



HR Services

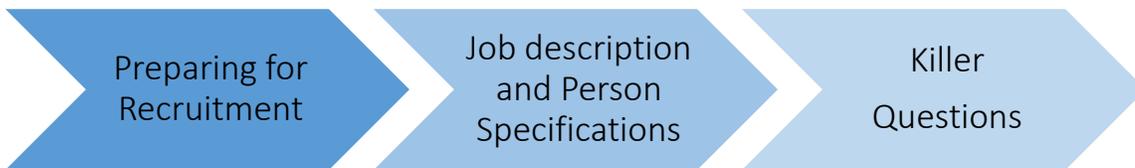
Recruitment and Selection Policy

Part of the UEL Employee Handbook

We recognise that we rely on the skills, competencies and contribution of all our staff to deliver high quality teaching, scholarship, and research and support services. The overall aim of this policy, therefore, is to recruit high quality staff in order to meet the needs of our corporate and HR strategies, and our school and service plans. This policy covers all stages of the recruitment and selection process and it is applicable to all staff recruitment excluding HPLs.

The recruitment process roadmap

Preparing for recruitment



Advertising



Interview and selection



Name	Version	Date	Equality Analyses Completed	Responsible Officer	Last Review	Next Review	Approved By	Date of Approval
Recruitment and Selection Policy		05/04/2018		Employee Relations Manager	10/04/2019		Employee Committee	01/09/2016

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Purpose and Scope

1. The purpose of this policy is to provide a procedural framework for recruitment and selection which:
 - ensures that through consistent procedures and fair criteria, the best person is appointed to meet the requirements of every vacancy based on merit and that all staff recruitment supports the university's core business and strategy,
 - promotes the university's values and ethos,
 - ensures equality of opportunity for all applicants and that all candidates are treated with respect and courtesy, aiming to create a positive candidate experience irrespective of the outcome,
 - ensures that the recruitment and selection of staff is conducted in a professional, timely and responsive manner and is fully compliant with relevant employment legislation.

Core principles

2. We are committed to tackling unfair and unlawful discrimination and we will actively promote and celebrate equality and diversity. Our aim is that our staff should reflect the diverse profiles of our students and the surrounding communities. If necessary, positive action employment measures will be considered to ensure we meet our aims of employing women and men from a wide range of ethnic and cultural backgrounds, and those with disabilities.
3. We are committed also to ensuring that we make the best possible use of the considerable talent that exists within our workforce and for creating a future pipeline of talent that is ready to compete for roles within the university.
4. To deliver on these commitments, our recruiting processes should, wherever possible:
 - identify the most suitably qualified individual to fill our roles;
 - provide the widest appropriate pool from which to draw diverse and high-quality talent;
 - acknowledge that for some roles, UEL may have a suitable pool of high-quality staff and therefore a role only needs to be advertised to current staff members i.e. an internal only advert is needed;
 - ensure that where an appropriate pool is not identified within UEL, that the role is advertised both internally and externally at the same time;
 - ensure candidates are normally selected for permanent roles on the basis of open competition, whether internal or external (open competition will ordinarily be defined as a field of at least three credible candidates);
 - where appropriate, we will consider applications from within the student cohort at UEL.
5. All of our staff are required to adhere to this Policy. The Policy applies to all posts that last 3 months or more with two exceptions. One exception is where a member of staff temporarily takes on the full or partial responsibility of a higher graded post to cover a short-term need. The second is temporary hourly-paid Lecturers (HPLs) working a maximum of 200 hours per academic year. However, when recruiting HPL staff, managers are required to comply with the UEL's equality and diversity policies and procedures. Managers must also ensure that HPLs have passed an interview process carried out by a selection panel of at least three senior UEL staff and have completed an application form including two referees who must be contacted by the recruiting manager to ensure references are obtained prior to appointment. Contracts will not be issued until these are received. Please refer to the Pay and Grading Arrangements for Part-time Lecturing Staff for information about the employment of hourly-paid Lecturing staff.
6. At UEL, fixed-term appointments are only made when the source of funding is temporary or when our need for the post is on a fixed-term basis. Members of staff on temporary contracts can, on the expiry of their fixed-term contracts of employment, be made permanent. This will need to happen in consultation with HR Services and is subject to necessary approvals and the criteria of the relevant policy being met (see [Employee Handbook](#)).

