitment Policy

The relevant statement of intent at the beginning of the Foundation's Equality policy relating to employment is as follows:

"In order to work towards the Foundation being a place of equality & diversity the following will be practiced and/or implemented as soon as is reasonably practicable (the details of each section will be worked out and published under separate procedures and action plans).

- 1) *Employment* – the Foundation will work to the current employment laws of the land and promote best practice in all its Human Resources management".

a. All Staff

1. All posts are advertised at least internally and more usually externally in order to gain the best and broadest pool of candidates.
2. All candidates are sent a job description which makes clear key desirable and essential skills and provides a contact for further information or requests for the application in a different format.
3. All applications are shortlisted using these criteria and an agreed scoring mechanism where the pool of candidates is large. Records will be kept for a period of time to facilitate the provision of feedback if requested at this stage.
4. Candidates who are not shortlisted are informed. Shortlisted candidates are invited to interview with at least 7 days notice. Any additional activities requested such as teaching demonstrations or tests are described at this stage.
5. A set of questions are agreed by the interview panel in advance. Interviewees are scored against their answers again where the pool is large to ensure consistency and provide detail for feedback.
6. Successful candidates are required to provide evidence of their legal right to work in the UK and of the academic qualifications that they relied on at application.
7. Feedback is offered to all unsuccessful interviewees.

b. Additional requirements for the Recruitment of Staff with Teaching Commitments

Teaching and academic qualification

1. Staff are required at application stage to describe their teaching experience in a wide variety of other contexts but often including: a theological college or University context.
2. As part of the recruitment/interview process, academic staff are normally asked to teach a 'model' session to an assembled group of students. Student feedback forms part of the evaluation of that candidate's application by the interview panel.
3. All contracted teaching staff are normally required to be qualified to at least one level above that which they are teaching (e.g. those teaching on the BA programme must be at least Masters level qualified), though since 2014 a doctoral qualification is stipulated as an essential criterion with advertised person specifications.
4. Those who are not qualified as described are required to demonstrate equivalent evidence of teaching and scholarship, for example through published literature. Current staff who were employed before these criteria were essential requirements are supported in their professional development by the completion of masters and doctoral programmes.

5. Where staff do not have significant teaching or tutorial experience or qualifications they are mentored in their first year by experienced tutors to develop their experience and enable them to learn from it. During this period a new tutor's teaching responsibilities will be reduced and they will not normally be a module leader.
6. All staff are encouraged to work towards **Fellowship of the Higher Education Authority** via submission of portfolio or completion of an approved Post Graduate Certificate in Higher Education (PGCHE). The Foundation is working with partner universities Newman and Durham to give staff access to these. Strategic priorities in terms of cost and individual need are used to determine which staff can access these taught programmes on a year by year basis. The Common Awards partnership is developing a tailored PGCHE that will be available largely via distance learning which is hoped will be available to a wider pool of staff from 2016-17.

Confirmation of Qualifications

7. Qualifications (both academic and teaching) must be from a UK University or one on a recognised list such as the Unesco list of Recognised Universities (<http://www.unesco.org/new/en/education/resources/unesco-portal-to-recognized-higher-education-institutions/>). In the current academic year we are piloting staff undertaking a PGCHE with one of our HE partners and will review this to weigh the benefits of this approach against others to develop teaching skills and qualifications.

Validating University Scrutiny

8. The CVs of all successfully appointed staff are submitted to the relevant validating universities for approval and noting their relevant teaching commitment.
9. Validating Universities are made aware of the recruitment of teaching staff and link tutors may form part of the interview panel as availability allows.

External Examining Commitments

10. Staff who wish to volunteer as an external examiner for another institution are encouraged and supported in doing so for the valuable experience this brings to this individual and to the Foundation as a whole.

Other External Commitments

11. Members of staff are also actively involved in the Church's panels and boards for Quality and good practice and the Foundation supports staff's commitments in these areas.

Linked Policies

Employee handbook
Equality policy

Linked Committees

Governors Committee
Leadership Team

External reference Points

QAA Code- B3 indicator 4
Validation Documents Partner universities.