**QSA Template: Interview Guide:**

Some hints and prompts in this document are in **blue** font. This indicates that you need to review and amend or delete the text as relevant to the recruitment campaign you are managing. Please delete these prompts and this box and ensure you change all fonts to **Arial, black, size 10** in your final version.

You will also need to click on “Update Table” on the **Contents Table** when you have finalised all your sections; this will automatically update the page numbers and headings.

Find further guidance on Interviews on the RQSA webpages.

**The purpose of this document is to help you prepare an interview guide. Before you start, here are some things to keep in mind:**

* You will need to refer to your mapping of the selection process, where you decided when and what skill areas to assess during the selection process. This will inform the content of this guide.
* You need to have agreed the job specification, including the competencies and behavioural indicators before you can prepare the interview guide.
* You identified the length of time available for each interview when you prepared the interview schedule. You need to calculate how much time to allocate to exploring each skill area during the interview, and how much time to allocate to evaluation, scores and decision-making post interview.

**Recruitment, Quality, Standards and Advisory Unit V.4 July 2024**

**Interview Guidelines For**

**Recruitment Reference No: XXXX Job/Role Title**

**Health Service Executive**

**Important Notice**

This guide will support you as an interview board member and will help to ensure consistency in approach across all candidates. It provides a clear outline of the areas to explore and guidelines for scoring.

This documentation is confidential and for restricted circulation only. The information contained in the guide is CONFIDENTIAL and for use by board members ONLY. Do not disclose this document to any third party or reproduced it in any way. Confidentiality applies before, during and after this interview process.

On completion of the interviews, to ensure confidentiality and in line with GDPR, it is essential that all interview board members shred / delete all interview guides from their system. This is the responsibility of each individual interview board member to do.

**\*Recruiter Guidance\*: Remember to update this automatic contents table once the document is finalised. Select “update entire table”.**

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# SECTION 1

## Overview of the Selection Process

Invitations to interview have issued to all eligible candidates. Below is an overview of the areas for assessment during this part of the selection process.

**\*Recruiter Guidance\*:** Insert skill / competency areas here and insert a tick in the column opposite to indicate where, in the process, assessment will take place.

|  |  |
| --- | --- |
| **SCORING / ASSESSMENT AREA** | **INTERVIEW** |
| **<Insert Competency 1>** | 🗸 |
| **<Insert Competency 2>** | 🗸 |
| **<Insert Competency 3>** | 🗸 |
| **<Insert Competency 4>** | 🗸 |
| **<Insert Competency 5>** | 🗸*(Global assessment i.e. no questions asked in this area)* |
| **<Insert Competency 6>** | 🗸*(Global assessment i.e. no questions asked in this area)* |

## Preparing for the Interview

To get the most out of the interview, adequate preparation is essential. These can help to ensure that you are adequately prepared. Interview board members must

* take time to review and familiarise yourself with the job specification and application forms prior to interviews and be familiar with the information provided
* agree on, and be familiar with, the criteria against which candidates are being assessed
* be aware of which areas to cover in the interview, the order of questioning, who is questioning and taking notes on each area

It is crucial that as interviewers you are aware that, like everyone, you have biases although you are not consciously aware of them, and you should not let them affect your conduct and decision-making during the interview process. You must be objective and retain an open mind over the course of the whole interview. Time during the interview is to be spent gathering evidence in relation to the candidate’s skills and abilities. There is time to evaluate candidates immediatelyafter each interview. You should also be aware of the dangers of making judgements based on whether the person appeals to, or is similar to you for example age, gender, background, experience. This is particularly important in relation to international candidates.

## The Qualities of an Effective Interviewer

Interviewing can be a demanding and complex task and requires both commitment and a high level of skill on your part as an interviewer. You need to be comfortable talking to, questioning, and even challenging the thinking of the candidates on sometimes very complex subject matter. Your decisions are not only critical to the careers of individuals; but also to the organisation with respect to filling positions with competent and able individuals. The importance of making a fair and balanced judgment cannot be overstated.