7. In order to fill temporary support staff vacancies, the school or service concerned should contact Adecco on 0208 223 6500 or e-mail Renee Hankey (Renee.Hankey@adecco.co.uk) for temporary support staff (for academic staff, a school makes its own arrangements). If Adecco is unable to supply someone with the appropriate skills during the timescale required, the school or service should contact an employment agency or known individual (e.g. a suitable ex-staff member) and employ him or her for a semester (or four months in services), in liaison with the HR Resourcing Manager.
8. The employment of students¹ will normally be through Adecco. On an exceptional basis, however, students recruited via our Employability Team on a short-term basis as interns, for example, may be employed directly by UEL on short term contracts of less than four months.
9. All staff are required to attend our Staff Recruitment and Selection Skills workshops and to undertake the [unconscious bias e-learning module](#) before they can participate in a job interview or shortlisting panel. Please visit the [Learning and Development Unit's intranet page](#) which contains information about forthcoming workshops. If a new member of staff has significant previous experience of recruitment and selection and/or training, the requirement for attending the workshop may be waived in consultation with the HR Resourcing Manager but a briefing will be provided on this policy.
10. Information about job applicants is confidential and it is essential to ensure that confidentiality is maintained at every stage to comply with the General Data Protection Regulation. All documentation and other data must be kept securely.
11. Relatives, (including partners) of current staff shall not normally be appointed as the staff member's manager, direct reportee or where the current staff member is the senior or overall manager of a service, school or section. Staff members should not participate in shortlisting or appointment panels if they are related to an applicant for the post being recruited and should declare their relationship to the Chair of the selection panel on being asked to participate in shortlisting and/or selection panels.
12. We use an e-recruitment system and all recruitment activity will normally take place via this system. Please refer to our [Vacancy Management Guidelines](#) - for full information about the operation of our Vacancy Management system.

Preparing for Recruitment

13. When a staff member leaves our employment, you might want to consider whether you wish to replace and/or whether you want to take the opportunity to change the post to reflect potentially changing needs of the School or Service.

¹ Appointing students into posts needs to be undertaken with care ensuring the student doesn't have access to for example examination, course scripts or other confidential materials.

14. Once this is done you will need to obtain budget approval from Financial Services via the on-line [Vacancy Management Module on Stonefish](#) . Where additional office space is required for the new post, please contact Estates and Facilities to discuss your requirements.
15. New posts may need to be pay band evaluated using HERA (Higher Education Role Analysis). Please contact HR for more information regarding this.

Preparing a Job Description

16. The purpose of a job description is to provide a clear statement of the duties, objectives and standards required by the job. It should help schools/services to establish the requirements for the job in order to assess future developments within the structure. A job description provides information to both applicants and to staff involved in the shortlisting and interviewing process and is an essential starting point in the recruitment and selection process. A well written job description describing a school or service's achievements and plans will help to 'sell' the vacancy in what may well be a highly competitive area. The more accurate and informative it is, the more likely it will be to attract applicants with the right skills and experience and this often makes shortlisting and interviewing easier and less time-consuming for everyone involved.

All job descriptions must be written using this [template](#). In order to prepare a job description or update a previous one it may be helpful to follow the steps below as outlined below:

- write a short paragraph defining the purpose of the job;
- make a list of the main tasks involved;
- group the tasks listed according to priorities so that key tasks emerge;
- define the contextual aspects of the job e.g. functional relationships with other people;
- determine issues of responsibility e.g. to whom, for whom and what for (e.g. budgets and resources).

