RECRUITMENT AND SELECTION POLICY

ACCOMPANYING PROCEDURES

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List of Appendix

1.0 Introduction

These procedures support the University's Recruitment and Selection policy so as to assist managers to ensure that the University attracts, selects, and retains the most suitable candidates using appropriate, efficient, fair, open and effective methods. This document should be viewed as a toolkit by which to implement the policy, and the principles contained within it, and as such should be read in conjunction with the policy document.

All staff involved in the recruitment and selection of staff have a responsibility to ensure that these procedures are adhered to, so that candidates are treated fairly and decisions made objectively and in line with the University's commitment to equality and in compliance with current employment law.

2.0 Scope

These procedures outlines the steps to be followed for the effective recruitment and selection of all staff with the exception of senior staff members such as the Vice Chancellor, Pro Vice Chancellors, Deans of College, Heads of Schools and other additional academic roles. Such recruitment and selection is covered under University Ordinances, and will be conducted in accordance with Appendix 10 and in line with the principles of the Recruitment and Selection Policy.

3.0 Establishing a vacancy

This process should begin as early as possible (e.g as soon as a resignation is received, or a need for a new post is identified). Consideration should first be given to alternatives to recruitment, including;
- Increasing the responsibilities of an existing staff member.
- Part-time or job share arrangements.
- Automating certain duties and responsibilities.
- Ceasing duties and responsibilities that do not add value.
- Consider using a secondment opportunity

The above options should therefore have been considered before a decision is made to proceed with a vacancy.

4.0 Developing the Job Description

Job Description templates have been developed for the most common roles within the University and can be found on the HR web-pages (link). Prior to drafting the Job Description consideration should be given to why the post exists and what the post entails. This will involve carrying out an analysis of the post, and the context in which it is performed. This will involve:

- Identifying the purpose of the post.
- Identifying the key tasks, duties, and level of responsibilities.

The Job Description templates have been pre-populated with certain information such as Health and Safety obligations, UK 'Right to Work' requirements and participation in the Performance

Development Review process. These should not be amended / deleted, and the pre-populated template should be completed with information that is specific to the role.

5.0 Establishing the Welsh Language requirement of the post

All recruitment and selection activity is to be carried out in accordance with the Welsh Language Code of Practice for Staff Appointments. The Scheme can be found in full via the following link: http://www.bangor.ac.uk/canolfanbedwyr/cynlluniaith.php.en

When a new post is created, a manager is required to decide on the relevance of Welsh language skills to the post and on what kind of Welsh language skills are necessary to fulfil the requirements of the post. These decisions will depend on

- Type of post
- Nature of the role
- Language skills of the team
- Responsibilities of the team

For the purpose of the Recruitment and Selection Policy and Welsh Language Code of Practice, posts are placed in one of three categories, with the language options as outlined below:

Category	Roles within this category	Welsh requirement options
Category 1	Manual Clerical Managerial and Professional roles	-Welsh essential -Welsh essential or commitment to learn to a specified level Welsh desirable
Category 2	Academic and Research posts	-Welsh essential -Welsh desirable -No specific language requirement. Candidates will be expected to work positively in a bilingual environment.
Category 3	Senior Academic Management posts (Heads of College, PVC's etc)	-Welsh essential -Welsh desirable - No specific language requirement

Widespread use of the above 'Welsh essential or commitment to learn to a specified level' is not expected. This category is usually reserved for specialist posts where the number of qualified applicants may be limited. Neither is it appropriate for this category to be used where the posts are short-term or fixed-term for a limited duration.

The Welsh Language Code of Practice contains practical flow-charts that will assist you in selecting the appropriate language level for the post. There are three separate charts, depending upon the nature and level of the role, and these are reproduced in appendix 1 of this procedure for ease of reference. The following explanatory notes are also replicated from the Code:

REGULAR CONTACT – Contact occurs every day, or every other day, throughout the working week.

SUFFICIENT BILINGUAL CAPACITY – 65% of the team able to speak Welsh and English.

