

**RIF**

**Professional Support Post**

**Recruitment Initialisation Form**

**Please complete the following form in full to initiate the recruitment process.   
Please Note in advance of post advertisement**:

* The job description **must** be forwarded to the Human Resources Office via email to HR Recruit [recruit@universityofgalway.ie](mailto:recruit@universityofgalway.ie)
* The post **must** be approved by the College Dean or UMT Member and graded by the Grading Committee (if applicable).
* **The Human Resources Office will be unable to process/advertise the post until**

**all correct documentation is received.**

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| 1. **Details** | |
| **Post Title:** | |  | |
| **College/Management Unit:** | |  | |
| **Grade:**  (If this is a new post confirmation of grade from grading committee is required) [Grading of Posts - University of Galway](https://www.universityofgalway.ie/human-resources/recruitment-and-selection/recruitment-and-selection/grading-of-posts/) | |  | |
| **PayScale:** | |  | |
| *Salary scales are approved by the Minister, with the exception of researcher scales which are as per IUA guideline salary scales. The default position for all new appointments is the 1st point of the relevant salary scale.  Consideration for a higher point of scale may be sought for verifiable, comparable service. The final decision on the point of scale will reside with Human Resources. Further information* [*QA321-Remuneration-and-Payroll.pdf (nuigalway.ie)*](https://www.nuigalway.ie/media/financialaccounting/financialaccountingoffice/QA321-Remuneration-and-Payroll.pdf)*’* | | | |
| **Is this post Permanent/Temporary:** (please tick relevant post type) | | Permanent | Temporary |
| **Is this a new post or Replacement post:** (please tick relevant post type) | | New Post | Replacement Post |
| **If this is a Replacement post please provide the post number and Grade of post being suppressed:** | | Post Number | Grade |
| **FTE & Work Pattern if part time:** (please specify days/hours) | |  | |
| **Cost Centre that this post will be charged to:** | |  | |
| **Irish Requirement:** | Please provide confirmation of staff members in the unit who can cover any queries that arise in Irish. Can you please confirm staff member’s names and current level of Irish language competency to the office of Deputy President & [Registrar-](mailto:Registrar-dpr@nuigalway.ie) **dpr@nuigalway.ie**  Please refer to self-assessment grid below. | | |

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| 1. **Reason for Post  (Temporary Contracts Only)** | |
| **Please specify the reason for the post and the objective grounds why a permanent position cannot be offered. PLEASE NOTE:** This wording will be used in contract of employment. Funding availability is not sufficient objective grounds.  **DURATION OF TEMPORARY POST: FROM: TO:** | | |
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| 1. Tests |
| Do you require any of the following tests/assessment?  Please note assessment costs will be paid for by hiring unit.  **Excel**: YES / NO / NA **Word**: YES / NO / NA    Other (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |

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| 1. Advertising |
| All post must be approved by the Dean of College or UMT member. All substantive vacancies within the University will be advertised internally for 2 weeks (AO and above will be advertised internally for 3 weeks). Where after an internal advertisement a post has not been filled, it will be advertised externally for 3/4 weeks.  Internally advertised posts will be advertised on **Core Portal and University of Galway website.**  Posts advertised externally will automatically appear on:   |  |  | | --- | --- | | * **University of Galway** Web Portal and Website | * [www.jobsireland.ie](http://www.jobsireland.ie) (Department of Employment Affairs and Social Protection Employment Services).   **Note:** all jobs advertised on jobsireland.ie will automatically be advertised on EURES also (European Job Mobility Programme). | | * [www.universityvacancies.com](http://www.universityvacancies.com) | * [www.publicjobs.ie](http://www.publicjobs.ie) |   Do you wish to advertise in additional media/publications or websites? If Yes please specify:  Requests are subject to HR review and approval. The Human Resources Office will cover the charge of one additional publication/website within reasonable cost. | |

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| **Board of Assessors Grade 3** | **Name and Staff ID number** | | **Title and Grade** |
| Head of Unit/School or Nominee | |  |  |
| Member outside of the School/Unit | |  |  |

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| **Board of Assessors Grade 4 to AO** | **Name and Staff ID number** | **Title and Grade** |
| **Chairperson** |  |  |
| **Head of School/Unit** |  |  |
| **3rd Person from Outside of Unit/School or External**  **\*\*If external to university please provide email address** |  |  |
| **Appropriate Supervisor** |  |  |
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| **Board of Assessors AO & Above** |
| The Head of the School/Unit together with the Dean/VP/Director nominates the membership of the Board of Assessors for appointment.  The Interview Board will be approved through the Human Resources Office  **Please provide Staff ID numbers for internal board members.**  **Please provide email addresses for any external board members.** | | | |

Please inform all nominees of their nomination prior to submitting this information to the Human Resources Office.