17. Job descriptions **must** include the following elements:

- The job title, which should be short and meaningful to someone outside UEL and reflect the broad range of duties;
- The name of the school/service;
- The grade, campus and location of the post;
- The job title of the person to whom the postholder is responsible;
- Managerial or supervisory responsibilities for staff;
- The main purpose of the job;
- Main duties and responsibilities.

18. Job descriptions must include reference to equality and diversity issues in relation to the function and tasks of the post. As a minimum requirement all staff are required to work in accordance with UEL's equality and diversity policies but, for example, in a teaching post this could be expressed as a

requirement to deliver teaching and learning to students from a diverse and multicultural range of backgrounds.

19. A job description is not an exhaustive list of activities and staff members may be asked to carry out other tasks appropriate to the role. The 'Main Duties' section is a summary of key tasks and should normally not be excessively long and its length should be proportionate to its summary nature
20. The advert and/or job description may also include a telephone number and/or e-mail address for potential applicants to contact to discuss the post further.

Preparing a Person Specification

21. The person specification establishes the essential and desirable skills, knowledge, experience and competences required for the job. Essential criteria are necessary pre-requisites, whilst desirable criteria are those which it would be advantageous for the candidate to possess. The person specification contains the criteria which candidates are assessed against via the application form, interview and relevant assessment tests. A person specification should normally comprise no more than twelve essential criteria. It is important to keep the number of essential criteria to a manageable level for both applicants and the shortlisting panel. There is evidence of a strong correlation between incomplete applications and an excessive number of criteria on the person specification which may deter applicants and HR have received candidate feedback to that effect. Some criteria will be assessable through interview and/or testing rather than requesting applicants to provide evidence about them on the application form. The person specification must be based on clear, specific and measurable criteria relevant to the job. The person specification will help potential applicants to self-select on the basis of the essential requirements. The clearer and more precise the person specification is the more consistent and straightforward the later stages of the process. Please use the [Job description and person specification template](#).
22. Particular care must be taken when devising a person specification to ensure that the essential and desirable criteria or requirements do not unlawfully discriminate against particular groups of people either directly or indirectly. Examples of this are:
 - stipulating a UK only qualification;
 - requiring unnecessarily high formal qualifications which may discriminate against disabled people, many of whom may have been disadvantaged by the education system;
 - stipulating a number of years' experience required.

Educational Qualifications and Achievements

23. Consider the relevance of past qualifications and attainments, e.g. what should applicants know and what should they be qualified to do. Be clear as to why a particular educational qualification is required,

so as not to define as essential qualifications higher than are necessary and which could unnecessarily restrict the number of people able to comply.

Knowledge and Experience

24. This should refer to specific knowledge or experience e.g. a subject specialism, knowledge of Health and Safety legislation or employment law or experience of supervision or working in a particular field. Experience and knowledge can be gained both from previous employment and by other activities such as voluntary work.

Skills and Abilities

25. This should list work-based skills and abilities which are relevant to the job and the appropriate standards. Skills and abilities which are specified as essential must be demonstrably necessary to the role. Examples may include communication skills and IT skills.

Personal Attributes or Behaviours

26. This should include personal attributes or behaviour that will enable the successful candidate to function effectively. For example, all staff are expected to comply with UEL's equality and diversity policies. Therefore, an essential minimum requirement under this area would be an understanding of and commitment to equality and diversity in a diverse and multicultural environment. For teaching staff it may be essential they have the ability to deliver teaching and learning to student from diverse and multicultural backgrounds. Other personal qualities could include the candidates being self-motivated, having the ability to lead and/or motivate and encourage others.