Once the language requirement has been established via use of the flow-chart, for Welsh Essential or Commitment to learn posts, a decision needs to be made on the kind of Welsh language skills that are needed to fulfil the requirements of the role. The following are example descriptors that can be used for administrative posts:

The requirement	Typical posts	Descriptor to be used in the Person Specification
Speak and write Welsh to a high level	Marketing Officer, Translator, Trainer	*The ability to speak and write Welsh fluently in a broad range of situations is essential for this post.*
Speak Welsh fluently and write a range of e-mail messages in Welsh	Clerical Officer, PA	*The ability to speak Welsh fluently and to complete tasks such as writing e-mail messages to a range of audiences is essential for this post.*
Requirement to carry out some tasks in Welsh	IT Project Manager	*The ability to use Welsh with confidence for some tasks is essential for this post e.g contribute to bilingual meetings and write simple e-mails in Welsh.*

For 'Welsh essential or Commitment to learn' posts, to the above descriptors add the phrase: *Applications are welcome from those who are committed to developing their Welsh language skills to this level.*

For Welsh desirable posts it is not compulsory to include a description of the kind of language skills needed, but you may wish to do so. You may wish to include the following: *if candidates are not currently able to speak / write Welsh, there are many opportunities to learn if the successful candidate wishes to.*

For Academic posts where there is no specific requirement the job specification should note that: *Bangor University is a bilingual organisation and all members of staff are expected to work positively in this bilingual environment.*

6.0 The Person Specification

Completion of the Job Description as per section 4 of this procedure will provide the basis for completion of the Person Specification. The approach taken with requirements within a Person Specification is to split the requirements into both essential and desirable requirements.

Essential Criteria: These should be the minimum requirements, and the criteria which a successful appointee must normally possess in order to be able to perform the role. The essential criteria will be used to draw up the initial shortlist, and no candidate without all of the essential characteristics should normally be shortlisted, regardless of any other attributes.

Desirable Criteria: Desirable criteria cover the attributes which may enable the candidate to perform better or require a shorter training period in a new role. Selection panels can apply the desirable criteria to shorten the list of candidates for interview, when a large number meet the essential criteria, and these criteria can also be assessed during the interview process.

Each criteria (both essential and desirable) are then split according to:
➢ Qualifications / training
➢ Experience / Knowledge
➢ Skills / Abilities
➢ Other

The templates referred to in section 4 provide examples of this format (available here). Appendix two includes the typical qualifications that would form part of the Person Specification for a variety of roles. It is important to note that the person specification not only provides the basis for advertising the role, but also stipulates the selection criteria to be used during both short-listing and interview assessment.

The criteria listed in the Person Specification:
➢ must be job-related, specific and justifiable in relation to the role.
➢ should be as specific as possible – for example instead of requiring "good communication skills", indicate the type of communication skills required and the groups of people the post-holder will need to be able to communicate with.
➢ should be assessable during the selection process – for example an attribute of "sense of humour" will not be able to be assessed by the panel
➢ must include any special requirements of the role, e.g. access to transport, willingness to travel if required for the job, ability to work unsocial hours
➢ must indicate any specific requirements relating to physical ability, e.g. dexterity, ability to lift, rather than requiring "physical fitness"

You should think carefully about the number and type of criteria which you include in the person specification. If the criteria are too numerous and strict, there is a danger that there could be few suitable applicants. If the criteria are too few and broad, there could be large numbers of applicants, leading to a time-consuming and difficult shortlisting process.

Particular care must be taken to avoid indirect discrimination on employee specifications, i.e. setting a requirement which is such that a considerably smaller proportion of individuals of a certain group can meet the requirement and it cannot be shown to be essential for the job. In terms of experience, for example, specifications should not indicate a set number of years of experience, which could discriminate against people in terms of age or gender, but instead give specific information about the experience needed in terms of skills and knowledge.

7.0 Grade and Job Title

As part of the approval process HR will ensure that each post is graded appropriately, and conduct a HERA assessment for any new role established. The grade of the role will be dictated by the

nature, requirements, and responsibilities of the role. It is recommended that Human Resources advice is sought in advance of the post approval process in relation to the grading of the post, as if it is externally funded, the grade will not be influenced by the amount of funding available.

