# Selection exercises

All selection exercises should be carefully designed to elicit specific evidence against the selection criteria. Candidates should be given adequate notice of the existence, nature and purpose of a selection exercise. Where candidates are asked to give a presentation at the start of the interview they should be given a time limit (which the committee chair may need to enforce) and it should be made clear to them whether or not they may use audio-visual aids e.g. PowerPoint.

When the audience for a presentation is to include postgraduate or undergraduate students, thought should be given as to who would most appropriately be invited. When inviting undergraduates, some panels choose to include finalists only, as they will not be taught by the successful candidate and are less likely to feel aggrieved if their preferred candidate is not selected by the panel. Anyone who is invited should attend all of the presentations and a feedback sheet (an example is provided) may help to ensure that comments are relevant and appropriate.

## (a) Assessing teaching capability

* Candidates can be asked to give a brief presentation about their current and/or future research which is followed up with questions designed to elicit information on the candidate’s thinking about presenting information in a teaching context.
* Candidates can be asked to give a teaching presentation on a topic from the syllabus the successful candidate would have to teach from.
* Candidates can be asked to explain a particular concept or an aspect of their own research for students at a specified level or for a non-specialist audience.
* For subjects where text classes form part of the teaching, candidates can be given a text or choice of texts to prepare before the interview and be asked to explain how they would run a class on the text for students at a specified level.
* Candidates can be given a short scenario illustrating a teaching difficulty of some kind before the interview and be asked to explain how they would approach the problem.

##  (b) Assessing research capability

* Candidates can be asked to give a research seminar in the department/faculty in advance of the interview. They should be told that the seminar is a formal part of the selection process; if a wider audience than members of the selection committee is invited to provide feedback, this must be against specified selection criteria only, and audience members must be made aware that any written comments are potentially disclosable to candidates on request. Each member of the audience should attend all the seminars.
* Candidates can be asked to give a brief presentation about their current and/or future research at the start of the interview, followed by questions from committee members.

##  (c) Assessing management ability

This is more commonly explored during questioning rather than by a specific exercise but the following could be used:

* Candidates could be given a case study to prepare before the interview e.g. a situation in which a member of staff or student is under-performing in some way. Candidates could be asked to say what additional information they would need in order to deal with the problem, outline in general terms what the options are, say what their preferred approach would be, and suggest what could have been done, if anything, to prevent the situation arising in the first place.