Filter Questions

27. Vacancy manager enables us to use filter questions (otherwise known as killer questions) as a means of screening out applicants who do not meet some of the essential criteria before those applicants go on to complete the application form. The basis of a filter question is that it requires a 'yes' or a 'no' answer. For example, where a degree is an essential requirement for a post the filter question would be "Do you have a degree?" If the applicant indicated that they did have a degree, they would be able to proceed with their application. If an applicant indicated that they did not have a degree they would receive an automated message stating that unfortunately they would not be able to proceed to complete their application, as a degree is an essential requirement for the post. Other examples of filter questions would be where a particular professional qualification is essential. No more than three filter questions would normally be used.

Advertising

28. There is no need to advertise if a post is funded by an external research grant and where the grant is obtained by providing the name and CV of a candidate, i.e. is a named grant.
29. For a temporary assignment where a member of staff is needed in a role that is not their substantive role for a specific purpose and for a defined period of time, normally up to a maximum of 12 months; the post can be advertised internally only. Example opportunities may include working on a specific project or covering a period of maternity leave. Recruiting managers should consult with HR Services to determine whether the use of an internal advertising is appropriate. At the end of the period the staff member will return to their substantive post. Internal roles will be made available to all UEL staff via the UEL website and applicants will be subject to a formal interview. Any staff member wishing to consider a temporary internal opportunity should discuss this with their line manager. Temporary agency staff are eligible to apply for internally advertised vacancies from the first day of their temporary assignment except for those vacancies earmarked for redeployment of UEL staff arising from restructuring or possible redundancies.
30. All other roles will be advertised internally and externally at the same time unless the recruiting manager wants to only advertise internally e.g. if they have a good pool of internal candidates. Ideally shortlisting and interview dates and membership of the shortlisting and selection panels should be set before the advertisement is placed. It is the responsibility of the relevant Head of School/Director of Service to ensure that recruitment and selection panels are properly convened in compliance with our guidelines on the Constitution of Appointment Panels. It is the responsibility of the school or service concerned to arrange panel members and to check and confirm the availability of panel members.
31. In the case of senior appointments, the school/service should arrange for an external panel member to be on the panel. The Chair of the panel must approve any external member. The role of the external member is primarily to ensure comparable standards across the sector or within the relevant professional area to support the Chair of the panel in ensuring impartiality. The external panel member will not be required to have attended UEL's Recruitment and Selection Training.
32. Vacancies that are to be advertised externally will always be advertised on the UEL jobs site and academic roles will normally also be advertised on jobs.ac.uk. Other roles will be advertised on other online job boards relevant to the role. HR Services will advise and work with recruiting managers on selecting appropriate media.
33. All advertisements will include a statement about equality, diversity and inclusion. It is at this stage that positive action to redress any imbalances in staffing numbers can be considered. In accordance with school/service HR plans and diversity objectives, chairs of panels should consider, for example, if men or women, perhaps from minority ethnic groups, or with disabilities are under-represented in their school/service. The advertisement could state, for example, that 'we particularly welcome applications from members of minority ethnic communities, as they are currently under-represented in this post'.

34. In the case of support posts graded F and above and management grade posts, where a limited response from suitably qualified applicants is anticipated by HR Services, schools or services may advertise the vacancy with a number of employment agencies, concurrent with the external advertisement in the media and are encouraged to utilise appropriate social media and professional networks. This will be arranged directly by schools and services with the agencies concerned, in close liaison with HR Services.

Candidate Responses to the Advertisement

35. Job applications to UEL are made via our on-line application form. We recognise that some applicants may not be able to complete online application forms, for example applicants with certain disabilities, and all candidates can request a paper-based form.
36. Job applicants can access and apply for externally advertised jobs via our recruitment website. For most roles' candidates will currently need the right to work in the UK but for some academic and more senior specialist roles UEL is potentially able to sponsor successful candidates who do not currently have the right to work in the UK under the tier two visa scheme. For more information on this please see ([The Employment of Migrant Workers](#)).
37. All job applicants are required to complete our application form and equality and diversity monitoring form. Applicants are advised on the website that the equality and diversity data will be stored on HR Services' confidential database and that it is used anonymously for statistical reports and can't be accessed by anyone involved in shortlisting.

