

How the recruitment toolkit will help you

This toolkit will help you get the right people for the right jobs.

It takes the hard work out of the recruitment process and makes it easier for you to achieve your recruitment objectives.

The toolkit has been developed by the RVC Recruitment and Staffing Department, the RVC's central recruitment and staffing department, to help you recruit effectively and efficiently.

The advice is practical, easy to follow and designed to help you achieve your recruitment objectives. If you have any questions, please contact the Recruitment and Staffing Department.

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1. Key Principles

1. KEY PRINCIPLES

The Council of the League of Nations was established in 1920, following the end of the First World War. It was the first international organization of its kind, and its main purpose was to maintain world peace and prevent future wars. The League of Nations was a precursor to the United Nations, which was established in 1945.

Since the end of the Second World War, the League of Nations (CIPD) has been replaced by the United Nations, which has a membership of over 190 states. The United Nations is a much larger and more powerful organization, and it has been successful in maintaining world peace and preventing future wars.

Good practice is a key principle of the League of Nations. It is the responsibility of all member states to follow the principles of the League of Nations, and to work together to maintain world peace and prevent future wars. Good practice is essential for the success of the League of Nations.

Every country has a responsibility to follow the principles of the League of Nations, and to work together to maintain world peace and prevent future wars. We all learn from each other.

Chairman of the League of Nations Council, Lord Roper, said: 'The League of Nations is a new world, and it is our duty to build it up. We must all work together to make it a better world for all of us.'

KEY POINTS

1. Get the job done, efficiently and at a low cost.
2. GOOD PRACTICE = SAFE PRACTICE.

Ro

2. Stage 1: Pre-recruitment Planning

PRE RECRUITMENT

KEY POINTS

1. Planning is critical for an effective recruitment process; different needs make the benefits of different planning techniques vary across ages.
2. Companies need to change and embrace them and take the steps to plan to make any changes that could be beneficial to the company. The College as a whole.

WHAT IS HERA?

HERA stands for Higher Educational Recruitment Agency

The e a e a a HERA c e e cie ca hel check he i A e di l.

I ec i e he a e he ke de el i g effec i e J b De c i i a d Pe S ecifica i .

The e a e 14 HERA c e e cie ; j b ill c ai ele e f f he e, h e e, f ec i e e h l d f c he fi e i ele a e . The c e e cie hel defi e he ke a ea f kill, k ledge a d beha i ha a e e i ed d he j b a he C llege i he i be d ea d al ha le el he ec i e j b h lde i e ec ed ka .

Ma ec i e a he C llege ha e bee i g HERA f e e al ea a d ha e f d he ea e b hi cce f ll ec i i g he igh e lead be e l li ki g he bjec i e e d i g bai , e al de el e la a da ai al.

L ? – check he aff ec i e ec i he i a e f e e al e a le f HERA'd J b De c i i a d Pe S ecifica i .

:// ' . M M /HR_ ' /S R M / .M

KEY POINTS

For more information on HERA see Appendix 1

The 14 HERA Competencies:

1. Communication
2. Teamwork and management
3. Leadership and negotiation
4. Service delivery
5. Decision making, process and outcomes
6. Planning and organising resources
7. Innovation and business development
8. Analysis and research
9. Sensitivity and responsiveness to demands
10. Work environment
11. Past, present and future
12. Team development
13. Teaching and learning strategies
14. Knowledge and experience

WRITING THE JOB DESCRIPTION AND PERSON SPECIFICATION

T J D M :

- be an accurate summary of the role.
- identify the level and autonomy etc. within the role.
- be clear to potential candidates.

T P S M M :

- clearly linked to the Job Description.
- measurable.
- appropriate.
- non-discriminatory.
- divided into Essential and Desirable criteria and must cover the knowledge, skills and experience needed for the role.

THE PERSON SPECIFICATION

The PS is the 'a da d' b hich ill j dge ca dida e . T c ea e e be
clea ab he le el f k ledge, kill a d e e ie ce e i ed d he j b c e e l .

If he a da di b ad, eg. 'e e ie ce ih ead hee ', i i a clea e gh
e i e e . I ld be ch be e clea l a e e **M** e i e e , f e a le:

- 'basic use of spreadsheets following a standard process of data entry'
- or 'experience in using XYZ software to develop new formats'
- or 'experienced enough about them to supervise the work of others'

Decide he fe ide ce ha ill e a ca dida e i c e e i each e f he
e i ed c e e cie ; l k f **MM** that show s/he has undertaken tasks in

These templates can be downloaded from the staff recruitment section of the HR intranet.



