



## **Staff Recruitment Policy**

**V1.0**

## ESSI Academy Staff Recruitment Policy

At ESSI Academy, our recruitment policy is designed to attract and retain highly qualified, motivated, and professional individuals who support the Academy's mission to provide student-centred, industry-relevant education of the highest quality. This policy outlines the procedures for the fair, transparent, and merit-based recruitment of both academic staff (lecturers and subject leads) and administrative personnel. The process ensures alignment with internal standards, national legal requirements, and MFHEA expectations.

### 1. Guiding Principles

Recruitment at ESSI Academy is governed by the following principles:

- **Merit-based selection:** All candidates are evaluated based on qualifications, experience, skills, and alignment with the Academy's values and teaching philosophy.
- **Transparency and fairness:** The process is clear, structured, and documented to avoid bias or favouritism.
- **Diversity and inclusion:** ESSI Academy is an equal opportunity employer and prohibits any form of discrimination based on race, gender, age, religion, nationality, disability, or any other legally protected category.
- **Competence and fit:** All selected candidates must demonstrate the ability to perform the required role to a high standard and contribute to a positive and collaborative institutional culture.

### 2. Recruitment Needs Assessment

The recruitment process begins with a needs assessment led by the Head of Institute. This step determines whether additional staff are required due to:

- New course launches or expanded student intake
- Staff turnover
- Skill or capacity gaps identified during performance reviews or quality assurance processes

For academic staff, the subject area, MQF level, delivery format (e.g., face-to-face), and student cohort characteristics are also taken into account.

### 3. Development of Job Description and Criteria

A detailed job description is prepared for every vacancy. It includes:

- The role and responsibilities
- Required qualifications and credentials (including MQF alignment for lecturers)
- Minimum industry experience (especially for academic roles)
- Preferred teaching experience and digital literacy

- Personal attributes such as professionalism, communication skills, and student engagement capabilities

For administrative roles, required competencies in organisation, communication, technology use, and customer service are included, as well as preferred qualifications such as a diploma or degree in business administration, education management, or a related field.

#### 4. Advertising and Application Process

Job openings are published on the Academy's official website, social media platforms, and local job boards.

Each job posting includes:

- An overview of the Academy
- Details of the position and expected responsibilities
- Minimum and preferred criteria
- Application instructions, including required documentation (CV, cover letter and relevant certificates)
- Application deadline and contact point

A dedicated recruitment email or application portal is used to collect applications securely and efficiently.

#### 5. Application Screening and Shortlisting

All submitted applications are reviewed by a **selection panel**, typically composed of the Head of Institute and a representative from the academic or administrative leadership team. Applications are assessed against the published criteria.

Shortlisting is conducted in an objective and documented manner. Candidates who do not meet essential criteria are respectfully declined, while those shortlisted are invited for the next stage, usually an interview or skills-based evaluation.

#### 6. Interviews and Evaluations

Shortlisted candidates are interviewed either in person or online. The interview assesses:

- Technical competence and subject knowledge (for academic roles)
- Professional experience and accomplishments
- Alignment with the Academy's student-centred values
- Communication and interpersonal skills

In some cases, particularly for lecturers, a teaching demonstration may be required to assess presentation skills, clarity, and engagement strategies.

For administrative positions, situational or task-based questions may be used to evaluate how candidates handle real-world responsibilities.

## **7. Reference and Credential Verification**

Before an offer is made, the Academy may conduct reference checks with past employers. For lecturers, academic credentials are verified, and, if required, validation of MQF alignment or professional licenses may be requested. International applicants must provide recognised documentation (e.g., MQRIC statements) to support their qualifications.

All selected candidates must confirm their eligibility to work in Malta.

## **8. Selection and Employment Offer**

Following the interview and reference process, the panel deliberates and selects the most suitable candidate. The offer letter includes:

- Job title and description
- Contract duration and terms (e.g., freelance, part-time, or full-time)
- Compensation and benefits (if applicable)
- Work location and hours
- Expected start date and induction details
- Obligations under ESSI's Code of Conduct, Data Protection Policy, and academic integrity procedures

In cases where no suitable candidate is identified, the position may be re-advertised or alternative recruitment strategies (e.g., headhunting) may be employed.

## **9. Onboarding and Induction**

All new staff undergo a formal induction process. For lecturers, this includes:

- Orientation to the Academy's student-centred teaching philosophy
- Introduction to internal policies and quality standards
- Support in aligning teaching with learning outcomes and assessment frameworks
- Briefing on data protection, academic integrity, and student support mechanisms

For administrative staff, induction covers:

- Operational procedures and use of internal systems
- Customer service expectations
- Data management and confidentiality
- Collaboration with teaching staff and student-facing roles

Training on platforms, templates, and internal communication tools is also provided to ensure smooth integration into the team.

## **10. Professional Development and Performance Review**

ESSI Academy is committed to ongoing staff development. Once recruited, all staff are encouraged to:

- Attend CPD sessions, workshops, or seminars hosted internally or by third parties
- Participate in peer learning, such as team meetings, curriculum reviews, and assessment moderation
- Engage in performance appraisals, typically once a year, to review progress, set objectives, and identify areas for growth

Lecturers are encouraged to engage with pedagogical training, including inclusive teaching practices, feedback strategies, digital tools for learning, and current trends in vocational and higher education. Support is provided for further training, including funding applications for upskilling opportunities.

### **Alternative Recruitment: Headhunting and Referrals**

In certain situations, such as for specialised roles or when time constraints apply, ESSI Academy may adopt a headhunting approach. In this case:

- The Academy identifies qualified professionals through industry connections, networks, or prior collaborations
- These candidates are approached directly and offered the opportunity to engage in discussions
- If mutually agreeable, the candidate follows the same vetting, interview, and onboarding procedures as above to ensure consistency and compliance with quality standards

### **Record-Keeping and Confidentiality**

All recruitment-related documentation is stored securely in line with the Academy's Data Protection Policy and GDPR requirements. This includes:

- Applications and interview records
- Reference checks
- Employment agreements
- Onboarding documentation

Unsuccessful applications are disposed off once the interview process is closed.

## Review of the Recruitment Policy

This policy is reviewed every two years or as needed to reflect:

- Updates in national legislation
- Institutional restructuring or new strategic objectives
- Feedback from staff or external audit bodies