Minimum qualification levels for making new appointments Lecturer/Senior Lecturer

38. In general, we shall not appoint anyone unless they already have a PhD or Professional Doctorate (or are confirmed by their supervisor as being six months off successful completion of a doctorate at the time of application). If for any reason a Head of School wishes to depart from this principle, he or she must discuss this with HR. We may deviate from this principle where candidates are expected to have relevant professional/sector experience.

Shortlisting

39. Shortlisting is undertaken online via UEL's Vacancy Management System. The system is accessible remotely from any computer with internet access. Shortlisting can be done as soon as applications are submitted and should be finalised as soon as possible after a post has closed. Ideally, the shortlisting dates and arrangements should be agreed prior to placing the advertisement.
40. Shortlisting should be completed by all members of the recruitment panel, however where this is not possible, the Chair of the Panel must complete the shortlisting with at least one other panel member.

Applicants' information must not be shared, only the members of the shortlisting panel should have access to personal information about applicants.

41. Shortlisting must occur against the selection criteria set out in the job description and person specification - no other criteria should be introduced. Those involved in shortlisting should be aware that many overseas qualifications are comparable to those awarded in the UK; in case of uncertainty about the status of a qualification, please contact the Admissions Team in the Academic Registry or HR Services. If there are a large number of candidates who meet the essential criteria, consideration may be given to the desirable criteria. In circumstances where a candidate with a disability meets all of the essential criteria it is essential to include them in the shortlist so that we meet our commitments under the Disability Confident Scheme. HR Services will check all shortlists to ensure compliance with this policy.
42. The Chair of the panel will electronically submit the final shortlist to HR Services for validation which may include an Equality & Diversity check. When HR Services have validated the shortlist, the Chair will be sent an [Interview Selection Form](#), including details of any tests or presentations required. The Chair should complete the form and send it to HR Services electronically.
43. Please refer to our [Vacancy Management Guidelines](#) – If further assistance is required, please contact HR Services.
44. Job applicants who are not shortlisted are automatically advised by the Vacancy Management system once the final shortlist has been confirmed by HR Services. The shortlisting documentation will be kept by HR Services for up to a year for monitoring purposes and in case unsuccessful applicants pursue litigation.

Interview, Assessment and Decision Making

45. All recruitment panels must be properly constituted ([see Appendix 6](#)) and panels must include women and men and members of different ethnic origins.
46. On receipt of the completed [Interview Selection Form](#), HR Services will invite candidates to interview within five working days. It is expected that candidates will normally be given at least 5-7 working days' notice of interviews (where overseas applicants are interviewed, we advise to give at least 10 working days' notice) so there needs to be at least two weeks between you submitting you interview selection form and the date of the interviews. Details about the selection tests and timetable will also be notified in the email, so instructions from schools/services must be clear.
47. In the email inviting them to interview, candidates are advised that they need to bring with them to the interview (i) original copies of the certificates of the essential qualifications for the post and (ii) an original document providing proof of eligibility to work in the UK in line with UK immigration legislation. (see paragraph 65 For further detail).