An analysis of the qualities of ‘The Effective Interviewer’[[1]](#footnote-1) carried out by the Public Appointments Service identified the following skills/competencies as essential to the role of interviewer:

**Competency Framework – An Effective Interviewer**

|  |  |
| --- | --- |
| **CATEGORY** | **DESCRIPTION** |
| **Planning and Organising** | Prepares thoroughly before the interview, understands the requirements and context of the role, takes an organised and methodical approach within the interview, and reviews evidence in a systematic manner.  |
| **Analytical Decision Making** | Identifies key elements in the information provided by the candidates and objectively assesses it against criteria**.** Weighs up all the information to make balanced decisions. |
| **Interpersonal Skills** | Has a relaxed and friendly approach in dealing with candidates and colleagues, encouraging and responding positively to them and challenging them in an unthreatening way. Is assertive but not confrontational and is able to defend their opinion when challenged. |
| **Questioning & Listening Skills** | Communicates clearly and confidently with the candidates and other interviewers. Asks clear, relevant and focused questions, and through active listening and follow-up questioning, builds up a comprehensive picture of the candidate’s skills in relation to the job. |
| **Team-Working Skills** | Listens and takes on board the opinions of others, supports and encourages other board members, shares the various tasks of interviewing and assists where required. |
| **Integrity, Objectivity and Self-Awareness** | Is objective and uses integrity at all times when interviewing. Is consistent in their approach and in assessments made. Discounts personal prejudices and informs the Chairperson of relevant issues, which may affect their role as an interviewer. |
| **Personal Commitment, Self-Awareness and Willingness to Learn New Skills** | Is aware of the importance of their role and of carrying it out in a professional manner. Is aware of their own biases and limitations as an Interviewer. Is open to reviews of their performance and is able to adapt their own behaviour to different types of situations, and to adopt new approaches when required. |

# SECTION 2

## Structured Interviewing

The requirements of the job provide the anchor for a structured interview. This enables the interview board to examine the candidate’s specific experience and skills in a number of relevant work related areas.

After the interview, evaluate the responses or evidence provided against a performance anchored rating scale for each assessment area. The rating scales have statements or indicators of what is associated with good performance in each of the scoring areas. Other additional features of the approach include keeping detailed records during the interview and multi-person boards making consensus decisions.

## The Core of the Interview – Questioning the Candidate

Good questioning skills are key to effective interviewing, regardless of the format/type of interview. The way you ask questions can have a huge influence on the quality of the information gained from the candidate. The Funnel Questioning Technique as outlined on the next page is an effective way of asking questions in an interview situation. An effective questioning technique will obtain the information required and motivate the candidate to talk freely. The following guidelines highlight the types of questions to ask and those to avoid.

The types of questions asked during the core part of the interview should explore the candidate’s key experiences or achievements in relation to the areas required for the job and/or look at their ability to meet the key challenges of the role.

Question candidates in a way that establishes their knowledge/experience as it applies to the role. However, it is important to remember to use information/ evidence from throughout the interview when scoring a candidate on each area.

|  |
| --- |
| **THINGS TO REMEMBER** |
| Ask open questions | Avoid closed or leading questions unless necessary |
| Ask one question at a time | Avoid asking multiple questions together |
| Keep questions short, clear and unambiguous | Avoid asking long winded, ambiguous questions |
| Use appropriate follow-up/probing questions | Do not allow the candidate to wander aimlessly |
| Address questions to the candidates own experience | Avoid indulging personal interests or curiosity |
| Allow the candidate sufficient time to gather their thoughts in responding  | Avoid using ‘rapid fire’ questions |
| Proceed to the next topic if the candidate is in difficulty | Do not agree or disagree with candidate answers |
| Be facilitative | Be mindful of appearing to interrogate |
| Ask probing questions at appropriate times | Do not interrupting other board members |
| Follow a logical sequence when questioning | Do not ask seemingly random questions |