This form summarises the purpose of the job and lists its key tasks.
It may be varied from time to time at the discretion of the College in consultation with the postholder.

--

Flexibility: To deliver services effectively, a degree of flexibility is needed, and the post holder may be required to perform work not specifically referred to above.



PERSON SPECIFICATION

This form sets out the essential and desirable requirements needed in order to do the job. It is intended to be used as a guide and should not be used as a checklist.

* A = Application Form I = Interview

5. STAGE 4: Gaining approval for your post – completing the Staff Request Form (SRF)

GAINING APPROVAL FOR YOUR POST – COMPLETING THE STAFF REQUEST FORM (SRF)

Complete the Staff Request Form (SRF) to request a new post, or to fill an existing one that has become vacant. You must complete the SRF before going ahead, HR can advise if a vacancy is eligible to be advertised.

HR can advise if all the following apply to your job:

-



DEADLINES

Deadlines are final – always check with HR to see if a deadline has been agreed.

HR will tell you what to do if you will be a deadline holder. If you are a deadline holder, you should be aware of the following:

HR will tell you what to do if you will be a deadline holder. If you are a deadline holder, you should be aware of the following:

The SRF will be a deadline holder. If you are a deadline holder, you should be aware of the following:

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KEY PEE

ADVERTISING THE VACANCY

External

The following are all available to all staff.

HR offers all good practice advice on all digital access and identification.

Senior digital specialists can help identify the best digital advertising options for HR.

- HR place all external advertisements via the College's advertising agency, who in turn can advise on the best media to use.
- costs and results can vary enormously according to which media are used and there are a range of options which can be used for a job.
- you may also want to advertise in particular publications to use your advertising to attract a particular type of candidate.
- when you need to fill a post quickly with the minimum of fuss, recruitment agencies may be a good option.
- for very senior posts executive search agencies may be used.

KEY POINTS

Advertising externally

- gives you the widest choice of advertising channels and means an effective campaign can be targeted to reach the right people.

Advertising internally

- enables you to promote from within and maintain morale.
- can sometimes help with the identification of potential candidates for education.
- saves time and money.

You may also advertise externally, but this is not recommended.

HR can advise on:

- media
- specialist skills
- under-represented groups
- agencies
- executive search

ADVERTISING

Successful Advertising

The best advertising connects with the TARGET AUDIENCE.

Target audiences VARY according to the TYPE OF JOB you are recruiting for.

To be effective, advertised vacancies:

- AWARENESS by appearing in the right publication at the right time.
- PREFERENCE for your job over the competition's by using appropriate language and tone.
- KNOWLEDGE by getting to the point about what the job involves.
- Get this right and you will elicit the RESPONSE you need.

KEY POINTS

The best advertising is **BRIEF** and **IMPACTFUL**.

It is **VISUAL** and **MEMORABLE** and **EASY TO READ**.

It is **SHORTER** and **READABLE**.

It is **GETTING** and **ADVERTISING** is **COST EFFECTIVE**.

It is **ADVERTISING** and **BEING SUCCESSFUL**.

QUICKLY
INFORM

It is **TARGET AUDIENCE** and **APPEAL** to them and **GET** the **DETAILS**.

RECRUITMENT FROM OVERSEAS

If you are recruiting overseas, you may need to consider the following factors which may affect the recruitment process:

- the recruitment process may take longer.
- there is no guarantee you will be able to appoint someone from outside the EU.

All applications received will be subject to a standard recruitment process. The recruitment process will be the same for all candidates, regardless of their location.

All applications received will be subject to a standard recruitment process. The recruitment process will be the same for all candidates, regardless of their location.

If you are recruiting from outside the EU, you may need to consider the following factors which may affect the recruitment process:

- we have to apply for a Certificate of Sponsorship and there is no guarantee it will be granted.
- we must advertise the vacancy externally.

KEY POINTS

Recruitment from overseas may take longer; there is no guarantee you will be able to appoint someone from outside the EU.

Roy

7. STAGE 6: Shortlisting

SHORTLISTING

What is shortlisting?

Because it enables us to methodically assess all candidates against the Person Specification in the job description.