A job title is a brief description of a position held by an employee and is used to categorise positions in an organisation. When jobs are created, they will include a job title. A job title can describe the responsibilities of the position, the level of the job, or both. For example, job titles that include the terms executive, manager, director, chief, supervisor, etc. typically are used for management position job titles. Other job titles reflect what the person does on the job e.g. senior lecturer, research officer, chef, accountant, security officer, etc. Certain job titles are tied to grades. Job titles also are used to determine career paths.

Job titles give a representation of what a role is about, they should not be used as a reward/status mechanism.   With more and more league tables on performance, ratios etc being produced it is important that a Job Title is reflective of the level of the role and the work being undertaken.

On an annual basis the University is required to return data to HESA (Higher Education Statistics Agency) on staff, students, finance and the estate. This data forms the basis of published tables, such as those published by the Times Higher on student/staff ratio's etc. In returning staff data, each contract of employment during a reporting year is given an activity code (SOC code) which must be selected from the Standard Occupational Classification (SOC2010). SOC codes are grouped in major groups (Managers, Professional occupations, Associate professional and technical, Administrative and Secretarial, Skilled trades, Caring and Leisure etc). The Major Group gives a representation of the level of the role within the institution. However, the Job Title is the driver for the coding and as such, if an inappropriate Job Title has been given which results in, for example, a role being misrepresented as Professional whereas it truly is Secretarial, then despite local knowledge of the duties being undertaken, we must still code at the incorrect level. This in turn can result in an imbalance to the statistics being published by external bodies (including funding bodies) which they draw from this data. The Standard Occupational Classification (SOC2010) is also used by other organisations e.g Home Office for Visas and as such is widely recognised.

It is therefore important that we choose appropriate titles for the actual duties being undertaken. The table contained in appendix three provides an indication, for each role profile, of appropriate titles which could be used. This list is not exhaustive and indeed not restrictive. If you feel there are exceptional circumstances and none of the suggested titles are appropriate, approval must be sought from HR, via your designated HR Officer, prior to an alternative title being used/the post request made.

8.0 Disclosure and Barring System, DBS (previously CRB Checks)

The recruitment request form will have identified whether a DBS check will be required for this post. Any post that involves regulated activities i.e. substantial contact with individuals under the age of 18 years, or vulnerable adults, will require that the successful applicant is checked for relevant criminal convictions. This will be evident via completion of the Job Description. Types of activities relating to children which would require a DBS check are as follows:

- Unsupervised Activities: teach, train, instruct, care for or supervise children, provide advice/guidance on well-being, drive a vehicle only for children
- Working within Specified Establishments: Schools, Children's homes, Childcare premises
- Personal Care / Health Care: For example washing or dressing; or health care provided by or supervised by a health care professional
- Day to day management on a regular basis of a person providing a regulated activity.

There are six types of activity which can be classed as regulated activity relating to adults:

- healthcare for adults provided by, or under the direction or supervision of a regulated health care professional
- personal care for adults involving hand-on physical assistance with washing and dressing, eating, drinking and toileting; prompting and supervising an adult with any of these tasks because of their age, illness or disability; or teaching someone to do one of these tasks
- social work - provision by a social care worker of social work which is required in connection with any health services or social services
- assistance with an adult's cash, bills or shopping because of their age, illness or disability arranged via a third party
- assisting in the conduct of an adult's own affairs under a formal appointment
- conveying adults for reasons of age, illness or disability to, from, or between places, where they receive healthcare, personal care or social work arranged via a third party

A DBS check will take approximately 2 – 3 weeks once the form has been completed and the appropriate original documents checked/returned. It is advisable that DBS clearance is obtained before employment commences, however a clause can be placed in the contract of employment confirming the appointment is still subject to satisfactory DBS clearance.

If a DBS check is required then Human Resources will ensure that the advert states that this post is subject to a DBS check. Once the offer has been made. Although not exhaustive, appendix four contains a list of typical positions that require DBS checks.