## The Funnel Questioning Technique

****

# SECTION 3

## Summary of the Competency / Skill Areas

**\*Recruiter Guidance\*:** Insert skill / competency area headings and summary descriptions in the table below. The summary descriptions should be the same as those provided to candidates in the application form.

|  |  |
| --- | --- |
| **COMPETENCY HEADING** | **SUMMARY DESCRIPTION** |
| **<Insert Competency 1>** | <Insert Summary Description> |
| **<Insert Competency 2>** | <Insert Summary Description> |
| **<Insert Competency 3>** | <Insert Summary Description> |

## Interview Question Areas

* You can ask the followingsuggested questions to explore a candidate’s own individual experience as relevant to the role.
* You can use these questions as a guide and prompt.
* It is unlikely you will ask a candidate all of these questions.
* You should ensure you ask candidates a similar range of questions to allow them equal opportunity to demonstrate the necessary experience needed for the role.

**Question Area 1:**

**\*Recruiter Guidance\*:** Insert question area below and repeat this process for all question areas that you will assess at interview.

|  |  |
| --- | --- |
| **Sample Questions:** | **<Insert Competency 1>** |
| **Introduction***....Hello* | \*Recruiter Guidance\*: Provide a lead-in that will help interview board members introduce the candidate to skill area they will assess. For example:‘It is important for a <insert job title> to be able to <insert competency area>. Can you give me an example of a time where you have successfully demonstrated …...’ |
| **Probing***Context***WHO?****WHERE?****WHEN?*****Deeper*****WHAT?****HOW?****WHY?** | **\*Recruiter Guidance\*:** you will need to amend the prompt questions for each skill area. If the competency area is ‘Planning & Managing’ then the prompts will be to do with ascertaining the timescales available for the example / project. For example, what steps did you take…? Please note that these are prompt questions and are presented in the format of the funnel technique to facilitate the appropriate approach to questioning.What did this involve?What was the background to the situation?Where were you at the time?When did it take place?Who was involved?How many others were involved?What happened initially/first?...........why?What did you do next? ... Why?What did you do? …………What did you say? …...Why?What were your concerns?How did you address these?Were there others involved? What was their role?How did you feel at this time?Why did you choose to do this?Was there any opportunity for people to learn from this situation? |
| **Outcome****Standard****Compare** | What was the result? … What happened at the end?To what extent do you feel that the...? What makes you think this?How did other people react to the outcomes? …How do you know? ….What did they say? |
| **Learning****Link to the Role** | What did you learn about your own approach to <refer to the skill area>?Were there other situations when you had to do this?How do you think your experience applies to the role of <post title>? |

**Question Area 4 – Knowledge/Experience Relevant to the Role**

In Question Area 4 of the Application Form, candidates are required to detail how they feel they meet the requirements of the post as detailed in the Job Specification, with particular emphasis on how they meet the eligibility criteria. As with all parts of the application form, interview board members should review the candidate’s response prior to the interview. You can explore their response to this question in more detail at interview.

Interview board members should agree additional questions, in advance of the interview, to assist in investigating this area at interview. Record agreed additional questions in the space below.

These questions should enable the candidate to respond in a way that allows them to demonstrate how their professional knowledge and experience meets the eligibility criteria.

|  |
| --- |
| **Professional Knowledge / Experience Questions** |
|  |
|  |
|  |
|  |
|  |
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|  |
|  |

The objective at interview is to determine if the candidate has a high enough standard of knowledge and experience to carry out the duties and responsibilities of the role effectively.

The behavioural indicators presented in this guide signal the broad areas/topics an interview might explore to determine candidate suitability.

