



Recruitment and Selection Procedures

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1. Introduction

The continued success of the University depends on its ability to recruit and select high quality staff who demonstrate the relevant competencies (knowledge, skills, behaviours) required for a particular role, and to enable the university to achieve its strategic goals and objectives. It is essential therefore, that the recruitment and selection process is planned, organised and conducted in a way that supports an objective, transparent and merit based assessment of every candidate. The University's Equality Policy states that all applicants for employment / promotion are recruited and selected on the basis of their relevant merits and abilities. While the Employment Equality Act 1998 - 2015 prohibits discrimination in employment (including access to employment) on the following nine grounds: *Age, Gender, Civil Status, Family Status, Sexual Orientation, Disability, Race, Religion, Membership of the Traveller Community*. The following Recruitment & Selection Procedures and subsequent training ensures that the University meets these policy and legislative obligations. It also ensures that the University enables those behaviours which support our principles and values of *equality, inclusiveness, social justice, respect, dignity and care for the individual*.

The Maynooth University Recruitment & Selection Procedures outline a competency based recruitment and selection process which supports the objective assessment of a candidate's suitability. However, unconscious bias can influence decision making and the selection of candidates. *Unconscious bias* refers to a bias that we are unaware of and which happens outside of our control. Our Unconscious decision making is quicker than our conscious decision making, it happens automatically and is triggered by our brain making quick judgments and assessments of people and situations, influenced by our background, cultural environment and personal experiences. Unconscious bias leads to stereotyping, prejudice and discrimination, and causes us to place people into *in-groups* or *out-groups*, influencing candidate assessment and ultimately, the selection decision (ECU: 2013 *Unconscious bias in higher education*).

The following procedures are designed to support an objective, transparent and merit based recruitment and selection process. The emphasis is on implementing good practice to ensure that staff are recruited and selected on the basis of their relative merits and that selection decisions are made following a fair, consistent and equitable process which reflects employment equality legislation and the University's principles and values.

The importance of implementing effective recruitment and selection procedures cannot be over-emphasised. Experience shows that a successful appointment can produce results which impact favourably on the wider University community while a poor decision can have damaging effects far outside the department/section in which it is made.

The recruitment and selection of staff also provides an opportunity for the University to present itself in a favourable light. Treating job applicants in a professional, fair and equitable manner is more likely to leave them, whether they are successful or not, with a positive view of the University.

The Recruitment & Selection Procedures should be read in conjunction with the Statutes of the University which are available on the University website.

2. Relevant Legislation

2.1. The primary aim of these procedures is to promote good practice in relation to the recruitment and selection process. As part of this, it is important to understand that the procedures operate within a wider legislative context. The following section outlines the legislative details and all panel members should be familiar with the relevant legislation:

2.1.1. Employment Equality Act 1998 - 2015

2.1.2. Equal Status Act 2000 - 2015

2.1.3. Equality Act 2004

2.1.4. Disability Act 2015

2.2. The Equality Acts (above) prohibit discrimination against a person on nine protected grounds. These are: gender, civil and family status, age, disability, sexual orientation, religious belief (or lack thereof), race (this includes colour, nationality and ethnic origin) and membership of the Traveller community.

2.3. The Employment Equality Act 2015, cover all stages of the recruitment and selection process from the wording of the job advertisement, the job description, the selection criteria, shortlisting, conduct of the interview, questions and comments made at interview, through to the final selection decision.

2.4. Freedom of Information Act, 2014

2.4.1. This legislation establishes three new statutory rights.

- a right for persons to access information held by public bodies
- a right for individuals to have official information relating to themselves amended, where it is incomplete, incorrect or misleading
- a right for individuals to obtain reasons for decisions affecting them

2.4.2. This legislation is relevant to the recruitment and selection process in that under the Act, individuals have a legal right to access their own personal information held by the University and their own employment records.

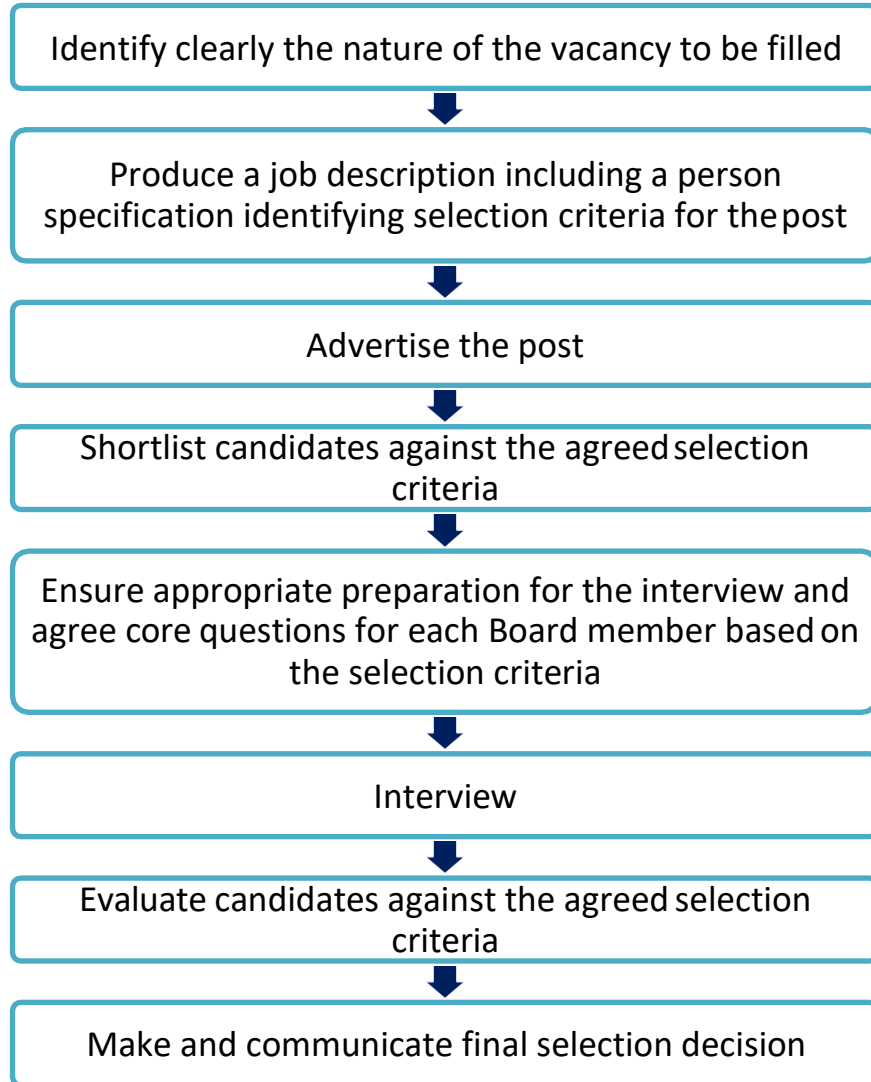
2.4.3. Those involved in the recruitment and selection process need to be mindful of the fact that any documentation or interview notes relating to selection decisions taken, are open to discovery under the Freedom of Information legislation.