***\*Every Assessment Board must:***

1. Have gender balance; with a minimum of 40% women and 40% males on the interview board.
2. Have members who have received training in interviewing techniques.
3. Have members who have completed the unconscious bias training.
4. Be issued with the University’s Guidelines on Recruitment and Selection for the post being recruited. [Recruitment--Selection-Policy.pdf](https://www.universityofgalway.ie/media/humanresources/publicdocuments/policiesprocedures/Recruitment--Selection-Policy.pdf)

All Assessment Board members **must** be at or above the level of the advertised position (an exception may be made to this policy if there is an Assessment Board member with specific expertise);

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| 1. **Accommodation** |
| Where office/other space is required for this appointment, have you agreed suitable accommodation with the Buildings & Estates Office?  If not, the start date of the appointee may have to be postponed.   Accommodation must be arranged in advance of the start date. | | YES  NO  N/A |

Please note advertisement dates here: [Advertising Dates - University of Galway](https://www.universityofgalway.ie/human-resources/recruitment-and-selection/recruitment-and-selection/advertisingdates/)

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| 1. **Schedule** |
| Proposed Advertising Date: | |  |
| Planned Short listing Date: | |  |
| Planned Interview Date: | |  |

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| 1. **Pre- Recruitment Checks** | |
| **Interview Techniques Training:** | Please confirm all board members have received Interview techniques training. Please see further details here [Learning and Development - University of Galway](https://www.universityofgalway.ie/human-resources/learning-and-development/) | | Yes | No |
| **Unconscious Bias Training:** | Please confirm all board members have received training in [Unconscious Bias](http://www.nuigalway.ie/human-resources/learning-and-development/courses/onlinecourses/unconsciousbiastraining/) training in the last year? | | Yes | No |
| **Garda Vetting:** | Please confirm if Garda Vetting is a requirement of the role in accordance with the [University Child Protection Policy.](http://www.nuigalway.ie/human-resources/duringemployment/policiesandprocedures/)  As per the GNVB advice - In instances where a staff member is tasked with fulfilling a role which consists of the provision of education to the student body, it is **merely incidental** that a small cohort of the student body are under 18 years or students are considered vulnerable adults.  Therefore, in such circumstances there is no legal basis for conducting vetting.  (Unless it is necessary and regular contact with vulnerable adults and children under 18 years of age).  Should you need further information please contact [hrgardavetting@universityofgalway.ie](mailto:hrgardavetting@universityofgalway.ie) | | Yes | No |
| **Budget:** | This form must have sign-off from the College Finance Manager or Management Accounts office to confirm budget is in place.  Externally funded research posts must be accompanied by Post Proposal Form available at the following link: [Research Accounting Office - University of Galway](https://www.universityofgalway.ie/research-accounting/) | | Yes | No |

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| 1. **Signatures Required:** |
| **Hiring Manager:** | |  | Date: |
| **\* College Dean or UMT Member:** | |  | Date: |
| **College Finance Manager/Management Accounts Office:** | |  | Date: |

*\*College Dean or UMT member signature not required for statutory leave covers (i.e. Maternity Leave)*

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| 1. **Co-Ordinators:** |
| **Post Co-ordinator:** | |  |

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**all correct documentation is received.**

**Checklist of documentation to be sent to** [recruit@universityofgalway.ie](mailto:recruit@universityofgalway.ie)

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| **Job Description with clear essential and desirable criteria** | **Fully completed and signed RIF** | **Outcome of Grading (if applicable)** |

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|  |  | **A1** | **A2** | **B1** | **B2** | **C1** | **C2** |
| **U N D E R S T A N D I N G** | **Listening** | I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when  people speak slowly and clearly. | I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., very basic personal and  family information, shopping, local area, employment). I can catch  the main point in short, clear, simple messages and announcements. | I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. | I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most  TV news and current affairs programmes. I can understand the majority of films in standard dialect. | I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort. | I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native  speed, provided I have some time to get familiar with the accent. |
| **Reading** | I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues. | I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters. | I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description  of events, feelings and wishes in personal letters. | I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose. | I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised  articles and longer technical instructions, even when they do not relate to my field. | I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works. |
| **S P E A K I N G** | **Spoken**  **Interaction** | I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics. | I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself. | I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest  or pertinent to everyday life (e.g.,  family, hobbies, work, travel and current events). | I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views. | I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers. | I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I  can express myself fluently and  convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it. |
| **Spoken**  **Production** | I can use simple phrases and sentences to describe where I live and people I know. | I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job. | I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions. | I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. | I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. | I can present a clear, smoothly- flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points. |
| **W R I T I N G** | **Writing** | I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form. | I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something. | I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions. | I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences. | I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind. | I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works. |

**Self-Assessment Grid (© Council of Euro**