## Guidelines for Conducting the Interview

The format of the interview is set out below.

|  |  |
| --- | --- |
| **INTERVIEW ASSESSMENT AREAS** | **TIME-ALLOCATED (MINUTES)** |
| Introduction and review of experience to date | <Insert allocated time> |
| <Insert Competency 1> | <Insert allocated time> |
| <Insert Competency 2> | <Insert allocated time> |
| <Insert Competency 3> | <Insert allocated time> |
| <Insert Competency 4> | <Insert allocated time> |
| <Insert Competency 4> *(Global assessment from across the interview)* | <Insert allocated time> |
| <Insert Competency 4> *(Global assessment from across the interview)* | <Insert allocated time> |
| Wrap up and close / answer any questions candidate might have | <Insert allocated time> |
| Time available for interview | <Insert total allocated time for Interview >  |
| Time available for Interview Board assessment & summary comments | <Insert allocated time for Interview Board assessment > |
| Total Time Available | <Insert total allocated time for Interview Process> |

It is important to adhere to the timings in keeping with the interview schedule and to ensure all candidates have the same opportunity at interview.

Interview board members should agree roles during the interview. One board member should open and close the interview and the remaining members should split the questioning equally. The board member with the greatest knowledge/experience of a particular speciality area should question on that area.

The Board Member(s) not questioning may wish to come in at the end of a question area to seek clarification, if required. One Board Member must take notes during each interview stage (see below). Rotate question areas between candidates.

## Note taking

Take notes of the candidates’ responses on the Interview Note Taking Sheet. The note taker should record as much of what the candidate says as is possible. A key word(s) from the question will suffice. The context and details of an example are also worth recording.

However, the most important information to record is the actual answers the candidate provides, as this will be the primary decision making factor on whether or not to pass the candidate.

As note taker, take care to write as much as possible of what the candidate actually says - not your interpretation or what they say. Similarly, record notes in the order the candidate presents their evidence.

Notes taken can also provide a valuable reminder for interviewers when reviewing candidates.

Remember best practice

1. One board member asking the questions for competency area
2. One board member listening
3. One board member taking notes
* Rotate note taking between all board members
* The board member/s representing the relevant discipline / profession should record the clinical / professional knowledge notes
* Record competency being reviewed – by circling it
* Record start and end time for each question area
* Capture a key word from the question
* Capture the essence of the candidate’s response – record in the first person, as much as is possible
* Record – do not interpret!
* Avoid recording any physical details about the candidate; or what you think of their response
* Documentation will form a paper trail

## Chairperson’s Introduction

Settle the candidate into the interview by covering the following points:

* Briefly introduce each interview board member.
* Thank the candidate for attending the interview.
* Advise the candidate that the interview will follow a structured approach and explain each phase: the opening, the body and the close.
* Outline to the candidate that the main part of the interview will focus on the candidate's own specific experience relevant to the role.
* Explain the role of each board member during the interview.
* Ask the candidate to direct their answers to the board member posing the questions.
* Tell the candidate that the interviewer may interrupt them or refocus the questioning during the interview where the Board have already gathered sufficient information on a particular point.
* Make the candidate aware that other board members may take the opportunity to ask supplementary questions at the end of each question area.
* Tell the candidate board members will take notes during the interview.
* Outline to the candidate that the interview will take **approximately <Insert allocated time for interview>** minutes.
* Tell the candidate they will have the opportunity to add anything they believe is relevant or to ask any questions, at the end of the interview.
* Invite the candidates to help themselves to a drink of water at any stage during the interview.

## Guidelines for Scoring

Scoring, and writing a summary comment justifying each score, should take place directly after each interview. Assess each candidate against a number of areas. If a candidate fails one of these areas, they automatically fail the interview overall. This is because, during the review of the criteria, it was felt that each area is critical to the ability of the candidate to perform in the role.