All documents and any records created during the recruitment and selection process must be returned to the Human Resources Department once the process is complete

3. Overview of the Recruitment and Selection Procedures

The following provides a brief overview of the key elements of the recruitment and selection process.



4. Job Description

- 4.1. Planning and preparation are the keys to successful recruitment and selection. The first task is to identify clearly the job that needs to be done.
- 4.2. The job description sets out the overall context and purpose of the job, the key duties and responsibilities, the reporting structure and the operating environment within which the job is done.
- 4.3. The benefit of a job description is that it provides those involved in the recruitment and selection process with clarity and agreement on the purpose, content, duties and responsibilities of the job. It is also of benefit to job applicants as it provides them with a clear insight into what exactly the job involves. A well-written job description will also help to give job applicants a positive first impression of both the department/section and the University.
- 4.4. The extent to which it is necessary to describe the different duties associated with the job will vary depending on the nature and the responsibilities of the post. However, all jobs need some description of what is involved and clarifying this at the outset will help to save time later.

- 4.5. In recent years, job descriptions have tended to put more emphasis on the purpose of the job and on setting out the key accountabilities and outcomes associated with it rather than simply setting out a list of duties.
- 4.6. It is important that job descriptions are reviewed and kept up to date as elements of the job, its context, and structure will often develop or change between appointments.

5. Person Specification

- 5.1. The person specification is prepared after decisions about the responsibilities of the post have been made and the job description finalised. It defines the skills, knowledge, experience and personal attributes and other relevant factors which are required for effective job performance
- 5.2. The purpose of the person specification is to set out the agreed criteria to be used in the selection of candidates. Agreed criteria provide a consistent and objective set of standards for all applicants and a structured means of candidate assessment.
- 5.3. It is important to ensure that all criteria are clear, relevant to the job, justifiable and non-discriminatory in terms of the grounds set out under the Employment Equality Acts, 1998 - 2015 and The Equal Status Acts 2000 – 2015, incorporating the Equality Act 2004 (see section 2). For example the use of age limits or the requirement to have particular academic qualifications which are not justifiable may be contrary to the legislation.
- 5.4. There is no pre-determined set of criteria which should be included in the person specification but factors which are typically covered include:
 - Skills
 - Experience
 - Qualifications
 - Other relevant factors
- 5.5. The selection criteria can be divided into those that are **Essential** and those that are **Desirable**. The essential criteria are the minimum requirements deemed necessary for satisfactory job performance. Desirable criteria are those factors that would be beneficial to optimising job performance. All applicants must meet each of the essential selection criteria in order to be shortlisted. The desirable criteria are those that will be used to further reduce the numbers to be called for interview.
- 5.6. Care should be taken to ensure that the criteria included in the person specification are clearly defined and capable of being assessed and evaluated by the assessment Board at both the shortlisting and interview stages.
- 5.7. The person specification will be used throughout the process when drafting the advertisement, shortlisting, structuring the interview, preparing interview questions and evaluating the candidates.

6. Advertising the post

- 6.1. Effective advertising will help to ensure that the widest pool of suitable applicants is made aware of the vacancy to be filled. All vacancies are normally advertised both internally and externally.
- 6.2. Job advertisements will usually be placed by the Human Resources Office. This is to ensure that they are consistent with the University's visual identity and organisational style and that the content is accurate and does not contravene the provisions of the Employment Equality Acts.
- 6.3. The department seeking to fill the post will produce a draft advertisement which will be sent to the Human Resources Office for approval. The job description and person specification can be used as the basis for the draft.
- 6.4. The following information is typically included in the job advertisement:
 - Job title
 - Location

- Length of contract
 - Salary
 - Key duties/ responsibilities of the role
 - Key selection criteria
 - Closing date for application
- 6.5. While the Human Resources Office will generally decide where the post will be advertised and the closing date for receipt of applications, the department filling the post will have appropriate input into these arrangements and can make suggestions.

7. Further Particulars in the Job Description

- 7.1. The provision of further particulars in relation to the post on offer can help to influence the quality of the applications received. Details may include information on the University, the faculty / department, site location, objectives, plans and priorities for the section, facilities, terms and conditions of the job. This information will assist potential applicants to decide whether or not to proceed with their application.
- 7.2. The further particulars may also include guidelines for job applicants. These may include information on the selection criteria for the post and advice to applicants to demonstrate how their skills, experience and qualifications relate to the criteria. This will assist those with responsibility for shortlisting to determine whether or not the selection criteria have been met.

8. Confidentiality

- 8.1. It is important that all those involved in the selection process treat applications in strict confidence.
- 8.2. Applications must be stored securely at all times. In compliance with Data Protection Law) candidates applications must not be disclosed or circulated to other staff or any third party. (See Maynooth University's Data Protection Policy url link)
- 8.3. There may be a situation when an applicant is known to someone on the panel in a professional standing (and does not constitute a conflict of interest). In these circumstances it is critical that members of the panel do not discuss the selection process with the applicant.
- 8.4. Members of the panel should also avoid informal solicitation of information about particular applicants (ie, contacting a colleague who works with the applicant for an informal 'reference'). This practice can undermine a fair and transparent recruitment process.