9.0 Placing the post on the E-Recruitment system

Once the above steps have been completed the post will need to be entered on to the E-Recruitment system. This is the means by which posts are approved, the advert placed, applications submitted, the selection process managed through to the offer and contract of employment being generated for the successful applicant. It is imperative therefore that all information is correctly entered from the outset.

Placing the post on the system will be undertaken by the local Departmental Administrator. Comprehensive user guides have been developed for system users and can be accessed via the following link to the HR web-pages.
In addition to the Job Description and Person Specification the Departmental Administrator will need to be informed of the following:

Line Manager

Location

Duration (if fixed-term post)

Whether a DBS check is required

Welsh Language Competency

Whether role is public facing

Where the post is to be advertised

Who will chair the interview panel

New post / or if an existing post who does it replace

Hours / FTE

Budget Codes (for salary, interview expenses and advert expenses)

Whether an interview date is to be specified in the advert

Whether the job should be advertised internally or externally

Grade

Guide start date

Guide end date (if fixed-term)

If the end date is fixed (e.g. Funding ends)

A template for this information can be found [here.]

10 Advertisement

The objective of the advert is to attract attention, create interest and stimulate action from those reading it. The information collated for the Job Description will provide a basis for the advertisement. As part of submitting the post as detailed in section 9, the Departmental Administrator will be required to prepare the advert text. The Job Description templates as referred to in section 4 will contain pre-populated advert text to which the Departmental Administrator will add text such as the Job Title, FTE, Grade and so forth. Information should not be removed from these templates and HR will carry out a check to ensure that the key information is included. The advert will then be returned to the departmental administrator by HR for approval before it is placed.

Any posts advertised externally will be advertised in the places listed below by default with the same advert text used.

The University's on-line jobs board.
Jobs.ac.uk web-site (Academic roles only)
Job Centre Plus.

Posts can also be advertised in specialist press / sites. HR will advise on available options, along with the associated costs. Appendix five contains a list of specialist press/sites and the type of roles to which they would be suited.

There may be occasions where the post is of an urgent nature, or the successful applicant needs to be in post by a certain date. Where it is envisaged that the interviews will take place within two weeks of the closing date this is to be made explicit in the advertisement.

There are also UKBA (UK Border Agency) requirements that need to be taken into account at the advertisement stage. If an applicant were to apply from overseas and require a VISA, the post must have been advertised externally for a minimum of a four week period. For Professorial roles, the advertisement must also specify the minimum starting salary.

11 Post approval process

Any post request will be subject to the approval of Human Resources, Finance, and Planning departments prior to being advertised. No specific time-scales can be attached to this process as that is dependent upon the numerous factors such as the nature of the role, its funding, financial climate at the time of the post being requested and so forth. All posts however are subject to this approval process.

External employment agencies and 'Headhunting' organisations can be used to source candidates, but only with the prior approval of the Director of Human Resources.

12 Redeployment

Staff members on the University's redeployment register will be given prior consideration for posts PRIOR to the post being advertised, and once approval has taken place. The Redeployment policy can be accessed via the following link (http://www.bangor.ac.uk/humanresources/policies/policies.php.en).

The policy will be managed by the Human Resources Department who will liaise with the recruiting department should a suitable match be evident between the staff member on the register and the vacancy under consideration. Staff members will be considered for redeployment if they fulfil the eligibility criteria as detailed in the policy.

13 Candidate Applications

For all vacancies advertised by the University, applications are submitted and received via the on-line e-recruitment system. All vacancies will be displayed on the jobs.bangor.ac.uk site. Applications will only be accepted via the on-line recruitment web-site jobs.bangor.ac.uk. However in cases of access issues due to a disability paper application forms are available by contacting the Human Resources department.

14 The short-listing exercise

Once the closing date has passed the departmental administrator will create candidate packs for each applicant and forward to those nominated to undertake the short-listing exercise. A

minimum of two people must undertake the short-listing exercise which should be carried out as promptly as possible with no more than 5 candidates invited to the interview stage. At least one of those short-listing is to then attend the subsequent interviews. The application forms are confidential documents and should therefore only be viewed by Human Resources and those involved in the short-listing and interview process.