How to score candidates on their performance;

* At the end of each interview, each board member should independently rate the candidate on each competency / skill area taking into account evidence from throughout the interview.
* In determining a score for each skill area, board members should evaluate the evidence the candidate provided against the indicators of effective performance. Use these indicators to inform decisions as to whether the candidate meets the criteria.
* In order to avoid any one individual dominating the scoring, the Chair will encourage all board members to take the opportunity to lead on giving their evaluation.
* Board members are encouraged to use the full breath of the rating scale and can take into account evidence from throughout the interview when scoring the candidate on a particular area.
* Assess candidates on each competency / skill area, one at a time, using the scoring guide below. The scores on each skill area are added together to get the overall score.
* At the end of each day, the board may wish to reflect on their decisions to ensure that they are confident with the scores they have awarded to candidates.

The most critical factor in scoring candidates is this: Only candidates that the interview board feel are capable of performing competently in the role should pass the interview. If you are not happy with a candidate, do not pass them.

**Candidates must score 40 or more in all assessment areas to pass and secure a place on a panel.**

|  |
| --- |
| **SCORING GUIDE** |
| **Little Evidence**of this key skill area presented | **Adequate / Satisfactory****evidence**of this key skill area presented | **Good Evidence**evidence of this key skill area presented | **Strong Evidence**evidence of this key skill areapresented |
| **1 – 39** | **40 - 69** | **70- 89** | **90 - 100** |

## Behavioural Indicators for Scoring

1. <Insert Competency 1>

<Insert Competency Summary Description>

What we might expect to see:

Demonstrates:

* Information from Skills and Competencies outlined in the Job Specification
* Demonstrates evidence of clinical / professional knowledge and evidence based practice when xxxxxxxx
1. **<Insert Competency 2>**

<Insert Competency Summary Description>

What we might expect to see:

Demonstrates:

* Information from Skills and Competencies outlined in the Job Specification
* Demonstrates evidence of clinical / professional knowledge and evidence based practice when xxxxxxxx
1. **<Insert Competency 3>**

<Insert Competency Summary Description>

What we might expect to see:

Demonstrates:

* Information from Skills and Competencies outlined in the Job Specification
* Demonstrates evidence of clinical / professional knowledge and evidence based practice when xxxxxxxx
1. **<Insert Competency 4 / Knowledge and Experience Area>**

The following indicators will guide you in assessing candidates’ Knowledge & Experience.

What we might expect to see:

Demonstrates:

* Information taken from post specific skills, relevant skills, competencies / knowledge and relevant information from the Job Specification

**Interview board in separate Professional Knowledge Question Workbooks will determine additional knowledge and experience.**

**The candidate will be globally assessed throughout the interview on 5 and 6 below:**

1. **<Insert Competency 5>**

<Insert Competency Summary Description>

*What we might expect to see:*

*Demonstrates:*

* Information from Skills and Competencies outlined in the Job Specification
* Demonstrates evidence of clinical/professional knowledge and evidence based practice when xxxx
1. **<Insert Competency 6>**

<Insert Competency Summary Description1>

*What we might expect to see:*

*Demonstrates:*

* Information from Skills and Competencies outlined in the Job Specification
* Demonstrates evidence of clinical/professional knowledge and evidence based practice when communicating and interacting with others.

**+ Including Written Communication skills**

Assess this area on the information candidates provide in the application form and interview.

* Presents written information in a clear, concise and structured manner
* Correct use of grammar, spelling and good sentence construction
* Demonstrates a broad vocabulary, particularly in the use of medical terms
* Is reasonably concise their writing

**Summary Comment**

Interview board members must record a summary comment, explaining the mark, on the Interview Marking Sheet. This summary comment must indicate how the candidate performed at the interview.

**This comment is especially important for candidates who are not successful at interview.**

It is important that the comment is descriptive and accurate and clearly relates to the candidate**’**s performance during the interview. The comment should represent the consensus view of the board.

**Hints and tips on composing summary comments**

* Use the behavioural indicators in your interview guide to help you construct useful comments.
* Comments should be phrased in the positive rather than negative, for example ‘candidate could have demonstrated more evidence of their ability to ’….’Candidate would benefit from better demonstrating their ability to’……
* It is important that the label / anchor description maps to the score awarded.