9. The Role and Responsibility of the Chair

- 9.1. The Chair has overall responsibility for ensuring the integrity of the selection process. The duties of the Chair begin in advance of the interview itself and therefore, in general terms, the person taking on the role needs to be available to take part in all stages of the process. If this is not possible for the shortlisting stage, it is the duty of the Chair to make sure that the process is carried out in accordance with the appropriate procedures.
- 9.2. It is preferable that the Chair meets with the other Selection Board members before the day assigned for interviews. This meeting provides an opportunity for the Chair to agree with individual Board members their respective roles, the interview questions each will cover and the procedures for candidate evaluation.
- 9.3. If some members of the Selection Board are unfamiliar with interviewing methods and techniques, it may help if the actual wording of the questions to be put is agreed on in advance. An Interview Planning Sheet, such as is attached as Appendix 4, may be useful for this purpose.
- 9.4. The responsibility of the Chair at the interview itself is to introduce the Selection Board members to the candidate, to outline to the candidate the way the interview will be conducted and the areas that will be covered by individual Board members, to ensure that Board members fully explore the selection criteria with each candidate, to complete the interview at the appropriate time, and to oversee the evaluation

process.

- 9.5. It is essential that the Chair ensures that candidates are marked by each Board member on the basis of objective criteria agreed before the process commences.
- 9.6. It is essential that the Chair ensures that all notes made by members of the Board at interview are retained and provided to the Human Resources Office. The Chair should also provide to the Human Resources Office a note of the areas covered by individual Board members.
- 9.7. At the end of the interviews, the Chair ensures that all members have signed the record of the decision arrived at and that the appropriate documentation is passed on to the Human Resources Office.
- 9.8. It is the Chair's responsibility to ensure that all the candidates, whether successful or not, are informed of the outcome. This task will be performed by the Human Resources Office.

10. The Selection Board

- 10.1. The composition of the Selection Board will vary according to the level and type of post being filled. Consideration should be given to ensuring that:
 - The Selection Board includes members with the relevant subject / technical expertise to assess candidates
 - There is gender balance within the panel.
 - The Chair and all other members of the Selection Board have received appropriate training in the recruitment and selection process
 - Members of the Selection Board take collective responsibility for the decisions arrived at and for ensuring that their performance on the Board conforms to the agreed procedures
- 10.2. It is important that Selection Board members, including external members where possible, meet at a pre-interview stage to agree on how they will conduct the interview, the areas and sequencing of the interview questions and the candidate evaluation procedures (cf. 8.2 above)
- 10.3. In any situation where a Search Committee and a Selection Board are appointed, membership of these Committees shall normally be mutually exclusive.
- 10.4. Recruitment Skills training is mandatory for anyone who is part of a recruitment and selection panel in the University. This course must be completed every 3 years. Details of the course, and how to book a place, are available on the Learning & Development section of the Employee Self Service (ESS) portal. By completing the Recruitment Skills training course, you accept that the University will record that you have completed this training course and you may be requested to support recruitment and selection panels in other areas of the University.

11. Shortlisting

- 11.1. The responsibility of the Selection Board is to select for interview only those applicants who meet the selection criteria. This must be done in a manner that is valid, fair and consistent and must also be done in accordance with the Statutes of the University, which provide as regards the delegation of certain work of the Selection Board:

"A Selection Board may arrange, in such manner as the Chairperson thereof may determine, for the review of applications received for a Relevant Post and/or the selection from among those applications of a shortlist of candidates to be interviewed to be carried out by some number of its members, provided that in the case of any Selection Board which includes external members at least one of such number shall be an external member. Any member of a Selection Board may participate in such review and selection if he or she informs the Chairperson of his or her wish to do so".
- 11.2. The applications are forwarded to the Board as soon as possible after the closing date for receipt of applications. The shortlisting process then involves reviewing each application and eliminating, in the first instance, those candidates who fail to meet the **essential** criteria.
- 11.3. If it is considered necessary to reduce the number of applicants further, the Board may then apply the

desirable criteria to agree the final shortlist.

- 11.4. It is important to remember that no new criteria should be introduced at the shortlisting stage. Subjective or personalised comments about individual applicants should not be made and the focus will be on whether or not the applicants meet the agreed criteria. It is, therefore, important to ensure that sufficient time and thought is put into identifying appropriate selection criteria when the person specification is being produced.
- 11.5. It is good practice to ensure that more than one person carries out the shortlisting. Those involved in the process may decide either to carry out the shortlisting at a joint meeting or alternatively to draw up their own lists of candidates on an individual basis and then engage in a meeting to agree the final shortlist.
- 11.6. It is recommended that the Board keeps a record of the reasons why some candidates are shortlisted and others are not. This record identifies the selection criteria which have been met by the successful candidates and those that the deselected candidates failed to meet. It is important to avoid including in the record any subjective or personalised comments about individual applicants.
- 11.7. In the communication inviting shortlisted candidates to attend for interview, candidates are invited to highlight any special needs they may have in relation to their attendance at interview. This will assist in making practical arrangements or reasonable adjustments in advance for candidates with special needs in relation to the interview location, room layout or other aspects of the interview.

12. References

- 12.1. References can sometimes provide useful additional information that can be used as part of the assessment process. However their main benefit is that they can confirm factual information on issues such as dates of employment, attendance record and whether the candidate has the experience claimed.
- 12.2. The quality of references can be enhanced by providing referees with the job description and person specification for the post and by seeking specific information which is related to the selection criteria.
- 12.3. Subject to the Freedom of Information Act, 2014, and the Data Protection Act, 1988, as amended by the Data Protection (Amendment) Act, 2003, references are normally confidential to the members of the Selection Board and should not be passed on to third parties, including the candidate (unless a FOI request is under due process).
- 12.4. For academic appointments, references are usually taken up prior to interview and are made available to the members of the assessment Board. In the case of other appointments, references are usually taken up at the post-interview stage.