Short-listing should be undertaken by assessing each candidate against the essential and desirable criteria. It is for this reason that the criteria should be objective and measurable when drafting the Job Description and Person Specification. Selection criteria should not be changed or new criteria introduced at this stage. The short-listing report as contained in appendix six is to be used to carry out and record the short-listing exercise. Each candidate is to be logged on the short-listing report and scored as shown below, with one report being compiled and submitted to Human Resources on behalf of the short-listing panel.

0 – Does not meet the criteria

1 – Meets some but not all of the criteria

2 – Meets the criteria

3 - Exceeds the requirement of the criteria

4 – Exceeds the requirements to an exceptional extent

Once the short-listing exercise is completed the short-listing report should be returned to Human Resources, indicating clearly which candidates are to be invited to interview. Candidates may request feedback as to why they were not short-listed and the report is therefore a key document to provide this feedback, whilst also documenting the decisions made. Upon receipt of the report by Human Resources interviews will then be arranged as instructed and those candidates not short-listed will also be notified unless Human Resources are asked not to notify them.

The key matters to therefore be considered at the short-listing stage are:

- The short-listing exercise should be undertaken as promptly as possible.
- The Person Specification should be the basis for short-listing.
- New criteria should not be introduced at the short-listing stage.
- Age, gender, race, marital status, religion and belief, sexual orientation, maternity related, disability – these are not criteria and should not be taken into consideration.
- Do not make assumptions based on any of the above, and avoid guesswork and stereotyping.
- The short-listing exercise must be documented on the report (Appendix six). Interviews will not be arranged prior to this document being received by Human Resources.
- Candidates short-listed and invited to interview may subsequently withdraw their application, the short-listing panel may wish to identify reserve candidates that can be invited to interview in their place.

Welsh language skills should be 'scored' in the same way as other skills that are either essential or desirable. Applications submitted in Welsh are to be given full consideration as part of the

short-listing process, and arrangements can be made via Human Resources for the translation of such applications.

For posts that are designated Welsh Essential or Welsh Essential / Commitment to learn the applicants language skills are to be assessed. Should a bilingual staff member not be available within the College / School / Department a representative from Canolfan Bedwyr can be asked to undertake this assessment. For any Academic posts that are designated Welsh Essential, the Pro Vice-Chancellor (Welsh Medium & Community Engagement) or his/her representative is to be part of the short-listing exercise.

15 The Interview Process

Upon receipt of the short-listing report in Human Resources interviews will then be arranged with the invitation to interview being sent by Human Resources, based on the instruction received in the short-listing report. The experience should be viewed from the candidates perspective and therefore detailed information gives as to the location / building, whom they should report to and so forth.

Appendix seven details the composition of interview panels according to the post being recruited. Please note that at least one staff member must have attended Recruitment and Selection training. Also, where possible the Chair must ensure a diversity of representation on Panels e.g. gender among those involved in the process. This means that at least one member of any interview Panel must be a man / woman if there is a majority of one gender.

A key aspect of the University's Teaching and Learning Strategy is to increase and widen student involvement in the Recruitment of Staff members who upon appointment contribute to the Student experience. Where a student facing role is being recruited to, and where those roles are permanent and full-time appointments, it is expected that the student body be involved in the recruitment and selection exercise. Involvement does not mean being part of the decision-making process, but rather allowing the opportunity to meet candidates, for example by attending presentations or taking part in any group discussions, and provide feedback which may be considered in the decision making process.

The individuals involved will vary, and in most cases it would be expected that the course representatives be invited to participate. The types of role deemed student facing would be Lecturers, Senior Lecturers, and front facing student administration staff (depending on role).

The purpose of the interview is to obtain and assess information about a candidate which will enable a valid predication to be made of his / her future performance in the role. An interview can therefore be described as a conversation with a purpose. It is a conversation as candidates should be encouraged to talk freely about themselves, their experiences, and their careers. The conversation however has to be planned, directed, and controlled, to achieve the purposes of the interview. This is where the Chair of the panel has a key role to play, the specific responsibilities being to:

- Ensure that candidates are treated courteously throughout the interview.