## Appendix A Job Specification

**<Insert Job Specification Here>**

## Appendix B Interview Marking Sheet

**Private & Confidential**

**<INSERT RECRUITMENT REFERENCE NO: XXXX, JOB/ROLE TITLE>**

|  |  |
| --- | --- |
| **CANDIDATE NAME:** | **CANDIDATE NUMBER:** |
|  |  |  |  |
| **SELECTION CRITERIA** | **MAXIMUM POSSIBLE MARK** | **MINIMUM ACCEPTABLE MARK\*** | **CANDIDATE MARK** |
| **SKILLS/ COMPETENCIES/ KNOWLEDGE**\* | **100** | **40** |
| **<Insert Competency 1>**Summary Comment |  |
| **<Insert Competency 2>**Summary Comment |  |
| **<Insert Competency 3>**Summary Comment |  |
| **<Insert Competency 4>**Summary Comment |  |
| **<Insert Competency 5>**Summary Comment |  |
| **<Insert Competency 6>**Summary Comment |  |
| **Total Candidate Mark** | **\*Scores at or above minimum acceptable mark in each criteria area are needed to qualify**  |  |

Interview Board- Please sign and date below:

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Date:**  **Interview board member**  | **Date:** **Interview board member**  |  **Date:****Chairperson** |

|  |  |  |  |
| --- | --- | --- | --- |
| Recruitment Name | **<INSERT JOB / ROLE TITLE>** | Interview Date | **<INSERT DATE>** |
| Recruitment Reference No. | **<INSERT REFERENCE NO: XXXX>** | HSE Area | **<INSERT AREA>** |

## Appendix C Interview Note Taking Sheet

**Strictly Confidential**

**<INSERT RECRUITMENT REFERENCE NO: XXXX, JOB/ROLE TITLE>**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Candidate Name |  |  | Candidate Number |  |
|  |  |  |  |  |
| BM Questioning | *(initials only)* |  | BM Taking Notes | *(initials only)* |
| Start Time |  |  | Finish Time |  |
| Date: |  |

*Please circle appropriate area:*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Intro | <Competency1> | <Competency2> | <Competency3> | <Competency4> | Wrap Up |

|  |  |
| --- | --- |
| **Question** **(Key Word)** | **Candidate’s Answer** |
|  |  |
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## Appendix D Scoring Band for Assessment Areas

|  |  |  |
| --- | --- | --- |
| **SCORE** | **LABEL** | **DESCRIPTION** |
| **100****99, 98, 97****96, 95, 94, 93,****92, 91, 90,** | **Strong Evidence** | Difficult to see how it could be improved on. A role model.Summary comment might lead in with ‘<Candidate name> demonstrated excellent evidence / very good evidence of their ability to …..’ |
| **89, 88, 87, 86, 85,****84, 83, 82, 81, 80,****79, 78, 77, 76, 75,****74, 73, 72, 71, 70** | **Good Evidence** | An area of distinctive strengthSummary comment might lead in with ‘<Candidate name> demonstrated good evidence of their ability to …..’ |
| **69, 68, 67, 66, 65,****64, 63, 62, 61, 60, 59, 58, 57,****56, 55, 54, 53, 52, 51, 50,****49, 48, 47, 46, 45, 44****43, 42, 41, 40** | **Adequate / Satisfactory****evidence** | Achieves a sufficient standardSummary comment might lead in with ‘<Candidate name> demonstrated adequate / satisfactory evidence of their ability to …..’ |
| **39, 38, 37, 36, 35,****34, 33, 32, 31, 30, 29, 28,****27, 26, 25, 24, 23, 22, 21,****20, 19, 18, 17, 16, 15, 14,****13, 12, 11, 10, 9,****8, 7, 6, 5,****4, 3, 2 ,1, 0** | **Little Evidence** | Patchy. Significant weak areas or uneven aspects to performanceLittle or no evidence of competencySummary comment might lead in with ‘<Candidate name> demonstrated insufficient evidence of their ability to… |

## Appendix E Legislation Governing Public Service Recruitment and Related Responsibilities

This section provides support to those involved in the selection process.