13. Conflict of Interest

- 13.1. It is essential that the recruitment and selection process is fair and is also seen to be fair. In situations where a member of the Selection Board has a potential conflict of interest because of a personal or other relationship with a candidate or candidates, this conflict must be made known to the Chair and to the other Board members before the shortlisting or interview stage. In particular circumstances, the Board may decide that the involvement of the individual might detract from the fair and balanced application of the relevant procedures

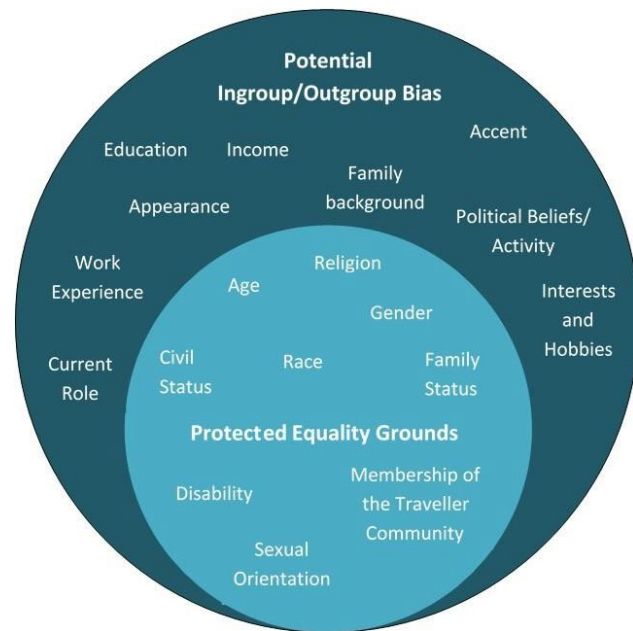
14. Unconscious Bias in Recruitment and Selection

14.1. Competency based recruitment ensures that the right person is successful based on the needs and requirements of the role. However panel members should be aware of their position in making judgements and selections of people and the impact of their decisions. Selection should be based purely on the information provided throughout the recruitment process and personal, subjective opinions should not play any role.

14.2. While the University Recruitment and Selection Guidelines set out a fair transparent process for every position, members of selection panels each need to be cognisant of their own biases and prejudices.

14.3. Bias is demonstrated through quick or 'snap' judgements we make on other people. In recruitment, these judgements need to be scrutinised and challenged.

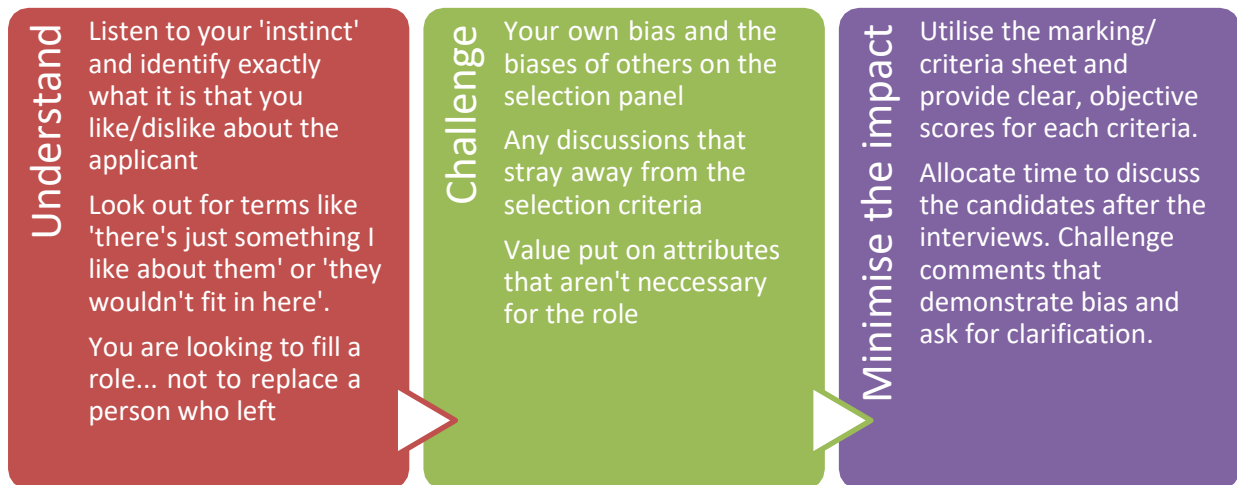
14.4. Where legal discrimination is limited on the nine protected equality grounds, people can demonstrate their bias against another person as a result of any characteristic, including the protected equality grounds.



Three key categories of bias that potentially impacts recruitment and selection processes include ingroup/outgroup bias, confirmation bias and fundamental attribution errors bias.

<h3>Ingroup/ Outgroup bias</h3>	<ul style="list-style-type: none"> • Unnecessarily prioritising information that is not relevant to the job or the organisation • Example: Candidate A is a member of my GAA club - they must be a good team player and it's good to support the local community.
<h3>Confirmation Bias</h3>	<ul style="list-style-type: none"> • Looking for information or making assumptions about information that reinforce your beliefs • Example: Candidate A completed undergraduate study outside of Ireland and gave examples of their experience in their home country. This confirms that they would not be able to understand Irish culture.
<h3>Fundamental Attribution Errors</h3>	<ul style="list-style-type: none"> • Attributing failures or lack of success on internal factors like disposition or personality, rather than allowing for external factors like the environment and circumstances • Example: Despite explaining that the intructed car park was full and that they got lost on campus, this candidate was late for the interview, therefore would be an unorganised and unreliable employee.

How to manage bias in the recruitment and selection process



15. Preparation for Interview

15.1. Careful preparation and organisation are needed to ensure that all aspects of the interview process are effective. Practical arrangements should be made in the following areas:

Reception of candidates

- Has clear information on the venue been provided both to the candidates and to external Board members?
- Is there an appropriate waiting area?
- Have arrangements been made to receive the candidates and direct them to the interview venue?