- Introduce all panel members and prior to doing so ask all panel members to declare any conflicts of interest.
- Provide the candidate with an overview of what to expect, to include when they will be informed of the outcome.
- Agree the set of questions to be asked, ensure that they are related to the role, and that all questions are asked of all candidates.
- Identify who is to communicate the outcome to each candidate, and make the offer to the successful applicant.

Generally, the interview will be divided into five parts:

1 The welcome and introductory remarks

2 The major part concerned with obtaining information about the candidate to assess against the person specification.

3 The provision of information to the candidates i.e about the post, the College / School / Dept.

4 Answering questions from the candidate

5 Closing the interview with an indication of the next step and time-scales

The bulk of the time, at least 80%, should be allocated to obtaining information from the candidate. Questions should be prepared in advance and relates to the role and person specification. Questions will fall into the following categories.

Category	When would they be appropriate
Open ended questions	To get the candidate to talk, to draw them out and encourage a full response. It can be beneficial to open the interview with these type of questions so as to help the candidate to settle in. Open questions can be phrased as follows: - What do you know about…? - Could you give me examples of….? - How did you tackle…? - What were the most challenging aspects of….?
Probing questions	Are used to get further details so as to ensure all facts are obtained. They are asked when an initial answer may be to general or when it is suspected there is more information than the candidate has disclosed. Asking probing questions will ensure that general and uninformative answers do not pass by without probing further. Probing questions can include: - What was you precise role in the project? - What exactly was your contribution to the success? - Did you prepare the report in full or part? If in part, which part?

	- You have experience in….could you tell me more about what you did?
Closed questions	Aim to clarify a point of fact to produce a succinct factual statement without going into detail. For example, would they accept the post if offered.
Hypothetical questions	Used to put a situation to candidates to ask them how they would respond, for example, how to approach a typical problem, what would you do if….?
Behavioural event questions	Aim to get the candidates to respond as to how they would behave in situations that are key to the post being applied for. The assumption upon which such questions are based is that past behaviour in dealing with or reacting to events is a good predictor of future behaviour.. The following being examples: - Describe an occasion when you completed a project or task in the face of great difficulty? - Provide an example when you took the lead in a difficult situation?
Capability questions	Aim to establish what candidates know, the skills they possess and competencies. They can be open, probing, or closed, but focus specifically on the person specification. They can include: - What do you know about…? - What sort of, and how much experience have you had in…?

In reality an interview will be made up of a combination of the above type of questions. The interview will also be used as an opportunity to assess the Welsh language ability of each candidate. The table below provides further guidance, which is dependent upon the Welsh language category designated to the role:

Welsh language designation of role	Consideration at interview
Welsh essential / Welsh essential or commitment to learn	- At least one member of the interview panel must be bilingual in order to be able to assess the candidates' Welsh language ability. - If there is no one in the School / department who can assess the ability, a representative from Canolfan Bedwyr can do so. - The Pro Vice- Chancellor (Welsh Medium and Civic engagement) or his / her representative must participate in interviews for Academic posts and Administrative posts at Grade 9 or above.

	- For Welsh essential posts, the interview will be conducted in Welsh with simultaneous translation facilities provided for non-Welsh-speaking members of the panel. Candidates for Welsh essential posts can be asked to answer some questions in English. - An additional language test can also be set and guidance and examples can be sought from Canolfan Bedwyr.
Welsh desirable	- Ability in Welsh will be assessed only if two candidates at interview are deemed to be of equal standing. Ability in Welsh would then be assessed as a means of differentiating between the strongest candidates. Guidance can be sought from Canolfan Bedwyr / Human Resources on the assessment.

Should the panel feel that the Welsh language ability of the candidate does not meet the requirements of the role advice should be sought from HR /Canolfan Bedwyr before a decision is made.

Although all panel members will make notes of each candidate, the interview assessment sheet as contained in appendix eight must be completed by the Chair of the panel and returned to Human Resources.

The Data Protection Act 1998 (DPA) applies to most personnel records, whether held in paper, microform, or computerised format. Under the DPA data must not be kept any longer than is necessary for a particular purpose. Subject to certain exceptions employees have the right to access their records and the employer is under an obligation to ensure that the data is accurate.

