

**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/) | **Grade:**  **Date of Grading:** | |
| **PayScale:** |  | |
| **Cost Centre that this post will be charged to:**  \*A PPF is required at post appointment stage for externally funded research posts (R accounts) [PPF Form - RAO](https://www.universityofgalway.ie/research-accounting/forms.html) |  | |
| *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-Updated-PP-Remuneration.pdf](https://www.universityofgalway.ie/media/financialaccounting/financialaccountingoffice/QA321-Updated-PP-Remuneration.pdf). | | |
| **Is this post Permanent/Fixed Term/SPC:** (please tick relevant post type) | Permanent | Fixed Term  SPC |
| **Is this a new post (recently graded) 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) |  | |
| **Proposed Advertising Date:** [Advertising Dates - University of Galway](https://www.universityofgalway.ie/human-resources/recruitment-and-selection/advertisingdates/) |  | |
| **Planned Interview Date: (if available)** |  | |

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| 1. **Irish Requirement** | |
| If this is a new post please list the names of staff members and their Irish competency level who can cover any queries that arise in Irish. This list will be sent to the office of Deputy President & [Registrar-](mailto:Registrar-dpr@nuigalway.ie) [**dpr@universityofgalway.ie**](mailto:dpr@universityofgalway.ie)who will confirm if Irish is a requirement for your post. **Please refer to self-assessment grid below for Irish level.** (Ref [Official Languages (Amendment) Act 2021](https://data.oireachtas.ie/ie/oireachtas/act/2021/49/mul/enacted/a4921.pdf) - provision of public services through the medium of Irish) | | |
| **Employee Name** | **Irish Competency Level (A1, A2, B1, B2, C1, C2)** | |
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| 1. **Reason for Post  (Fixed Term/Specific Purpose Contracts Only)** | |
| **Please specify the reason for this fixed term/SPC post and tick the objective ground below that prevents the offer of a permanent position. This reason will be used in the COE and as such, it is necessary that it accurately reflects the reason for the post. Funding availability is not sufficient OG’s.**   |  |  |  | | --- | --- | --- | | 1. Leave Cover | 1. Pending Recruitment | 1. Project Work | | 1. Programme Development | 1. Pending Review of the post | 1. Workload Peak |  1. **Further information regarding the factors that prevent the offer of a permanent post**  |  | | --- | |  |  1. **Expected duration of this SPC/FT post.**  |  | | --- | | **From: To:**  **Or \_\_\_\_\_\_\_\_\_\_ months from contract start date.** | | | |
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| 1. Tests |
| Do you require any of the following tests/assessment? (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 posts must be approved by the Dean of College or UMT member. All vacancies 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. Internal 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) |   \*\* External posts that have an Irish requirement will be advertised on <https://tuairisc.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. | | | |
| 1. **Accommodation** | |
| To ensure appropriate office or work area arrangements are in place for the new hire, please confirm that space allocation has been identified and approved in advance by the relevant Head of Unit. Please refer to the [Space Strategy](https://www.universityofgalway.ie/buildings/space-management/) and [Space Policy](https://www.universityofgalway.ie/buildings/policies-procedures/) documents for guidance. If accommodation arrangements are not confirmed, the appointees start date may be delayed. | | | YES |

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| 1. Board of Assessors |
| Please inform all nominees of their BOA nomination prior to submitting this information to the Human Resources Office. **Every Assessment Board must:**   * Have gender balance; with a minimum of 40% women and 40% males on the interview board. * Have members who have received interview techniques and Unconscious bias training. * Be issued with the University’s Guidelines on Recruitment and Selection for the post being recruited [Recruitment-and-Selection-Policy-and-Procedure](https://www.universityofgalway.ie/media/humanresources/policiesproceduresandforms/policiesprocedures/QA146---Recruitment-and-Selection-Policy-and-Procedure--(October-2023)-(1).pdf) * All Board Members should be at minimum at the same level but ideally at level above the advertised position (an exception may be made to this policy if there is a need for the Board member with specific expertise). * Must not have staff members in the Board selecting their own successor or replacement. * All Interview Boards will be approved through the Human Resources Office. | |

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| **Board of Assessors Grade 2 & 3** | **Name and Staff ID number** | **Title and Grade (Email if external)** |
| Appropriate Supervisor |  |  |
| 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 (Email if external)** |
| **Chair – Head of School/Unit (or nominee)** |  |  |
| **Appropriate Supervisor** |  |  |
| **Person 1 from outside of School/Unit or External** |  | **\*If external to university please provide email address** |
| **Person 2 from outside of School/Unit or External** |  | **\*If external to university please provide email address** |
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| **Board of Assessors Grade AS and Above** | **Name and Staff ID number** | **Title and Grade (Email if external)** |
| **Chairperson** |  |  |
| **Relevant UMT member (where not the Chairperson)** |  |  |
| **3rd Person from Outside of Unit/School or External** |  | **\*If external to university please provide email address** |
| **External Expert in the area being interviewed.** |  | **\*If external to university please provide email address** |
| **The UMT Member/VP/Director nominates the membership of the Board of Assessors for appointment.** | | |

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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:** | | It is University policy that unconscious bias training is compulsory for all members of interview and promotion boards. Initial unconscious bias training should be in person and is available as part of the suite of EDI training scheduled each semester. Annual refresher training is available online at [Equality Diversity & Inclusion - University of Galway](https://www.universityofgalway.ie/human-resources/learning-and-development/courses/workshopsprogrammes/equalitydiversityinclusion/). Please confirm that the BOA have completed unconscious bias training in accordance with University policy. | | | | | | Yes | No | |
| **Garda Vetting:** | | The Garda National Vetting Bureau has advised that, where individuals provide education at University level to students, it is merely incidental if a small number of those students are under 18 or are vulnerable adults. Therefore, there is no legal basis for vetting unless there is necessary and regular contact with vulnerable adults and/or individuals under 18 years of age. For more information, contact [hrgardavetting@universityofgalway.ie](mailto:hrgardavetting@universityofgalway.ie). If Garda Vetting is required for the role as per the [University Child Protection Policy](https://www.universityofgalway.ie/media/humanresources/policiesproceduresandforms/policiesprocedures/QA127---Child-Safeguarding-Statement.pdf) please confirm why by ticking the relevant box below. In their **regular line of work**, the postholder will be: | | | | | | | | |
| *Engaged in activities that involve young people under 18 (e.g. open days, transition year work experience, summer camps etc).* | | | | | | |  | |
| *Engaged in activities that involve vulnerable adults* | | | | | | |  | |
| *Engaged in outreach activities, such as workshops in schools, etc* | | | | | | |  | |
| *Working with patients in a hospital setting* | | | | | | |  | |
| *Not Applicable* | | | | | | |  | |
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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:** |  | |

The Human Resources Office is unable to process or advertise positions unless all required documentation is submitted to [recruit@universityofgalway.ie](mailto:recruit@universityofgalway.ie).

**RIF Checklist:**

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| Job Description has clear essential and desirable criteria |  | Post has been graded |  |
| Post number is checked |  | ID numbers for board members complete |  |
| Irish requirement section is complete |  | Email addresses for external board members |  |
| RIF is completed fully and signed |  | \*A PPF is required at post appointment stage for externally funded research posts (R accounts) [PPF Form - RAO](https://www.universityofgalway.ie/research-accounting/forms.html) |  |

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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. |

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