Scheduling of interviews

- Has sufficient time been allocated for conducting presentations / interviews?
- Has appropriate time been scheduled for Board members to prepare themselves for each interview?

The interview environment

- Is the interview room accessible?
- Is there appropriate light, heat and ventilation in the room?
- Have steps been taken to prevent interruptions and noise?
- Is there an appropriate layout of the table and chairs?
- Is water available for the Board and for candidates?
- Are name plates available to identify members of the Selection Board?

15.2. The Selection Board will also need to be well prepared for the interviews.

15.2.1. Areas for consideration include:

- Ensuring that all Board members have reviewed the relevant documentation, including applications, job description and person specification
- Agreeing the format and structure of the interview
- Clarifying each individual's role on the Board
- Agreeing on the areas and scheduling of interview questions
- Agreeing on the evaluation procedures

16. Conducting Interviews

16.1. To be effective, the selection interview needs to be well structured and conducted. All members of the Selection Board will need to take joint responsibility for:

- **ensuring** that the interview concentrates on gathering **information** that relates to the selection criteria already identified in the person specification.
- **ensuring** that the **control** of the interview remains with the Board and that it is not diverted from its task by a particular candidate.
- **participating** actively in all stages of the interview.
- **ensuring** that candidates have **sufficient time** to talk through their applications and to ask and answer questions. The appropriate use of silence can sometimes be helpful to candidates in collecting their thoughts and formulating their responses to the questions.
- **inviting** candidates to provide any **additional information** relevant to the selection criteria which they consider has not been covered.
- **taking notes** to assist the Board with the evaluation of candidates.
- **conducting** the interview in a fair and professional manner.

16.2. It is important to remember that the interview is a two-way process in which the University is deciding on the candidates and they in turn are deciding on the University as an employer.

16.3. The interview stage is primarily for information gathering; Snap judgments about candidates should be avoided at this stage. The evaluation of candidates is carried out at the post-interview stage.

17. Interview Questions

17.1. The choice of interview questions and the manner in which they are asked determine the quality of the information elicited from candidates.

17.2. In advance of the interview itself, it is important that the Selection Board agrees the competency areas to be assessed and the sequencing of the questions. This will ensure that all the relevant selection criteria (knowledge, skills, behaviours) are covered and that the questions are presented in a logical sequence that avoids confusion for both the Board and the candidates.

17.3. To ensure fairness and consistency, the same areas of competence should be explored with all candidates. This will provide the basis for an objective assessment of each candidate against the knowledge, skills and behaviours identified in the Job Description as required for the role.

17.4. Where necessary, the Board may ask additional probing questions to ensure that specific areas of a candidate's application are explored in full.

17.5. Questions should be phrased in a manner best suited to obtaining the information sought.

- **Open** questions are used to introduce a topic or to initiate a general discussion on an issue.
- **Probing questions** can be used to explore a specific subject more closely.
- **Closed** questions generally elicit 'yes' or 'no' answers but can be useful to confirm particular details.
- **Leading** questions will only prompt a desired or expected answer.
- **Multiple** questions inviting answers to a number of separate points should be avoided as they can confuse the candidate.

17.6. As far as possible it is important to avoid confusing the candidate by the use of jargon or specialised terminology which is not relevant to the job

17.7. Questions that could be construed as indicating an intention to discriminate on any of the grounds identified in the Equality Acts should not be asked in any situation. (See section 3 on legislation)

18. Types of questions

Behavioural Questions

Questions designed to measure how a candidate demonstrated a particular skill, knowledge or behaviour in the past.

Use when: assessing the competencies, experience and skills of the candidate you are interviewing.

Situational Questions

Hypothetical questions to identify how a candidate would behave in a particular situation.

Use when: the candidate may not have experienced this exact situation and can provide a hypothetical answer on how best to manage it.

Open Questions

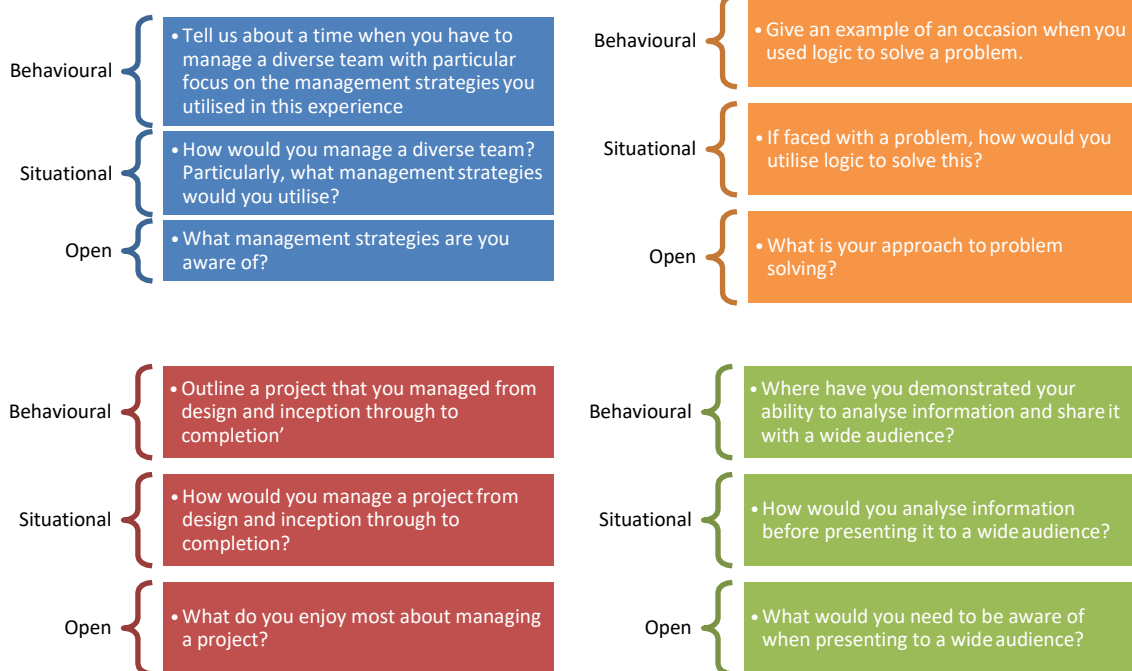
Encourages the candidate to demonstrate competencies.