Shortlisting is the first stage of the recruitment process. It is the process of identifying the best candidates from the pool of applicants. It is done by comparing the candidates' qualifications and experience against the requirements of the job. Shortlisting is a crucial step in the recruitment process as it helps to reduce the number of candidates who need to be interviewed.

Advantages of shortlisting

1. It saves time and money by reducing the number of candidates who need to be interviewed.
2. It ensures that only the most qualified candidates are interviewed.
3. It helps to reduce the risk of bias in the recruitment process.
4. It allows employers to focus on the most promising candidates.
5. It helps to create a more diverse pool of candidates.

KEY POINTS

The shortlisting process is essential and should be carried out carefully to ensure that the best candidates are identified.

The Shortlisting Panel can be made up of people with a range of experience, including those who are not directly involved in the recruitment process.

Remember to discuss the shortlisting process with the HR team and the Shortlisting Panel.

Don't forget to save the shortlisting panel.

As a result of the Single Equality Scheme Act 2010, the College has introduced a disabled candidate hearing all the essential criteria for the advertised position.

Shirley can be a representative of the deaf community. Panel members are advised to ensure that all the hearing is accessible.

Your HR contact can see all progress, scores etc. but each panel member cannot see each other's scores.

The Chair has a confidential meeting with the candidate before the interview.

The Chair will be final decision holder for the advertised position. The Vacancy Manager will be the advertised position, the candidate will be interviewed, the candidate will be interviewed.

KEY POINT

If a disabled candidate meets a hearing essential criteria, it must be made available to the candidate.

INTERNAL V EXTERNAL APPLICANTS

If a internal candidate is invited to interview, it is better to be disappointed than to be invited to interview.

Better to disappoint them at this stage rather than raise false expectations by inviting them to interview. Instead, give the feedback they are looking for; this could be a helpful interview.

You must only rate what is on their application; this is fair to all applicants and the only way to achieve consistency.

If you have a candidate who is looking for a job, it is better to be disappointed than to be invited to interview.

All applicants should be evaluated equally, whether they are internal or external applicants. This is fair to all applicants and the only way to achieve consistency.

KEY POINTS

Don't be kind.

Don't raise false expectations.

Give feedback, consistently. Give feedback to all applicants.

R

8. STAGE 7: Ensuring an effective interview

PLANNING

Th gh la i g i e e ial a cce f l i e i e ce . The e a e ke age :

- planning the practical aspects.
- planning the questions.

O e f he c i a k e e c i e a k e i a e h a i f h e h a e l a e d
f h a h e a , h e a l l i l l b e e l l .

I e a l i , i ' h e l a i g f h a h e f i g h a , e i e e e d h a c a
a k e a l l h e d i f f e e c e .

T M M M :

- interview date and timings
- interview room.
- access requirements.
- contingencies.
- working effectively as a panel under the leadership of the Chair.

KEY POINTS

Pl use n e s !

Eac , a n e n e e d s a C a , b y
d e s n a e b e R M
(a u g f e n s) .

Although the data regarding fire are all adequate in the interview, the candidate's decision to take a holiday in a foreign country is a high priority.

- Religious considerations, e.g. fasting during Ramadan therefore an early interview time would be preferable.
- Health issues e.g. use of medication might mean that a certain time of day would be best.
- Distance to travel e.g. see the more local ones early in the day.

If candidate is unable to attend, the interviewer should be kept informed as early as possible and the candidate should be notified.

The interview should be held between 30-45 minutes, unless otherwise specified.

The interviewer should be aware of each interviewee's needs and be prepared to adjust the interview accordingly.

KEY POINTS

As a result, a candidate's decision to take a holiday in a foreign country is a high priority and should be considered accordingly.

Long-term measures may be needed for the candidate's decision to take a holiday in a foreign country, and the interviewer should be aware of each interviewee's needs and be prepared to adjust the interview accordingly.

Notes

All panel members must take notes of some kind to provide evidence for their rating, which is especially important if the recruitment decision is challenged.

THE CHAIR OF THE SELECTION PANEL

The RM fee a e he le f he Chai b hi i bliga . I ca be delega ed a he a el e be ifa ia e. A k HR f g ida ce if a e e.

T C f f f :

- Introducing the panel and welcoming the candidate.
- Facilitating the development of the questions by the whole of the panel so that they are each a a e f he e fall he e i a d k h i a k ha e i , a d i ha de .
- Ensuring continuity of the panel and their questions.
- All equality and diversity principles being upheld.
- Managing and facilitating discussions leading to the final decisions.
- Doing everything the rest of the panel are expected to do as well.