In relation to application forms and interview notes for unsuccessful candidates, it is recommended that these are retained 6 months to a year. Due to the time limits in the various discrimination Acts, minimum retention periods for records relating to advertising of vacancies and job applications should be at least 6 months, and as the time limit can be extended, it is advised that the records are kept for 12 months. The records can either be kept by the chair of the panel or returned to HR. When employers really no longer need to keep certain data, destruction must take place securely and effectively, for example by shredding. Any enquiries made in relation to a candidates application are to be conducted by Human Resources, and not a member of either the short-listing or interview panel.

Successful job applicants documents should be transferred to HR for retention on the personnel file in any event.

16 Supplementary assessment tools

It is envisaged that an interview would take place for all posts. In addition to an interview however other forms of assessment can also take place. A selection of these are outlined in the table below, along with the type of posts that they would be suited to. It is important however than any supplementary assessment is relevant to the role and the candidate given prior notice, and the purpose of the assessment defined at the outset.

Type of Assessment	Type of post
Presentation to the interview panel	Suitable for most roles and an opportunity for a candidate to demonstrate knowledge of subject area or how they would address a specific scenario / question.
Presentation to a wider audience	Suitable for an Academic role such as Lecturer where presenting to groups is a key function of the role. Involving staff from the School / Department also ensures that those present 'own' the process and makes the experience both open and participative.
Typing test	Suited to a role such as clerical assistant / officer with high degree of data input, PC based tasks. The test should be agreed before-hand along with the level of performance required.
Other PC based test (use of Excel for example)	Suited for a role where data entry and attention to detail are key requirements, for example, Finance Officer or Research Administrator.

Examples of the above can be obtained by contacting Human Resources.

17   Making the offer of employment

As outlined in section 14, the Chair of the interview panel should decide who is to make the offer and when. Following the interviews and deliberations, all candidates should be ranked, and agreement reached by the panel whether the second or third ranked candidate should be offered the post should the preferred candidate decline the offer. A response from the preferred candidate should always be sought prior to notifying the other candidates who can be appointed.

The next step is to then make a verbal offer.   Before making the verbal offer you should check whether or not the successful candidate requires a visa to take up the employment offered. If a visa is required you should discuss the offer with a HR Officer before contacting the individual as you will need to ensure any offer made is compliant with UKVI rules at the time.

When making the verbal offer you should make reference to the starting salary offered and emphasise that the offer is subject to the receipt of satisfactory references (if not received) and any other contractual conditions i.e the need to improve and develop their Welsh language skills, completion of a DBS check, ability to obtain a visa (if appropriate). Details should then be passed to the departmental administrator so as to update the e-recruitment system. Appointments should normally be made at the bottom of the salary scale. Should you wish to make an offer higher up the scale you should discuss with a HR Officer before doing so, and, if approved, the reasoning for the increased offer should be recorded on the e-recruitment system. Via the system,

a written offer and contract of employment and starter pack will then be generated and issued by Human Resources.

18 References

Candidates are asked to provide three references, one of which being their current or most recent employer. The purpose of the reference is to obtain factual information about a candidate and opinions about his / her character and suitability for a role. References will be obtained by the HR department and forwarded to the interview panel when all references have been received. For support staff vacancies the reference template as contained in appendix nine will be used. For Academic roles referees are asked to write freely rather than populate a specific template as is the norm with academic appointments.

19 Relocating to Bangor

The 'New Staff' menu option on the HR web pages aims to help staff who are joining the University from outside the area. Contained on the site are many varied sources of information from pages helping staff to look for somewhere to live to pages outlining leisure activities available. (http://www.bangor.ac.uk/humanresources/relocation/relocation.php.en)

20 Medical Fitness

The following clause is included in all contracts of employment issues to staff members, and placed the onus upon the staff member to notify the University of any health condition that needs to be taken into consideration.

'Please inform your Manager or the Occupational Health Nurse Practitioner of any health condition that is present at pre-employment of during employment that may present a difficulty in you undertaking your role so that reasonable adjustments can be considered'.