Use when: trying to further the dialogue between the interviewers and the interviewee

Probing Questions

Seeks clarity and find additional information.

Use when: the interviewee is not providing enough information or the information is not clear enough.



Do not use

Closed Questions

Only elicit yes/no answers.

Example: Have you managed projects in the past?

Multiple Questions

Confuse the candidate.

Example: Have you managed projects in the past? What did you enjoy about managing the budget of this project and did you experience and conflict in the project team?

Leading Questions

Lead the candidate to a preconceived opinion or to a 'correct' answer.

Example: I see you have strong experience in managing projects, perhaps you might tell us about your leadership experience in the project team.

	Question	Type
1	I expect you enjoyed that experience?	Leading
2	Can you work under pressure?	Closed
3	What would you do if you were faced with this problem?	Hypothetical
4	Why should we consider you favourably as a candidate rather than anyone else?	Open
5	Everyone has some weaknesses, what would you say yours are?	Open
6	Where do you see yourself in five years time?	Open
7	What do you prefer, working by yourself or in a team?	Multiple
8	I expect everyone found that difficult, how did you find it?	Probing
9	If they had not agreed to do as you said, what would you have done?	Probing
10	How did you go about planning that project - what did it entail and what did you hope to achieve?	Multiple
11	We are very hot on teamwork here; what do you think of teamwork?	Leading
12	Why did you leave that job? Were you unhappy with the work, or was it the pay, or the prospects, or didn't you get along with your boss?	Multiple
13	How would you deal with a complaint from a customer?	Open
14	The last person in this role put no systems in place so nothing worked well and it was confusing as to where things were in the process. How would you manage that?	Hypothetical
15	What is the best way to handle an employee who isn't performing to the required standard?	Open

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19. Presentations

- 19.1. Presentations are often used to supplement the interview, especially for academic appointments or for posts where the presentation of information is an important element of the work.
- 19.2. If presentations are being used, it is essential to provide shortlisted candidates with advance notice of what is expected from them in terms of content, the equipment available to them and the expected length of the presentation.
- 19.3. The Board should be clear about the purpose of the presentation and about what exactly is being evaluated. It is essential to agree in advance on whether it is the subject knowledge that is under consideration or the presentation style of the candidate, or both of these factors.
- 19.4. The Board will also need to agree on what weighting will be attached to the presentation in relation to the overall evaluation of candidates.
- 19.5. Where presentations are used, these should be incorporated in the interview process and all Board members should be in attendance for the presentations. Any deviation from this practice would require to be agreed in advance with the Chair and the President or his nominee.

20. Candidate Evaluation

- 20.1. There are a number of different approaches to the process of candidate evaluation. Whatever approach is used, the underlying principle is that the Board be objective, systematic and fair.
- 20.2. The Board must use an agreed marking system with candidates being marked by each individual assessment Board member on the basis of objective criteria agreed before the process commences.
- 20.3. The benefit of an agreed marking system is that it provides a systematic approach to evaluating the candidates against agreed criteria. It also gives all Board members the opportunity to contribute to the evaluation process. (See appendix 5 & 7 for sample marking / evaluation sheets)

- 20.4. A criticism sometimes levelled at marking systems is that selecting people for employment is a more complex process than simply 'totting up' marks and choosing the person with the most marks. However, the marking system can be used as the basis for an open discussion at which the pros and cons of each candidate are considered in a more discursive way, against the agreed criteria.
- 20.5. In discussing the merits of the candidates, the Chair should invite each Board member in turn to outline his or her evaluation of each individual candidate. This evaluation is based on weighing the merits of each in relation to the selection criteria.
- 20.6. It is advisable that the Chair waits until the other members have given their views before putting forward a personal opinion. This avoids the possibility of unfairly influencing members of the Board who may be less experienced.
- 20.7. When Board members have made a final decision on the person/persons to be recommended for appointment, each member of the Board will sign a report in writing recommending in order of merit in the opinion of the Board, a list of one or more candidates for the post. Where the Board is of the opinion that an offer of appointment should not be made to any candidate, the Board shall state that opinion.
- 20.8. If there is disagreement about the final decision, resulting in an equality of votes, the Chair will normally have a casting vote.
- 20.9. The report, together with all interview notes, will be sent to the Human Resources Office as soon as possible.

21. Medicals

- 21.1. The primary purpose of the pre-employment medical is to assess the individual's ability to carry out the duties associated with a particular post.
- 21.2. The doctor with responsibility for carrying out the medical should be made aware of any special factors or issues relating to the job which might impact on the individual's ability to perform it.
- 21.3. Given the broad definition of disability under the Equality Acts, an organisation cannot withdraw a job offer if, following a medical, it becomes clear that the prospective employee has a disability, e.g. diabetes, epilepsy, heart disease, unless the doctor certifies that he/she could not do the job, or because of the health and safety risks to the applicant or others in a particular employment situation.

22. Verification of Qualifications

- 22.1. The University reserves the right to obtain and verify the candidate's academic qualifications before confirming an offer of employment. Some institutions require candidates to submit original certificates of degrees or other qualifications at the interview stage, or before the offer of employment.

23. Offer of appointment

- 23.1. Once the Selection Board has made its recommendation to appoint one or more candidates, the agreed procedures for making an appointment will be followed. It is the responsibility of the Human Resources Office to contact the successful candidate and make a written offer.

24. Feedback

- 24.1. The area of providing feedback needs to be handled with sensitivity. Care needs to be taken to ensure that the desire to be helpful to unsuccessful candidates does not prejudice the position of the University.
- 24.2. The responsibility for providing feedback to unsuccessful candidates may be assigned by the President to the Human Resources Office, or to the Chair or other designated member of the Selection Board. Any other Board member approached for feedback should refer the applicant to the appropriate person.