KEY POINTS

M s f e cand da es f a end an n e e not be successful, but e an tem a e bac a s e e f e C ege and s ac ces.

A ane membe s a e e ed :

- act professionally at all times
- work together to ensure good c n n
- make it a positive experience for e cand da e
- take appropriate notes on evidence f c m e ence, s s s e a ngs and a s ens e a a cand da es can benef f m c ns uc ve feedbac

PLANNING THE QUESTIONS

Questions:

- be prepared in advance.
- be the same for each candidate.
- ask candidates to give examples (evidence) of when they have demonstrated the skill required.

The effectiveness of the interview questions is a key factor in determining the quality of the recruitment process.

The following are some key factors to consider when planning your questions; although they are not exhaustive, the following are some key factors to consider when planning your questions. The following are some key factors to consider when planning your questions.

Using the 'STAR' method (Situation, Task, Action, Result) is a good way to structure your questions and ensure you are asking the right questions.

Before the interviews begin, the recruitment panel should agree two or three questions for each of the candidates. This will ensure that the questions are consistent and relevant to the role.

By asking the same set of questions of each candidate you are giving each of them the opportunity to demonstrate their skills and experience. However, it is important to ensure that the questions are relevant to the role and that you are asking the right questions. The following are some key factors to consider when planning your questions.

If a dedicated employee is given the chance to become a leader. People are encouraged to take initiative and be able to lead a team effectively.

If a candidate is an efficient individual who can (and should) make the big decisions, based on the evidence.

The area held together by a high bar is a good decision.

Each candidate will have a set of evidence to be evaluated. The candidate will be able to give evidence to support their decision.

T :

- ask questions
- make notes
- read and reflect on your notes after each interview
- evaluate your evidence (or lack of it).
- give a rating

KEY POINTS

Assessment Sheet ratings:

0 = no evidence of leadership standards

1 = some evidence of leadership standards

2 = meets leadership standards

3 = exceeds leadership standards

Decision Sheet ratings:

0 = Unacceptable

1 = acceptable → development needs

2 = acceptable

3 = acceptable → satisfied and seen leadership

INTERVIEW QUESTION SHEET

This form is available from HR. Before interviews begin, the recruitment selection panel should agree two or three questions for each of the following headings. These questions will then serve as a structure for the interviews. All candidates should be asked ALL the questions on the sheet.

INTERVIEW QUESTION SHEET

Selection committee members:

- 1Introductions – names/roles/location
- 21 purpose of the interview – opportunity for both sides to find out about the other
- 3How long it will last
- 4Questions based on Person Specification
-Taking notes as we go through
-Opportunity for candidate's questions at end

ASSESSING EACH CANDIDATE

A head of each interview should be identified, either the interviewer or the candidate. The candidate should be invited to introduce themselves to the panel.

The Chair should lead a discussion with each candidate before the panel asks any questions.

Assessment:

0 = No evidence of skills

1 = Some evidence of skills

2 = Good evidence of skills

3 = Excellent evidence of skills

Marking:

All candidates should be asked the same questions. The Chair should ensure that the panel has a chance to ask any questions.

At the end of the interview, the panel should discuss the candidates and reach a decision.

All candidates should be asked the same questions, and the panel should discuss the candidates and reach a decision. The Chair should ensure that the panel has a chance to ask any questions.

Decision:

0 = Not suitable

1 = Suitable for the role

2 = Suitable for the role

3 = Suitable for the role

The Chair should ensure that the panel has a chance to ask any questions. If the panel has reached a decision, the Chair should inform the candidates of the decision.

KEY POINTS

To see a copy of the recruitment forms go to intranet, HR, A-Z forms.

For more information, see the 'S' section of the recruitment forms.

If you are unable to access the recruitment forms, contact the Recruitment Team for assistance.

9. STAGE 8: Using References

REFERENCES

All jobs feature a candidate who has a high level of effectiveness.

The candidate should be able to demonstrate a high level of effectiveness.

References are generally provided by a former employer; however, it is important to check a candidate's references.

References should be given a high level of effectiveness; if a candidate is given a low level of effectiveness, it should be noted in the candidate's file. Only the candidate's best references should be used in the selection process.

References should be given a high level of effectiveness. Finally, the candidate should be able to demonstrate a high level of effectiveness in the selection process.