48. The length of interviews will vary with the seniority of a post. They will normally last a minimum of 30 minutes up to an hour.
49. It is good practice to arrange for candidates to meet members of the school/service informally and have a tour around the area they would be working. This is solely to enable candidates to find out more about the facilities within the school/service and the post itself. The purpose of this interaction is not to establish the candidates' suitability for the post.
50. Shortlisted external candidates are advised in the interview invitation e-mail that they may be reimbursed reasonable travel expenses for second class rail fares, buses or underground. UEL does not reimburse interview expenses in instances where a successful candidate refuses an offer of employment. For academic and senior support staff posts, international economy travel expenses, including hotel overnight accommodation, may be paid for candidates who are based outside of the UK where the Chair decides that it is not appropriate to arrange to interview such candidates via UEL's video or telephone conferencing facilities.
51. We do not normally pay for taxi fares or meals/refreshments incurred to or from interviews. Applicants are asked to send their interview expenses to the school or service concerned and payment is then arranged. Interview expenses will be met from the appropriate school or service budget.
52. Once the shortlist is confirmed by HR Services, the Chair and other members of the recruitment and selection panel will be sent a panel pack electronically by HR Services to print out. The panel pack will comprise:
- interview schedule;
 - copies of the application forms (any supporting materials will have to be printed separately);
 - Interview assessment form;
 - Job description, person specification and job advertisement;
 - Selection Panel Record Form to be completed by the Chair ([attached in Appendix 9](#)).
53. The Chair of the selection panel, in consultation with HR Services, should ensure that candidates with a disability or special needs are provided for fully at interview. The school or service concerned will inform the relevant Reception Desk of the interview arrangements.

Selection Tests

54. The use of selection tests is helpful in assessing the suitability of candidates for posts. They need to be objective and relevant to the appropriate criteria in the person specification and the job description.
55. For some administrative jobs, a Word, Excel, 'in-tray' or other skills test may be useful (e.g. drafting correspondence, a prioritising exercise or devising a spreadsheet). The school or service concerned

should prepare the test materials. HR Services can advise on their preparation and have a library of selection tests available for us, including IT skills tests.

56. The tests should normally be held in the school or service concerned and there should be a member of its staff on hand to monitor the candidates and to offer appropriate advice and guidance.
57. For academic posts with teaching responsibilities, shortlisted candidates will be asked to deliver a micro teaching session to an invited audience of panel members and students. HR Services will confirm the arrangements for presentations and/or the teaching task in the letter to candidates inviting them for interview. In addition, shortlisted candidates may also be asked to give a short presentation to the recruitment and selection panel, for example, on current or future research. **(Please refer to the Guidelines on Micro Teaching Sessions and Presentations in [Appendix 8](#)).**
58. All tests/presentations/teaching tasks will, however, culminate in a formal interview.

Checking right to work documentation/Right to Work check

59. All employers in the UK have a responsibility to prevent illegal working. UEL fulfil this responsibility by checking right to work documentation at interviews, so it is imperative that the chair of the panel identifies, before the interview date, a member of staff that is able to carry this out on the day. It is the chairs responsibility to ensure that the person doing the checks is aware of the following information:

All applicants are asked to bring documentation with them to the interview and the member of staff doing the checks should familiarise themselves with the documents that show the right to work in the UK. Full details can be found at [Preventing illegal working: guidance for employers at Gov.uk](#).

There are 3 basic steps to conducting a right to work check.

- I. They must obtain original documents that shows their right to work. This is usually UK passport but there are other ways that people can show they are eligible to work in the UK and the full list of documents are listed here, [eligibility to work form](#).
- II. Step two: They must check that the documents are genuine and that the person presenting them is the prospective employee. They must take all reasonable steps to check that the document is genuine and to satisfy themselves that the holder is the person named in the document. They should also check that the document allows them to do the work in question.

For each document given to you, you must:

- Check any photographs are consistent with the appearance of the person;
- Check any dates of birth listed are consistent across documents and that you are satisfied that these match up with the appearance of the person;
- Check that the expiry dates of any limited leave to enter or remain in the UK have not passed;

- Check any UK immigration endorsements (Biometric Residence Permits, stamps, stickers, visas) to see if the person is able to do, or can continue to do, the type of work you are offering;
 - Satisfy themselves that the documents are genuine, have not been tampered with and belong to the holder;
 - If they are given two documents which have different names, ask them for a further document to explain the reason for this. The further document could, for example, be a marriage certificate or a divorce decree absolute, a deed poll or statutory declaration.
- III. Step three: They must make a clear copy of each document in a format which cannot later be altered. For passports they must copy any page with the document expiry date, nationality, date of birth, signature, leave expiry date, biometric details and photograph, and any page containing information indicating the holder has an entitlement to work in the UK. A Biometric Residence Permit needs to have both sides copied and all other documents must be copied in full. **On each photocopied page they must write “original seen” as well as their name, date and signature.** Any unsuccessful candidate’s paperwork should be destroyed, and the successful candidate’s paperwork should be sent to HR.