24.3. Feedback should be constructive and focus on the candidate's performance in relation to the selection criteria.

24.4. It is not appropriate to discuss with the person seeking the feedback the relative skills and abilities of other candidates, or to comment on their interview performance.

25. Additional Information

25.1. Additional information on recruitment and selection is available from the University's Human Resources Office. (T: 01 708 3866; email humanresources@mu.ie)

25.2. Information on the Freedom of Information Act is available from the University's Freedom of Information Office. (T: 01 708 6184; email ann.mckeeon@mu.ie)

26. Case Law – Examples

The following reports of cases of alleged discrimination help to illustrate the need for a careful and professional approach to all stages of the recruitment and selection process.

Case 1

The Office of the Director of Equality Investigation found that an airline company discriminated on grounds of age in relation to the wording of a job advertisement for the post of Director of Regulatory Affairs. The advertisement stated: "*We need a young and dynamic professional*" and that "*the ideal candidate will be young and dynamic*". The organisation was ordered to pay £8,000 in 2001 (maximum fine of £10,000)

Case 2

In 1999, an Equality Officer recommended that £5,000 be paid to a claimant for the distress caused as a result of gender discrimination. She found that on the balance of probabilities the claimant was discriminated against in the selection process for a promotion.

The Equality Officer noted that there was no job specification for the post, no assessment criteria or marking system, and that notes of the interview were not made. In addition the interview Board was all male and there was a general lack of transparency in the selection process. She commented that it was unclear how it could be objectively stated that one candidate's performance was better than the other candidate's performance.

Case 3 (2012)

A deaf job applicant applied for a temporary administration position and was invited to attend an interview. He responded by saying he would require an Irish sign language interpreter for the interview but that he would arrange this himself. He was unable to schedule one for the date of the interview given by the association but was able to obtain one for a later date. The applicant contended that the association failed to reasonably accommodate him by refusing his request to have the interview rearranged for another date. The Tribunal awarded €10,000 in compensation for the distress caused by the discrimination to the applicant (maximum payment of €13,000)

Appendix 1 – Job Description Template

**[Department of
Job Title]**

The Role

Maynooth University is committed to a strategy in which the primary University goals of excellent research and scholarship and outstanding education are interlinked and equally valued.

We are seeking...

Principal Duties

Administrative and other duties:

This will include:

The ideal candidate will have:

Faculty and Research Institutes

The Faculty of XXX comprises the Departments of A, B, C. The role of the Faculty is to co-ordinate the academic activities of individual departments, to oversee the strategic development of departments, and to support interdepartmental activities and programmes. The University has also developed a number of interdisciplinary Institutes to support excellent research and to build research capacity across disciplines.

Department

The Department of [XXX] has [YY] staff and offers undergraduate and postgraduate degrees, based on its research strengths in [XX] and [YY] in a vibrant learning environment.

The University

Maynooth University is one of the four constituent universities of the National University of Ireland and in 2017 was placed in the global top 50 universities under 50 years old in the Times Higher Education World University Rankings. Formally established as an autonomous university in 1997, but tracing its origins to the foundation of the Royal College of St. Patrick in 1795, Maynooth University draws on a heritage of over 200 years' commitment to education and scholarship. It is located in the University town of Maynooth, 25km from the centre of Dublin, Ireland's capital city.

The University is a modern institution - dynamic, research-led, engaged, and grounded in the traditions of liberal education. With more than 11,000 students, Maynooth is Ireland's fastest-growing university, yet we retain a collegial campus culture that is central to our ability to bring significant interdisciplinary expertise to bear in tackling some of the most fundamental challenges facing society today

Maynooth University is embarking upon a new and exciting phase with the development of the *University Strategic Plan 2018-22*, with a vision to consolidate the international reputation of Maynooth University "as a university known

for outstanding teaching, excellent research, a global outlook, effective engagement with the society we serve, and our distinctive approach to the challenges facing modern higher education.”

The plan builds on the successes of the *University Strategic Plan 2012-17*, which set seven strategic goals for the university:

- to offer students an outstanding university education, the best available in Ireland, an education which challenges and supports all students to achieve their full potential, and prepares students for life, work and citizenship, and for complexity, diversity and change;
- to be recognised as playing a leading international role and being the clear national leader in a number of thematic areas of research that address the major societal challenges of the 21st century;
- to achieve a step change in our international activities, doubling the number of international students on campus and doubling the number of domestic students spending time abroad, in order to create a truly intercultural and multilingual institution;
- to strengthen our engagement with all stakeholders through sustained partnerships with enterprises, communities, civil society and public bodies, to build support for the mission of the university, to serve the needs of society, and to open new opportunities for research and learning;
- to maximise our unique and distinctive contribution to the national system of higher education through a set of purposeful and sustained strategic partnerships at regional and national level, and to extend our international reach through a network of global partnerships;
- to be an excellent place to work, known for a collegial ethos which empowers all staff to contribute fully to the development of the university;
- to enable the achievement of ambitious strategic objectives in challenging circumstances through careful planning, excellent services and infrastructure, and sound governance and management.

The university has distinctive institutional strengths in six thematic priority areas:

- Human Cultures, Experience & Creativity;
- Humanities in Practice: Sources, Resources & Discourses;
- Human Health;
- Mathematics, Communications and Computation;
- People, Place and Environment;
- Social and Economic Transformations.

Selection and Appointment

- Only shortlisted candidates will be invited to attend for interview;
- **Candidates invited for interview will be required to make a brief presentation;**
- Appointments will be approved by the President based on the report of the selection board;
- It is anticipated that interviews will be held during the week of the **[DATE]**;
- The appointment is expected to be effective from **[DATE]**.

Terms and Conditions

XX

Salary

XXXXX (XXX): €XX, XXX – €XX,XXX p.a. (X points)
XXXXX (XXX)*: €XX, XXX – €XX,XXX p.a. (X points)

Appointment will be made in accordance with the Department of Finance pay guidelines.

*New entrants to the public sector will be appointed on the first point of the XXXXXXXX.