The high level of effectiveness is a high level of effectiveness because it is a high level of effectiveness. You will probably never know, so do not make any assumptions.

KEY POINT

TAKING UP REFERENCES

References should be taken in the candidate's interview. Failure to do this could cause a candidate to be overlooked, and also the candidate's reputation. References should be taken before the candidate is offered a job.

It is important to check references before making a job offer. This can help you to avoid hiring someone who is not suitable for the job. It is also important to check references for the candidate's previous employers.

R E F E R E N C E S

You don't have to make a job offer until references have arrived, but you may want to if you are short of candidates.

References should be taken from a reliable source, and should be taken from people who have worked with the candidate in the past. It is also important to check references for the candidate's previous employers.

R

10. STAGE 9: Making the offer and giving feedback

MAKING THE OFFER AND GIVING FEEDBACK

TCF:

- offers verbally, usually by phone.
- submits the Job Offer information to HR via the vacancy manager system.
- contacts unsuccessful candidates by phone and offers feedback if they wish to receive it.

HR:

- generate the offer letter to the successful candidate.
- sends 'regret' emails to unsuccessful candidates.

All successful candidates are notified by email. The offer letter is sent to the successful candidate. The offer letter should be clear and concise. It should include the following information: the position, the salary, the benefits, the start date, and the contact information for the HR representative.

Giving feedback is an important part of the recruitment process. It helps candidates understand why they were not selected and provides them with valuable information for their future job applications. The HR representative should provide feedback in a timely and professional manner.

The feedback should be given in a private and confidential setting. It should be given in a timely manner, ideally within a week of the final interview. The HR representative should be prepared to answer any questions the candidate may have.

KEY POINTS

From the information given, feedback see the S's Section, page 49.

Human resources; employees; members.

Management; members; can be given; feedback; candidates; HR representative; members.

11. STAGE 10: Induction

INDUCTION

Induction is a key part of the recruitment process. It is the first experience that new staff have of the College and its values. It is also a chance to introduce them to the College's mission and values and to provide them with the information they need to get started.

We want to ensure that new staff have a positive experience. We have identified the following key points:

- make a positive transition into their role.
- get up to speed as quickly as possible.
- understand the College's mission and values.
- build successful key relationships
- feel they have made the right choice to join the RVC.

In addition to the induction process, we also offer the following support services:

- Senior Management Members
- Finance
- Human Resources
- Academic Registry
- Academic Development
- Estates
- Research Office
- Departmental Support

KEY POINTS

• Create a positive experience
• Induction Pack and the Management Induction Guide.

• Support staff to make the most of their role
• Offer support and advice
• Provide a positive experience

12. SKILLS SECTION

1. Working together as a panel
2. Asking questions
3. Active listening
4. Giving feedback

1. WORKING TOGETHER AS A PANEL

C

ASKING QUESTIONS

Good interview questions are characteristically candid and
frank.

Get the interview candidate all the data effectively. Questions should
be big, specific, calculated and challenging – all the ingredients for
a definitive answer!

T **M**. This is a fair – the behavior is
likely to be a high behavior.

Q **M**
The effectiveness of the design will be
improved.

O **Q**
Sally, how, how, how:

* How did she achieve...?

* What is the key...?

* What did...?

Also, 'ell' 'ab...', 'lead' 'ibe...' etc.

Use the area of the interview to establish a detailed and
definitive.

P **Q**
Help the candidate if they
initially:

* Did you read the data?

* Tell me about the basic procedure.

* What are the findings?

Use the data to help the candidate see the
evidence.

KEY POINTS

Ask questions based on
previous experience:

H M Q

A e ed e he e ical k ledge, b d ' e eal ch ab he ca dida e'
ac ale e ie ce:

*Wha ld d if...?

*H ld c e i h...?

*Wha ld ha e if...?

U e he ,if , he he li i a i f he ca dida e' e e ie ce ake i diffic l
f he a e e i i h eale a le .

D :

M Q

The ha e e eal a ;a i g f e i a e a ked bef e he ca dida e i all ed
e l ,e.g.:

*H d e c e j b c a e i h la , hich a ec e e he g ea e
challe ge ,a d h ha e he bee e c e?

The ca c f e he ca dida e, he a ch e a e l e a f he
e i ,a d igh ha e i ed he c cial a f .

L Q

Well i igh ee like a i g he b i ,b i e ie e f e a k he !