Those involved at any stage of the selection process are obliged to understand the legislation governing the selection process and their responsibilities under it.

1. **Public Service Management (Recruitment & Appointments) Act 2004 and Public Service Management (Recruitment and Appointments) Amendment Act 2013**

The HSE recruits under recruitment licence from the Commission for Public Service Appointments (CPSA).

The HSE seeks to ensure the following principles set out in the [CPSA Code of Practice](https://www.cpsa.ie/codes-of-practice/what-are-the-codes/) are adhered to - probity, fairness & equity in our recruitment.

Responsibilities of those involved in the selection process under the Codes of Practice:

* Ensure there is a link to the requirements of the post in the selection criteria.
* Ensure advertising of the post is fairly, and is correct.
* Familiarise yourself with the Job Specification, the selection criteria, the interview structure and format, and other relevant campaign information.
* When carrying out the eligibility sift / short listing ensure you apply criteria fairly to all applicants.
* Inform applicants of the rationale for determining they are eligible/ ineligible or for short-listing / not short-listing.
* Ensure the interview/ selection process applies fairly to all candidates.
* Take notes throughout the interview to support the decisions made.
* Following interview give feedback to all applicants so they are informed of the rationale for their scoring assessment at interview for example a meaningful comment on the marking sheet.
* Participate in the appeals process in line with dedicated timeframes.
1. **The Freedom of Information Act 2014**

The Freedom of Information establishes three statutory rights for citizens:

* The right to access information held by public bodies.
* The right to have official information relating to him/herself amended where it is incomplete, incorrect or misleading.
* The right to obtain reasons for decisions affecting oneself.

To ensure that the selection process adheres to the above those involved in the process should ensure that:

* Applicants have access to information pertaining to decisions made regarding their candidature. That is, a written rationale for an applicant progressing/ not progressing in the selection process. This means the written rationale for deeming them ineligible/ not short listing, interview notes from the interview, marking sheets provided to candidates post interview.
1. **The Employment Equality Acts 1998- 2015**

The Employment Equality Acts 1998 - 2015 outlaws discrimination in employment on nine grounds. These are:

* Gender
* Marital status
* Family status
* Race
* Sexual orientation
* Age
* Disability
* Religious belief
* Membership of the Traveller community

Discrimination under the Act is the treatment of a person in a less favourable way than another person is, has been, or would be treated.

**Implications of the Employment Equality Acts on recruitment and selection**

Interviewers should adhere to the following guidelines their practices are in line with the Employment Equality Acts:

1. **The requirements of the job must be carefully defined**

The employer should examine the job requirements and include only that which is essential for the job. This is necessary to guard against indirect discrimination as unnecessary job requirements may prevent suitable candidates from applying.

1. **Questions must relate to the requirements of the job**

Questions should relate to the requirements of the job as specified in the Job Specification.

1. **Avoid questions relating to personal/family circumstances**

Do not ask candidates questions about their personal or family background or any questions in relation to the nine grounds, which prohibit discrimination. A candidate’s personal background is irrelevant to the ability to perform a particular job and candidates may perceive personal questions as being an indication of discrimination on the part of the interviewer.

1. **Marks awarded should relate to candidate’s answers against the relevant criteria.**

Score candidates only in relation to the evidence they provide during the interview. A clearly defined marking scheme helps ensure that candidates are assessed objectively and that other factors such as ‘gut feeling’ do not influence the assessment. It is important to remember that candidates may receiver feedback.

* It is important to ensure that equal treatment is afforded to all applicants;
* Discrimination narrows the field of good candidates available;
* Interviewers must be vigilant in guarding against discrimination, which could arise due to prejudice, misconception, assumptions and stereotyping.
1. Rooney & Flood, 1999 [↑](#footnote-ref-1)