The Interview

60. The interview should be informative and helpful to candidates. Care should be taken to ensure that the interview timetable is realistic and that short breaks are built into the schedule. The school/service is responsible for ensuring that a member of staff greets the candidates as they arrive.
61. Panel members must ensure that they are prepared for the interview. They need to have read the papers fully beforehand and have prepared core questions to ask each candidate. The panel members should notify each other of proposed core questions before the panel meets, at least 2 days prior to the interview for final questions to be decided. The panel members should normally meet 30 minutes before the interviews to decide which core questions each panel member will ask of each candidate. The questions must be related to the requirements of the job, i.e. the person specification and job description. The candidates should all be asked the same core questions although there may be different supplementary questions dependent on candidate responses. The Chair is responsible for ensuring that the same core questions are asked of all candidates. ([Interview questions template](#))
62. In order to be able to make an assessment of the candidate's suitability for the job the interviews should be structured to gain factual evidence of past experience, behaviour and achievements i.e. to gain as much information as possible. The candidate should, therefore, be encouraged to do most of the talking.
63. The Chair of the panel is responsible for making the candidate feel at ease and carrying out introductions. The Chair should also explain the format of the interview, making it clear that there will be an opportunity for questions at the end.

64. Some interview tips:

- Use a warm-up/ice-breaker question to put the candidate at ease and build their confidence
- Try to find out what the candidate does know, as well as what they don't
- Use open questions which do not prompt 'yes/no' answers e.g. 'tell me about your previous job'; 'give me an example of a project you have managed'; 'tell me about your teaching experience'; 'what techniques do you use to ensure you meet deadlines?'
- Avoid leading questions e.g. 'you have a lot of relevant experience, don't you?' which will receive a predictable answer. Instead it would be more effective to ask 'you have a busy role, please give me an example of how you prioritise'
- Demonstrate that you are listening e.g. nodding, agreeing, maintaining eye contact, leaning slightly towards the person.
- Recognise and be aware of any prejudices, stereotypes, preconceptions and misconceptions that you may have as an interviewer.
- If a job involves working unusual hours e.g. some evenings, or shift work, these hours should be clearly set out in the job description. Practical issues may be discussed during the interview, but comments about childcare or other domestic arrangements should be avoided, as they may well be perceived as being intrusive or unlawfully discriminatory.
- Candidates should be told by the Chair when they could expect to hear the outcome of the interview. The Chair is expected to provide verbal feedback to unsuccessful candidates.

Appointment Decisions

65. Individual panel members use the Interview Assessment Form during and after the interviews.
66. Following the interviews, the panel discussion should systematically consider the facts and evidence gained for each candidate against the person specification. The discussion will in most cases lead to agreement and consensus on the overall decision. Where there is failure to agree the final decision will be the responsibility of the Chair. The Chair is responsible for recording formally the overall panel assessment of each candidate against the selection criteria and noting reasons for selection/rejection on the Interview Assessment Form. The Interview Assessment Form used by individual panel members are then destroyed and the only record of the Panel's decisions will be the Chair's Interview Assessment Form.
67. The Chair of the panel is also responsible for completing the Selection Panel Record Form in [Appendix 9](#), which specifies the name of the successful candidate and any other factors relating to the appointment. Failure to complete the Selection Panel Record Form properly may result in errors in

appointment letters. The Chair of the Panel will determine the salary point which ordinarily would be the first point of the advertised scale; where the Chair wishes to appoint higher within the scale, they should consult with the HR Business Partner for the area. In the very rare event of a proposal to appoint outside the advertised range the matter will be referred to the appropriate member of the Vice-Chancellor's group for decision.