Application Procedure

Please ensure that you USE THE FOLLOWING REFERENCE '**[HR to Complete]**' in the subject line of your application email. This will clarify which role you are applying for.

Please note applications should be made by sending the following information as **ONE single attachment** (either in PDF or word format) incorporating all of the below required information:

A Curriculum Vitae, including all qualifications and experience, and a covering letter addressing your interest and suitability for the role;

The names, email addresses, correspondence addresses and telephone numbers of three referees whom the University may contact.

Once attachment is compiled please send your single document application to recruitment@mu.ie

The completed application documents should be forwarded by email to arrive no later than **midnight, Sunday [insert date]**. Late applications will not be accepted.

Maynooth University is an equal opportunities employer

The position is subject to the Statutes of the University

Appendix 2 - Shortlist Record

This record will be completed and returned to HR to arrange interviews.



Shortlisting Report Job Title

- Please refer to the Recruitment and Selection Procedures prior to conducting the short listing exercise.
- Please attach a list of all candidates in 'rank order' showing each applicant's score against each of the criteria used to short list.
- If the Externs cannot participate in the short listing exercise they will be sent details by the Chair of all the applicants, the short listing criteria and asked to ratify the internal short listing exercise. The Externs can add to the shortlist but cannot remove anyone from it.
- Following the Extern ratification please return the completed form to the Human Resources Office (Recruitment Team).
- The President will approve the short listed candidates for interview.
- All internal board members are encouraged to complete the University's Equality & Diversity Awareness training currently provided as part of the Recruitment and Selection training which can be accessed through the Human Resources webpage:

Position:	[Job Title]
Date of Meeting:	[Date]

Selection Board Members [Please note internal and external members]

1.	(Chair)
2.	
3.	
4.	
5.	

Applications

XX applications received – XX internal, XX external, XX female applicants, XX male applicants

Short Listing Criteria

1.	
2.	

3.	
4.	
5.	

Some example criteria: Relevant Qualification; Experience; Application Form/Covering Letter; Publications; Research Record

The following applicants were short listed for interview by the Selection Board:

1.	
2.	
3.	
4.	
5.	

Signed: _____

Date: _____

Approved: _____
(President, Maynooth University)

Date: _____

Appendix 3 - Presentations – Observation Sheet

This sheet is not to be seen as a mathematical formula for assessing performance but an aide memoir for those involved in observing presentations:

Name..... Post.....

Date..... Title.....

	Very Poor 1	Poor 2	Fair 3	Good 4	Excellent 5
Presentation					
Eye Contact					
Style (use of notes etc)					
Classroom presence					
Voice					
Clarity / Expression					
Tone / Volume					
Speed					
Content / Material					
Structure					
Content					
Amount of Material					
Level of Appropriateness					
Use of Visual Aids					
Other Support Material					
Handling / Response to Questions					

Appendix 4 - Sample Interview Planning Sheet

Please use this sheet to help you plan your interview questions.

SELECTION CRITERIA (from the Job Description – identify specific competencies being measured – Skills, Knowledge, Behaviours)	INTERVIEW QUESTIONS (to measure the specific competencies Skills, Knowledge, Behaviours)
Competency (Skill) Planning and Organising	<p>Situation Can you give an example of a specific project you were responsible for delivering / managing and how you approached it.</p> <p>Task What (tasks) were you specifically responsible for?</p> <p>Action What actions did you take to deliver this?</p> <p>Result What was the outcome?</p> <p>Reflect What did you learn?</p>
Competency (Knowledge) Quantitative Data Management	<p>Situation Can you give an example of how you have used statistical software to analyse your data.</p> <p>Task What statistical tests did you conduct?</p> <p>Action Why did you select that particular group of tests?</p> <p>Result How did this work out?</p> <p>Reflect Would you have done anything differently?</p>
Competency (Behaviour) Initiative (the enthusiasm, initiative and resilience necessary to deliver results on a consistent basis).	<p>Situation Can you describe an incident / situation where you faced difficulty achieving a task and how you overcame the obstacle?</p> <p>Task What was the specific problem?</p> <p>Action What was the most important thing you did to overcome the obstacle?</p> <p>Result How did it work out in the end?</p> <p>Reflect Why do you think this was the result?</p>

Appendix 5 – Sample Candidate Interview Evaluation Sheet

Interviews for the posts of XXXXXX

Name of Applicant	A proven ability to manage administrative procedures efficiently, effectively and with attention to detail (20)	Postgraduate qualification and/or equivalent professional experience (20)	Experience in the implementation of large-scale projects, managing competing priorities and meeting deadlines. (20)	Well-developed interpersonal and communication skills (20)	Strong problem-solving skills and the ability to use one's own initiative (20)	Category score out of 25 (Sum of the categories)	Ranking (Listing those appointable)	Total Score (100)

Above scores marked out of 5 in each category; minimum score of 70 to be acquired in order to be deemed appointable

Rating Scale: 1 - Inadequate, 2 - Marginal, 3 – Acceptable, 4 – Good, 5 – Excellent, N/A – Not Assessed

Appendix 6 - Sample Timescale for Recruitment and Selection Process

Week 1	Post becomes vacant. Decide on whether to fill vacancy or make other arrangements. Draft job description, and person specification. Send to Human Resources Office for approval.
Week 2	Review advertisement, job description, and person specification. Liaise with Human Resources Office as to where advertisement will be placed and in relation to an appropriate closing date.
Week 4	Agree with Human Resources Office on individual to be responsible for answering mail, e-mail and telephone queries from prospective applicants. Selection of members of the Selection Board.
Week 5 – 8	Closing date for applications. Human Resources Office send applications to Chair of Selection Board. Confirmation of appointment and dates of meetings for shortlisting and interviewing agreed. Arrangements made for shortlisting and interviews.
Week 8–12	Shortlisting completed and all files returned to Human Resources Office. Letter sent out inviting candidates for interview.
Week 13–16	Candidates interviewed. Evaluation and decision on appointment.
Week 16–18	Second interviews if necessary. All candidates advised on results. Successful candidate offered post.