*We belie e i ea k he e, d hi k ea k i i a ?

3. ACTIVE LISTENING

A ki g effec i e, ell h gh e i i e hi g, b
ca a k he be e i i he ld a d i ill all be f hi g
if a e eall hea i g he a e . I ' all ab li e i g.

4. GIVING FEEDBACK

F M ^f ^f . He feedback hei a lica i
 a di e ie ef a ce i i a f all ca dida e , cce fl
 cce fl. Thi a lie a ic la l i e al ca dida e ,
 h ef e ge i i he C llege c ld be c ciall
 i fl e ced b hei e e ie ce f ec i e ce .

U f a el a ec i e fi d gi i g feedback c f able,
 a ic la l cce fl ca dida e h igh fi d he feedback
 di a i i g.

O e a deal i h hi i f c e ide ce a he ba i
 f deci i . Thi de- e ali e hi g , a d ea e he
 ca dida e ha deci i a ade he fac a ailable f
 he i f ai e e ed - a he ha a bjec i e
 j dge e ab he e all .

If d hi , a e a i g " ' e failed " j ha " did
 gi e e gh f ha e e el ki gf " .

Ca dida e ca he be ee ed i e f a , ei he :

- Try again next time - i.e. you are a suitable candidate, but give
 e h gh ha e ide ce ca ide e i e d.
- You need to develop your skills in the following areas before
 a l i g agai .

Re i he e ai fe he bl b c ceali g ble
 aki ge c e . Thi d e hel he ca dida e a d a lead
 he challe gi g he ec i e deci i .

• **F M** - ca dida e - a ic la l i e al ca dida e - be efi f
 feedback.

• **P** ^f - ec i e fi d gi i g feedback c f able.

• **S** - e e ide ce e lai deci i - e.g. " did
 gi e a ch e ide ce f i abili a he ca dida e . "

S gge ha he ei he agai de el hei kill bef e he
 d .

H ^f ^f **M** ^f ^f **M** ^f **M**

**Royal
Veterinary**

C

Appendix 1

HERA

COMPETENCIES

E a l e f a k a d e i d e c e , f i l e e c l e

COMPETENCY		

COMPETENCY	TASK	EVIDENCE
4 Service Delivery	<p>'React to the client's needs and address their issues'</p> <p>'Act on the client's feedback to improve the service'</p> <p>'See all the data for the service'</p>	<p>Example of digital service, delivery, effective public, digital service.</p> <p>Example of digital service, delivery, effective public, digital service, e.g. age of service, digital service, effective public, digital service.</p> <p>Example of digital service, delivery, effective public, digital service, e.g. age of service, digital service, effective public, digital service.</p>
5 Decision Making	<p>'Make a decision on the matter'</p> <p>'Make a decision on the matter'</p> <p>'Make a decision on the matter'</p> <p>'Make a decision on the matter'</p>	<p>Example of decision making, effective public, digital service.</p> <p>Example of decision making, effective public, digital service, e.g. age of service, digital service, effective public, digital service.</p> <p>Example of decision making, effective public, digital service, e.g. age of service, digital service, effective public, digital service.</p> <p>Example of decision making, effective public, digital service, e.g. age of service, digital service, effective public, digital service.</p>
6 Planning and Organising Resources	<p>'Plan and organise the work'</p> <p>'Organise the work'</p> <p>'Organise the work'</p>	<p>Example of planning and organising resources, effective public, digital service.</p> <p>Example of planning and organising resources, effective public, digital service, e.g. age of service, digital service, effective public, digital service.</p> <p>Example of planning and organising resources, effective public, digital service, e.g. age of service, digital service, effective public, digital service.</p>

COMPETENCY		



14. Appendix 2

Templates and Example Online Forms

EXAMPLE CANDIDATE ASSESSMENT SHEET



The image shows a document template for a candidate assessment sheet. At the top right, the logo for the Royal Veterinary College, University of London, is visible. The logo consists of the letters 'RV' in a stylized font, with 'Royal Veterinary College' written in a serif font above 'University of London' in a smaller sans-serif font. The rest of the page is obscured by a large black redaction box.

EXAMPLE CHAIR'S DECISION SHEET

Offer Details

Information

Example Test

Department:
Department of Veterinary Clinical Studies (VCS)

Remuneration package agreed:

Job type:
Full Time

Contract type:
Established

Contract type:
Established