68. The Chair's interview papers (interview assessment forms) for unsuccessful candidates will be kept by HR Services for up to a year for monitoring purposes and in case unsuccessful applicants pursue litigation under the Equality Act 2010.

After Interview

69. The Chair of the panel may contact the panel's preferred candidate to advise of the next steps regarding references. The Chair may offer the post verbally to the successful candidate only after receipt of at least one satisfactory job reference issued by a recent line manager. The Chair should state that it will be "subject to the terms of a contract of employment which will be sent to you shortly by HR Services".
70. HR Services will issue letters of appointment and contracts of employment to the successful candidate within 5 working days of all the necessary documentation. The contract of employment will not be sent to the candidate until two satisfactory references have been received, one of which must be from the most recent line manager (employer) and proof of eligibility to work in the UK has been established.
71. The letters of appointment will include the following conditions of appointment:
- that individual is permitted to take up employment in the UK
 - medical clearance has been obtained from our Occupational Health Unit; and
 - satisfactory completion of a UEL probationary period and reference to the appropriate probation scheme.
72. For roles that need a DBS check **the appointee may not start work until written clearance has been received**. HR Service will arrange background checks with DBS.
73. The first day of employment can be any day of the month. To provide for continuity of service (for appointees from other universities) the first day of employment at UEL should be the day after the person leaves their current employer (even if the next day is a Saturday).
74. After interview all unsuccessful candidates shall be informed either verbally or in writing as soon as possible (within 5 working days of the interviews), normally by the Chair of the selection panel. Verbal feedback shall be automatically offered to internal candidates and to those external candidates who request it. The Chair of the panel should normally provide it by referral to the Interview Assessment Form. If a candidate is not satisfied with this feedback, he or she can write to HR setting out their reasons

for dissatisfaction. HR will discuss the letter with the school or service concerned and reply in writing to the applicant.

75. If the successful candidate wishes to consider the offer of employment for a few days a deadline of not more than 5 working days should be agreed. In such circumstances the Selection Panel Record Form should be sent to HR Services immediately after the offer has been made with a covering note stating the situation. If there is another appointable candidate this should be clearly noted, and HR Services will then send him/her a holding letter. Once the Chair has been notified of the candidate's decision, they should inform HR Services by e-mail. If the first-choice candidate does not accept then the Chair is informed, and a decision is made about offering the job to another candidate or re-advertising the vacancy.

Unsuccessful Recruitment

76. If an appointment is not made to a vacancy following external advertisement, the school or service concerned should, alongside the HR Resourcing Manager, review the advertisement and job description to ensure they are attractively worded, at the right salary level and are not deterring suitable candidates by requiring inappropriate skills, qualifications or experience. The school or service concerned may either re-advertise the post or ask external recruitment agencies to put forward candidates whose skills and experience meet the essential criteria in the Person Specification.

Appendices

[Appendix 1 – Vacancy Manager Guidelines](#)

[Appendix 2 - Sample Advert Academic](#)

[Appendix 3 – Sample Advert Support](#)

[Appendix 4 - Job Description Template](#)

[Appendix 5 - Person Specification Template](#)

[Appendix 6 - Constitution of Appointment Panels](#)

[Appendix 7 - Interview Selection Form](#)

[Appendix 8 - Guidelines for Presentations](#)

[Appendix 9 - Selection Panel Record Form](#)

[Appendix 10 - Interview Expenses Claim Form](#)

[Appendix 11 – Eligibility to work](#)

[Appendix 12 – Interview Questions Template](#)

Additional Policies

[Expiry of Fixed-Term Contracts](#)

[Staff Relocation Scheme](#)
